

The latest news, views, and announcements

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Capacity building of CSOs, Headteachers and Play Ambassadors in June and July 2021

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Monitoring, data gathering and coaching support to school leaders

Learning Session in Kinango School for the Deaf

KPLAY learning to ensure an inclusive LtPT Curriculum and implementation Model



Image 1: TOT Participants practice active listening

Director's Letter

The Program period June and July 2021 focused on relationship building with national and county governments of Kilifi and Kwale, beneficiary school visits, coaching of system support officers, CSOs and headteachers through monthly workshops, selection of Play Ambassadors and drafting activity modules for the LTPT curriculum using a co- design model led by our design partner, Humans Who Play. We also took time to deepen our knowledge on the Special Needs Education landscape in a bid to promote inclusivity by working with schools that are dedicated to learners with special needs and directly engaging The Kenya Institute of Special Education (KISE).

We have made measurable progress in the above and other areas of our work through collaboration and support of Kilifi and Kwale County governments and Ministries of Education. This stakeholder support has continued to be demonstrated through the Steering Committees' support of decision making, compliance and coordination of program implementation in the county. We are highly indebted to them! The KPLAY Program has continued to receive positive commendation from both the county government and participating teachers

Despite the challenges that exist in their contexts they report that the concept of learning through play with technology (LTPT) is well aligned to the CBC rollout across lower and upper primary grades and will enhance student centered teaching and learning approaches in classrooms that lead to desired competencies and learning outcomes by KICD.

"We love KPLAY activities, this is what we desire as we adopt the CBC; real application of creative concepts in our lesson planning." stated a participating teacher from Chanagande Primary School, Kilifi County.

In conclusion, I look forward to continued collaboration with our local stakeholders, full commendation from the national government, deepening comprehension of LTPT concepts amongst teachers and the eventual shift to competency based joyful learning for all children in Kenya.

Caroline Amollo,



KPLAY Program Director, Kenya.

School Visits

The KPLAY team conducted site visits in all 11 participating schools in Kwale and Kilifi Counties. School visits focused on monitoring the progress of project activities, gathering additional information on the contexts of the schools and providing coaching support to head teachers. The following are the key outcomes of the visits

Progress post May capacity building workshop	Data gathering on Context: ICTs and Class size	Coaching support to CSOs and Headteachers
<ul style="list-style-type: none">- Teachers have started to use songs, local games and group activities to enhance playful learning in the classroom.- Teachers reported that learners really enjoyed the games and demand for more of them- Teachers required for support on tools and methods for using playful learning in large classroom.	<ul style="list-style-type: none">- Participating public schools have Government issue tablets. At least 9 out of the schools have a projector and 7 have access to additional laptops/computers- Each of the Public Primary school has 60 to 80 learners in a classroom. Variations are in Kinango School for the Deaf (Special needs school) and St. Mercy (Private) in with 8 learners and 15 learners on average per class respectively.- ICT Rooms in the schools were identified as potential spaces for Play Labs	<ul style="list-style-type: none">•Headteachers and CSOs oriented on the purpose of coaching and the tools that they can use for observation

Capacity Building of Teachers and School Leaders

In June and July, we conducted workshops targeting Play Ambassadors, Headteachers and CSOs. The Play Ambassador was selected from each school from the Teacher Cells established after the May Virtual workshop. The aim of the workshop was to provide these school leaders with the tools, knowledge, and skills to serve as system embedded coaches to provide support to teachers in the schools for better deliver of LtPT.

A total of 11 CSOs, 12 Play Ambassadors and 12 headteachers were trained to form a support system to teachers in the schools and to the program in tracking progress of integration of LtPT. They will also perform the critical role of supporting the capacity building of teachers in our July Virtual Teacher Professional Development workshop.



Image 2:TOT Participant take notes during the workshop

Special needs learning at Kinango School for the Deaf

The KPLAY program is committed to championing inclusive education. The Program is working to ensure that of the 90,000 learners to be equipped with algorithmic, computational, and design thinking skills, 10% will be children with special needs.

In June, we held a learning session with Kinango School for the Deaf to better understand their learning needs and gaps in education. The intention was for us to reflect on their unique needs in our LTPT modules design in the capacity building workshops and teacher support. The session was held at Kinango School for the Deaf and was attended by 11 teachers led by the Headteacher. The key learnings are as follows:

CBC Curriculum	<ul style="list-style-type: none"> • Syllabus coverage is challenge because the learners require more time to understand and retain learning. Teachers lay emphasis on examinable areas to give learners a chance on progressing with their education • Teachers are positive about CBC because of its focus on talents and not test and assessments. They are required to adapt the curriculum content to the needs of their learners and for instruction using Kenya Sign Language (KSL) • The integration of technology also gives learners with special needs options and creative activities.
Community and parents' engagement	<ul style="list-style-type: none"> • Parental support is very limited. They are also unaware of how to support the learners to sustain what they are learning in school. • Previous projects by NGOs have incorporated a skills building aspect for parents either in Kenya Sign Language (KSL) or economic empowerment to motivate parents participation
Teacher professional development	<ul style="list-style-type: none"> • Special needs teachers receive CBC training separately • Additional training is available through Kenya Institute of Special Education (KISE) but at own cost during the school holidays • There is a shortage of CSOs with a special needs focus to ensure that adaptations of CBC are accurate and contributing to improvement of learning outcomes.
Opportunities and considerations for KPLAY	<ul style="list-style-type: none"> • KPLAY activities are beneficial because they are hands on for learners making it interesting and improving memory and retention • A LtPT teachers guide for special needs teachers would be very beneficial • Working with multiple groups of special needs is difficult meaning that we might want to focus on the Deaf. This could present challenges with school selection. • KPLAY activities should be as much as possible visual and encouraging group work because this works well for learners with special needs.

Conclusion and Next Steps

Following a successful 2nd Quarter, the team will focus on the following in the coming months

July 2021

- KPLAY will be conducting a 3-day virtual Professional Development Workshop of teachers from 16th to 18th July 2021.

August 2021

- We will host Kilifi and Kwale Steering Committee meetings on dates to be confirmed in due course.
- We will continue with our school visitation schedule.
- Facilitate system coaches ToTs and introduce Scratch Coding to our CSOs, headteachers and Play Ambassadors.
- Continue learning through our monitoring and learning objectives.

You can get in touch with us through Loise Wambui, lwambui@irex.org, for additional support or further inquiries.

Thank you



Image 3 Focus group discussion at Kinango School for the Deaf