

Kenya Teacher Education and Professional Development Program (TEPD)

First Quarterly Report June 1 through October 30, 2007



Kenya Teacher Education and Professional Development
USAID Kenya Cooperative Agreement 623-A-00-07-00031-00
First Quarterly Report
June 1 to October 30, 2007

I. Preamble

This is the first quarterly technical report that covers activities since inception of the project on June 1, to October 30, 2007, a longer “quarter” because the Award became effective on May 31, 2007 and will end on May 30, 2010.

The overall goal of the TEPD is the same as USAID’s SO8, IR2: **to improve the practices and competencies of teachers in Kenya**. TEPD will build stronger links between the pre-service and in-service systems of teacher education in Kenya, working initially in North Eastern and Coast Provinces. TEPD will help establish PTTCs as the engines of quality, more closely linking them with Kenya’s cluster- and school-based in-service system. The key objectives of TEPD to help achieve the above goal will be:

1. To establish a framework for enhancing teacher competencies within a rapid reforms context;
2. To improve the skills of PTTC lecturers by introducing new and existing teacher education materials that better prepare student teachers for actual school conditions;
3. To improve skills of PTTC lecturers through a national lecturer induction and training program;
4. To improve skills of PTTC lecturers and build capacity of PTTCs to use ICT for pre-service teacher education; and
5. To initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs.

II. Executive Summary

Setting up of the Teacher Education and Professional Development (TEPD) program remained largely on target during this time period. Key staff was recruited and the temporary office space provided within the Academy for Educational Development (AED) regional office was fully operationalized. Significant time was spent in the mobilization of key stakeholders and partners including Ministry of Education (MOE) headquarter departments (the Basic Education INSET & Pre-service units and Directorate of Quality Assurance and Standards) and units outside of headquarter such as Kenya Institute of Education (KIE), Kenya Educational Staff Institute (KESI), Kenya National Examinations Council (KNEC), and the Teachers Service commission (TSC), as well as MOE development partners including Japan International Co-operation Agency (JICA), Department for International Development (DFID), Canadian International Development Agency (CIDA), and the World Bank (WB). With TEPD support, the Director of Basic Education (DBE) wrote a circular to all college principals; heads of institutions, such as KIE, TSC, KNEC, and Teachers Unions; as well as to all PDEs and DEOs to formally introduce TEPD and AED. The DBE assigned the Senior Assistant Director for the INSET unit as the contact person for TEPD. TEPD staff anticipates moving to the MOE office by January 2008.

The TEPD team worked very closely with and through the MOE. Through this collaboration, a Consultative Group (CG) of fourteen members was set up comprising key stakeholders (MOE and units outside headquarters, PTTCs, and related or interested government departments). USAID is represented in the CG by the CTO. The CG held two meetings and immediately assumed responsibility for providing broad guidance to the TEPD Program. For example, they expanded the membership of the CG to include other key government departments such as the Kenya Bureau of Standards (KEBS) (involved in setting standards for ECD teachers) and the teachers unions, and also suggested additional information and contacts to be consulted in the development of the Teacher Competency Framework (TCF). The CG further recommended that members take responsibility to report back to their institutions on the activities of the TEPD Program. Related to the program activities, the development of a TCF commenced with the CG taking the lead with support from an expert consultant. Negotiations with all three proposed subcontractors were intensified and one (IESC/Geek Corps) signed a contract. A decision was made to subcontract the Monitoring and Evaluation (M&E) activities. This was necessary as the person who originally assigned to serve as M&E specialist declined after taking another job due to the delay in awarding the TEPD Program. Further, it was not possible to get a similar caliber of person with the same budget. It was also felt that there may be more to gain by involving a local institution for purpose of capacity building. A scope of work for this new approach was finalized and four organizations were invited to tender for the implementation of TEPD M&E activities.

The TEPD program has been received very well. Members of the Principals Association supported the activities and said the program was long overdue. Key semi-autonomous government agencies (SAGAs) of the Ministry of Education including KIE, TSC, and the Teachers Unions also welcomed the Program and offered their full support. NGOs and development partners also expressed that a program that comprehensively addresses the issue of quality of pre-service teacher education is timely, and were keen to ensure that links with existing activities are established from the outset.

III. Technical Activities during Reporting Period

Program Start-Up

Targets for this Quarter:

- Hire staff.
- Secure office space at MOE headquarters.
- Secure office space at Garissa College.
- Develop detailed Work Plan and PMP.
- Set up CG at MOE (including KIE).
- Develop MOU with Kenyatta University.
- Develop MOU with Aga Khan for collaboration on EMACK.
- Finalize sub-agreements with partners (Geek Corps, CFSK, and FAWEK).
- Purchase equipment and vehicles.
- Plan and implement Program Launch.

Activities for this Quarter:

- Key staff was recruited including the Chief of Party (Seth Ong'uti), Senior Education Specialist (Emily Masinjila), Finance and Administrative Manager (Clare Ondere), and

Logistics and Communications Coordinator (Faith Mwangi). They assumed their positions and started work immediately. (See attached CVs in Annex 1.)

- The TEPD office was set up within the AED regional office. The Program has continued to receive support from the regional office; however, it is fully operational with its own bank accounts, basic equipment, and management systems.
- TEPD documents were developed and reviewed including the Program Description, Performance Monitoring Plan, and Work Plan. The Year One Work Plan was approved by USAID. A key revision to the Program Description was the inclusion of Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs, with additional funding through APHIA II. The additional grant was signed on August 3, 2007.
- A CG was established at MOE to include KIE.
- The sub-agreement to work with Geek Corps was finalized and signed in September.
- Office equipment was purchased and the process for buying the two vehicles commenced.

Progress towards Targets:

- The process for hiring the Senior Education Specialist from Garissa took longer than anticipated due to the bureaucratic process between the MOE and TSC; therefore, the hiring process will be completed in November.
- The TEPD team anticipates moving to the MOE in January, subject to MOE allocating space.
- The TEPD team is in the process of finalizing the Work Plan and PMP based on meetings with partners. The documents will be finalized in December.
- Initial contact has been made with Aga Khan, but the process of establishing an MOU with Aga Khan for a collaboration on EMACK has been delayed due to both TEPD and EMACK's continuing planning work. The process should be completed by early February.
- Finalized sub-agreements with CFSK and FAWEK will be completed by December.
- The team is waiting for the vehicle waivers and is in the process of completing POs to move forward with the purchase of vehicles.
- The Program Launch has been delayed due to scheduling conflicts caused by the many events planned at PTTCs and within the MOE, etc. during the original time frame. The new date is set for late January.

Upcoming Activities for the Next Quarter:

- Education Specialist for the North Eastern province, Mr. Abdi Mohamed Abdi, is expected to join the team in November 2007; the M&E person/institution to be contracted and in place during the same month.
- Detailed discussions will be held with partners (Geek Corps, CFSK, and FAWEK) to confirm their scopes of work and to finalize sub-agreements.
- A letter of agreement was signed to enable CFSK to begin work on the ICT needs assessment at all 20 PTTCs.
- CFSK will begin work on the ICT needs assessment.
- Vehicles will be purchased once the waiver for vehicles is received.

Mobilization of Key Stakeholders

Targets for this Quarter:

- Build awareness of the TEPD Program with key stakeholders, e.g. MOE, KIE, Principals, TSC, KNUT, and other development partners.
- TEPD Program staff to attend meetings with key stakeholders.

Activities for this Quarter:

- With support from TEPD, the DBE sent out a letter to all 36 PTTC Principals (including private colleges), all heads of MOE institutions out of headquarters (KIE, KESI, KISE, TSC, KNEC), as well as to all eight provincial Directors of Education (PDEs) and 76 District Education Officers (DEOs). This provided the impetus for TEPD to start direct communication with these institutions. Following this, TEPD staff, together with MOE contact persons, visited MOE institutions within Nairobi, including two surrounding PTTCs to meet with the heads of institutions and relevant technical staff. They also met with two key officials of the principals association at MOE headquarters. Over 50 individuals were visited and given the TEPD flyer (See Annex 2).
- Key MOE partners under the SWAP supporting KESSP were sent correspondence by TEPD and were also visited to be sensitized about TEPD. Partners visited included WB, JICA, DfID, and CIDA. The TEPD flyer was shared. All partners appeared to appreciate TEPD and provided insightful ideas during the meetings. They strongly advised linking with existing activities; for example, the JICA-supported training program for college lecturers in Science, Math, and English (SMASSE). Other NGOs visited included Aga Khan Foundation (AKF), managing the USAID supported EMACK2 program, as well as CfBT, managing the USAID supported Secondary School Action for Better Health program.
- Working closely with the MOE, a Consultative Group (CG) with a membership of 14 was established comprising representatives from key government departments and institutions. Ministry headquarters is represented by a Senior Deputy Director, as well as members from key departments including INSET, pre-service, quality assurance, KIE, KNEC, TSC, and KESI. PTTCs are represented by tutors from public and private PTTCs (Thogoto, Baringo, Kamwenja, and Kamagambo) while MOE partner supported programs are represented by an official of the SMASSE (JICA) program. The USAID CTO for education attended the second meeting and will be attending future meetings as often as possible.
- Two meetings were held. The first one focused on orientation to TEPD activities and strategy. Discussions in this meeting included confirmation of members, as well as an introduction to the TCF and its development process. The CG was extremely pleased that the TEPD initiative has taken off. They proposed additional members to be included in the CG (for example, KEBS as well as the two teachers unions). They offered to further sensitize institutions they represent. The second meeting focused on orientation and initial training on the TCF and development process, which was facilitated by an expert consultant. As a result of this meeting, the CG was able to propose a list of 25 writers/task team members for the competency framework, and suggested additional strategies as well as additional information to be included in the process of developing the TCF. The CG will continue to meet quarterly, although in the initial stages they may need to meet more regularly. The next meeting will be held in early November and will include a workshop to provide a more in-depth understanding of TEPD aims and objectives, as well as begin to identify gaps related to policy challenges that the CG is expected to help address (as their deliverable).

- The TEPD Chief of Party (Mr. Seth Ong’uti) participated in the “USAID/Kenya Education Extended Team and Partners Retreat” at the SOPA Lodge in Naivasha. The purpose of the meeting was to bring together USAID/Kenya Education and Extended Team and its Partners to share information, review program plans, and identify programmatic synergies. The partners included the Ministry of Education, Kenya Education Staff Institute, Kenya Institute of Education, Global Deaf Connection, Aga Khan Foundation, PriceWaterHouse, and Mindset-South Africa covering various programs in teacher education-including teachers for the Deaf marginalized communities, ICT, and HIV/AIDS Education and Capacity Development. Participants were able to share their program successes and challenges, and expressed a need for these meetings more often. It was agreed that the meetings would be held every six months. The TEPD COP was able to share information about AED and the TEPD Program, which was one of the more recently initiated programs.
- The TEPD Senior Education Specialist (Emily Masinjila) and COP were invited by MOE to participate in the Kenya Education Sector Support Programme (KESSP) Joint Review Mission for the Education Sector (JRES) from October 1 to October 12. TEPD staff used the opportunity to raise the issue that the pre-service teacher education investment program (which houses TEPD within KESSP) was not mentioned in the JRES progress report. The COP joined the team that visited North Eastern and took the opportunity to collect basic data on Garissa and also ensured that Garissa PTTC was visited. One mobile school among other institutions was also visited. Through working groups, TEPD staff proposed that pre-service be included and be budgeted for within the appropriate IP (in-service). The Aide Memoir is expected any time.

Progress towards Targets:

Targets were met for this quarter.

Upcoming Activities for the Next Quarter:

- Formal visits to Shanzu and Garissa PTTCs will be made to finalize placement of IT volunteers for Shanzu and office space for the Education Specialist in Garissa.
- A one day workshop on November 2 for CG to be conducted focusing on an in-depth understanding of their role and identification of policy issues that need to be addressed.

Monitoring & Evaluation

Targets for this Quarter:

- Hire the M&E team.
- Begin baseline.

Activities for this Quarter:

- A request for proposal was released to four institutions to undertake the M&E activities. Applicants have been requested to submit their proposals by November 5, 2007. COP, Seth Ong’uti, will lead the proposal review and interview process.

Progress towards Targets:

- The process for hiring the M&E team was delayed because the pre-identified M&E Specialist decided not to join the TEPD team after delays in start-up. In addition,

negotiations with Kenyatta University took time but did not result in an agreement. Finally, the TEPD team decided to do a RFP to recruit the M&E team.

- As a result of the above delays, the baseline has not been designed or conducted in the PTTCs.

Activities for the Next Quarter:

- Once the M&E team has been established, the junior M&E researcher will sit with the TEPD team. Initial activities for the next quarter will include conducting a baseline survey and developing a database to monitor program indicators. The target for hiring the M&E team and initiating the development of the baseline is November.

Element 1: Establish a Teacher Competency Framework—performance standards that link pre-service and in-service teacher education through a common teacher competency framework.

Targets for this Quarter:

- Survey existing situation including progress on qualifications and examinations structures and student competency framework.
- Identify and assemble task team for TCF.
- Hire international consultant to work on Element 1.
- Hire local consultant to work with international consultant.
- Assign TEPD staff person to take lead on Element 1.
- Prepare materials package on standards from other countries, and how they are used.
- First consultancy—initial meetings with task team.
- Presentation of outline for TCF to College Principals (workshop).

Activities for this Quarter:

- A one day workshop was held at KIE for the writing /task team. Of the 25 team members identified by the CG, 22 attended and received the training. The main objectives of the workshop were to conduct an orientation and training for the team members as well as develop strategy and recommendations for the drafting of the framework. (See Annex 3 for the report from the workshop.) An expert was hired by AED, Dr. Barbara Thornton, to facilitate the workshop. A local consultant (Dr. Grace Bunyi) worked with Dr. Thornton to ensure effective follow-up. The workshop elicited a lot of discussion. Most participants said they gained knowledge and better understanding, and are more prepared to participate in the writing/drafting of the framework. Most participants also proposed that the framework be titled 'Professional Standards for Teachers (in Kenya)'. However, it was decided to consult senior personnel within the Ministry regarding the title based on several titles suggested during the workshop.
- Based on recommendations of the CG and some members of the Principals Association, a workshop for Principals was held on September 26th, 2007 at the Kenya Science Teachers' College. A total of 20 principals, or their representatives, participated (19 from public colleges and one from a private college). The Principals were oriented to TEPD activities. In particular, the TCF and the process for its development were discussed. In addition, presentations were made by MOE staff on KESSP; by JICA staff on SMASSE; as well as presentations on the KIE Tafakari program, Computers for Schools Kenya (CFSK) program, Kenya Bureau of Standards activity on setting standards for ECD teachers, KESI,

FAWEK, and TSC. Key discussions focused on how these units will link with TEPD and how they support or will support teacher education. Principals strongly felt that they too should be specifically targeted for capacity building (training). TEPD should identify their needs and develop appropriate training for them. A report of the Principals' workshop is attached in Annex 4.

Progress towards Targets:

Targets were met for this quarter.

Activities for the Next Quarter:

- Domain setting workshop to be facilitated by a local consultant Dr. Grace Bunyi is scheduled for November 1.
- One week writing workshop will be held between November 19 and 23 to develop the first draft of the TCF. The workshop will be facilitated by Dr. Barbara Thornton.

Element 2: Improve the skills of PTTC lecturers by introducing new and existing teacher education materials to PTTCs that better prepare teacher trainees for actual school conditions.

Targets for this Quarter:

- Assign TEPD staff to take lead on Element 2.
- Identify technical experts and partners to support Element 2.
- Assemble existing materials for 2.a, 2.b, and 2.c.

Activities for this Quarter:

- A technical expert has been identified to support Element 2.a: Develop and roll-out new multi-grade, large class, and multi-shift materials for training Lecturers and PTTCs. A draft Scope of Work has been developed to outline the initial activities for this element.
- Discussions with MOE staff are on going to support Element 2.b: Assemble and roll out of best existing INSET child centered materials for training lecturers. A Scope of Work will be negotiated early in November and the compiling of the materials to be done in December.
- Negotiations with FAWEK are at an advanced stage to start activities of Element 2.c: Adapt existing gender materials to develop and roll out a training programme for PTTC lecturers. A draft Scope of Work has been drafted and negotiations on a revised budget are ongoing.

Progress towards Targets:

The survey of existing materials has been delayed until next quarter due to the delay in hiring the second Senior Education Specialist, who will focus on Element 2.

Activities for the Next Quarter:

- Local consultants will be hired to assemble existing materials and experiences on Multi-grade, large class, and multi-shift in November. A task team will be put together and an initial visit by an external consultant is expected in early January.
- A Scope of Work for compiling of child-centered INSET materials and compilation to be done in November/December.
- Contract to be signed with FAWEK and compilation of materials on gender to commence.

Element 3: Improve skills for PTTC Lecturers through a national lecturer induction training program.

Targets for this Quarter:

- Conduct rapid needs assessment.
- Identify key staff from TEPD team to work on Element 3.
- Identify task team to support Element 3.

Activities for this Quarter:

- TEPD staff assigned to lead Element 3.
- Initial contact made with potential task team members (e.g. KIE) to support Element 3: Improve skills of PTTC lecturers through a national induction program.

Progress towards Targets:

The rapid needs assessment was delayed because it was necessary to sensitize the principals of PTTCs before sending out the survey.

Activities for the Next Quarter:

- Follow-up contact with KIE and other task team members will be a priority.
- Instruments for needs assessment for lectures to be developed.
- Needs assessment for lecture induction program to be conducted in November.

Element 4: Improve skills of PTTC lecturers and build capacity of PTTCs to manage ICT for pre-service teacher education (TEPD will also work with EMACK II to promote use of ICT in selected in service sites).

Targets for this Quarter:

- Sign agreements with CFSK and IESC/Geek Corps.
- Develop Scope of Work for two Geek Corps volunteers.
- Conduct baseline survey in all 20 PTTCs.
- Adopt CFSK module on basic computer skills for use at PTTCs.
- Implement basic computer skills training for Lecturers.
- Assist PTTCs with the procurement of additional computers.

Activities for this Quarter:

- Negotiations on the Scope of Work for IESC/Geek Corps and CFSK intensified. Geek Corps signed their contract. Identification of volunteers to be placed within CFSK and Shanzu PTTC commenced. The Scope of Work for Computers for Schools Kenya (CFSK) was revised and a letter of authorization should be signed shortly to initiate activities.

Progress towards Targets:

- Agreements were signed with IESC/Geek Corps.
- Progress with an agreement with CFSK was delayed, and as a result, the baseline survey has been delayed. Note that the Scope of Work changed the term “baseline survey” to “needs

assessment” because the issue of ICT was separated from the broader baseline. The needs assessment was delayed because the process of negotiating took longer than anticipated. As part of the negotiation, the implementation model for Element 4 is being revised.

- Scopes of Work were developed for two Geek Corps volunteers. The recruitment process has begun.

Activities for the Next Quarter:

- Agreement on revised implementation model.
- Finalize Scope of Work with CFSK and sign agreement.
- Needs assessment for ICT to be done in November.
- Placement of Geek Corps volunteers to be finalized in November. One volunteer will be based at CFSK headquarters in Nairobi and the other volunteer will be based at Shanzu to support both the Shanzu and Garissa PTTCs.

Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs.

Targets for this Quarter:

- Revise program documents to include Element 5.
- Identify the TEPD staff assigned to Element 5.
- Identify international consultant to work on Element 5.

Activities for this Quarter:

- This new element was approved by USAID for an additional \$400,000 in PEPFAR funding on August 3, 2007.
- The Program Description was revised to include Element 5.
- A technical expert has been identified to support Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs. A Scope of Work is being developed.

Progress towards Targets:

Targets were met for this quarter.

Activities for the Next Quarter:

- The Work Plan and Performance Monitoring Plan will be elaborated to include Element 5.
- An initial gathering of existing materials will commence in November.
- The technical expert will travel to Kenya in early December.

IV. Summary Table

Element	Targets for this Quarter	Progress towards Targets	Targets for Next Quarter
Start Up Activities	<ol style="list-style-type: none"> 1. Hire staff. 2. Secure office space at MOE headquarters. 3. Secure office space at Garissa College. 4. Develop detailed Work Plan and PMP. 5. Set up CG at MOE (including KIE). 6. Develop MOU with Kenyatta University. 7. Develop MOU with Aga Khan for collaboration on EMACK. 8. Finalize sub-agreements with partners (Geek Corps, CFSK, and FAWEK). 9. Purchase equipment and vehicles. 10. Plan and implement Program Launch. 	<ol style="list-style-type: none"> 1. The process for hiring the Senior Education Specialist from Garissa took longer than anticipated due to the bureaucratic process between the MOE and TSC; therefore, the hiring process will be completed in November. 2. The TEPD team anticipates moving to the MOE in January subject to MOE allocating space. 3. The TEPD team is in the process of finalizing the Work Plan and PMP based on meetings with partners. The documents will be finalized in December. 4. Initial contact has been made with Aga Khan, but the process of establishing and MOU with Aga Khan for a collaboration on EMACK has been delayed due to both TEPD and EMACK's continuing planning work. The process should be completed by early February. 5. Finalized sub-agreements with CFSK and FAWEK will be completed by December. 6. The team is waiting for the vehicle waivers and is in the process of completing POs to move forward with the purchase of vehicles. 7. The Program Launch has been delayed due to scheduling conflicts caused by the many events planned at PTTCs and within the MOE, etc. during the original time frame. The new date is set for late January. 	<ol style="list-style-type: none"> 1. Education Specialist for North Eastern, Mr. Abdi Mohamed Abdi, expected to join the team in November 2007; M&E person/institution to be contracted and in place during the same month 2. Detailed discussion will be held with partners (Geek Corps, CFSK, and FAWEK) to confirm their scopes of work and to finalize sub-agreements. 3. A letter of agreement was signed to enable CFSK to being work on the ICT needs assessment at all 20 PTTCs. 4. CFSK will begin work on the ICT needs assessment. 5. Vehicles will be purchased once the waiver for vehicles is received.
Mobilization of Key Stakeholder	<ol style="list-style-type: none"> 1. Build awareness of the TEPD Program with key stakeholders, 	Targets were met for this quarter.	<ol style="list-style-type: none"> 1. Formal visits to Shanzu and Garissa PTTCs will be made to

Element	Targets for this Quarter	Progress towards Targets	Targets for Next Quarter
	e.g. MOE, KIE, Principals, TSC, KNUT, and other development partners. 2. TEPD Program staff to attend meetings with key stakeholders.		finalize placement of IT volunteers for Shanzu and office space for the Education Specialist in Garissa. 2. One day workshop on November 2 for CG to be conducted focusing on an in-depth understanding of their role and identification of policy issues that need to be addressed.
M&E	1. Hire the M&E team. 2. Begin baseline.	1. The process for hiring the M&E team was delayed because the pre-identified M&E Specialist decided not to join the TEPD team after delays in start-up. In addition, negotiations with Kenyatta University took time but did not result in an agreement. Finally, the TEPD team decided to do a RFP to recruit the M&E team. 2. As a result of the above delays, the baseline has not been designed or conducted in the PTTCs.	1. Once the M&E team has been established, the junior M&E researcher will sit with the TEPD team. Initial activities for the next quarter will include conducting a baseline survey and developing a database to monitor program indicators. The target for hiring the M&E team and initiating the development of the baseline is November.
Element 1: Teacher Performance Standards link pre service and in service teacher education through a common TEACHER COMPETENCY FRAMEWORK	1. Survey existing situation including progress on qualifications and examinations structures and student competency framework. 2. Identify and assemble task team for TCF. 3. Hire international consultant to work on Element 1. 4. Hire local consultant to work with international consultant. 5. Assign TEPD staff person to take lead on Element 1. 6. Prepare materials package on standards from other countries, and how they are used. 7. First consultancy—initial meetings with task team. 8. Presentation of outline for TCF	Targets were met for this quarter.	1. Domain setting workshop to be facilitated by a local consultant Dr. Grace Bunyi is scheduled for November 1. 2. One week writing workshop will be held between November 19 and 23 to develop the first draft of the TCF. The workshop will be facilitated by Dr. Barbara Thornton.

Element	Targets for this Quarter	Progress towards Targets	Targets for Next Quarter
<p>Element 2: Improve the skills of PTTC lecturers by introducing new and existing teacher education materials to PTTCs that better prepare teacher trainees for actual school conditions</p>	<p>to College Principals (workshop).</p> <ol style="list-style-type: none"> 1. Assign TEPD staff to take lead on Element 2. 2. Identify technical experts and partners to support Element 2. 3. Assemble existing materials for 2.a, 2.b, and 2.c. 	<p>The survey of existing materials has been delayed until next quarter due to the delay in hiring the second Senior Education Specialist, who will focus on Element 2.</p>	<ol style="list-style-type: none"> 1. Local consultants will be hired to assemble existing materials and experiences on Multi-grade, large class, and multi-shift in November. A task team will be put together and an initial visit by an external consultant is expected in early January. 2. A Scope of Work for compiling of child-centered INSET materials and compilation to be done in November/December. 3. Contract to be signed with FAWEK and compilation of materials on gender to commence.
<p>Element 3: Improve skills for PTTC Lecturers through a national lecturer induction and training program</p>	<ol style="list-style-type: none"> 1. Conduct rapid needs assessment. 2. Identify key staff from TEPD team to work on Element 3. 3. Identify task team to support Element 3. 	<p>The rapid needs assessment was delayed because it was necessary to sensitize the principals of PTTCs before sending out the survey.</p>	<ol style="list-style-type: none"> 1. Follow-up contact with KIE and other task team members will be a priority. 2. Instruments for needs assessment for lectures to be developed. 3. Needs assessment for lecture induction program to be conducted in November.
<p>Element 4: Improve skills of PTTC lecturers and build capacity of PTTCs to manage ICT for pre-service teacher education (TEPD will also work with EMACK 2 to promote use of ICT in selected in service sites)</p>	<ol style="list-style-type: none"> 1. Sign agreements with CFSK and IESC/Geek Corps 2. Develop scope of work for two Geek Corps volunteers. 3. Conduct baseline survey in all 20 PTTCs. 4. Adopt CFSK module on basic computer skills for use at PTTCs. 5. Implement basic computer skills training for Lecturers. 6. Assist PTTCs with the procurement of additional computers. 	<ol style="list-style-type: none"> 1. Agreement on revised implementation model. 2. Finalize Scope of Work with CFSK and sign agreement. 3. Needs assessment for ICT to done in November. 4. Placement of Geekcorps volunteers to be finalized in November. One volunteer will be based at CFSK headquarters in Nairobi and the other volunteer will be based at Shanzu to support both the Shanzu and Garissa PTTCs. 	<ol style="list-style-type: none"> 1. Agreement on revised implementation model. 2. Finalize Scope of Work with CFSK and sign agreement. 3. Needs assessment for ICT to done in November. 4. Placement of Geekcorps volunteers to be finalized in November. One volunteer will be based at CFSK headquarters in Nairobi and the other volunteer will be based at Shanzu to support both the Shanzu and Garissa PTTCs.

Element	Targets for this Quarter	Progress towards Targets	Targets for Next Quarter
Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher training programs.	<ol style="list-style-type: none"> 1. Revise program documents to include Element 5. 2. Identify the TEPD staff assigned to Element 5. 3. Identify international consultant to work on Element 	Targets were met for this quarter.	<ol style="list-style-type: none"> 1. The Work Plan and Performance Monitoring Plan will be elaborated to include Element 5. 2. An initial gathering of existing materials will commence in November. 3. The technical expert will travel to Kenya in early December.

V. Management Issues/Challenges/Lessons Learned

- Some challenges were encountered. There is a need for the MOE to have a budget that would facilitate MOE staff to fully participate in the TEPD Program. The COP is in discussion with the MOE on what resources they will need to move forward to complement USAID funding. In the recent past, many MOE staff has moved to the newly established Ministry of State for Youth Affairs; a few others have retired. While the MOE is in the process of recruiting additional staff, the existing staff is overwhelmed and sometimes do not find time to fully participate in the TEPD or related activities. In addition, the MOE 2007-2008 budget was already finalized before TEPD began; therefore, the TEPD team needs to look ahead to participating in MOE budget negotiations for the 2008-2009 fiscal year.
- The secondment of one key staff (Abdi Mohamedd Abdi) from TSC to TEPD has taken longer than anticipated.
- The original M&E person proposed did not take the job as outlined in the proposal due to delay in awarding the contract. This necessitated re-thinking on implementation of the M&E component. This has taken much longer than anticipated as it was difficult to find an appropriate individual for the allocated budget.
- The process of getting waiver approval for purchase of some equipment, especially vehicles, took longer than expected.

Annex 1: Old Version of Quarterly Results and Projections

SUB INTERMEDIATE RESULTS	Achievement to date by Activity	Forecast to December 2007
<p>Start Up Activities</p>	<ol style="list-style-type: none"> 1. Hired staff – COP, Sr. Education Specialist, Finance Manager, Logistics coordinator 2. Negotiated office space at MOE 3. Consultative Group (CG) constituted, held 2 meetings 4. Initiated discussions with Aga Khan Foundation 5. Signed sub agreement with Geek Corps. Negotiations with CFSK and FAWEK at final stage. Identification process for M&E sub contractor initiated. 6. Detailed work plans and PMP developed, Program Description revised and submitted to USAID 7. Key equipment purchased: Computers, printers, photocopier, LCD. Process for purchase of vehicles commenced – received waiver from USAID. <p>Program mobilization:</p> <ol style="list-style-type: none"> 8. Official communication by DBE to Principals, PDEs, DEOs 9. MOE and related departments heads/staff, as well as relevant donor and NGOs met and sensitized on TEPD (over 50 participants). Also sensitized on Teacher Competence Framework (TCF). 10. Participated in KESSP Joint Review of the Education Sector – TEPD activities raised during discussions and proposed for inclusion in KESSP pre service IP 	<ul style="list-style-type: none"> • Finalize agreements for CFSK, FAWEK • Revise WP & PMP • Purchase equipment (LCD, photocopier etc) • Hire Abdi • Secure office space in Garissa • Contracts – M & E • Launch activities
<p>Element 1: Teacher Performance Standards link pre service and in service teacher education through a common TEACHER COMPETENCY FRAMEWORK</p>	<ol style="list-style-type: none"> 1. Survey focused on existing situation for teacher trainees at MOE, KIE, KNEC levels. No clearly agreed on competency based approach. Some work has been started on student competencies. 2. Task team for TCF constituted and will consist of full membership of CG. 3. Local consultant identified and hired (Dr. Grace Bunyi) 4. Emily Masinjila identified to take lead in element 1 5. SOW for Barbara prepared and finalized 6. Materials for TCF prepared and included frameworks prepared for other parts of country as well as those available initiatives for Kenya 7. Initial meeting of some members of task team held 	<ul style="list-style-type: none"> • Establish competency framework domains • Consultative Group workshop • Draft competency framework – one week workshop

SUB INTERMEDIATE RESULTS	Achievement to date by Activity	Forecast to December 2007
	with Barbara during CG meeting 8. Writing group constituted (25 members from 18 key stakeholder institutions) and held initial workshop to define and design TCF, and agree on process 9. Based on CG recommendation, presentation on TFC focused on principals first (20 including 1 from private PTTC)	
Element 2: Improve the skills of PTTC lecturers by introducing new and existing teacher education materials to PTTCs that better prepare teacher trainees for actual school conditions	1. Emily to take lead on this element	<ul style="list-style-type: none"> • Develop SOW for David Edgerton • Identify local consultant, including development of SOW and short-listing
Sub Element 2.a : Development and roll out of new multi-grade, large class and multi-shift materials for training Lecturers at PTTCs	1. Task team not identified yet. TEPD taking lead meanwhile 2. Draft SOW for David developed on multi-grade 3. Surveying/assembling of materials and experiences commenced – Kenya, other parts of the world 4. Preparation of orientation materials commenced	<ul style="list-style-type: none"> • Identify task teams for multi-grade, large class and multi-shift materials • Assemble materials and experiences on multi-grades (Kwamboka and Mary Klein possible suitable candidates) and SOW
Sub-Element 2.b: Assembly and roll out of best existing in set child centered materials for training lecturers at PTTCs	1. Consultant identified to assemble INSET materials	<ul style="list-style-type: none"> • Identify consultant for INSET child-centered materials and develop SOW • Assemble materials (possible candidate – MOE, Kanja)
Sub Element 2.c: Using Existing Gender Materials. Design and roll out of training for lecturers at PTTCs	1. SOW for FAWEK developed	<ul style="list-style-type: none"> • Sign contract with FAWEK • Collect and assemble existing INSET materials • Develop SOW for external consultant • Conduct workshop to prioritize best materials • Identify gaps in materials and supplement by adapting materials from other countries
Element 3: Improve skills for PTTC Lecturers through a national lecturer induction and training program	1. Needs assessment to be done by Seth, Emily and KIE 2. Initial contact with possible working group started (need to agree with KIE on way forward)	<ul style="list-style-type: none"> • Needs assessment • Establish working group with MOE • Identify consultant – Teacher Educational Specialist
Element 4: Improve skills of PTTC lecturers and build capacity of PTTCs to manage ICT for pre-service teacher education (TEPD will also work with EMACK 2 to promote use of ICT in selected in service sites)	1. Letter of authorization almost finalized for CFSK to initiate needs assessment on ICT 2. SOW for Geek Corps developed and contract signed	<ul style="list-style-type: none"> • Sign contract with CFSK • Needs Assessment • Visit Shanzu and Garissa • Meeting with EMACK
Element 5: Initiate skills-based training relevant to HIV/AIDS in pre-service teacher	1. Revised program description based on additional funding by USAID under PEPFAR finalized.	<ul style="list-style-type: none"> • Develop SOW for Donna Kay and MOE • HIV/AIDS material assembled (MOE/HO HIV/AIDS)

SUB INTERMEDIATE RESULTS	Achievement to date by Activity	Forecast to December 2007
training programs.		Investment Program to take lead <ul style="list-style-type: none"> • Gap analysis completed
Promote policy dialogue and policy formation on key issues in teacher development (TEPD will play a convening and facilitating role)	1. Workshop for consultative group to be held before end of October	<ul style="list-style-type: none"> • Identify policy issues and share with MOE • Develop strategy and work plan on way forward
Monitoring and Evaluation	1. Finalized solicitation for SOW subcontractor and circulated to prospective firms. M&E subcontractor will take lead on baseline survey and PMP database.	<ul style="list-style-type: none"> • Identify M&E firm • Place junior researcher in TEPD office • Develop instruments

Annex 2: Success Story

Teacher Education and Professional Development Program

Setting a Teacher Competency Framework for Kenya

AED and the Ministry of Education (MOE) jointly organized a workshop at the Kenya Institute of Education (KIE) on 30th August 2007 to begin the process of drafting a competency framework for the Kenyan teacher. The workshop was attended by 22 participants representing the following institutions: MOE (in-service, pre-service and Quality Assurance units), KIE, Kenya Institute of Special Education (KISE), Kenya Educational Staff Institute (KESI), Primary Teacher Training Colleges (public and private), Teachers Service Commission (TSC), Teacher Advisory Centre (TAC) tutors, teachers unions (KUPPET), and SMASSE.

In welcoming the participants, Mr. Joseph Wamocho, Senior Assistant Director of Education and co-coordinator of INSET spoke about the importance of national standards for teachers in improving the quality of teaching and learning. He emphasized that development of the competence framework is an MOE initiative under KESSP program, funded by USAID and implemented by the MOE and AED.

During the workshop which was facilitated by Dr. Barbara Thornton, a consultant with the TEPD program, participants did some preliminary work on the uses of competency frameworks and debated a number of names for the framework including *Professional Standards for Teachers in Kenya* and *Competency Framework for Teachers in Kenya*. According to the participants, the workshop helped them better understand what a competence framework is and its need, and prepared them for the writing process ahead. The 22 participants will form the core writers.



Workshop participants engaged in an activity to discuss uses of standards



Ms. Josephine Waudu, Assistant Director for Quality Assurance and Ms. Ann Ekumbo, Assistant Director for Teacher Education in the workshop.

The process of competency-setting is characterized by a participatory approach with broadly-based consultation at each stage. It is anticipated that the first draft of the framework will be available by the end of November, at which time it will be sent out for field review involving teachers, parents, children, and members of school management councils as well as all stakeholders and development partners. The final version will be ready by April 2008.

Annex 3: Key Personnel CVs

Seth Mang'are Ong'uti (Chief of Party)

Professional Experience

Aga Khan Foundation East Africa

Nairobi, Kenya, 1993 - Present

Regional Programme Officer, Education, 1997 – Present

- Oversee AKF's education portfolio in East Africa (Kenya, Uganda, Tanzania and Zanzibar)
- Develop education projects, provide technical oversight and monitor implementation of the projects, help develop vision and direction for the education programming
- Develop an international strategy for the broader AKF world-wide education program
- Developed and oversaw implementation of USAID-funded EQUIP 1 programs in Kenya and Zanzibar
- Developed the Early Childhood Development (ECD) Madrasa Resource Centre (MRC) programme in the region; the programme works with poor communities in selected parts of East Africa (including Kenya coastal region) to develop and manage affordable quality preschools that offer culturally sensitive programmes, and includes a longitudinal research on factors affecting children's performance
- Develop and consolidate AKF School Improvement (SI) activities into a regional programme that takes a holistic in approach to address both urban and rural issues, as well as effectively incorporating issues on community participation, gender, HIV/AIDS and children's rights
- Developed and over a Regional Research Programme whose aim is to facilitate learning, documenting and disseminating lessons across the region and internationally
- Organised and supervised internal and external evaluations of projects

Programme Officer, Education, 1993 – 1996

- Advised AKF on program opportunities, developed projects and provided technical support to the projects
- Supported development and provided technical support for components of an Early Childhood Education project for the Kenya Institute of Education
- Served on World Bank appraisal mission that developed a 5-year Early Childhood Development (ECD) Programme for the Ministry of Education (Kenya)
- Developed and supervised AKF Madrasa Resource Centres Regional Programme
- Worked with the local government authorities in Kisumu and Mombasa to develop School Improvement Programmes aimed at improving quality of education in all government primary schools.

Academy for Educational Development

Nairobi, Kenya, 1990 – 1993

Communications Resource Specialist, PRITECH (Technologies for Primary Health Care)

- Provided technical assistance to the Kenya Control of Diarrhoeal Diseases (CDD) program in developing a communications plan and strategy
- Organized appropriate training in communications methods and planing for central, district, and regional personnel
- Initiated development of radio programs for teaching about diarrhoeal diseases

CARE International, Kenya

Kenya, 1988 – 1990

Project Coordinator, Pied Crow Publication

- Co-ordinated the development, production and distribution of a children’s magazine (Pied Crow) and other educational materials
- Initiated a training program for Teachers in district based Teacher's Advisory Centres (TAC) which was intended to enhance school and community based development activities

Kenya Institute of Education

Kenya, 1981 – 1988

Curriculum Specialist and Lecturer

- Led a team of specialist in the development and implementation of the Primary Mathematics curriculum and related materials.
- Organized and conducted courses for in-service teachers on new curriculum.

Mosoriot Teacher’s College

Kenya, 1977 – 1981

Assistant Dean, Tutor, Head of Music

- Taught primary mathematics and music content and methodology skills to pre-service teachers

Education

University of Toronto, Ontario Institute of Education, Canada

Master of Education, 2000

Acadia University, Canada

Bachelor of Education, 1987

Kenyatta University, Kenya

Diploma in Education, 1977

Consultancies

USAID/Uganda, July, 2003

Served as a member of the evaluation team of the Uganda government Teacher Development Management System

World Bank, 2004

Seconded by AKF to assess success of Kenya’s Free Primary Education program

World Bank, 1995 - 1996

Appraised Kenyan Ministry of Education funding proposal to the WB on Early Childhood Development

Selected Publications

Ong’uti, Seth. *Aga Khan Foundation’s Experience in Improving the Quality of Schools in East Africa: Where are we?.* Presented at conference: “Meeting the Challenges of Education for All in East Africa and Beyond”.

Ong’uti, Seth, co-editor. *Primary Mathematics*. Longhorn, Kenya.

Ong’uti, Seth, co-editor. *Understanding Primary Mathematics*. Longhorn, Uganda.

Languages

English, Kiswahili, Kisii

Citizenship

Kenya

Emily Lyayuka Masinjila (Teacher Education Specialist)

Professional Experience

Ministry of Education, Science and Technology

Kenya, 2005 – Present

Senior Assistant Director of Education

- Team Leader, Primary Teacher In-service Investment Program

Strengthening of Primary Education (SPRED) Project

Kenya, 2001 – 2004

Assistant Chief Inspector of Schools

- In-service Teacher Education and Training and Provision of Teaching and Learning materials

Strengthening of Primary Education (SPRED) Project

Kenya, 1998-2001

Senior Inspector of Schools and Deputy Coordinator

Schools and Colleges Drama Festivals

Kenya, 1995-1997

Senior Inspector of schools

- Setting Early Childhood and Development Trainers Certificate Examinations

Secondary English Language In-service Project (Central and Eastern provinces)

Kenya, 1990-1995

Coordinator and Senior Inspector of schools

Ministry of Education, Science and Technology

Kenya, 1986-1988

District Inspector of Schools

- Supervision of implementation and management of the curriculum

Education

University of Durham, United Kingdom

Master of Arts – Applied Linguistics, 1989

University of Nairobi, Kenya

Bachelor of Education, 1976

University of London, United Kingdom

Open Distance and Flexible Learning, 2006

Selected Publications

Handbook for Inspection of Educational Institutions (co-author)

In-service Teacher Training in Kenya: Co-operative Teacher Development - M. A. Thesis

A Guide to English Teaching in Kenyan Secondary Schools (co-author)

Languages

English, Kiswahili

Citizenship

Kenya

Abdi Mohamed Abdi (Education Specialist for North Eastern Region)

Professional Experience

APPOINTMENT

ROLES AND RESPONSIBILITIES

Dean of Students
Garissa Teachers College
P.O. Box 496 -

Leadership: Provide and supervise student welfare services.
Guiding and counseling students on welfare matters.
Provide technical advice on curriculum
Garissa implementation co-ordination and evaluation

Teacher Trainer
Duration:

Train teachers for career job and their role in education.
November 2000 to date

TOT Training

Participated a training course in teacher development on material production and use held at Machakos Garden Hotel held between 15th-18th of August 2006.

Trainer of Trainers
(Lead facilitator)

Train teachers for production and use of teaching and learning materials for ECD and Lower Primary in Garissa district – EMACK/USAID project.

Duration

13th to 16th September 2006

Technical Adviser

Technical adviser to Nomadic Heritage Aid (NOHA) on mobile education

Duration

February 2005 - to date

Headmaster
Garissa High School
P. O Box 94
Garissa

Leadership: Provide support and initiate projects
Co-ordinate, supervises, monitor and evaluate curriculum administration.

Supervision: Supervise teaching, Non-teaching and Subordinate staff.
Supervise curriculum planning, implementation and evaluation.

Monitor: Monitor & evaluate institutional activities to ensure institutional goals are realized. Monitor and evaluate institutional resource utilization.

Duration:

September 1995 TO September 1997

Sponsor Report:

Prepare and submit quality and timely annual, quarterly and Monthly report to sponsor's and Board of governors.

Assessor

Assess and give situational report on staffing evaluation needs, curriculum content coverage budgeting and budget revision needs in an institution.

Headmaster
Sankuri Sec School
P.O. Box 818
Garissa

Organizing co-ordinating, planning budgeting,
supervising monitoring and preparing staff appraisal in
school administration and management

Duration:
Deputy Headmaster
Sankuri Sec School
P.O. Box 818
Garissa

July 1992 to Sept 1997
Checking staff and students attendance time
tabling, monitoring and supervision of daily
school routine as well as teaching.

Duration:
Teacher
Moi Girls Mandera
Madera.

Feb 1991 TO July 1992
Teaching preparing teaching and learning materials
Assessing and evaluating learner's performance
Preparing records of work schemes of work and updating
Progress records.

Education

Kenyatta University
Pursuing; M Ed. (Educational Administration planning and curriculum development)

Egerton University
Laikipia Campus
B.Ed (Honors)
Major; History, Geography, Education
1997 TO 2000

Kisii T. College
Dip; Ed (Humanities)
Major: History /Geography/ P.E and Education
1987 TO 1989

Citizenship

Kenya

Annex 4: TEPD Program Flyer

Summary of the Teacher Education and Professional Development (TEPD) Program May 2007 – May 2010

USAID and the Kenya Ministry of Education selected the Academy for Educational Development (AED) as their implementing partner to support the Ministry's initiative to improve the quality of Pre-Service Education under the Kenya Education Sector Support Programme (KESSP). The program will run for three years from May 31, 2007 to May 30, 2010. The main objective of the program is to improve the quality of pre-service teacher education at all 20 Primary Teacher Training Colleges (PTTCs) and to improve linkages between pre and in service teacher education. A further 14 private primary teachers colleges are also expected to benefit from the program. AED plans to implement the program with and through the Ministry working closely with the pre and in service teacher education units, Kenya Institute of Education (KIE), local universities, the Teachers Service Commission (TSC) and other relevant Ministry Directorates and institutions at the center as well as PDEs and DEOs in the Provinces. AED will also partner with several major Kenyan NGOs including Computers for Schools Kenya (CFSK) and FAWE. The program will be national in scope focusing on improving capacity in all 20 PTTCs but will also have significant emphasis on two PTTCs in two of the neediest Provinces where USAID has traditionally supported programming – North Eastern (Garissa PTTC) and Coast (Shanzu PTTC) Provinces. The programmatic reforms that will be addressed by USAID funding are all drawn from the KESSP plan and include the following:

1. Development of a Teacher Competency Framework (for both Pre-Service and In-Service)
2. Development and Implementation of a Tutor Induction Program for all 20 PTTCs
3. Development (or improving existing) of materials for multi-grade teaching and large class methods using a mixed task team of in service and pre service experts from North Eastern and Coast Provinces, KIE and other Ministry experts.
4. Implementation of training for tutors on emerging issues such as Gender and HIV/AIDS
5. Support for building capacity of Shanzu and Garissa PTTCs to link pre service and in service teacher education during the process of development and roll out of multi grade and large class management materials
6. Support for the training of PTTC tutors at all 20 colleges on use of ICT equipment to prepare for and deliver lessons to student teachers
7. Development of digitalized materials (from existing MOE teacher education materials and new ones created with USAID funding) to create CD ROMs and DVDs for all PTTCs and in service centers
8. Introduction of the use of ICT equipment to in service centers (beginning with selected TAC centers and Cluster Centers in North Eastern and Coast Provinces)

Annex 5: Teacher Education and Professional Development Programme (TEPD)

Proceedings of a workshop on Setting a Teacher Competency Framework: Initial Meeting of Writing Group.

Date - 30th August 2007 - 9.00am

Venue: Kenya Institute of Education

Workshop overall goals until April 2008

- Setting a competency framework for Kenyan teachers
- To come up with recommendations for the implementation of the framework

Workshop Objectives

- To come to a shared understanding of meaning of a *competency frame work*
- To raise an awareness of the uses of competencies in teacher education.
- To determine how competencies can be used in the Kenyan context and why they might be useful.
- To examine terminology in the area of standard setting
- To come up with a name for the Kenyan competency framework
- To decide on next steps in the process of drafting the competency framework.

Welcome and Introductions

Every participant was accorded a warm welcome and forum attendance introductions conducted. Participants were reminded of the importance of the presence of the different stake holders in education and training to this forum. This was to pull efforts together and build on every stake holder's support from this early stage as much as possible. Participants were informed that there was no need of a clean well developed competency framework if it was not going to be implemented due to lack of awareness and support from relevant stakeholders in education.

Opening remarks

On behalf of Director, Basic Education, participants were informed about the MOE initiatives to improve education and standards in Kenya. So far the MOE had tried to achieve access to Education For All (EFA) but while this had increased the quantity of children being educated, it had posed more challenges to quality of education and standards. Consequently, AED in conjunction with MOE had consolidated efforts to improve on quality.

Chief of Party gave an overview of TEPD and the role of AED. In conjunction with the Ministry of education (MOE), he emphasized that AED was working to improve on quality and standards in education. It was pertinent that AED identified our roles at individual levels, as we built a synergy towards competency framework and share drafts of framework at different levels of development, with as many parties as possible to enhance validation.

Some Preliminaries

Participants were informed that some consultative meetings had been convened prior that day's workshop. A few more meetings were foreseen. Up to April 2007, a total of 20 days work would be dedicated to achieving the objectives stated.

Tea Break - 10.30 am
Session one - 11.00am

What are competencies/Standards?

By use of examples, the facilitator emphasized the meaning of competencies. In simple, these were knowledge skills and attitudes required of teachers in terms of the minimum standards required of a qualified teacher in Kenya.

Knowledge Skills and Attitudes (Feelings / Values)

By use of examples, participants were guided into thinking about interesting knowledge, skill and attitude (feelings) about themselves. Participants shared their views about some special knowledge skill and attitude that they possessed. They cited examples of knowledge, skills and attitudes (KSA).

What was in place?

Participants were informed that the MOE directorate of Quality Assurance and Standards was already charged with the responsibility of improving quality and standards in education and training. Consequently, its participation in this programme was imperative from two main perspectives:

- It carries out the final T.P therefore the need to know the competencies required of the teacher.
- After the teacher had qualified and was in the field, the directorate of Quality Assurance and Standards needed to know the linkages to harmonize initiatives.

What are Teacher Competencies?

After discussions, teacher competencies were described as '*Definition of what a teacher should know and what a teacher should be able to do*'.

The framework described the minimum standards required of a teacher in terms of their knowledge, skills and attitudes.

Examples of competencies were sited from some countries:

Liberia - Ensures that the physical environment of the classroom is as conducive to learning as possible.

Scotland - Setting and maintaining expectations and pace of work for all pupils.

Egypt - Effectively uses a variety of techniques to motivate pupils.

Generating Examples of Competencies

Having looked at teacher competencies from various countries, each participant was asked to come up with an example of a teacher competency for Kenya and critique the competency in terms of the following criteria:

- Does it describe something teachers know?
- Does it describe something teachers should be able to do?
- Does it require understanding or a certain attitude?
- Does it bear all the three or some of the above bulleted attributes?

Each participant was asked to share their competency with their neighbor. During discussion, the pairs of participants would suggest whether their competencies were relevant to the Kenyan context.

Examples of competencies generated by participants were:

A teacher should

- motivate learners
- Have adequate mastery of subject content
- Plan and organize classroom interaction for classroom learning
- make use of the learners knowledge and skills
- Cater for different learning abilities
- Know and respect children's rights

Each participant was asked to reflect about:

The best teacher they ever had and the reason(s) why that that teacher was good.

The worst teacher they ever had and the reason (s) why that teacher was bad.

In turns, participants reported to one another the attributes of both the good and the bad teachers. Through the plenary, participants discussed how the negative and the positive attributes related to competencies.

Participants were given time to think about why Kenya might need a Teacher Competency framework.

Why might Kenya need a Competency Framework?

Through discussions, participants came up with a number of reasons explaining why Kenya needed teacher competencies. They were referred to an example of a list of reasons generated from findings so far i.e.

Forms part of the KESP plan

Provides a balanced view of what constitutes a competent teacher

Teacher qualifying institutions working towards the standards

For providers of INSET.

They critically analyzed each reason. By consensus, all the reasons were deemed appropriate and suitable for the development of a teacher competency framework for Kenya. Other reasons such as for Political purposes were added to the group.

In groups, participants were asked to write some competencies for a Kenyan Teacher.

Lunch Break - 12.00 noon

1.00 Pm - Session Two

What are the purposes of competencies for each audience?

The facilitator told a story illustrating the importance of setting clear focused competencies to avoid ambiguity during implementation. Participants were urged to pay attention to this by going for exactly what competency was required.

In groups, every stakeholder (KNUT, QAS, colleges, KIE etc.) was asked to share to other group members how they would benefit from a teacher competency framework.

During discussions, performance gaps were realized with regard to what is in practice now.

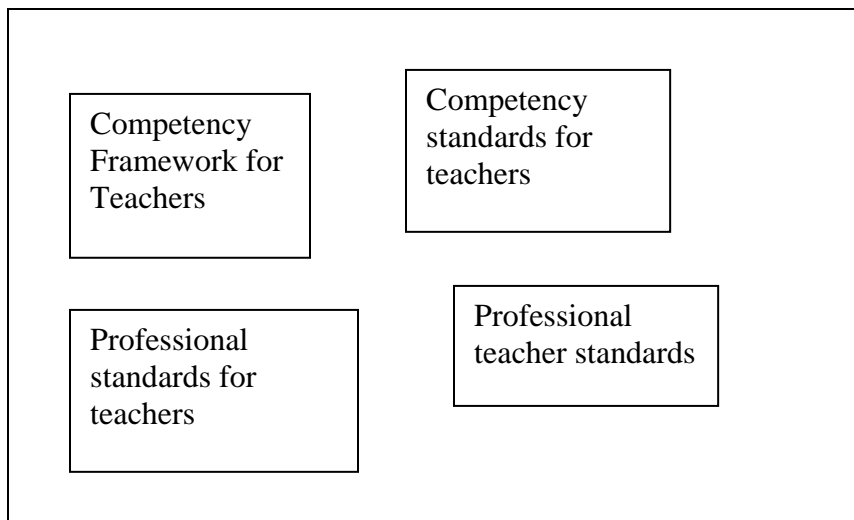
What is happening now?

In this context, a Performance Gap was described as the difference between the ideal performance and the Actual Performance. It was noted that at the moment, many service providers were offering in-service courses in an effort to bridge the gaps. However, the trainings were not linked prompting the need for a competency framework, review of existing curriculum, in-service courses conducted and an assessment and licensing of teachers according to whether they met the competency framework. It was observed that a balanced view of the teacher would then be pegged to KSA framework.

Examining Terminology

Participants were asked to come up with a terminology that would be used to designate the teacher competency framework for Kenya. Enquiries were raised on the use of the word 'competency'. A number of views were expressed. One participant said that the word competency giving out a feeling of 'very high standards demanded from the teacher' and sounded teacher unfriendly. She felt teachers might be threatened by the word competency. Other views enquired what would happen if a teacher did not meet the competency standards. The facilitator pointed out that the noun derived from competent was competence and that a competency was more of a technical term in the educational field. A participant from the Ministry pointed out that a competency-based approach was already in place for Primary 1 to 3 and therefore to use other terminology would be confusing.

The facilitator floated examples of terminologies used in other countries as follows:



Some participants felt the word 'professional' was more appropriate. Further consultations opted for a simpler more friendly term.

Participant Suggestions:

Professional standards for teachers.
The teaching professional standards
Professional standards for teachers – Kenya
KSA framework

Some balloting was done and the terminology; '*Professional Standards for Teachers (in Kenya.)*' received the most votes. However, it was decided to put the top three suggestions to senior personnel within the Ministry to enable a decision to be made.

The Rock StoryThe rock story was used to illustrate that unless one puts the big stones in a bucket first, one will not be able to put them at all. The rocks in competency frameworks were called domains.

Domains:These were the main categories under which the competencies were organized. They reflected what was felt to be important in a particular context. Examples of these domains were:

Classroom management

Professional knowledge, skills and values.

Teaching skills

A feeling about competency domains being interpreted in the perspective of learning domains (Cognitive, Psychomotor, affective) was ironed out. It was agreed that if need arose, appropriate terms would be used to avoid confusion.

A final story was narrated to illustrate the need to identify ourselves with *Professional Standards for Teachers (in Kenya.)*' framework. And that the answer to the professional standards was in our hands.

A reference to upcoming workshop tentative dates was done.

Closing RemarksOn behalf of directorate for Basic Education, special thanks to Barbara Thornton for a well thought-out and planned schedule of activities for that forum as well as excellent facilitation that incorporated motivating techniques and tactics. Participants were reminded that an on-going initiative called '*Monitoring of learning in lower primary*' MALP and all others in the pipeline, would be implemented based on the competencies in TEPD. This would be an improvement in forming linkages and avoid duplication of efforts and re-inventing the wheel.

Vote of Thanks: Special thanks were passed to the consultant and consultative group for well thought out goals and objectives, KIE for warm hostage, and all participants.

Plan of activities: It was observed that the tentative date for next workshop would be held on October: 11th and 12th. 2007. The coordinator appreciated the commitment put to this task despite the short notice. She informed the participants that the expected allowances were not available. However, those who came from far would have their travel re-imbursed. Other allowances were not available due to some logistics which had to be put in place first.

Workshop Participants

	<u>NAME</u>	<u>DESIGNATION</u>	<u>INSTITUTION</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>EMAIL</u>
1	Margaret N. Katembo	Dean of Curriculum	Shanzu T.T.C. Msa	90533 Mombasa	0722-252494	nyamburakatem@yahoo.com
2	Everlyn N. Wemali	National Trainer	SMASSE	24214 - 00502 Nbi	0722-569925	wemalieverlyn@yahoo.com
3	Mohamed Adan Ali	Senior Lecturer	Garissa T.T.C.	496 Garissa	0720-565657	maacalim03@yahoo.com
4	Khadija S. Abdullahi	TAC Tutor	D.E.O.S Office	42 Garissa	0722-507166	khadijasabdul@yahoo.com
5	Jane Thungu	H.O.D. Education	Thogoto T.T.C.	Private bag Kikuyu	0722-571481	jthungu@yahoo.com
6	Elizabeth Mbasu	Curriculum Developer T/Ed	K.I.E.	30231 Nairobi	0720-898097	embasu@yahoo.com
7	Emily Kamithi	H.O.D. Education	Kakamea T.T.C.	152 Kakamega	0722-248693	emilykamithi@yahoo.com
8	Joshua Kuria Maina	Deputy Head Teacher	Mtopanya Primary	90381 Mombasa	0722-872116	kurijoshua6@gmail.com
9	Joseph K. Wamocho	Inset Coordinator	M.O.E.	30040 Nairobi	0721-479909	wamocho07@yahoo.com
10	Anne Ekumbo	ADE/MOE, BE	M.O.E.	30040 Nairobi	0733-779214	wanja_ae@yahoo.com
11	Josephine Waudu	ADQAS/MOE, DQAS	M.O.E.	30426 NRB 00100	0722-459528	wanja_ae@yahoo.com
12	Enos B. Amenya	Assistant T. P.	Kamangambo T.T.C.	591 Kisii	0725-151331	amenyaenos@yahoo.com
13	Meggie Muyalah	QASO	Kakamega	137 Kakamega	0733-240862	meggiemuyalah07@yahoo.com
14	Dr. Alex N. Kariavu	National Executive officer	KNUT	30407 NRB 00100	0733-941320	knut@nbnet.co.ke
15	Margaret Githanga	Deputy Director	KISE	48413 NRB 00100	0722-738259	mgithanga@yahoo.com
16	Jane Murunga	Principal Trainer	KESI	62592 NRB 00100	0722-501826	jmaruti2002@yahoo.com
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Annex 6: Principals Sensitization Workshop Report

Teacher Education and Professional Development (TEPD) Program Sensitization Workshop for Primary Teacher Training College Principals

Date - 26th September, 2007 – 9.00am

Venue: Kenya Science Teachers College

1. Welcome and Introductions

The facilitator welcomed every participant to the workshop which started with a prayer followed by introductions conducted by representatives of Ministry of Education (MoE), Academy for Educational Development (AED) and Chairman, Principals' Association (PA).

At this juncture, it was observed that some in servicing of college staff, to promote effective teaching and learning had been done at Murang'a PTTC by a body from South Africa. This initiative was expected to roll out to other colleges. However, there were no signs that this initiative would roll out. More clarifications were welcome to keep participants well informed.

The PA lamented that many in-servicing programs had been offered to teachers of primary and secondary school levels but left out PTTCs. The association hoped that this was an initiative that would be implemented and not shelved as had been the case before. Responses to these remarks were postponed since the sentiments expressed were already resolved in the subsequent presentations.

2. Opening Remarks

The Deputy Director, on behalf of the Director, Basic Education, informed the participants that the MoE was focusing attention to development of Teacher Education. The Ministry had noted that after training, teachers were not exposed to adequate interactive fora to upgrade knowledge and skills. INSET providers such as SMASSE continue to put effort in upgrading performance of teachers in both mathematics and the science subjects at secondary school level and was now rolling over to teacher colleges and primary schools. It was hoped that this was just the beginning of many more fruitful workshops to come.

Participants were informed that sessional paper No 1 highlighted changes in enhancement of quality of learning. However, it was noted that two years of training teachers in colleges was not adequate for mastery of subject content and methodology. More time was required for hands on skills in order to help address challenges of good practice.

TEPD had, therefore, come on board to guide establishment of teacher development through appropriate mechanisms. It was envisaged that there would be an establishment of a mechanism for assessing teacher development and rewards.

Issues

It was noted that the MOE expected TEPD to address a number of issues:

- Some of the contemporary issues in society such as HIV/AIDS and how to integrate of gender in curriculum implementation.
- Use of ICTs in pre-service training.

- Child centered approaches in classroom teaching.

Consequently it was hoped the impact of TEPD within the KESSP Rapid Reforms and implemented by AED would be feasible at classroom level.

Reactions

It was observed that all reforms point to achievement of EFA goals yet there were challenges to achieve these. EFA goals emphasize access to quality education. Since teachers were inadequately prepared, it was urgent for the MOE to focus on Teacher Development aspects.

The question of how far the MoE had harmonized In-service Training program to integrate modern approaches for both in-service and pre-service was raised. Participants were informed that TEPD funded by USAID was one such initiative.

3. Workshop Objectives

The objectives of this workshop were:

- Have a shared understanding of the elements and focus of AED-TEPD Program
- Understanding of partnerships/role of different players in TEPD
- Receive feedback and advice on appropriate implementation procedures for TEPD

4. Overview of INSET

Participants were informed of the rationale that necessitated a greater focus to in-service teachers. A needs analysis had revealed that teachers did not use the knowledge and skills acquired through college training to teach learners. They easily fell to malpractices which they often found prevailing in the schools they were posted. Among the main reasons for the launch of INSET was to develop a *reflective practitioner*.

As a service provider, INSET had adopted a distance education mode of delivery for a number of reasons:

- Cost effectiveness
- Increased access and enrolments
- Catered for equity, and
- Provided consistency

To facilitate implementation of the program, INSET developed a number of materials in the format of modules. A core module with information on methodology was supplied to every college and subject specific modules for Mathematics, Science, English, Kiswahili, and Guidance and Counseling were also developed. Most recently, a school empowered program complemented by ICT components has been introduced.

To enhance acquisition of knowledge and skills, teachers discuss the materials through a panel system. Tutors are trained through each module first. Each tutor is responsible for a number of teachers. The approach INSET employed was to start the School Based Teacher Development Program to improve the quality of learning in primary schools. Some of the positive indicators:

- *Access*

The program reached 18000 schools and over 54,000 teachers.

- *Gender equity*

Among challenges the program addressed was the drop out rate which was very high for girls.

- *Completion rates*

The program experienced a completion rate of 96%. Reports of monitoring and evaluation reveal some positive impact of the program to teaching and learning in primary schools.

INSET Unit has continued to use Eregi, Kaimosi and Thogoto Teachers Colleges for training the ToTs and TAC tutors.

Reactions:

There were a number of linkage gaps identified:

The teacher training departments of the universities were not adequately preparing teacher educators for PTTCs. It was observed that currently, most university dons lacked relevant primary education pedagogy. There was therefore, need to in-service the university dons with the relevant methodologies for teaching in both primary and secondary school classrooms. This was necessary for strengthening the overall teacher education program in Kenya.

The question of whether all teachers in the country had been reached still remained. It was observed that the actual linkage for purposes of improved teaching/learning and teacher training had not been addressed.

TEA BREAK - 11.00am

5. AED Overview

The facilitator introduced participants to AED and its role in TEPD program. He informed participants that AED's latest motto is: ***connecting people and creating change***. Some background information about AED was provided including the profile, mission, coverage, programs, staff and expertise.

TEPD Program Overview

Participants were informed that TEPD was a USAID Cooperative Agreement with MoE won through bidding and to be implemented by AED.

Goal: *To improve the practices and competencies of teachers in Kenya.*

The objectives, implementation strategy, beneficiaries, key indicators, performance monitoring plan, progress and way forward were also presented.

6. Teacher Competency framework (CF)

Reflecting on their primary school days and thinking about a teacher who was good and another teacher who was bad, participants were able to outline attributes of a good teacher. Through discussions, participants observed that the attributes of a good teacher reinforced positive learning. Other discussions centered on the definition of a competency framework (CF), and the rationale for Kenya to have a competency framework also emanating from a UNESCO report was discussed. Participants anonymously agreed that Kenya needed a CF for teachers. Reasons why other countries had CFs were sighted. Borrowing from other countries' competency frameworks, the need to contextualize a CF for Kenya was emphasized.

Some initiative in the development of a CF was discussed with referencing to the relevant policy documents which include the *Primary Teacher Education Syllabuses*; *MoE Guide on competencies in Literacy, Numeracy and Life Skills for Pre-school and Primary Schools in Kenya*; *English Literacy Norms Research Project* of Kenyatta University among others.

Processes in the development of a CF were outlined, but it was explained that the approach adopted by Kenya was to have a wider stakeholder participation in the development. This approach is what was suggested by majority of the stakeholder representatives who had earlier been interviewed. The way forward was also presented.

Observations

Participants enquired whether the meaning of a competency framework would lead to a teacher's professional regulatory body or some central pillar. It was observed that at this stage, it was not appropriate to respond to this enquiry.

7. International Standards

The establishment of the Kenya Bureau of Standards and its mission was explained. KEBS mission was to excel and be Internationally Recognized in Meteorology, Standardization, Testing and Quality Assurance and Ensure Economic and Fair Trade.

Mandate: Undertake and oversee all standardization activities in Kenya. In relation to Teacher Education Competency Framework, KEBS main objective would be standards development.

Definition of a standard: A document established by *consensus* and approved by a *recognized* body that provides for common and *repeated* use, rules, guidelines or characteristics for activities, or their results aimed at the achievement of optimum degree of order in a given context.

Reasons for standardization were explained. Certain categories of standards like code of practice, and test methods were suitable in describing teacher competency. Participants were informed that standards served as a basis for the development of products in business and for customer satisfaction, among others. Standards are developed by industry, relevant government ministries, research Institutions, consumer organizations, and non- governmental organizations among others.

Lastly, the meaning of a service, the need for service standards and the benefits of a service standard were presented.

National Assessment Centre (there facilitator for this area was missing)-

It was observed that this was a very important unit whose input could have enhanced the role of assessment in competency frameworks.

8. Gender Integration

Participants were about the achievements of FAWEK Chapter Gender Responsive Pedagogy for PTTCs which ranged from establishment of working schools or model centers of excellence such as AIC Kajiado and Tigania, to accomplished tasks such as development of a gender responsive training manual (GRTM). The process of developing GRTM involved the following stages:

Identification and involvement of a technical team, desk top research on training of gender responsive pedagogy by TTS, development of draft one, among others. Currently, ToTs were going to embark on GRP training of tutors in all PTTCs countrywide.

Lunch Break 1.30 pm

9. ICTs in Pre-service Training

a. Computers for Schools Kenya – (CFSK)

Background information on CFSK was presented. The **mission** of CFSK is : *empowering young Kenyans for life in a knowledge-based society by facilitating the development of ICT infrastructure and capacity*. The **vision** focus is establishment of an information- rich Kenyan society actively contributing to sustainable development.

Further presentation centered on core activities, partnership with MoE, Standards and quality assurance, requirements for a computer laboratory, computer laboratory, technical support and maintenance, courses offered, achievements and challenges, and role of CFSK in TEPD program.

Reactions

It was observed that countries like South Africa were using small computers called textbooks to minimize for ease of use of computers, laptops were also ideal for saving on space. In this respect, Massachusetts Institute of Technology had one lap top per child. CFSK was asked to explain what move it was making to embrace changes due to advancement in ICT. Moreover, colleges already had brands and PA would appreciate if more brands were added instead of refurbished computers. The question of dumping of used computers to Kenya in the name of donation was also raised. It was observed that this was a big problem in creating friendly environments for use of computers.

b. TAFAKARI Project

A joint initiative of the USAID sponsored South African MINDSET company and the Ministry of Education. General and specific objectives of the project were outlined. TAFAKARI is designed to deliver *video content development Production; computer based interactive multi-media content, access, training, and to carry out monitoring and evaluation*.

Strategies: KIE co-ordinator works alongside mindset network coordinator while KIE colleagues work alongside MINDSET colleagues, capacity building workshops, and outsourcing support for access to connecting Africa among others.

Participants were informed that for the time being, colleges would host the programs since primary schools lacked computers.

10. Mathematics and Science INSET – SMASSE

PTTCs INSET evolved from the concept paper entitled ‘*Strengthening Mathematics and Science in Primary Education*’. Consequently a survey was conducted by CEMASTE A in 2006. The data collected informed the procedures in the present INSET practices at Teacher Colleges.

Objectives:

- Enhance tutor’s capacities as effective classroom teachers
- Develop tutors as effective INSET providers

Reasons outlining ‘**why INSE**’ were outlined the challenges explained. These challenges include:

- teaching methods are mostly teacher centered, rare teacher demonstrations, limited practicals are carried out;
- improvisation of teaching materials is rare, limited resource books, hand outs given to students as lesson notes and no close follow up;
- Negative attitude towards the subjects by the students;
- Wide syllabus, poor background in the subject content;
- large class size; and
- Some tutors join P.T.T.C from secondary schools so they are limited in the P.T.T.C MS syllabus.

11. Teacher management – Teachers Service Commission (TSC)

The TSC vision: *Effective service for quality teaching*

The facilitator presented the mandate of TSC as: Register teachers, establish and maintain quality teachers’ service, recruit and employ, among others.

Some competencies were expressed in the vision as: the teacher should be able to impart knowledge to the learner; help learner acquire skills and attitudes that are necessary for the development of the country among others.

TSC strategic objectives were outlined. The Ominde report has a clause stating a competent teacher as educated, keen, respected and contented, forms part of the objectives of TSC.

Matters of discipline & quality assurance, and other reforms also came up.

12. Plenary

Observations/comments	Attention
1. Original initiative of SMASSE in secondary schools was to in-service teachers in math and pure sciences and yet SMASSE has now moved to in-service tutors in colleges where science is an integration of pure sciences, agriculture and home science. In addition, the term SMASSE was meant for secondary school. The same term could not be used for Primary. SMASSE had also discriminated Agric and H/SC	SMASSE

2. Earlier INSET providers had concentrated on in-servicing, math, science, languages and guidance and counseling. A request was made for in-servicing of other subjects	AED: TEPD was for the broad Capacity building
3. To avoid re-inventing the wheel, there was need to harmonize Tafakari with SMASSE	KIE-Tafakari and SMASSE
4. Principals' Association appreciated the invitation to this sensitization workshop and expressed discontent with other earlier providers who had discriminated against them. They said that when they are not sensitized/trained, their support to such programs becomes limited. This has in the past affected the implementation process. <i>'When managers are not sensitized well in advance, the project will stall.'</i>	MoE and TEPD
5. TSC was asked to do more than merely maintaining the register and participate more in promoting quality by ensuring that the right (quality) teachers are employed	TSC
6. PA requested for one of them to be a member of the Consultative Group	MOE and AED

13. Way Forward

a. TEPD Chief of Party

The TEPD Chief of party appreciated the presence of college principals and expressed hope that the forum representation, and those that were not able to make it were articulating the mission of the MoE *to make colleges centers of excellence for education and training*. He said that we all should make effort to attain this objective by the end of year three of TEPD. During the period for this program, he emphasized contemporary issues such as HIV and AIDS should be firmly integrated in the teaching and learning processes. Computers for Schools were going to work with another organization to empress emerging technologies. For instance, inclusion of lap tops that could be used in the desert with an LCD screen is some of the innovations that will be introduced. These were among issues that TEPD hoped to explore, however, there was still some ground work still to be done. For example, a baseline survey was going to be conducted, the official launch of TEPD and processes of contracting partners.

b. Vice-Chairman, Principals Association

Principals were requested to share information with college staff and Boards of Governors after the workshop. The Vice Chairman hoped that principals would go back to their stations having appreciated the value of **competence and standards** in teacher education and training. He appreciated the role of partnerships in the program and the interactions that had now started. He suggested that there should be an immediate meeting with AED to thrush out sentiments raised including PA representation on the consultative committee.

Vote of Thanks:

One of the principals thanked the organizers of the workshop; the MoE and facilitating teams from various agencies; the facilitators for well prepared and informed presentations; and college principals for turning up in large numbers.

Workshop Evaluation

Participants were given a chance to evaluate the workshop. The evaluation questions were more general and subjective. The aim was mainly to capture the general views of the principals on TEPD, and to provide indication on way forward. The overall evaluation responses are given below.

1. What went well?

The participants gave the following aspects:- facilitation/presentation (creative, lively and kept participants alert); participants' contributions; and logistics/venue (comfortable).

2. What did not go well?

Time management (delay in starting); rushed program; needed more time; plenary was held too late when participants were already tired.

3. Suggest ways to improve workshops in future.

Give adequate time for notice/call principals in advance; allow for more days e.g. 2 days; allow greater input from principals.

4. Any other comments.

Give adequate time for notice; have workshops held at set times separate from other MoE exercises such as student replacement as was the case; avoid holding plenary late when participants are already tired.