

The latest news, views, and announcements

## INSIDE

### Training of Trainers (TOT) of system embedded coaches

Training of CSOs, Headteachers and Play Ambassadors

### Teacher Capacity Building Workshop

Capacity building of teachers on LTPT integration in the classroom

### KPLAY Training of Trainers Manual Validation

Validation of the TOT Manual by National Stakeholders

### Community Based Organisations Training

Training of staff and volunteers of CBOs in preparation for parental engagement



*Image 1: Learners from Herman Primary School Collaborate on Lego Blocks Project in their PlayLab during the Build a World of Play Campaign in July 2022*

## Welcome note

KPLAY has now been fully rolled out to 100 schools in Kwale and Kilifi. Contact and interactions with these schools has been through their headteachers and play ambassadors and during the Curriculum Support Officer (CSO) led teacher capacity building workshops in June and August. These schools have received the project well and have expressed great expectations regarding digital integration and improved learning outcomes because of the opportunities that learning through play with technology (LTPT) provides. Over the past five months, KPLAY has seen the capacity of CSOs grow and this is evidenced by the success of the teacher capacity building workshops they have led in July and September.

In addition, KPLAY successfully hosted the first validation of the Training of Trainers Manual. The purpose of the review is to secure stakeholders input into the viability and scalability of the curriculum and the LTPT approaches KPLAY uses. The review and validation of the manual was undertaken by a team of national level Government stakeholders in May and provided critical feedback to ensure that the manual is relevant and a good fit for empowering education officers with knowledge and skills to support teachers integrate LTPT in the CBC curriculum.

KPLAY has also in this period begun to set up structures for the implementation of parent and community engagement through collaborations with Community Based Organisations (CBOs) in Kwale and Kilifi Counties. The project has conducted induction sessions with CBO leaders and trained volunteers and staff of the CBOs on LTPT to ensure their readiness for working in their respective communities.

KPLAY has continued to succeed due to the support of stakeholders at National and County levels. This support was evidenced by the enthusiasm and feedback received during the Training of Trainers Manual validation as well as the approvals granted to conduct the training of System Embedded Coaches consisting of CSOs, Headteacher and Play Ambassadors. It is anticipated that this collaboration with stakeholders will continue in the next quarter to ensure successful integration of LTPT in CBC in Kwale and Kilifi counties.

This newsletter therefore provides further details of the achievements of the quarter and highlights next steps for July to September.

**Kenya Play (KPLAY) Team**  
**IREX**

# Training of Trainers (TOT) of System Embedded Coaches

The KPLAY Training of Trainers is aimed at building capacity of school leaders to support integration of playful learning and technology in targeted schools. In April and July 2022, KPLAY successfully conducted two TOTs focused on Curriculum Support Officers (CSOs), Headteachers and Play Ambassadors to induct them in the project and orient them to playful learning activities that can be used in the CBC classroom. In addition to this, the project conducted a basic digital skills training as part of the April 2022 training. The areas covered were basic computer navigation including connecting to the internet, as well as the use of zoom as the project prepared the TOTs for online training activities planned to take place later in the project. In July, the TOT focused on the CSOs to better leverage their existing role as CBC master trainers and the support they provide to teachers. The project has therefore successfully trained 196 Headteachers and Play Ambassadors and 25 CSOs on LTPT pedagogy, the 4Ps (Play, Project, Passion, Peers), four playful learning activities (Draw with me, Magic Paper, Paper Circuit and Game Remix) as well as the use of Lego Blocks in the classroom. Overall, the school leaders received the training positively.

School leaders challenged the project to provide more than the one laptop committed for the PlayLab.

In addition to this, participants appreciated the introduction to the four playful learning activities and the encouragement and ideas on how to use local games and materials to make learning enjoyable and interesting in their classroom.

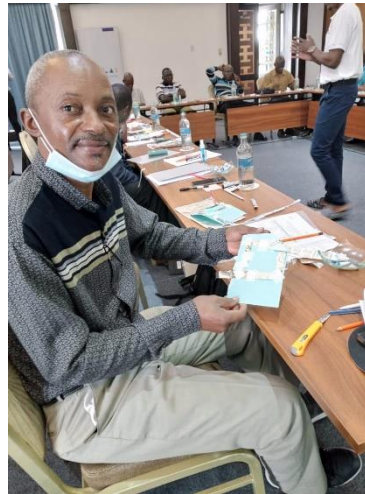


Image 1: Mr. Alphonse Kingi, CSO Ruruma Zone in Kilifi County, displays his paper lights projects



Image 2: CSOs collaborate on a Lego Block Project during TOT

The feedback received showed that the introduction to technology was both exciting and challenging to implement in schools because of access to devices.

## Teacher Capacity Building Workshops

Following each of the Training of Trainers Workshops, the project has been able to support CSOs to conduct teacher workshops in their zones. The teachers' workshops serve as a skills-share session, where CSOs pass on knowledge and skills to teachers in selected schools in their zones. The one-day teacher workshops were held in July and September at the zonal level. Teachers gathered in teams of a maximum of three schools per workshop and KPLAY provided training materials and a lunch and transport allowance. The workshops covered an introduction to the project as well as LTPT pedagogy and playful learning activities including the introduction to the use of Lego Blocks that have been donated as part of materials for the PlayLabs.

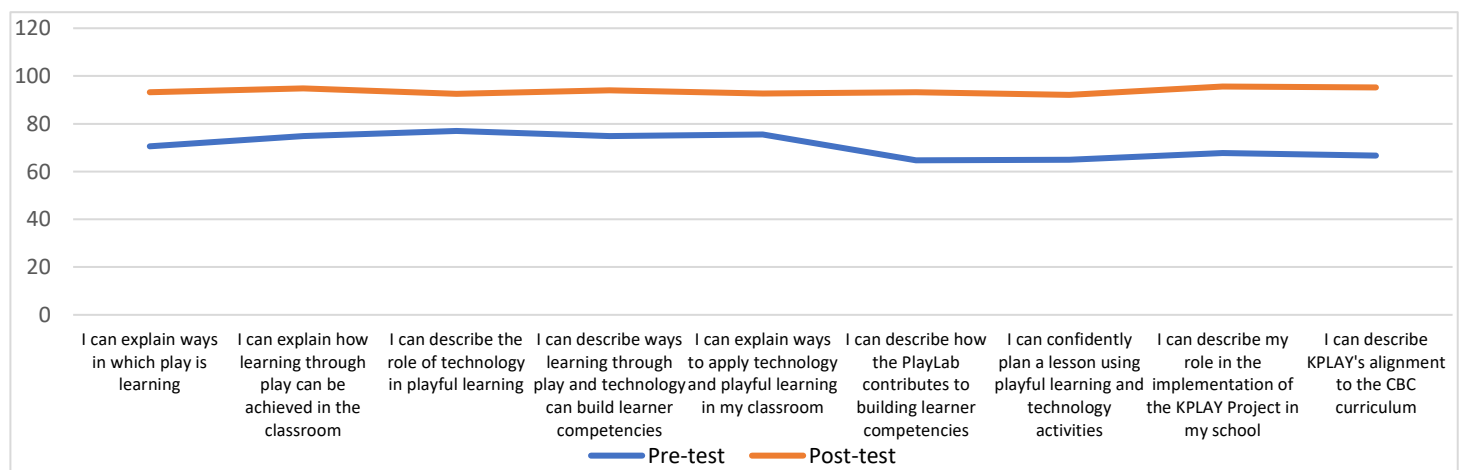


Figure 1: Knowledge change from July Teachers Workshops

The graph above shows the level of change in knowledge among teachers at the July teachers’ workshop, an average of 22% increase in the concepts covered. In the September workshops, CSOs selected one co-facilitator to work alongside him/her in conducting the workshops based off experience of the July workshops. The co-facilitator was selected from the pool of headteachers, and Play Ambassadors trained in April 2022. A total of 700 teachers were reached during each of the workshops.

## KPLAY TOT Manual Validation

The KPLAY Training of Trainers manual validation took place from 18<sup>th</sup> to 20<sup>th</sup> May 2022 at the Sarova Woodlands Hotel in Nakuru County in Kenya. The purpose of the validation workshop was to review the content of the training of trainer’s manual and revise the content to a standard resource that can be used publicly by education officials in Kenya for the integration of LTPT. The validation meeting brought together stakeholders at national level from the Ministry of Education (Directorates of Early Learning and Basic Education, Special Needs Education, Policy, Partnerships and East African Community Affairs), the Kenya Institute of Curriculum Development (KICD) and Kenya Institute of Special Needs Education (KISE).

A total of 10 participants reviewed at great length the content of the manual and made various recommendations among them the inclusion of sample lesson plans, worksheets for the different activities and alignment of language and terms to the current education policy and frameworks. The training team is working to complete the recommended changes ahead of a final validation meeting before the end of the year.

## Community Based Organisations Training

Parental and community engagement remains a critical part of the project. In July and August, the project trained 36 staff and volunteers from 11 CBOs on the values of LTPT and oriented them on activities they can use when sensitizing parents and community members. The project also moved the administrative process forward for the CSOs confirming their workplans and milestones in advance of their signing agreements with IREX.

## Classroom Observations

Classroom observations are key in determining the extent of classroom integration of learning through play with technology. The observations were conducted by CSOs based on the agreement that they would each visit a minimum of three participating schools in their zone and, in each school, observe two teachers. Using the KPLAY Classroom Observation tool, CSOs were able to observe over a three-week period 120 classrooms with approximately 6800 learners from PP1 to Grade 6. The results of the observations show that English and Mathematics are the areas where LTPT is most implemented. This is demonstrated by the graph below that shows the number of lessons observed in each learning area.

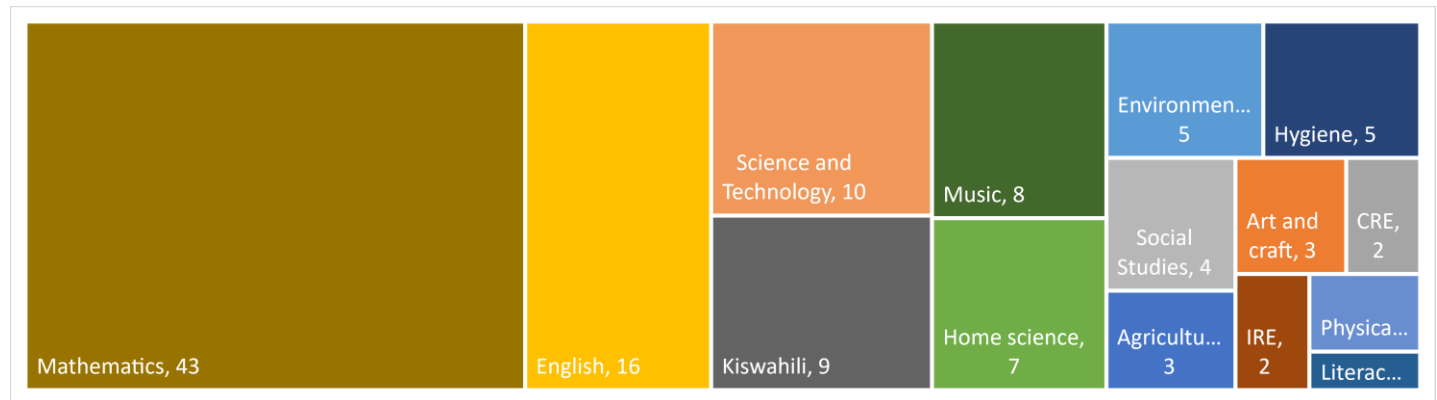


Figure 2: Learning areas where LTPT was used during classroom observations

Among the areas identified by the CSOs needing improvement among the teachers include the need for teachers to support children to work more in groups especially where enrollment is large, mobilization of more local materials for the different activities and overall classroom management. The project is working to improve the scope of LTPT activities to be more adaptable to setting where enrollment is large and classroom spaces small.

## Next steps

The following activities are planned to take place between October and December 2022:

1. 3<sup>rd</sup> Training of Trainers of system coaches: The 3<sup>rd</sup> Training of Trainers (TOT) is tentatively planned to take place from 8<sup>th</sup> and 9<sup>th</sup> October 2022. The training will cover digital skills and creative coding
2. School selection for 2023: The project will work with Steering Committee members and sub-county Directors of Education to identify schools for 2022.
3. Online coaching sessions with CSOs and Co-Facilitators to deepen knowledge and skills in creative coding
4. Teacher workshops on creative coding using Scratch.
5. Final validation of the Training of Trainers (TOT) Manual