



CFK Africa – Concept Note for We One Action Network

A. Project Title

Best Schools Initiative (BSI) – Improved Teacher Training in Informal Schools

B. Project Summary

In Kibera, the nine government schools that exist can only serve about 40% of the community's school-aged population of more than 87,000. Estimates suggest that only 25-50% of age-appropriate students pass the National Exam, meaning that thousands of students do not finish primary school or qualify to begin secondary school.

In the last 15 years, the number of children in Kibera who have attended school has risen, primarily due to the emergence of low-cost for-profit non-public schools. These are usually community startups with the intention of making schools more accessible for those who cannot afford or get into the more expensive and competitive state-run schools. Yet most of these schools lack proper equipment and qualified teachers. The hundreds of informal/APBET (Alternative Providers of Basic Education and Training) schools, which are many families' only alternative option for basic education, are run by entrepreneurs, religious groups, and nonprofit organizations.

The Gap

With the existence of over 300 APBET - how many of Kibera's children stay in school, month to month, year to year, enough to succeed in primary schooling? While attendance rates for students aged 6-10 are high, only [one-third of Kibera's youth older than 12 are actively in school](#). As such, APBET schools have various gaps that still present major barriers for students, including the physical distance to school, the cost of learning materials and school fees, and the inadequacy of trained teachers.

In an informal school, the average number of teachers is between 11-15, and from the information we collected during our survey of the informal schools, we learned that only 1 or 2 teachers attained any form of teacher training. Despite their differences in teacher standards and qualifications, education systems are increasingly moving away from identifying problems with learners and towards identifying barriers to learning. To complete this shift, education systems must design teacher education and professional learning opportunities that dispel entrenched views that some students are deficient, unable to learn, or incapable. (UNESCO Policy Paper 43 - Inclusive Teaching: Preparing All Teachers to Teach All Students)

High-quality training for teachers is critical to inclusive teaching. Lack of preparedness for inclusive teaching may result from gaps in teachers' knowledge about pedagogies and other aspects of inclusion. Teacher training can address issues ranging from instructional techniques and classroom management to learning assessment.

Our Response

Teachers need to be conscious of the dynamics around context, classroom, and the individual and collective needs of the learners they manage. If a teacher lacks the skills and awareness to practice inclusive learning, then learners are likely to grow disenchanted with the school and the teacher, leading to lack of conviction to attend school.

CFK Africa's BSI project focuses on finding solutions to challenges that increase student daily attendance and graduation in Kenyan informal schools. The project works in collaboration with education stakeholders and implementors to find sustainable and easily adaptable best practices to address these challenges. The vision is to ensure access to basic education for all children living in informal settlements, supporting the betterment of Kenyan youth.

Through the BSI, CFK Africa is working with APBET schools to improve the quality of teaching methods, with a special focus on training delivery and child psychology. Our project seeks to help teachers adapt their teaching methods to the contemporary learner by understanding the motivations of children and making learning fun so that progression can be achieved. We propose a series of teacher training workshops for APBET teachers from January 2024 to December 2024. These workshops will be conducted quarterly, with each running on an average of 5 days. We will provide expertise in teacher training and coaching through a year-long teacher training program on improving learning outcomes, instructional leadership, learner engagement, and classroom culture.

- a) Target community:
 - School aged children and youth from targeted informal and peri-urban settlements
 - Teachers in informal schools within the targeted informal areas of Kibera.
- b) Our goal: Increased retention, completion, and academic success of primary education.

C. Expected Outcomes

- a) Through teacher training, the intended outcome includes:
 - Increased number of qualified, trained teachers in the implementing schools.
 - Increased number of students/ classrooms showing improvement in progression to the next class.
 - Increased % of students completing primary school, preparing youth for further schooling and future economic opportunity.

Estimated Impact: There are currently over 400 teachers engaged in CFK Africa's BSI schools. Teacher training implemented in 6 schools will directly equip 30 teachers with requisite skills to manage 21st century learners. 925 elementary school learners will benefit from having well-trained teachers who understand the need for a fun learning environment that stimulates school attendance levels.

- b) M&E plan: To monitor progress, the project collects school profiles to better understand the state of the schools and existing gaps. Throughout the implementation period, daily attendance records and reasons for absenteeism annual performance records are collected in real time using the KOBO data collection tool.
- c) Financial reporting plan: CFK Africa has a January-to-December fiscal year, meaning donor reports are usually submitted at year end. However, we are flexible and can adapt to alternative year-end reporting timelines.

D. Budget

Item	Description	Cost in USD
Quarterly Workshop Facilitation	In person, in house training quarterly workshops	\$1,200
Participant Refreshments	During the in-person trainings, certification	\$400
In School Follow-up	School-based, in-person assessment	\$600
Baseline and Endline MEL	Monthly monitoring, data inputs, connectivity to participant cost	\$600
	TOTAL	\$2,800 USD