

Positive Deviance Schools in Kenya

Implications for Policy & Practice, 2017

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**Insights from 6 focal schools from
on-going PD Study commissioned
by Twaweza East Africa 2017**

The story of the

Glass half
full



A bit of background

Scope, methodology & sample size

- Scoping phase
 - ✓ Desk analysis
 - ✓ Rapid mixed method data collection (14 schools)
- In-depth qualitative inquiry (6 schools)
 - ✓ Observations (class, playground, school, community)
 - ✓ Interviews (individual, groups)
 - ✓ Child friendly methods



PD Criteria

**What were
the
Intentions
?**

**Did they
depart from
the Norms?**

**Were the
resulting
actions
Honorable?**

PD practices categorized around themes

1

Practices consistent with existing policies, but not commonly implemented

2

Well intended practices, results honorable but manipulates policies & laws

3

Practices widely accepted but against laws & regulations, results likely dishonorable

The Teaching – Learning Environment ...

A Glimpse of the Home and Community Environment

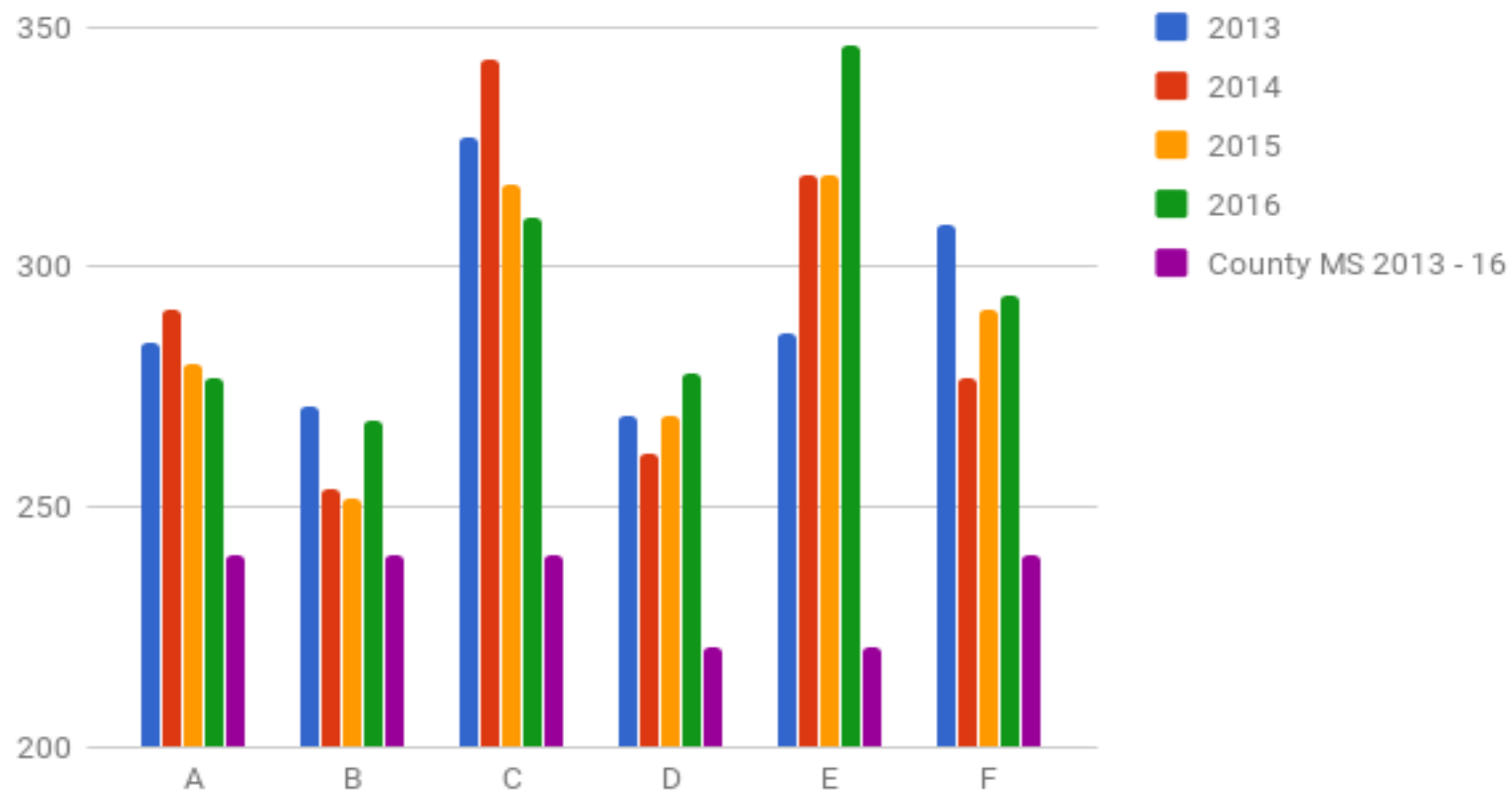


Schools drew pupils from very humble socio-economic backgrounds



**Physical environment -
-- very “ordinary”**





Yet KCPE results are way above the County averages

What makes these schools
different ?

An institution “Stands or falls by its Head” ...

Sessional paper 14, 2012

- Committed – headship not just a job but vocation. Spent long hours, even weekends in school to make up for time lost in attending to competing priorities.
- Clear vision: Where wanted to go, and able to communicate it to school community, and them to act on it; focus on holistic development
- Involvement of all and positive participation integral to success of school.
- Friendly, empathetic, approachable to all; ambience warm & welcoming.
- Instructional leaders, leads by example, active as a classroom teacher.

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- Team leaders, gave space to teachers to develop talents, take initiative. Delegation of responsibilities done consultatively.
- Perceived to be fair, impartial and transparent.
- Inclusive, policies and actions so no child left behind or excluded from school.
- Either innovative themselves and/or open to new ideas and innovations that could improve the quality of teaching and learning processes and outcomes.
- Realization that sustained good performance and discipline required positive motivation of teachers & learners, and that extensive punishments, esp. corporal punishments could be counterproductive.

Heads central in "management and development of education institutions". - Sessional Paper 2012

Strong Mentors



So I pointed him [teacher] to go to head there because he was hardworking and very cooperative. And it is like a tradition that even when other teachers come here and even any teacher who is not performing you find them working hard because I try to mold them & guide & also because of the culture and tradition. Sometimes when they move out they say this is an academy.

Like right now they are five head teachers who were teachers here but when they leave they became head teachers. No deputy head teacher leaves here as a deputy but they get promoted and given a school. So it's like now the office has recognized this school like a promoting school. (Interview, Head Teacher School #D)

Policies vs. Local Solutions

Theme I: Embedded in policy but uncommon in practice



2.13 (1) All primary schools shall be child-friendly – Policy Framework for Education 2012

---Teaching and Learning Using Locally Available Resources (TALULAR) - Indicator #7/Inclusive Child Friendly Classroom

- Objectives of Primary Ed: 4.7 (ii) & (iii)**
- **Enjoy learning & develop desire to continue learning**
 - **Develop ability for creative thinking ...**

Example: School #C – The magic box



2.13 (1) All primary schools shall be child-friendly – Policy Framework for Education 2012

--- Provision of nutrition services (e.g. school feeding –CFS Indicator #3/Health-Nutrition Promoting School)

---Encourage introduction of sustainable schools meals programs in high/medium potential areas with support of the communities.– NESP 2014



Examples: School #A, #C, #E



PEER TUTORS

Example: SCHOOL #F

Theme II: Well-intended practices, but not in sync with Policies

Practice 1

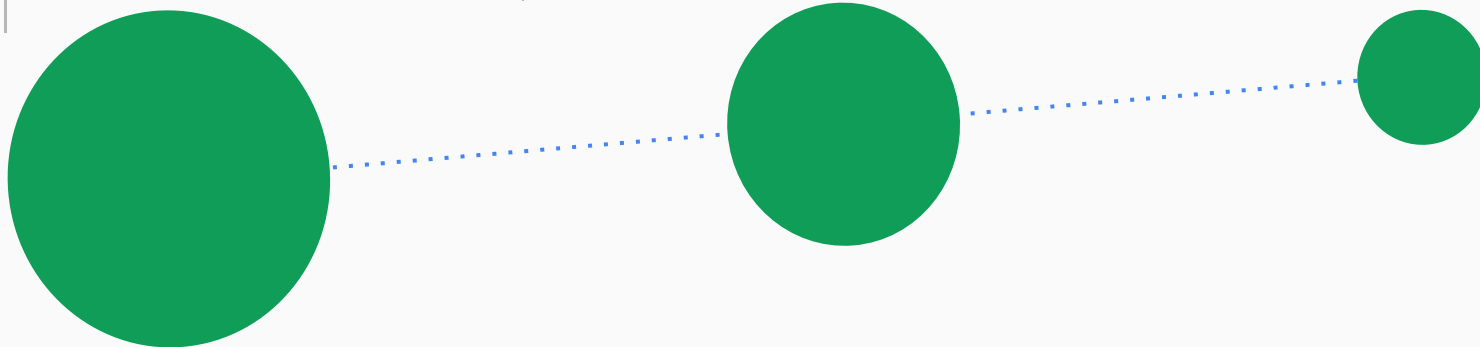
Extended school hours – ALL SCHOOLS

Practice 2

Boarding for upper primary (School #D, E, F)

Practice 3

ECD teacher teaching primary classes (School #F)



What do the policies say?

Extended hours

School hours regulated to ensure balance between academic instruction, co-curricular activities, and time at home. (Education Act; Supplementary Regulations)

Boarding

At primary level, day public schooling is encouraged though provision is made for the establishment of community supported low cost boarding in ASALs (NESP 2014)

ECD Teacher

ECD teachers are under county government while primary teachers are the responsibility of national government. (Education Act 2013)

Theme III: Widespread but Illegal - Corporal Punishment



No pupil will be subjected to torture & cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. – Basic Education Act 36 (1)

School reinforces policy on prevention of violence & corporal punishment through positive disciplining. – CFS Indicator 5/2 (Safe and Protective Schools)

Perspectives on corporal punishment

Perspective 1

Discouraged by Head teacher
but still practiced in school

Creates awareness among
parents on negative
effects.

Pupil's view: "Caned fairly" ---
not in anger, reason
explained

Perspective 2

Officially not allowed but happens.

Parents called to discuss problem
with child, sometimes administers
corporal punishment to children in
front school management.

Pupil's view: "That is not beating ... it
is correcting"

Perspectives on corporal punishment (cont.)

Perspective 3

Head admits that it is used

Pupils view: Beaten
sometimes, not frequently.

Perspective 4

Teacher: Avoid caning.

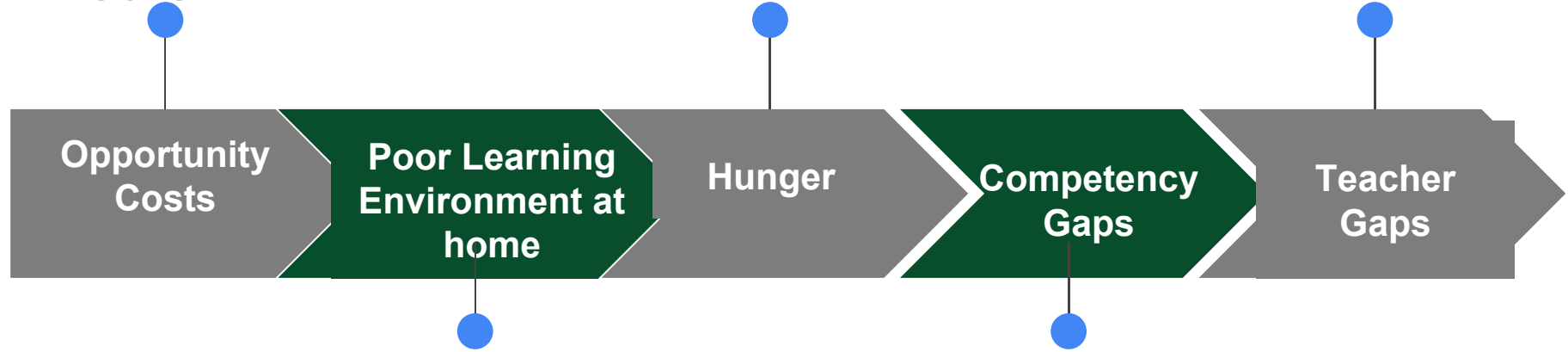
Allow parents to decide on
punishment, which may
include beating

Relevance of PD Practices to
Reality on the Ground

Extended
Hours

School Meals

Peer Tutors



Boarding

ECD Teachers

Lessons Learnt

Caring

Creativity

Consultation

Lessons Learnt

Determination

Delegation

Discipline

In conclusion, questions to ask ourselves

Question 1

A few public schools have successfully implemented selected policies. What actions can help to expand the pool of such schools?

Question 2

Defiance/manipulation of government rules and regulations are prompted by widespread perception that the playing field is not level for children from poor and marginalized homes. Should the rules & regulations be reviewed to make them relevant or should efforts be put into changing the perceptions?

Question 3

What is the significance of stakeholder perceptions beating can be “fair” and necessary?

Thank You

