
Key Stage 3

Lesson 4

Learning Objective:

Raise awareness for Build Africa through drama

National Curriculum links:

English (speaking and listening – 2.1a, 2.1d, 2.1j)

Citizenship (2.1a, 2.2a)

Resources:

- Benefits of education resource sheet
- School profile
- Spider diagram summary

Starter:

- See how many of the issues the students can remember from the previous lesson starter activity. Talk about the importance of education for development and how it allows people to escape the cycle of poverty and leads to a brighter future for the students, their families and the whole country. Ask students to fill in the resource sheet provided about benefits of education for student, family and country.

Main Activity:

- Put students into groups and ask them to create a 5 minute TV advert which aims to raise people's awareness about Build Africa and the importance of education to development (30 minutes). They can use the school profile as an example to talk about in the advert. The advert should be creative, involving role plays and short interviews.

Plenary:

- Recap the previous four lessons. Make a spider diagram summarising what has been learnt in the four lessons. Ask the children to elaborate on each and make links between the different ideas.

Benefits of Education

For the Student	For the Family	For the Country



L-R: GIRLS, TEMPORARY CLASSROOM; LEARNING IN TEMPORARY CLASSROOM; NEW CLASSROOM BLOCK

Kooki Primary School

Kiryandongo, Uganda

Kooki is located in Kiryandongo district, western Uganda and was established in 2002 by the community. One of the main incentives for building the school was to provide primary education for the children in Kiberenge Village as previously they had to travel long distances to go to school. However, after a temporary classroom

structure burned down a few years ago, the majority of pupils left the school - either enrolling in schools far away, or dropping out of primary education altogether. The remaining pupils struggled to learn in the temporary structures put up by the parents or in the shade of trees on the compound.

There have been some major changes since Build Africa started working at Kooki School at the beginning of 2011.

There were 157 children struggling to learn in the temporary shelters that had been put up by the parents.



NEW LATRINES AT KOOKI



COLLECTING WATER FROM THE NEW BOREHOLE



COMMUNITY MEETING AT KOOKI

Enrolment has now risen to 265 children, most of whom are able to sit in comfort in the three new permanent classrooms constructed.

There is now a one five block latrine stance which has greatly improved the sanitation facilities at the school.

Training, designed to help Kooki's teachers develop child-centred teaching methods and use learning aids creatively, has also taken place.

The new borehole at Kooki continues to provide a safe and sustainable water source for the school and community and is managed and maintained by a Water Committee made up of parents, community members and school staff.

Access to water has enabled the school to establish a school garden

which can be used as a demonstration plot for learning and to grow a regular source of food.

The school has also received a kitchen with storage and stove facilities. Access to water and the provision of a school lunch has a substantial effect on the willingness of children to attend school, as well as improving their ability to concentrate throughout the school day.

Working with the community

Build Africa works with the community to ensure schools can be managed by the local communities



CHILDREN TAKE PART IN PREPARING THE SCHOOL GARDEN

themselves and believe that it takes around seven years for this to be achieved.

Part of the process involves developing the management of the school but an important part entails encouraging income generation in communities right across the Masindi District.

This doesn't just mean that parents will be more able to support their schools financially. It also means more of their children will be able to stay on at school and take their Primary Leaving Exams, because their labour will not be needed to supplement family incomes. They will be able to afford to pay for their children to continue their education and attend secondary school.

Key Performance Indicators	2012	2013	2014	% change since 2012
Girls and boys passing primary school leaving exams at grades eligible for secondary school	No P7	No P7	Girls: 63%	N/A
			(5 of 8)	
			Boys: 100%	
Enrolment	236	267	265	12%
	Girls: 114	Girls: 140	Girls: 142	Girls: 25%
	Boys: 122	Boys: 127	Boys: 123	Boys: 1%
Attendance %	79%	81%	75%	-5%
	Girls: 86%	Girls: 81%	Girls: 77%	Girls: -10%
	Boys: 73%	Boys: 80%	Boys: 72%	Boys: -1%
Average number of pupils per classroom	79	89	88	11%
Female teachers	2 of 7	1 of 8	3 of 11	50%
Average pupils per teacher	34	33	24	-29%
Number of pupils per toilet	Girls: 29	Girls: 35	Girls: 47	Girls: 62%
	Boys: 31	Boys: 32	Boys: 31	Boys: 0%

Key Performance Indicators

In line with our monitoring and evaluation practices, we have collected Key Performance Indicators from Kooki Primary School, which can be seen above.



“The community now better appreciates school and education and have become more supportive, since they have seen that this school can change their community. We have also noticed an increase in enrolment and more parents are inquiring about enrolling in our school, so I am hopeful that come next year there will be an increase in enrolment.”

Kulaba Monica, Head teacher at Kooki Primary School



L-R: ECD PUPILS; TEMPORARY CLASSROOM; DUSTY SCHOOL GROUNDS; NEW CLASSROOM BLOCK

Miti Mingi Primary School

Gilgil, Kenya

Miti Mingi means ‘many trees’ in Kiswahili. The school is located in Gilgil district 110kms from Naivasha Town.

Miti Mingi Primary School was founded by parents from the surrounding community in 1966 because there was no primary school nearby and children had to walk long distances to the

nearest school. There are currently 588 pupils registered at Miti Mingi School, (304 boys and 284 girls).

The school has grown from humble beginnings, but when Build Africa started working with the community in 2011 some lessons took place in temporary classrooms

built of wood and corrugated iron sheets.

The temporary classrooms had unglazed windows, leaky roofs, wooden termite-damaged beams and potholed dirt floors.

They were unsafe and uncomfortable and a lack of desks meant children



NEW LATRINES AT MITI MINGI



GIRLS IN ONE OF THE TEMPORARY CLASSROOMS



COMMUNITY MEETING AT MITI MINGI

had to sit on the dusty floor, and sometimes even outdoors at the mercy of the elements.



THE TEMPORARY EARLY LEARNING (ECD) CLASSROOM

In addition to a shortage of trained teachers and good teaching aids, old fashioned rote learning methods of teaching compromise the quality of education the children receive.

Build Africa has supported Miti Mingi by building two classrooms and a block of four toilets. We have also organised training sessions and exchange visits for the Miti Mingi teachers.

A health club has been established in order to deliver important lessons

in life skills for the pupils.

Finally, Build Africa has helped community members to gain access to financial services to encourage more income generating activities in this very poor rural area where livelihoods are at the mercy of erratic rainfall.

Working with the community

In Sub-Saharan Africa getting a child through primary school can represent more than 25% of the annual income of poor households. Not having benefited from a good education themselves, parents do not often value education, nor do they have the luxury of keeping their older children in school.

We work with the whole community, including pupils, parents and teachers, to help them

draw up a plan to guide the future development of Miti Mingi. Working closely with the communities we support is effective and it helps the parents feel involved with the development of their school.

It also changes the way they feel about their school. By helping to build it themselves, by getting involved in the day to day running of the school, they can develop a sense of ownership and pride in what they have achieved. In this way the school changes from being something handed to them to being their school – a distinction that will help ensure its long term success.

Key Performance Indicators	2012	2013	2014	% change since 2012
Enrolment	578	588	601	4%
	Girls: 276	Girls: 284	Girls: 288	Girls: 4%
	Boys: 302	Boys: 304	Boys: 313	Boys: 4%
Attendance %	90%	98%	98%	8%
	Girls: 91%	Girls: 99%	Girls: 98%	Girls: 7%
	Boys: 89%	Boys: 97%	Boys: 98%	Boys: 9%
Female teachers	5	5	5	0%
Average pupils per teacher	53	53	60	13%

Key Performance Indicators

In line with our monitoring and evaluation practices, we have collected Key Performance Indicators from Miti Mingi Primary School, which can be seen above.



ZIPPORAH WANJIRU, TEACHER

“One of the best things about my job is working with children and helping shape their future. Every day is also a learning opportunity for me. The difficult thing about this job is that the resources available are very limited while the expectations are high. Teaching in the rural setting has a number of challenges including communities who are unable to support their children.”



