

Two Schools in One

Time: The greatest Resource

Presented at a UNICEF Teacher Development and Management workshop held in Dadaab on 20 February 2013

Dr. Marangu Njogu

Executive Director

Windle Trust Kenya

SCHOOL MOTO

Enter to learn, leave to lead

SCHOOL VISION

To be the Centre of academic
excellence in the province and beyond
governed by the principle of
professionalism and excellence

SCHOOL MISSION STATEMENT

... of a good environment for students

WEEK

1

2

2

4

5

6

Some Challenges of Education in Dadaab

Enrolment and retention have been problematic in Dadaab for many years. Some of the identified reasons for this (Ed. Strategy pg 5):

- Over crowded classrooms
- Inadequate infrastructure
- No Space to construct classrooms horizontally

**Which leads to : Teacher/student ratio of 1:100 -
Against**

- MoE standard for teacher/student ratio: 1:45
- INEE Minimum Standard for Education in Emergencies (developed by a steering committee that included UNHCR) teacher/student ratio: 1:40

Increased Equality of Access to Education

Education Strategy 6.2.1 Objective 1

Efficient use of space

- ❑ Reaching all children in Dadaab with educational opportunities cannot only be done through construction alone.
- ❑ More efficient use of existing buildings is recommended through the creation of *Two Schools in One*.
- ❑ This concept differs from a multi-shift system because the administrative and teaching staff changes completely from morning to afternoon.
- ❑ This means, for example, that an all-girls upper primary might be present in the morning, and an all-boys upper primary in the afternoon.
- ❑ In a *Two Schools in One* scenario, the fact that twice as many pupils use the school without additional strain on school furniture, material storage and auxiliary services such as sanitation.
- ❑ The student profile and the total population that will use the facilities needs to be taken into consideration when agreeing on a unified school design.

The Time Factor

- ❑ If there is no Space for putting up School Infrastructure, we can use TIME
- ❑ Time is the GREATEST RESOURCE of our TIME
- ❑ It is available to all mankind in EQUAL amounts
- ❑ 24 hours per day for everyone. – whenever you are and whoever you are
- ❑ Time determines our Success – Collectively and individually
- ❑ Good time plan and management leads to SUCCESS.

**So how do we then use this Resource - Time ,
to increase access to education in Dadaab?**

School Time

- ❑ Learning in School in broken down into small Time units :
Lessons planned on school Timetable
- ❑ The Management of the school timetable within the 24 hours of a day can actually help Double the in-take in schools
- ❑ The timetable is derived from the syllabus. (For this discussion lets use the primary school syllabus)
- ❑ Let us also agree that here in Dadaab, we have at our disposal 12 hours of DAYLIGHT.

Now the school Syllabus

School Syllabus

LOWER Primary

- Lower primary classes have 35 lessons per week of 30 minutes each.
- On average 7 lessons per day.
- Cumulatively this is 245minutes per day or 4 hours per day.

UPPER Primary

- Upper primary classes have 40 lessons per week of 35 minutes each.
- On average 8 lessons per day.
- Cumulatively this is 280minutes per day or 4.7 hours per day.

Challenge

- In lower primary school, MOE requires 4 hours of academic work (contact hours) for each pupil in upper primary this is 4.7 hours
- We have to our disposal 12 hours of DAYLIGHT each day. Is this a useful resource to us? Can we use it to benefit thousands of children not able to access school?
- In the camps we also have Saturday that could be used for schooling.

BUT we should not also FORGET our mindset: A school day must run the whole day, morning to evening

How can Two schools in One Work?

Lets us Examine time Allocation by MOE/KIE in the syllabus
(extracted from the syllabus)

Subjects	Classes 1-3	Classes 4-8
English	5	7
Kiswahili	5	5
Mathematics	5	7
Science	2	5
Social Sciences	2	5
Religious Education	2	3
Mother Tongue	5	-
Creative Arts	3	3
Physical Education	5	4
Pastoral Programmes	1	1
Total	35	40

Note

Lower primary classes have 35 lessons per week of 30 minutes each.

Upper primary classes have 40 lessons per week of 35 minutes each.

How can Two schools in One Work?

Lets us create Sample Timetable for Two schools in One

School ONE										
Days	35	35	35	35	30	35	35	35	35	
	6.30	7.05	7.40	8.15	9.50	10.20	10.55	11.30	12.05	
	7.05	7.40	8.15	9.50	10.20	10.55	11.30	12.05	12.40	
Monday	1	2	3	4	B	5	6	7	8	
Tuesday	9	10	11	12	R	13	14	15	16	
Wednesday	17	18	19	20	E	21	22	23	24	
Thursday	25	26	27	28	A	29	30	31	32	
Friday	33	34	35	36	K	37	38	39	40	
Saturday	41	42	43	44		45	46	47	48	

School TWO										
Days	35	35	35	35	30	35	35	35	35	
	12.40	1.15	1.50	2.25	3.00	3.30	4.05	4.40	5.15	
	1.15	1.50	2.25	3.00	3.30	4.05	4.40	5.15	5.50	
Monday	1	2	3	4	B	5	6	7	8	
Tuesday	9	10	11	12	R	13	14	15	16	
Wednesday	17	18	19	20	E	21	22	23	24	
Thursday	25	26	27	28	A	29	30	31	32	
Friday	33	34	35	36	K	37	38	39	40	
Saturday	41	42	43	44		45	46	47	48	

How can Two schools in One Work? Cont....

- ❑ This sample model of two schools in one, has adopted the time table of upper primary
- ❑ If schools start at 6.30a.m, there will be 8 lessons of 35 minutes per day
- ❑ If schools adopt Saturdays as a learning day, there will be 48 lessons per week, 8 more lessons than the curriculum
- ❑ The 48 lessons per week, allows room for re-adjusting the timetable to meet local actual realities
- ❑ There is one break of 30 minutes

How can Two schools in One Work? Cont....

- ❑ The model requires additional teachers so that on average teachers teach a maximum of 30 lessons per week
- ❑ It will be important to increase books and other learning facilities
- ❑ This model can easily double the number of pupils in primary schools and also decongest classes
- ❑ In school ONE lessons start at 6.30a.m and end at 12.40 pm and pupils go home until the following day
- ❑ In school TWO lessons start at 12.40p.m and end at 5.50 pm and pupils go home until the following day
- ❑ The lower primary school time can also be developed in a similar manner

Conclusion

- ❑ If this happens, then we can double the number of learners in our schools.
- ❑ But this cannot happen without converting from our current mindset that a school day should run from morning to evening

Thank you