

# “Reminding me every time to keep on moving”

- Anonymous World Teacher Kenya-

## Evaluation study of the design, implementation and outcomes of the World Teacher Program in Kenya



edukans



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### Abstract

The purpose of this research paper is to give ideas and recommendations to Edukans' World Teacher Program in Kenya to further improve the quality of their education program. It aims at three objectives, the first will discuss the views of Kenyan teachers on quality education and the content evaluation of the program remarking quality education. The second will address an implementation evaluation in which the design of the World Teacher Program will be discussed. The third will evaluate the experienced outcomes. The program is inspiring and motivating, the teachers are reminded of the way they could teach and approach pupils. They however also experience cultural issues and shortages which are hard to overcome and whereby the program is not yet able to contribute in reducing or alleviating these influences on quality education. The focus of the program has to be on opportunities and possibilities to empower the Kenyan teachers to improve their teaching.

**Keywords:** Quality education, Kenya, Edukans, World Teacher Program, cultural adaptation.

## Introduction

Every human has basic human rights including food, shelter, safety, and also the right of education (United Nations (UN), 2012). Education is a fundamental human right; every child is entitled to it. The right to basic education is laid down in the Convention on the Rights of the Child (CRC), which is ratified in almost every country (United Nations, 1989). School attendance is widely believed to benefit individuals, facilitating cognitive development and providing valuable skills and knowledge for the future (Ansell, 2005). Education generates both individual and social benefits and plays a role in safeguarding children from hazardous labour (UNICEF, 2007). There is strong evidence that access to (quality) education has an impact on creating economic opportunities, improving health and enhancing social justice (Cole & Cole, 2001; Drackner & Subrahmanyam, 2010; Hannum & Buckmann, 2005; Hearnreaves & Boler, 2006).

Despite the CRC, worldwide millions of children remain deprived of educational opportunities (Doek, 2003, 2009). In order to ensure that every child has access to (good quality) education, the Education for All goals were established in 1990 and reaffirmed at the World Education Forum in 2000 (UNICEF, 2007). In the Millennium Development Goals, (MDG's) established in 2000, the world's governments committed to achieving universal access to free, quality and compulsory primary education by 2015 (United Nations, 2000). The problem with providing quality education is that the cultural context in different countries make the specific characteristics of quality education subjective (Ansell, 2005).

Multiple attempts have been made to improve the quality of education in developing countries, for example with the CRC and MDG's. Not only on governmental level attempts have been made to improve the quality of education. Several non-governmental organizations (NGO's) try to contribute to this as well (Ansell, 2005; Garcia, Pence & Evans, 2008). Edukans, the principal of this research, is a Dutch NGO that aims to facilitate access to (primary) education in developing countries and improve its quality. The unique aspect of Edukans as organization is its stimulation of cooperation between the North (the Netherlands) and the South (developing countries). Edukans not only works in developing countries, but also actively involves the Dutch society, including schools and teachers. The key elements of Edukans' vision to develop interventions to improve the educational quality are a bottom-up approach (the starting point must be the existing teachers' daily practice), mutual learning and learning by doing (Edukans, 2011c).

World Teacher is one of Edukans' programs that focus on the improvement of quality education. It is a long-term exchange program for teachers, head-teachers and others

employed in the Dutch educational system (Edukans, 2011c; LEC-Kenya, 2010). The goals of the project in the developing countries are to inspire and motivate the participating teachers, head-teachers and assistants from the educational system and to analyze and implement ideas for changes and improvements to the educational system by means of concrete long-term plans. In the Netherlands the goals are to inspire and motivate participants and to acquire or strengthen competencies that are important in the educational system. In addition, an objective is to contribute to the Dutch educational system, as participants will practically apply their travel experience to their own teaching methods. To be able to realize quality improvement, Edukans' aim for the set up and implementation of this program is to be demand-driven and sustainable. One of the countries where World Teacher is implemented is Kenya.

Since worldwide millions of children remain deprived of educational opportunities (Doek, 2003, 2009) and several attempts have been made to improve the quality of education in developing countries; in 2003 the Kenyan government made primary education free for everyone (Oketch & Somerset, 2010). Edukans' World Teacher Program focuses on the improvement of quality education inter alia in Kenya. One of the World Teachers mentioned despite of the circumstances within their education, the World Teacher Program is 'reminding me every time to keep on moving'.

This research focuses on this teacher and his colleagues in Kenya. This research is conducted by Fleur van Monsjou and Marnella Metsemakers, they did the research together during a four month stay in Kenya. Fleur is responsible for the first aim of the research. Marnella is responsible for the second and third aim of the research.

### **General aim**

This research focuses on the World Teacher Program in Kenya; on the extern part of the program. The intern part, the goals for the Netherlands, are inter alia being investigated by Klarenbeek who is the supervisor of the World Teacher Program in the Netherlands (Beekwilder & Klarenbeek, 2012). Beekwilder et al. (2012) attempt to identify which characteristics of teaching contributes on internationalization programs. They expect participating in an exchange program contributes to the development of teachers in the field of expertise, intervention and on personal level. The realization of the extern aspects, the goals for the developing countries, are not verified yet. The goals of the project in Kenya are to inspire and motivate the participating teachers, head-teachers and assistants from the educational system and to analyze and implement ideas for changes and improvements to the

educational system by means of concrete long-term plans. There could be for instance no adaption or connection between the goals as set in the Netherlands and the local situation and their cultural desires. Since the problem with providing quality education is that the cultural context in different countries makes the specific characteristics of quality education subjective. As a consequence, ascertain the concept and implementing this specific idea of quality in a certain society, does not assure improvement of the situation for people (Ansell, 2005). The affects of the program could differ in each developing country, as well as the impact and thereby the value of the program. To verify and gain a better tuning between the World Teacher Program and the local desires, it is important to know the view of the users of the program on both the World Teacher Program and quality of education (Ansell, 2005).

The general aim of this research is to gain insight into the design, implementation and outcomes of the World Teacher Program in order to formulate key points for tailoring this program at the local expectations, context and the specific educational situation. By tailoring the World Teacher Program, the program will contribute to realize improvement of quality education in Kenya. In cooperation with the participants in Kenya, this interim goal can be adjusted towards their vision on the problem.

The research is of scientific relevance since evidence-based research, like this one, has not been done before in Kenya. Evidence-based practice is based on a theory from which a procedure is deduced. Interventions can be further developed in practice, investigated in effectiveness and wider introduced (Van Yperen, 2010). Evidence-based practice in health care is done to improve care by basing practice on demonstrated causal linkages between intervention and outcomes and on continuous monitoring of performance (Hausman, 2002; Van Yperen, 2010), almost the same can be done with the World Teacher Program. This research will explore the quality of education from the perspective of the Kenyan teachers, which means it will be a bottom up research or a client-based research (Van Yperen, 2010). This bottom up approach is chosen, because in this way the Kenyan teacher can have input in the way the World Teacher Program can be improved, this input is their evidence-based view, in which the Kenyan teachers say what they would like and what the outcomes are according to them in order to check the effectiveness of the program (Hausman, 2002; Van Yperen, 2010). The evidence-based view will be a fundamental from which the evidence-based intervention could be further developed and shaped. This evidence-based approach is of great efficiency and effectiveness, because the program can be improved on the evidence obtained from the Kenyan teachers who are the key participants in the World Teacher Program (Brug, Lechner & Van Assema, 2007). Although community interventions do not have the same

level of evidence of effect as clinical interventions, it is still important to measure the intervention for it to be improved. The community intervention is complex, because of the absence of appropriate comparison groups and multiple outcomes, which make it hard to evaluate for effect (Hausman, 2002). It is also important for the researcher to be open for all outcomes, especially the outcomes of whom the respondent sees the value, so not just when the researcher thinks it is important (Hausman, 2002; Van Yperen, 2010).

This research is also of practical relevance, since the quality of education is a key concept in the development of a child into a healthy capable adult (Cole et al., 2001; Bruns, Mingat & Rakotomalala, 2003). The quality of education is also in the interest of the state; better educated children resolve in a higher level of welfare (Ansell, 2005). Another social relevance lies in the awareness of the extent in which development organizations match with the wants and needs of the community. The scientific value of this research is the contribution to the problem of good quality education. The problem of implementing a program in Kenya can be reduced.

### **Specific aims of the research**

To adjust the World Teacher intervention and improve the quality of education there are three objectives which help maintain the main goal. The first objective will discuss their views on quality education as well as the content evaluation of the program remarking quality education. The second objective will attain an implementation evaluation in which the design of the World Teacher Program will be discussed. The third objective will evaluate the experienced outcomes of the participators.

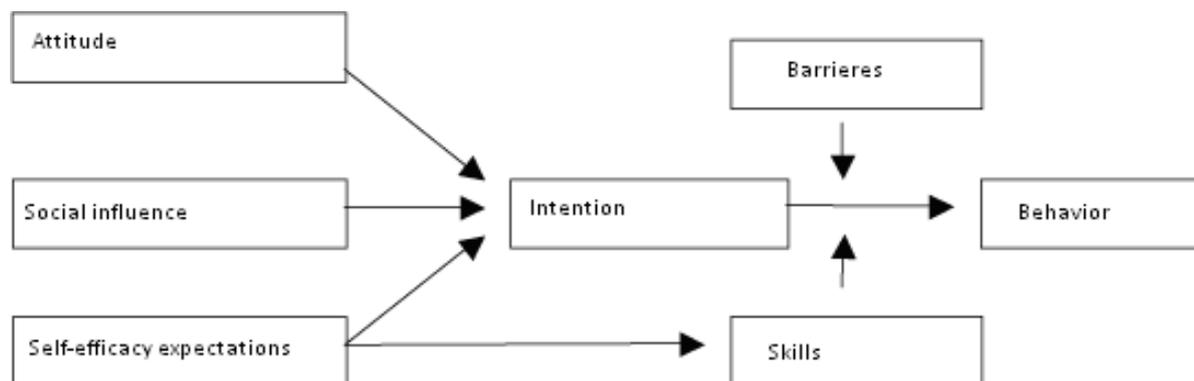
#### *Quality of education in Kenya and content evaluation of the World Teacher Program*

The first objective can be divided into two sub goals. The first sub goal is to clarify different concepts of quality of education by taking the experiences of Kenyan Teachers into account and their views and practices on quality of education. There are multiple stakeholders who are of interest for the program and whose view has to be included in processing the concepts of quality of education. Different actors have different opinions about quality education, these actors are for example Edukans, LEC-Kenya, the teachers in Kenya, the community in Kenya, but also the participating teachers from the Netherlands. The second sub goal is to verify the views and practices remarking the content of the World Teacher Program and the attention on quality of education.

The first sub goal of this objective is to verify the perceptions of teachers towards the quality of education. This view will be based on a determinant analysis which will determine the different concepts of quality of education. Quality of education has become a central issue; it is hard to find an universal definition of the concept. There is no consensus on what quality exactly is, it is a multi-dimensional concept and context related, as Edukans (2011a) as well as Timmermans (2008) points out. Quality of education has different meanings for different people, the cultural context makes the specific qualitative characteristics subjective which are important aspects influencing the progress of an intervention (Ansell, 2005; Garcia et al., 2008). By analyzing the determinants among the teachers in the developing country, their perspective towards developing sustainable good quality of education can be clarified. The needs and expectations of the teachers, towards their views and practice on how children learn and on how to improve the quality of education can be determined. Their wishes and motivation towards the problems in education can also be taken into account. The teachers can be asked if, and in what way, the World Teacher Program contributes to their perceptions.

To verify the concepts of quality of education, the behaviour as well as the intentions and beliefs will be determined using the ASE model, developed by De Vries, Dijkstra and Kuhlman (1988). This often used model is based on the theory of planned behaviour of Fishbein and Ajzen (1975) and the insights of Bandura (1986), which attempts to explain behaviour. According to this model (Figure 1) behaviour can be explained by the intention of a person to behave in a particular way. In case of this research it tends to explain the behaviour of teachers giving quality education. The intention towards behaviour can be explained from three behavioural determinants for behaviour intention (Brug, Schaalma, Kok, Meertens & van der Molen, 2001): attitude (e.g., the way the teachers thinks about giving quality education) (Ajzen, 2001), the experienced social influence (e.g., de influence of the community on the teacher) and self-efficacy expectations (e.g., the trust in yourself and the capability to give quality education) (Baar, Wubbels & Vermande, 2007; Brug et al., 2007; Fishbein & Yzer, 2003). Besides the intention to behave a certain way, behaviour also depends on individual skills and environmental factors, like barriers as shortages, overcrowded classrooms and other challenges (De Vries, Dijkstra & Kuhlman, 1988).

Figure 1. ASE-model, De Vries et al., (1988).



The first behavioural determinant of intentions is attitude. According to Ajzen (2001) there is a general agreement that attitude represents a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, etcetera. How someone thinks about a given behaviour (attitude) is determined by different factors such as: judgment and knowledge regarding giving quality education, outcome expectancies, judgments about costs and benefits, habits and attributions. An example of the desired behaviour the Kenyan teachers can show is their motivation to teach, courage (intrinsic value), professionalism, organizational skills and cooperation in a team and practice what you preach. The Kenyan teachers have an expectation about the outcome of the program and their opinion about (dis) advantages of the World Teacher Program is depending on their teaching knowledge. The evaluation of the intervention by the teachers and what they remember and what skills they still apply is of importance for the 'attitude' factor in the ASE model.

The second behavioural determinant of intentions is called the experienced social influence. This consists of the influence teachers experience from their social context. Social influence is divided in four different kinds of social influence: direct influences on others on the individual behaviour (e.g. social pressure or support), modeling (e.g. learning through the observation of behaviour), subjective norm (e.g. normative beliefs of others) and the motivation to comply (the degree to which a person complies with the subjective norm). The social influence of the teachers in Kenya will depend on their experiences of social support they get from the community and other actors and social pressure they feel from the school and community. Social influence is also a direct influence on motivation to comply and the social influence concerns the cooperation with the environment and community.

The last behavioural determinant part of the intention, self-efficacy, contains the beliefs the teachers have about their abilities to perform a particular behaviour (Ajzen, 2001). Self efficacy beliefs can influence choices of activities, preparation for an activity, effort expended during performance, as well as thought patterns and emotional reactions (Ajzen, 1991). Self-efficacy varies across three dimensions: magnitude, generality and strength (Bandura, 1986). Self-efficacy concerns the expectations of the teachers and their capability to perform and their confidence about their teaching skills.

In addition to intention, the ASE-model recognizes that barriers and skills can moderate the intention-behaviour relationship, this can also be phrased as external or internal causes of behaviour or locus of control (Ajzen, 2006). For instance, responsibility for success or failure is attributed to the actor when perceived as caused by internal factors (abilities or effort) they are contingent upon one's own behaviour (Lu, Kao, Cooper & Spector, 2000), but are less attributed to the actor when perceived to be due to external factors (task difficulty or luck) (Ajzen, 2006; Weiner, Frieze, Kukla, Reed & Rosenbaum, 1971; Weiner & Kukla, 1970) in which that outcome of events are not contingent upon one's action (Lu et al., 2000). Skills can for instance be the way teachers teach and deal with different learners. Barriers could be high expectations of the teachers towards their schools, classrooms and available materials, but also high expectations of the Kenyan teachers towards the Dutch World Teachers. The barriers would most likely be shortages as materials and facilities.

It is stressed that teaching, as well as the approach to learning, has two components, intentions and strategy. Approaches to learning are influenced by teachers theories of teaching and by the ways in which knowledge is structured and presented (Entwistle, 1991). Therefore it is important to determine why the teachers behave the way they do and what their intentions are. It should be empathized that this analysis does not aim to declare the behaviour of teachers, but it focuses on how we can improve the World Teacher Program (the environment) (Brug et al., 2007). Behaviour of the teachers, influences the quality of education. The factors situated in Figure 1, involved in the establishment of behaviour, should elucidate the processes that indirect contribute to quality of education in the developing country.

The second sub goal is to verify the views and practices remarking the content of the World Teacher Program and the attention on quality education. The World Teacher Program aims to improve the quality of education in developing countries, including Kenya. The problem rising with providing quality education, is the fact that education is a product of culture. The nature of education depends inter alia on how childhood is conceptualized in a

certain society (Bunting, 2005; Hecht, 1998; Willems, 2002). Societies have different ideas about how a child should behave and what a child should learn (Ansell, 2005). The vision on the importance of education also varies by culture (Verhellen, 2007). Besides that, there is no consensus about what quality education exactly is, it has different meanings for different people, the cultural context makes the specific characteristics subjective. As a consequence, ascertain the concept and implementing this specific idea of quality in a certain society, does not assure improvement of the situation for people (Ansell, 2005).

There are enough theories on quality of education. Ansell (2005), for example, refers to the features of schools which influence the quality, like accessibility, teaching staff, buildings (classrooms), furnishing and other resources. Another consistent perspective is the analytical framework of four A's (Clapham, 2007; Tomasevski, 2001), in which the right to education is divided into four dimensions. All dimensions are influencing the right to and the quality of education. The four A's consist of Availability, Accessibility, Acceptability and Adaptability of education. UNESCO for instance uses six dimensions of quality of education; Learning, Teachers, Learning Content, Learning Processes, Learning Environment and Learning Outcomes (Edukans, 2011d).

According to Edukans quality is a multidimensional concept, always depending on the context. Edukans developed an Educational Quality Framework for their view on quality (Edukans, 2011a). It is based on three levels of improving the quality standard in schools (Learning, Teaching, Managing) combined with the three focus dimensions (Knowledge, Skills, Attitude) to enable a person to accomplish his or her assignment.

This research will mainly focus on the 'teaching' part of the Educational Quality Framework since the World Teacher Program has been evolved around the teachers (Edukans, 2011a).

Figure 2 Edukans' Education Quality Framework (Edukans, 2011a)

	<b>Teaching</b>
<b>Knowledge (knowing)</b>	Content Teaching knowledge (didactical knowledge)
<b>Skills (doing)</b>	Pedagogical Professional Organisational Inter-personal Cooperation in a team Cooperation with the environment Life-long learning
<b>Attitude (willing)</b>	Motivation to teach Courage (intrinsic value) Normative professionalism Biography of the teacher Practice what you preach

Since each culture has different views and practices on quality education and thereby there is probably a difference between Edukans' view and practice on quality education and the views and practices remarking quality education of the Kenyans, it is important for the World Teacher Program to have knowledge on the local views and practices in order to adapt the program to the local practices. Different aspects of the different theories, including the Education Quality Framework of Edukans, are used to develop a guideline for this research, with the different aspects of the ASE model as base. Within the guideline the dimensions of UNESCO have been used as an explorative to talk about with the teachers. The guideline gives concrete leads to discuss with the teachers, in which a distinction can be made into the different factors involved in the establishment of behaviour, according to the ASE model. The theories are just being used as a guideline and not as a baseline in order to be able to maintain the focus on the local situation and cultural desires.

### *Implementation evaluation*

The second objective of the research is an implementation evaluation, focusing on the process and usability's of the World Teacher Program. An implementation evaluation is an evaluation which serves to check in which way the various phases of the intervention are implemented as intended, is the program running as it is intended to run. This implementation evaluation can give insight in the degree the World Teacher Program is successful. Most

important are the experiences of the users of the program (Baar et al., 2007). It is unclear if the World Teacher Program is implemented the way it is meant. Dutch world teachers doubt if Kenyan teachers are informed well in advance about the program and the objectives of the program (World Teacher, 2011). They also point out that the sub areas are not always accurately described. The Dutch teachers also have doubts whether the objectives of the World Teacher Program can be met (World Teacher, 2011). By evaluating the objectives and the implementation, important knowledge can be gained about the World Teacher Program to provide tailoring the World Teacher Program to the vision and wishes of the teachers.

An implementation evaluation serves to check to what extent the various phases of the intervention program were carried out as intended, in general the teachers experiences with the World Teacher Programs implementation. There will be reviewed how teachers participate in the program. The implementation of the program is important because the effectiveness of a program largely depends on it (Baar et al., 2007; Brug et al., 2007). It is important to include the perceptions and opinions of the teachers involved in Kenya, where the program is to be implemented, to ensure that the World Teacher Program methodology fits in with these; otherwise there is a chance the implementation of the program will not be successful (McLaughlin, 2005). Interventions often draw on certain competencies of the users and this must be taken into account as well. When users of the World Teacher Program are not able to carry out what the program requires them to, the program will not be successful. This is a good example of the iceberg metaphor which symbolizes the importance of seeing performed competency as being underpinned by a much larger foundation of knowledge and understanding (Kraak, 1999). This means that when the teachers see a certain behaviour performed in teaching, but they do not have the foundation or knowledge to perform this themselves, it will not work and the program will not be successful.

Edukans' aim for the set up and implementation of World Teacher is to be demand-driven and durable (Edukans, 2011c). The approach of the World Teacher Program consists of three phases: monitoring, sharing and improving. The exchange trip does not stand on its own, it is part of a greater goal. During the trip, Kenyan and Dutch teachers work together in groups on specific subareas, suggested by the local partner organization (and local teachers). These subareas are problems or priorities that the partner organization has encountered in education and are linked to the current education programs that Edukans supports locally. Moreover, it is a long-term project, which will be continued in between the trips by the partner organization and Edukans. The duration of the exchange trip is two weeks.

The participating teachers are supposed to be informed in advance about the program, its continuation and the priority areas. The local approach should match the principles of the World Teacher Program (meetings amongst colleagues, mutual learning, tailor made and sustainability). Before the trip takes place, a travel schedule is drawn up by Dupoto-e-Maa, the partner organization in consultation with Edukans (Edukans, 2011c). During the trip, Dupoto-e-Maa is jointly responsible together with the Dutch travel guides for monitoring the travel program.

The purpose of the World Teacher Program is to learn from each other and to make sure an interactive relation will be created, in which both the Dutch teachers and the Kenyan teachers can learn from one another (Edukans, 2011c). Since not all teachers in one school are participating in the World Teacher Program, it is meaningful to investigate if the transfer of information is completed from the Kenyan teachers to their colleagues, after they have more experience due to the World Teacher Program. This interactive relation is based upon the cognitive theory of Vygotsky (Gray, 2007; Hetherington & Santrock, 2007). For teachers to become more competent they have to learn from one another and train the skills they have on a daily basis (Burke, 1989).

#### *Outcome evaluation*

The third objective, the outcome evaluation, will focus on the perceived effects of the program. This will be examined by means of a qualitative study, which is why there cannot be any hard results, since it is a study on how the intervention affects the participators personally, in their teaching and at school. It is important to notice the opinion of the Kenyan teachers and stay focused on the teachers perspective. Different people have different perspectives on certain topics, in the field of education it is important to stay focused on the wishes of the teachers, to maintain a good system of education (Levin, 1991). The teachers perspective is important because the program's effectiveness depends on the teachers contribution in the program and the continuation of the program. It could be possible that if the teacher thinks the program is not valuable, he or she will not carry on the things they learn from the World Teacher Program, which will make the program ineffective. It is also important to find out the wishes and expectations of the Kenyan teachers, because those could also have an impact in the way they carry out the attitude and knowledge they gained from the program. The similarities between the expectations and the experiences of the users will be the main focus in this category. The more similarities the better the user quality. It can also be determined what is successful in this program and towards which aspects the program should

focus, to improve the quality of education, for instance focus on the lesson program or the behaviour of the teacher towards the children or the involvement of the community. Another example is the preparation of the lesson, it is only possible for the teachers to learn something and give the upmost attention to the students when they prepare their lesson (Jansen, Veldman & Tartwijk, 2008). It will point out if there are any improvements in education due to the program and innovations brought into school according to the teachers of the developing country. It is to be expected that the teachers see the program and especially the contact and exchange with Dutch teachers as a valuable contribution to the quality of education. Hopefully the teachers will give some input for improvements to the program, to adapt to the Kenyan culture. For instance information about how the community is involved in education or give the focus on the main points hindering them to give quality education.

### **Qualitative approach**

The explorative evaluation or narrative approach of this proposal contains a content evaluation, an implementation evaluation and an outcome evaluation (Baar, 2001; Baarda, De Goede & Teunissen, 2005). Tailoring the program towards the local desires, it was important to determine the expectations and wishes of the local teachers and the educational environment. A qualitative research gave more opportunities to gain useful information, it seeks for depth rather than breadth. The qualitative approach offered the opportunity to explore relatively new and complex issues and phenomena, interpret and understand ideas and behaviours of the teachers. Qualitative methods as in-depth interviews and participative observations offered a description of the behaviour of the teachers within their context, this is a non standardized approach. The purpose was to get insight into the behaviour of teachers, this is an open or explorative approach in which practice is the starting point. It would take time to get familiar with the Kenyan culture and the teachers, before reliable and useful answers were given. The way things were said are equally important as what exactly is said (Baar, 2001; Baarda et al., 2005).

### *Participants*

The teachers whom participated in the World Teacher Program were the most prominent respondents. Other actors such as head teachers, other teachers and community workers in the field of education and involved with the World Teacher Program were also involved in the research. These other respondents gave other perspectives of the experienced changes regarding to the World Teacher Program. There were six schools participating in

World Teacher Program 2011. All the schools; Primary Boarding Boys School, Ilbissil Boarding School, Ilbissil Township, Esilanke Primary School, Oloyiankalani Primary School and Olgos Primary School, were approached to participate in the research. In total there were 30 respondents, from which 21 participated in the World Teacher Program. By also adding interviews with non-participants possible otherwise influenced perceptions on quality education were taken into account. From the 30 participants, 16 were male, 14 female. The males age range differed from 27 up to 50 years old. The females age range differed from 27 up to 57. The teaching experiences level of both males and females existed of two years' experience till 40 years of experience. Participants were either teacher; 19, head teacher; 4, deputy head teacher; 5 or community worker; 2. All participants were direct or indirect involved in primary education and the World Teacher Program.

### *In-depth interviews*

The research exists of an explorative cycle. The first data has been collected by qualitative individual in-depth interviews with teachers at the participating schools. This developed a better awareness and good will among the teachers. After analyzing the first qualitative data, the questions were specified in order to gain more and more specific information and interviews could be held again. This cyclic iterative approach was important to enable interim corrections. Informal, qualitative field observations were used to verify the given information of the teachers (Baar, 2001; Baarda et al., 2005). The different aspects of the research; content, implementation and outcomes, were implemented in one interview in order to lessen the burden of the teachers by having to make time for the interview over and over again. The topic list (Appendix 1) used for the interviews contains an introduction and is further based on the three objectives; quality of education in Kenya and content evaluation of the World Teacher Program, implementation evaluation and the outcome evaluation.

The introduction contains an explanation of the purpose of the interview to evaluate the World Teacher Program and the importance of the teachers giving their own opinion and expertise on the interview topics. It also contains an explanation about the purpose of the research, to adapt the program to their perception on quality of education as well as a clarification that the researchers were no World Teachers. An explanation about the recording of the conversation and the documentation was also included, guaranteeing it could and will only be viewed by the researchers and their supervisor. There was also an explanation about the use of some important aspects of their opinion in the final paper on this research, with the guarantee this would be anonymous. A notification on the different topics the interview

contains was also included to finish making sure there are no questions or remarks before starting the recording.

The first objective maintains the following three topics: views and practices remarking quality of education, the intentions, believes and behaviour of the Kenyan teachers towards quality education and the content of the World Teacher Program. Within the first topic questions were asked how sustainable good quality of education can be developed or described, other questions included what the long term effects of quality of education are and what could be improved in order to get quality education, also the right to education was discussed. In the second topic questions about their personal contributions to quality education came up as well as the intentions, believes and behaviour towards quality of education and if and how they experienced social influence. The third topic was about their first impression of the World Teacher Program and what they learned from the program.

The second objective, implementations evaluation, maintains two topics: usability and process. Within the first topic the respondents were asked about their experiences with the World Teacher Program, the information they got before the program started and the continuation of the program. Within the second topic the way the program was running and the way they participated was discussed. The respondents were also asked about the transmission of knowledge between Kenyan teachers who participated in the program and those who did not participate.

The third objective is the outcome evaluation in which the respondents were asked about their expectations, experiences and possible improvements for the program.

After each topic the participants were given a short summary with feedback on their sayings to confirm everything was understood well and ensure the reliability. During the process of interviewing, the researchers gained a better insight in the level of understanding of the teachers regarding the questions asked. Thereby there was the possibility to adjust the questions to that level, include questions to specify what was asked or omitting questions from which there was little or no response.

### *Procedure*

The schools participating in the World Teacher Program were selected by the local partner organization LEC-K (Local Expertise Centre Kenya) in cooperation with Dupoto-e-Maa, whom decided how many locals could participate. The Kenyan participants were selected in the countries themselves based on locally relevant criteria. The participants were expected to be open to the Dutch participants during the exchange, to cooperate well with

each other, to make a proactive contribution to the projects in their sub areas, to work together on the realization of the strategies and plans for the follow-up, to be prepared to implement these plans both during and after the visit and at last to monitor the feasibility of the ideas (Edukans, 2011c).

The qualitative data were gathered over a period of three months (January, February and March 2012). The data consist transcriptions of 30 interviews. The interviews lasted an average of an hour and took place in the school wherever the respondent found suitable and felt at ease. Seven interviews were held at Ibissil Boarding School, six interviews were held at Primary Boarding Boys School, another six interviews were held at Ibissil Township, three interviews were held at Olgos Primary School, two were held at Oloyiankalani Primary School and four at Esilanke Primary School. Two interviews were held with community workers working at Dupoto-e-Maa, involved in education and the World Teacher Program. The interviews were held by both researchers whereby they asked questions and complemented the other with more questions to make the interview more reliable. All participants were asked to participate and were also asked for permission to record the interview. This recording was to ensure the reliability of the research. Before asking any questions the participant were explained what the research was about and that their anonymity is guaranteed. Anonymity was guaranteed by coding the names in the analysis and labels and also by not using the names in the thesis. They were free to decide whether they wanted to participate and whether they wanted to share specific information. All participants voluntarily participated with the research. It was important to be aware of the social desirability of the Kenyan people. This could be prevented by asking and interview techniques (Baar, 2001)

To enlarge the reliability of the research all interviews were recorded and transcribed. The transcriptions of all interviews were analyzed according to the analyzing methods of Baar (2001) and Baarda et al. (2005). The analysis was done by both researchers to also enlarge the reliability of the research. This method contains three phases of analyzing; open labeling and encrypting (phase one), defining, arranging and reducing labels into categories (phase two) and integrating and relating the categories (phase three). Through analytical induction and systematically comparing statements, a labeling system per sub goal was raised. Each phase consist of a few steps. The main focus within this analysis was on phase two. The following process was undertaken during the analysis: labeling the fragments, relating the labels and encrypting them per objective, grouping them on sub goals and on content and divide them into dimensions. The final step was to define the different categories. This method leads to

more valid categories due to the systematically approach on working through the data. To ensure the reliability of the labeling, the labeling was done by both researchers independently of one another.

## **Results**

In the next section the most important results of the qualitative analyses will be presented. The results will be addressed according to the three objectives: quality of education in Kenya and the content evaluation of the World Teacher Program, implementation evaluation and the outcome evaluation. During the analysis several categories were developed about each determinant. These categories or labels are displayed italic, while the particular dimensions of these categories, i.e. citations, are depicted between quotation marks. There is no attention paid to the amount of respondents mentioning a certain category. There is also not made a distinction between the different persons mentioning a certain category.

### *Quality of education in Kenya and content evaluation of the World Teacher Program*

The World Teacher Program focuses on the improvement of quality education, which leads to goals in the developing country to inspire and motivate the participating teachers and to analyse and implement ideas for changes and improvements to the educational system by means of concrete long term plans. These goals are reflected in both the quality of education and the content of the World Teacher Program. As mentioned earlier we can divide the content into two sub goals: views and practices on quality of education and views and practices remarking the content of the World Teacher Program. Displaying the results, this division will be used. First the views and practices on quality of education will be discussed, then follows the content of the World Teacher Program.

The determinants of the ASE-model, as mentioned earlier were used to address the views and practices on quality of education, containing attitude, social influence, self-efficacy, skills and influences such as barriers and protective factors. This relates to the second part of Edukans' goal, which is visible in the Educational Quality Framework of Edukans (2011a) in which the teaching can be divided into knowledge, skills and attitude.

As discussed in the theoretical framework the first behavioural determinant attitude contains the following characteristics; judgement and knowledge regarding giving quality education, outcome expectancies, judgements about costs and benefits, habits and attributions. With respect to the teachers' judgement and knowledge regarding giving quality education most of them questioned in this research have mentioned the importance of quality education,

*education is the key*, but “education can be improved when teachers and pupils are serious and concerned”. “I believe we are somewhere, we are not badly off in Kenya”, but “there is quite a lot to be done for quality education”, to start with the use of methods of education for quality in Kenya. According to them they have to *create a good environment, use resources, put reality in learning methods, use a child centred approach or the right approach, also grouping, the curriculum and the syllabus covering* came up. Another important subject is the attitude to be a role model for quality education, which includes *motivating learners, teachers commitment, intentions and time management*. Teachers must “maintain a positive attitude” and “have the desire for the children to get the best”. Involving the community can also play a role in getting quality education. Teachers think it is important for quality education to *cooperate with the community and involve, encourage and advise parents*, to “make parents understand the advantages of being in school”. *Teamwork with the community and getting children involved in the community* are also important since “the teacher has all the care and responsibility for the children”. A lot of teachers mentioned their view on learners in which they stated they should *involve learners*. Also *adapting to learners ability* and knowledge about *methods how learners learn and learners ability to learn* are mentioned several times along with the need to *guide children and counsel learners*. The difficulties with *special learners* were mentioned and the amount of attention for the teacher to give to those learners seems an issue since “children from different categories need different approaches”. Teachers outcome expectancies can be summarized into their opinion that when there is good quality education the perspectives are *getting good jobs and get better chances, improve standards or an improved world, better quality*. For learners they expect that it is *good for the learner to get quality education* since “quality education makes a person all round” and then “a child develops wholesome, socially and physically”, they also *get more knowledge and without quality they will be nowhere*. The teachers judgement about the costs and benefits of getting quality education can be better summarized as their judgement on the influences on quality education. Particularly the *availability of resources and facilities influences quality education*, as well *motivations influences quality*. There are also *hinders and contributions to quality education* such as “a negative attitude hinders quality education” or “bringing experts and new teaching methods can achieve quality education”, but also “respect will lead to quality education”.

The second behavioural determinant social influence contains the following characteristics: direct experienced influence of others on the individual behaviour, subjective norm, the motivation to comply with this subjective norm and modeling. There is not a

general perception about the social influence contributing to giving quality education. There is *support from the community to get quality education*, but also *pressure of the community towards teachers and cultural influences on education*. There is a lot of “motivation from parents” and “the community puts trust in teachers regarding educating the child”, but “parents should be educated to let pupils attend school”. “Society expects quality” and “pressure of performance makes teachers cover all”. Another aspect of social influence is the cultural influence on education in which the *background and environment of the child* are highly essential. This is especially the case with “illiterate parents who do not value education” or “people value animals more than education”.

As mentioned in the theoretical framework, the third behavioural determinant is self-efficacy which has three characteristics; magnitude, generality and strength. It is hard to make a distinction since most teachers only discussed if they were able to perform or not, and did not clarify the extent to which they could perform. Teachers discussed things they are not yet capable of, they however focused on their *needs* in order for them to be capable, such as the “need to improve remedial teaching” and the “need to copy from other people to uplift standards of education in the country”. *Teachers need support* and have *inabilities* such as “the lack of creativity” or “because of congestion in class they cannot deliver”. Some think they are capable, “I am able to meet those expectations” and “I have all resources and skills I can give to children”.

Taken together the attitude, social influence and self-efficacy form the intention to perform a particular action, in this case giving quality education. The actual behaviour can be influenced by three other factors: skills, barriers and protective factors. Teachers indicated they have the skills “to interest learners”, “motivate learners”, “contribute to help children socially”, “using different teaching approaches” and “helping children do on their own”. The barriers and protective factors as mentioned by the teachers contains shortages, congestion in classrooms, the Kenyan system, challenges in the community and what is needed to get quality education but also support from the government and community, accessibility and the right to education. Teachers indicated *shortages in resources, books, materials and limited facilities*, but also *teacher shortage* and *limited space* as prominent barriers. These shortages and limitations have a high impact on the child’s development and motivation. Besides this there are also still cultural issues which influences the child. For instance gender issues resulting in “girls are neglected” and do not get the chance to get education, but also “moranism, part of the Masai culture, makes boys miss out on education” or the nomadic lifestyle of the parents prevents children from finishing their education. But also “early

marriages and female genital mutilation are challenged in the community”. Other challenges are the unawareness of the importance of education within the community. There is “no knowledge from parents about the importance of education”, “parents who did not get education do not encourage their children to go to school” and since “the community is illiterate, they do not know the need of education, which is a barrier for achieving quality education”. To obtain quality education, “more teachers should be employed” since there is a *need for teachers*, this will also *reduce the teacher pupil ratio* and “the teacher child ratio should be good for the teacher to assist every child”. Fortunately there is *support from both government and community*, the government “assist in giving free primary education” and is “trying to assist by employing teachers”. The community is in some cases “positive towards supporting their children” and “is very supportive in providing resources”. But still the right to education is not effectively implemented since there are “many children who do not go to school in our country”.

Taken together the intentions to behave a certain way and skills, barriers and protective factors influencing the actual behaviour, the actual surveyed behaviour will now be displayed. Teachers try to *create a good environment for the learners, use a good method of teaching* and even *use the environment to improvise on teaching aids*. They *set a good example for the learners and are active in class, create extra time for the learners to cover the syllabus* and even *support learners and cooperate with the community and cooperate as a team*. They however not always succeed to overcome issues as shortages and struggle to find a creative way to deal with those issues. Both participants of the World Teacher Program and non-participants were included in the analysis but there were no clear distinctions possible between both.

During the World Teacher visit in July 2011, teachers discussed a lot of these issues and made efforts to overcome these obstacles. The content of the World Teacher Program, the second sub goal of the first objective, has been specified according to the main points of focus given by the respondents: group management, child centred approach, time management, resources, achievements and learners. They *learned group management from the World Teacher Program* to “organize children” and they “saw it was a good teaching method”, because “slow learners were encouraged through grouping” and “group research will develop the child”. “Grouping and experiments makes children more willing, attentive, enhanced, busy, active and motivated”, but there was also mentioned “with limited materials grouping does not work”. The teachers “let children help each other through peer learning”, which is a *child centred approach* they also learned from the World Teacher Program. “Children

benefitted a lot from using a child centred approach”, because “children learn better by doing and discussing” and “children acquire more skills and the lesson gets more interested”. But “to get learners involved preparation is important”. Teachers *worked and improved on time management* during the World Teacher Program, and learned to *use time appropriate*. “Do not waste children’s time” and “use your time right for fast and slow learners” are things they mentioned. They also “learned how to cover the syllabus in short time” and “learned letting children know the lesson plan and preparing in advance makes the children eager and motivated”. However *time management is a challenge in Kenya*, “time in class is a problem” and “the Kenyan timetable is a challenge”. Teachers also learned the importance of using resources, especially to *use local resources* or *to use the environment in teaching*. The teachers achieved a certain range of new insights on the *learned methods, team teaching, to give learners the opportunity to learn, not to lecture and important knowledge*. “World Teacher Program brought teamwork, discussing about difficult areas, reflecting, to see it helps and we are going somewhere”. “No one is an island, learn from each other, no one learns alone”. There was refreshment what has been taught in college and they “learned new methods which were beneficial for teaching and delivering the lesson”, especially in *activating learner*. “I learned from World Teacher Program to let children work on their own, so they will retain it more”. Also the *relationship between learner and teacher is important, and the knowledge of learners should be taken into account*. “I learned to give pupils work according to their ability” since *learners have different learning speed which should be taken into account*.

#### *Implementation evaluation.*

The implementation evaluation consists of two sub goals: the implementation usability of the World Teacher Program and the process which is divided into monitoring, sharing and improving, as discussed in the theoretical framework. This implementation evaluation can give insight into the reasons why the World Teacher Program is successful or not.

When the teachers were asked about the usability of the World Teacher Program and implementation of it, most teachers mentioned *information about World Teacher Program* as an important factor. They said that they got *no information about the World Teacher Program in advance* and *no knowledge about intentions of World Teacher Program in advance*, but others mentioned they did get knowledge because *Dupoto-e-Maa informed about the World Teacher Program*, they “got information about the World Teacher Program from Dupoto-e-Maa” and they *were aware that World Teachers were coming*. They said they “knew the

World Teachers were coming but didn't know the exact topics to work on". When asked about the intentions of the World Teacher Program, answers came up as "I knew the program was about comparing teaching skills", "the intention of World Teacher Program was to make all child centred" and "I knew intention of World Teacher Program is to improve quality education in Kenya". There was also mentioned that it was *not possible to adapt the program in local culture/ aspects*, because there was "no focus on whether the child got the content, only on the teaching of the teacher" and they "thought we could not apply it here because of the big classes, but we already learned it in Teacher Training College". But on the other hand there was also mentioned that "World Teachers had local aspects in mind", "most of Dutch teaching methods apply here" and the "World Teachers really understood and listened to Kenyan problems". Another thing mentioned is that the "World Teachers are not changing our education system, but adding something to it". Something else the Kenyan brought up was the issue of *time management* in Kenya, whereby they said "everything was going as planned, no time wasted, no interference", but "at first there was a lack of planning". Besides that they mentioned there was *not enough time in class* to do the lesson plan, "because the World Teachers needed time from other lessons to cover their topic" and "wasted someone else's time". About the usability of the World Teacher Program the teachers mentioned several *aspects why the program did not work so well* and *aspects why the program was helpful and appreciated*. Examples of why they experienced the program did not work so well are the "Dutch and Kenyan teachers do not use the same curriculum", "World Teacher Program did not contribute to problem of materials" and the "Dutch World Teachers did not teach". But the program was helpful, because "World Teacher Program brought improvements in main grades" and "World Teacher Program has really sharpened our teachers".

The process of the World Teacher Program can be divided into three phases. The first phase is monitoring whereby the teachers mentioned it as *monitoring by teaching together*, *monitoring by observing*, *monitoring by comparing* and the *Dutch part in monitoring*. The last can be seen as a monitor approach whereby the "Dutch World Teachers observed Kenyan World Teachers". The next phase is the phase of sharing whereby the Kenyan teachers mentioned that there was *two way sharing during the process of the World Teacher Program* when they were *sharing views and ideas between teachers*, *sharing methods and materials* and whereby there was "co teaching with World Teachers". *Sharing by discussion*, was also mentioned, whereby they "discuss the lesson" and they were *planning and preparing the lesson together* with the Dutch World Teachers and they "introduce new things like

grouping”. They were also *sharing knowledge* and had a *reflection on the lesson*, because they were *sharing to improve*. The other way of sharing was the *one way sharing by Dutch World Teachers* which means that the Dutch World Teachers just gave “advise how to improve teaching” and “Dutch corrected our mistakes”. Another way of sharing mentioned was *sharing the positive and negative* whereby the Dutch World Teachers “see weak and strong points of quality education” and “we discussed the challenges, the problems and the solutions”. The last phase is about the improvements of the World Teacher Program. The *improvements in the World Teacher Program process* were mentioned as well as all the *improvements due to World Teacher Program* like “World Teachers taught Kenyan how to do better”, “teaching became easier after World Teacher Program” and the World Teacher Program “reminded us to ask fellow teachers for help”. Furthermore they were *improving teaching methods* like the child centred method, using teaching materials, bringing a lesson plan, team teaching, group work, time management and preparations before class, because the “good method of World Teacher saves time, covers a large content and improvement is noticed”. They also *use the reminder made during the World Teacher Program* on which they “wrote down the conclusions together”.

#### *Outcome evaluation*

The last objective is about the outcome evaluation, where the user quality has been evaluated to measure the interventions outcome for the Kenyan situation. This last objective was divided into five topics: expectations, experiences, wishes, involvement and sustainability of the World Teacher Program. During the analysis these topics came up, because these topics were most mentioned by the Kenyan teachers. The outcome was first of all measured by asking the Kenyan teachers about their expectations concerning the World Teacher Program. The teachers *at first expected an exchange program*, and they “expected to go to the Netherlands” which did not happen. Another thing is that they *at first expected it not to work out* and *expected things that did not happen*. Besides that, the teachers also said they *expected changes* because they “thought World Teachers could make us more competent teachers”, they “expected to learn new methods” and they “expected the visitors to just ask questions but they fitted in and came to our level, we were together”. The teachers also had some expectations for the future like they were *expecting continuation* and they *expected impact on the society*. The teachers thought that “if World Teacher Program continues quality education will improve in Kenya”.

The second topic is the experiences of the teachers with the World Teacher Program. The teachers said to get *more motivation due to World Teacher Program*, they *really learned from World Teacher Program* and they *experienced the World Teacher Program as a good program*. The World Teacher Program was seen as a *good program because of reminding, sharing and exchanging* whereby teachers interacted with each other to learn from each other and exchanged ideas. “Is a good program because you add something which has an impact, maybe on quality of teaching”. There was also one teacher who experienced that “all learners are the same”. The teachers also spoke about *feelings the Kenyan teachers had towards World Teacher Program*, they mentioned that *World Teacher Program helped*, they had *improvements due to World Teacher Program* and there were *achievements due to the World Teacher Program*. They were also *appreciating the program*, because they were *seeing the importance of the program*, since the “World Teacher Program has brought everyone in education together”. Some teachers however were *not totally satisfied with the program*. since one teacher “felt like I could do better than what I showed because it felt like a supervision”. Another aspect teachers mentioned were the *changes for learners in Kenya due to World Teacher Program*, whereby there were some *improvements in learners* like the “learner got more confident due to improvements” and there was more *involvement of learners* due to the World Teacher Program, since “children have become more active and interested by doing things themselves”. The World Teacher Program was seen as a *good experience for learners*. The Kenyan teachers also talked about some *general improvements due to World Teacher Program*, like *improvements in school (performance)*, because children “got higher grades after World Teacher Program”. There were also some *improvements due to competition* and *improvements for teachers*, the World Teacher Program was for instance “time and energy saving for teachers” and the “World Teacher Program reminded what we learned in college”. Another issue is that the *timing of the World Teacher Program was not good in 2011* and participating teachers *experienced difference between teachers who did and those who did not participate in World Teacher Program*, because “those who participated know, everything is child centred” and “teachers who participated are more creative remarking materials”. The Kenyan teachers also mentioned some *feelings they had towards the Dutch World Teachers*, since they have recognized the *good spirit of the Dutch World Teachers*. The “Dutch World Teachers were very friendly”, the “Dutch teachers have teaching career in heart” and “Dutch World Teachers were committed and time conscious”. The Kenyan also marked the fact the *Dutch are very experienced and prepared*, but they also saw some *challenges for the Dutch World Teachers*. At last the Kenyan teachers *experienced universal education and the*

*differences in educational systems*, because “education is all over the world”, but they also experienced some “different methods of teaching in Kenya and Netherlands”.

The third topic in this last objective is about the wishes of the Kenyan teachers towards the World Teacher Program or other kind of wishes. The *Kenyan teachers wish the World Teacher Program to continue*, since they *wish the Dutch teachers to come again*, and *wish to continue for improvement*, because the Kenyan teachers “could learn more if the Dutch came back”. They also *wish to have more teachers and schools involved in the World Teacher Program*, because the “whole country should have access to World Teacher Program to get quality education”, and it is better to “involve everyone in a program to improve everyone”. According to the Kenyan teachers there were also some *adjustments that can be made for the World Teacher Program to improve*. For example they brought up some *adjustments that can be made to let the program work better*, there should be *changes in timing of the program to be right* and the Kenyan teachers would like the Dutch teachers to be *working together instead of supervising*. They came up with some ideas or recommendations like “teachers who participated in the program should get laptops”, “level of teachers should be equal, not high school”, “wish to have the World Teacher Program stay for a whole term” and they “wish to have World Teacher Program sponsoring children”. The Kenyan teachers would also like the World Teacher Program to “visit the right time” and they “request to also see how Dutch World Teachers teach in Kenya”. Another thing is that the *Kenyan teachers want the World Teacher Program to be an exchange program, also go to the Netherlands or other countries*. The teachers “believe exchange is better because seeing is better than hearing” and they *want to see what happens in the Netherlands*, because it is “hard to compare because we have not seen”.

The fourth topic is about the involvement of teachers and others in the program and the things they learned. During the World Teacher Program there was a lot of *interaction between teachers and others*, there was *interaction in school, preparations and helping each other and teaching together*, because they were “co teaching with Dutch World Teachers” and “we interacted through normal class work with helping each other”. Discussing involvement they mentioned there is “no involvement from community”, but the “administration is there for the teachers”, and they acknowledge the “fully involvement of Dupoto-e-Maa in World Teacher Program” and “due to the program teachers are open for involvement of other teachers”. The teachers said *during the World Teacher Program there was mutual learning between Dutch and Kenyan teachers*, because they “learned from one another”. The teachers also mentioned that *due to the World Teacher Program we met other colleague teachers*. The

Kenyan also got work motivation due to the World Teacher Program and the Dutch World Teachers tried to build on the teacher child relationship with Kenyan teachers. There was also mentioned what the Dutch World Teachers learned according to Kenyan teachers like the “Dutch learned to work in a dusty environment” and “I think Dutch learned the manner of containing discipline from me”.

The last topic is about the sustainability of the World Teacher Program in which the *continuation of the learned things after World Teacher Program left Kenya* is discussed like the *continuation of improvements, still continuing/implementing what we learned and trying to implement and continue*. They state Kenyans “are still trying to improve education” and “we should also improve the Kenyan education system without the Dutch World Teachers”. The Kenyan “are still doing time management, using different methods and correcting pupils work” and they “will continue even without Dutch teachers”. Another thing mentioned is that teachers *transfer knowledge to other people to make World Teacher Program sustainable by making other teachers involved, transfer knowledge to other teachers and schools, transfer knowledge through learning aids and meetings, be a help for other teachers and schools and the sharing of information*. They think it is important that “other teachers follow the example of World Teachers” so they had “staff meetings to discuss methods of World Teacher Program”. At last the teachers said that *after the World Teacher Program, teamwork has been introduced in the school* so “different teachers are teaching one subject so the child will get the content” and they implemented “subject panels to include other teachers and improve the lessons”.

### **Conclusion**

The general objective of the present study was to get more insight in the views and practices of the users of the World Teacher Program in Kenya, regarding quality of education, the content of the World Teacher Program and the usability, process and outcomes of the program since there has not been done a study on this program before.

Starting with the quality of education in Kenya, the Kenyan government made primary education free for everyone in 2003 (Oketch & Somerset, 2010), so they are one step closer to maintaining universal access to free, quality and compulsory primary education, which should be achieved in 2015 (United Nations, 2000). Quality education however is subordinate to culture and local circumstances like poverty (Ansell, 2005; Bunting, 2005; Hecht, 1998; Verhellen, 2007; Willems, 2002), it is also a multi-dimensional concept and context related (Edukans, 2011a; Timmermans, 2008). During conversations with the teachers this was

revealed once again while talking about 'moranism', female genital mutilation, child labour and the nomadic lifestyle of the masai, all issues preventing children from finishing their education. Besides these cultural differences there is no universal definition of quality of education. Especially trying to improve quality by sending Dutch teachers to Kenya is a challenge, because of the different circumstances within the educational system and the resources available, besides the possible differences in their concept of quality education. It is however interesting that there has not been found an obvious difference between the views and practices remarking quality education of participants of the World Teacher Program and non-participants.

The World Teacher Program focuses on the improvement of quality education, which leads to goals in the developing country to inspire and motivate the participating teachers and to analyse and implement ideas for changes and improvements to the educational system by means of concrete long term plans (Edukans, 2011c). These goals are reflected in both the views and practices remarking quality of education as well as in the content of the World Teacher Program. The first part of the goal, inspiring and motivating participants, can be depicted as achieved since the Kenyan teachers all are encouraged and highly motivated by the visit of the Dutch World Teachers. The second part of the goal, analyzing and implementing ideas for changes and improvements by means of concrete long term plans, on the other hand, needs some more improvements and has few appreciable long term effects since the teachers are talking about the things they have learned, but still think they fall short on specific issues. Teachers try to create a good environment for the learners, use a good method of teaching and even use the environment to improvise on teaching aids. They set a good example for the learners and are active in class, create extra time for the learners to cover the syllabus and even support learners and cooperate with the community and as a team. They however not always succeed to overcome issues as shortages and struggle to find a creative way to deal with those issues. This second part of the goal is visible in the Educational Quality Framework of Edukans (2011a) in which the teaching can be divided into knowledge, skills and attitude. As revealed in the analysis and mentioned above, the attitude of the teachers is good, there is however something to say about the knowledge and especially the skills part of their teaching. Therefore there could be said the teachers have a low internal locus of control, they do not think it is contingent upon one's own behaviour (Ajzen, 2006; Lu et al., 2000). For instance they mentioned the shortages of resources and materials which prevents them to give the pupils the education they want them to get, which can be stated as an external locus of control (Lu et al., 2000). A start to focus on the locally available materials

and creating their own materials however has not yet led to the involvement and creativity of every teacher to make their own materials. Besides the problems associated with the shortages, the teachers did mention the improvements in the education due to the child centred approach they started using with the aid of the World Teacher Program. This approach focuses on the needs of the child, letting the children develop by motivating and activating them to think and work on their own or in groups. Within this approach attention for special learners is also included, whereby the teachers are aware they need to give more attention to special learners for them to catch up or learn at all. The teachers mentioned dealing with these differences in learning speed by giving learners tasks to work on their own so they could fully focus on the slow learners. Teachers should know how to handle the children and how to get better results in their teaching, they should also be aware of the way they are teaching and handling children. There could be wondered whether the teachers see the relation between their own behaviour, intentions and strategy in teaching and the learning profit of the child (Entwistle, 1991). The teachers reported that most of the things they discussed with the World Teachers, they already learned in teacher training college. A reminder of these skills however is necessary to besides acquiring awareness of the influences of the teachers own behaviour also get actual sustainable improvements in their behaviour. It is also important to build on the foundation of knowledge they already gained during teacher training college for the program to be successful (Kraak, 1999).

Besides the goal to inspire and motivate, and the goal to analyse and implement ideas for change and long term plans, Edukans also aims to be demand driven and durable, wherefore the local approach should match four principles; meetings amongst colleagues, mutual learning, tailor made and sustainability (Edukans, 2011c). These are reflected in the implementation evaluation focussing on the usability and the process of the World Teacher Program. The usability of the program seems to be experienced in different ways. On one hand it seems to be good since Dupoto-e-Maa gives workshops before the World Teacher Program starts, for both teachers to get familiar with each other. On the other hand there were some teachers who mentioned they had no idea about the visit of the World Teachers or their intentions.

The four principles mentioned in Edukans' aim are implemented in the process of the World Teacher Program, which is divided in monitoring, sharing and improving. There can be concluded that the monitoring part did happen, which the Kenyans were very positive about. The sharing part in which the teachers were sharing knowledge to improve the education, is experienced divers. Some Kenyan pointed out there should be sharing together, instead of the

Dutch giving advice and correcting their mistakes. Instead of the supervising, the Dutch should join the Kenyan teachers during their lessons and teach together, as mentioned in the terms of reference (Edukans, 2011c). So the meeting amongst colleagues is fulfilled, but there is room for improvements regarding the mutual learning. This is really important, because in the Kenyan culture they seem to be rather learning through observation and practice than verbal learning and talking about what to improve. As stated important in Edukans' aim remarking the local approach the World Teacher Program was experienced as adapted to the local culture and tailor made, but on the other hand some teachers mentioned they thought they could not adapt all of it into their culture, because of some differences in views and cultural aspects. Though some were not totally positive about the adaptation, others mentioned the Dutch had the local culture in mind and worked with it. The last phase of the process is the improving phase, whereby the teachers mentioned they were improving teaching methods due to the World Teacher Program in which the reminder was very helpful, this could indicate the sustainability. Though not every teacher or every school mentioned this reminder.

The outcomes of the World Teacher Program are related to the effectiveness of the program which is depended on the teachers contribution and the continuation. These outcomes contains the expectations, experiences, wishes, involvement and sustainability. Within the expectations can be concluded that a lot of teachers expected the program to be an exchange program. It seems to be very important to give the right information and the right impression towards the Kenyan. Besides the expectations about the exchange they also at first expected the program not to work out and they expected things that did not happen. The Kenyan have an high expectation towards the Dutch World Teachers and maybe unfairly have expectations the program cannot live up to. Since it is most likely not Edukans' aim to disappoint the participants (Edukans, 2011c), there should come clarifications about why they expect too much. The Kenyan also mentioned some experiences, for instance getting more motivation due to the World Teachers and learning a lot, which is something the program should try to maintain. Teachers also found out they were more open to help each other and ask for help, although asking for help is not something they do in their culture, but it could work in improving the educational system. A lot of teachers were seeing the importance of the program, they experienced education to be universal with some differences in the education. It seems to be important for the Kenyan to know that difficulties are everywhere and everyone has their own solutions to this. Together with the Dutch they can come up with more and different solutions, but the Dutch could also learn from the Kenyan, because education is all

over the world. This experience is eye opening for all participants which is an unforeseen effect Edukans can be proud of. The teachers also had some wishes like continuation of the program, involving more teachers and schools, the Dutch staying for a longer period of time and for them to go to the Netherlands to see. The teachers could be more competent to carry out the learned things when they see it first, because the Kenyans indicated they rather learn by seeing than by hearing. About the sustainability can be concluded that the teachers seem to put a lot of effort into trying to continue and implement the things they learned from the Dutch. Kenyan are still trying to improve, because they want to continue even without Dutch teachers to help them. Overall the World Teacher Program can be seen as a successful program, because the World Teachers are not changing the education system, but adding something to it, which is something to work with to maintain this good spirit.

### **Discussion**

The general aim of this research was to gain insight into the design, implementation and outcomes of the World Teacher Program in order to formulate key points for tailoring this program at the local expectations, context and the specific educational situation. To generalize the program is inspiring the locals and motivating them, the teachers are also reminded of the way they could teach and approach learners. They however also experience cultural issues and shortages which are hard to overcome and whereby the World Teacher Program is not yet able to contribute to the reduce or alleviate these influences on quality education. Which is why the focus of the program has to be on opportunities and possibilities to empower the Kenyan teachers to improve their teaching.

Some aspects concerning the research on the World Teacher Program came up for discussion. One of them is the talking about behaviour with the teachers, their self-efficacy, in which they were not able to tell the extent of their abilities. They, most of the time, just indicated they were able to perform. Which could also indicate it is not in their nature to admit they are not completely capable in performing a certain task. Therefore it is important to study this by asking more questions, wherefore knowledge about teaching is required, which the researchers did not have. Another aspect is the difficulty in making a distinction between the intentions of the teachers and their actual behaviour. Most of the time when asked for intentions, they talked about what they say they do, but if they actually perform that specific behaviour is questionable.

Something else is that part of the skills teachers need according to the Quality Framework of Edukans (Edukans, 2011a) are pedagogical skills. Talking to the teachers they

first of all rarely mentioned pedagogical skills in their criteria for quality education, they are focused on the material aspects of quality education. Besides that teachers mentioned they have to take care of the children all by themselves, without help from the community. The community is supportive, but mainly in a financial or materialistic way, while they should and could also be involved in a pedagogical way. They also have to raise their children and feel responsible for the education their children get, as well as the way their child develops and the future perspectives they get due to education. Therefore the community should be much more involved. Since the World Teacher Program is focussed on the teaching aspect there should be thought of a different way to improve on this aspect influencing the quality of education in Kenya or there could be a research focussing specific on the influences of the community on quality education and their role in maintaining it, but also the way they influence quality education and possibilities for contributing to the improvement of quality education.

The community is supportive, but mainly in a financial or materialistic way, while they should and could also be involved in a pedagogical way. They also have to raise their children and feel responsible for the education their children get, as well as the way their child develops and the future perspectives they get due to education. Therefore the community should be much more involved. Since the World Teacher Program is focussed on the teaching aspect there should be thought of a different way to improve on this aspect influencing quality education.

Another point of discussion is the timing of the World Teacher Program. LEC-Kenya (2010) already mentioned that the program should come in January or May, but the teachers still came in July in 2011. Good thing is that the teachers came the right time in 2012, so hopefully this resulted in some changes in the outcomes.

The last point of discussion is that the teachers reported to have knowledge about the intentions, but gave explanations which did not correspond with the actual intentions. This is an inconsistency in the information, which contributes negatively to the usability of the program. It is however unclear where the information transfer does not work as required, this could start at Edukans, but more likely is that it starts in Kenya itself, with the partner organizations or the head teachers. On the other hand it might be good that the participating teachers do not have much information in advance so they cannot prepare, which is why it will be a case of reality teaching, whereby the Kenyan teachers cannot prepare their lesson to make it look like they do that all the time, so the reality will not be biased. Since you can only learn when you prepare yourselves (Jansen et al., 2008), it could also be possible they do not learn anything from the program, because they did not prepare in advance.

Besides these aspects of discussion, when interpreting the results some limitations must be taken into account. One of these is the fact that there has not been done research before on the World Teacher Program. When talking to the teachers about their vision on quality of education, they sometimes gave the impression they were talking about the World Teacher Program and what they learned is important for quality of education instead of talking about quality education in general and their personal perspectives on this. Since there has not been done a measure prior to the program a distinction between their own thoughts and the opinion acquired during World Teacher Program is not possible.

Another issue is the inability to observe the behaviour of the teachers in an objective way, which resulted in talking about their behaviour, but not being able to verify this. The teachers would prefer to know in advance when the researchers would attend their lesson, which gave them the opportunity to prepare and give the best they got. The behaviour discussed is thereby subjective. This relates to the possibility of the respondents giving socially desirable answers, whereby the researchers were not able to verify these answers.

Another obstacle has to do with the interview techniques the researchers used and the answers the teachers gave. During the interviews with the teachers there has been tried to steer the answers as less as possible in a certain direction, for the respondents to respond the way they want and talk about the aspects they think are important for quality education. This was however very difficult for the teachers themselves which resulted in very short answers and less input, which is why a little guidance as displayed in the topic list was needed to get the necessary information.

There also is the obstacle of language. However the teachers in Kenya all speak English, they have to teach in English and even the researchers speak English, there was still a language barrier during the interview which resulted in having to clarify questions several times. It is possible this had an impact in the understanding of the questions and the answers following, but it could also had an impact in the interpretation the researchers gave to certain answers. This language barrier could also have been an issue during the World Teacher Program when teachers had to discuss and coach each other in improving the quality of education, or it could be a barrier in the future.

Another thing what caused confusion was the time of visit of the World Teachers and the time of visit of the researchers. Since the World Teachers visited Kenya in July, but the researchers came to talk about the program in January the next year there was confusion among the teachers about the purpose of the visit. At first they thought the World Teachers came and were going to teach with them again, while the only purpose was to interview the

teachers. This could have had an impact on the data since the program was months ago and time had passed since they had worked on improving the quality of education. On the other hand this could give an interesting insight in the continuation of the program even after the Dutch World Teachers had left and are not present anymore.

The last obstacle is about the differences in culture and pigmentation. Since there is an obvious, inescapable difference between researchers and respondents (researchers being 'white' and respondents being 'black') there was always some feeling of inequality, arising from their perspective on 'white' people 'coming from the west and being rich and powerful' which means they could always try to benefit from the acquaintance (Quispel, 2002), which could result in a story or answers to questions which are made more dependent or in which they are displayed less privileged than they actually are. Coherent with this dependency they possibly gave socially desirable answers remarking their experiences with the World Teacher Program, since they do not want to insult or lose the profit they gain from the program.

### **Implications**

Although the World Teacher Program is highly valued, desired and appreciated in Kenya, there is always room for a different perspective on the situation and room for improvements, as already mentioned in the discussion. Following several recommendations will be declared. The first two are the most important, since they are specific suggestions remarking issues influencing the role of the teacher giving quality education. The rest of the recommendations are of a less extent and easier to accomplish by, for instance making sure the program is explained and running as displayed in the Terms of Reference (Edukans, 2011c). There are also recommendations not focussing on the current program.

The most important recommendation is to tackle the issue of materials in Kenya to empower the Kenyan within their teaching. For instance, the teachers mentioned the shortages of resources and materials which prevents them to give the pupils the education they want them to get. A start to focus on the locally available materials and creating their own materials however has not yet led to the involvement and creativity of every teacher to make their own materials. Focussing more on the opportunities and possibilities the Dutch could help empower them to make their own materials and be less depended of the shortages due to poverty they have to face. It could however also be helpful for the teachers if there would be some support in providing the needed materials. For instance a system set up by Dupoto-e-Maa where schools can indicate what they need and the organization can get a hold on these materials thanks to donations. Or the organization could set up some sort of library in which

the children can borrow the books they need and bring them back afterwards in this way the books will be effectively used. On the other hand the attitude of the teachers is really dependent on help from others while it could also be good for them to realize they could address oneself to deal with certain issues, for which they should be empowered.

Another important recommendation is to focus on helping the teachers to handle both slow and fast learners. The teachers mentioned dealing with differences in learning speed by giving learners tasks to work on their own so they could fully focus on the slow learner. Since every child should get attention in class, maybe in the future there should be someone involved who is specialized in training teachers to include both normal and special learners in the lesson plan and try to get the best education for both of them, for instance by introducing subject assignments on different learning levels. Another interesting way to attend the teacher in improving their lessons for quality education is to instruct the teacher to give direct and specific explanations, practise and guiding through modelling (Butler, Miller, Lee & Pierce, 2001), strategic use and segmenting of skills (Swanson, Hoskyn & Lee, 2000). A method to implement these forms of instruction is the use of video interaction accompaniment (VIA) in which some educational specialists are trained. This could be very helpful in training the teachers how to handle the children and how to get better results in their teaching, but also to make the teachers aware of the way they are teaching and handling children. There could be wondered whether the teachers see the relation between their own behaviour, intentions and strategy, in teaching and the learning profit of the child (Entwistle, 1991), this could also be a focus point in the program since the teachers reported that most of the things they discussed with the World Teachers, they already learned in teacher training college. A reminder of these skills however is necessary to besides acquiring awareness of the influences of the teachers own behaviour also get actual sustainable improvements in their behaviour.

Besides the role of the teacher, the community could also play a role in the quality of education. The community is supportive, but mainly in a financial or materialistic way, while they should and could also be involved in a pedagogical way. They also have to raise their children and feel responsible for the education their children get, as well as the way their child develops and the future perspectives they get due to education. Therefore the community should be much more involved. Since the World Teacher Program is focussed on the teaching aspect there should be thought of a different way to improve on this aspect influencing quality education. Edukans' partner organisation Dupoto-e-Maa should have the opportunity and could be a good start and driving force in obtaining pedagogical community involvement. This could be realized by workshops and events for both the schools and the parents during

which awareness will be created and where they all are encouraged and aroused to contribute to the wholesome development of their children. For the realization all parties should be involved, including community, schools as well as Dupoto-e-Maa.

This is also the case in providing information about the program, to make the program more usable. This information should be provided in advance so the Kenyan teachers will know the topics to work on. This can be achieved by sending the programs information to all participators and partner organizations including LEC-Kenya, Dupoto-e-Maa and the head teachers, but most important is to give information to the participating teachers. The information should be communicated right to all the ones involved. When there is clarification about the weak link in this information flow a specific measure can be applied, until then it could be a possibility to emphasize the interest of informing the participants.

In order to let the whole school benefit from the World Teacher Program, not just the teachers participating, head teacher should be more involved and guided in involving the whole school in performing and giving quality education. To help transferring the knowledge in Kenya to other schools, Dupoto-e-Maa could be more involved, for instance by setting up a collaboration between different schools. With a more active role of both the head teachers and Dupoto-e-Maa, in empowering the schools, the schools should realise, they could be more independent and could be acting on their own. Edukans and the Dutch teachers should be an addition in improving quality education instead of being the foundation of it. When this is realised, the program will be more sustainable. The dependent behaviour of the schools could however be a way of trying to get more things done to improve their situation.

Kenyan teachers also mentioned the Dutch were not sharing, but supervising them during the program. Therefore the Dutch teachers should learn to share their knowledge in practice during a workshop on co-teaching or VIA, before they leave to Kenya, so they have more experience in sharing knowledge in a mutual way.

Another thing the teachers mentioned is the 'reminder' and how it helps them with their teaching. Not every school mentioned this reminder which is why there should be more focus on this, since a proper use could have more impact on the teachers and their teaching skills. The participant should be aware of the importance of this reminder. To have a better after-effect there could be spend more time in making the reminder with the teachers from the Netherlands and Kenya together and not just writing down some important plans for the Kenyan on the last day of the visit.

The teachers also expected to go to the Netherlands, which is most likely not possible. This mistake is likely initiated during translation. A correct translation of the Dutch name for

the program is World Teacher Program, but the Kenyans call it the World Teacher Exchange Program, which is not the intention of Edukans. This misunderstanding could be prevented by letting everyone involved, know explicitly the program is not about an exchange in physical way, only an exchange of knowledge. If however the importance of the exchange has to be explained, there should be made clear it is just a verbal exchange of views and practices.

Another thing is that the Kenyans have a positive attitude towards future improvements and impact on the society, because of their high expectations and wishes. It could be important to work with their future image to maintain the positive spirit. The least effort could be to discuss whether the wishes of the Kenyan teachers are possible. For example the wish the Dutch teacher could stay longer could be fulfilled by doing arrangement for World Teacher XL to also visit Kenya.

A follow-up study could include a research within the community about their contribution to quality education. To get quality education, it is important to include the community, so they will inspire and motivate their children to go to school and provide themselves a better future (De Winter, 2011). It could also be interesting to explore options to involve the community in the World Teacher Program.

Within the World Teacher Program the focus is on the teaching part, the Quality Education Framework of Edukans (Edukans, 2011a) however includes both learning, teaching and managing. It became clear the learning part as well as the managing part are also important for this program to be successful. Since the primary goal of the World Teacher Program is the teaching part of Edukans' Education Quality Framework (Edukans, 2011a) and this research therefore only focused on the teaching part, it is recommended to also focus on the other parts of the framework, namely the learning part and the managing part. Concerning the learning part of the framework, there could be explored whether the teachers see the relation between their own behaviour, intentions and strategy in teaching and the learning profit of the child (Entwistle, 1991). But there could also be checked to what extent the child profits in learning due to the World Teacher Program. Concerning the managing part of the framework it can be interesting to get insight in the policy on educational level within schools and the actions of head teachers to comply these policies, as well as the relation between the head teachers' behaviour and the way this influences the intentions and behaviour of the teachers.

It could add value to the research if the researcher is someone who is experienced in noticing and analyzing structures in didactics, methodology and general policy on educational level. To improve the efficiency and results on educational policy, the specialized knowledge

about learning strategies and curricular as with ortho-pedagogical specialists or specialists in adaptive education should be recommended (for instance likewise specialists of ‘Weer Samen Naar School (WSNS) in the Netherlands) (Houtveen, 2004; Reezigt, 2005; Blok & Breetvelt 2002).

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## Appendix 1: Topic list interviews

Respondent no.:

Sex:

Date:

School resp.:

Time:

### INTRODUCTION

*As we told you when we arranged this meeting, this interview is about the evaluation of World Teacher. It is important for us that you give **your opinion and expertise** on the topics we will discuss.*

*Just to clarify, we will evaluate the World Teacher Program you participated in. This evaluation is important to adapt the project to your perception on quality of education. We are independent and no World Teachers.*

*We are recording the conversation in order to be able to listen to this conversation a second or third time so we can acknowledge the full meaning of what you are saying and we will be able to retrieve all the important details. We will document the interview; the document will only be viewed by us and our supervisor. Important aspects of your opinion and expertise will be reported in the final paper. Of course this will be anonymous, if you do not approve to use your name in our documentation.*

*After we finished this interview and retrieved all the important details, we might get more questions and we might contact you again.*

*This interview will contain six main topics; quality of education, your intentions, beliefs and behavior towards quality of education, the content of World Teacher Program, the implementation of this program, the process of the World Teacher Program and the experienced quality of the World Teacher Program.*

*Is everything clear or do you have any questions for us before we start recording?*

Name:

Date of birth:

Degree/Education:

Function:

Years of teaching experience:

### Objective 1: Determinants/Content analysis

The first objective can be divided into two goals. The first goal is to clarify different concepts of quality of education by taking the experiences of Kenyan teachers into account and their views and practices on quality of education. The second goal is to verify the views and practices remarking the content of the World Teacher Program and the attention on quality of education.

*There are different concepts of quality of education. In order to adapt the program to the Kenyan concept of quality of education we would like to hear your view on quality of education.*

### Topic 1 Quality of education:

*How can sustainable good quality of education be developed?*

*How would you describe sustainable good quality of education?*

- Perceptions towards developing sustainable good quality of education
  - o Vision
  - o Long term effects/ results
- Needs and expectations towards their knowledge and attitude on how children learn
- Improving the quality of education
  - o Can/will/want to
  - o Environmental changes in order to achieve good quality
- Right to Education
  - o Availability
  - o Accessibility
  - o Acceptability
  - o Adaptability

### SUMMARY!

*To verify the internal and external concepts of quality of education, the behavior as well as the intentions and beliefs will be determined by hearing your experiences, views and practice on quality of education.*

### Topic 2 ASE model: Give examples.

*What is your personal contribution to quality education?*

*What are your intentions, beliefs and behavior towards quality of education?*

- Your vision on QE?
- Your approach on QE?
- Attitude – What can you tell us about your attitude towards QE?
  - o Motivation to teach
  - o Courage
  - o Professionalism
  - o Organizational skills
  - o Cooperation in a team
  - o Practice what you preach
- Social Influence:
  - o Social support from the community
  - o Social pressure from school and community

- Motivation to comply
- Cooperation with environment and community
- Self- Efficacy
  - Expectation
  - Capability to perform
  - Confidence about teaching skills
- Environmental factors
  - High expectations of school, classrooms, material
  - High expectations towards Dutch World Teachers
- Skills – Can you tell us something about your skills? And do you think you will be able to perform this way?
  - Pedagogical
  - Professional
  - Organizational
  - Inter-personal
  - Cooperation in a team/ with the environment

### SUMMARY!

*In order to adapt the WTP into the Kenyan culture we would like to hear your views and practices remarking the content (satisfaction) of the World Teacher Program.*

#### Topic 3 Content of World Teacher program:

*What was your first impression of the World Teacher Program?*

- Wishes and motivations towards WT
- Problems in education
- Contribution of WT to problems of education
- What skills did you learn from the program

### SUMMARY!

## Objective 2: Implementation evaluation

The second objective of the research is an implementation evaluation, focusing on the process and usability's of the World Teacher Program.

*This topic will focus on the implementation and usability of the World Teacher Program. The implementation of the program is important because the effectiveness of a program largely depends on it.*

### Topic 4: Implementation / Usability

*What information did you get in advance of (before) the World Teacher Program?*

*What are your experiences with the intervention's implementation?*

- Program information
  - o Intention of World Teacher
- Subareas, problems and priorities of education, to work on (contribution Dupoto / LEC). Who decided the subareas and important problems?
- Continuation of the program in between trips (long term)

How did you learn?

### SUMMARY!

*An implementation evaluation serves to check to what extent (the various phases of) the intervention program were carried out as intended*

### Topic 5: Proces

*Is the program running as it is intended to run?*

*In what way did you participate in the program?*

Three phases:

- Monitoring
  - o Observation and reflection
  - o Defining the problem
- Sharing
  - o The creation of new ideas
  - o The testing of this by practical experience
  - o Making strategies and plans for follow-up
- Improving
  - o Measuring the impact
  - o Refining the program and the intervention
- Principles of World Teacher
  - o Meeting amongst colleagues
  - o Mutual Learning
  - o Tailor-made, demand driven: adapted to the Kenyan culture

Are you capable to use these learned things?

### SUMMARY!

### Objective 3: Outcome evaluation/ experienced outcomes

The third objective is to evaluate the user quality of the intervention. It is important to measure the intervention for the Kenyan situation. The purpose is to gain insight into the intentions and behaviour related to the intervention at the level of the Kenyan teachers and the environment.

Most important is about the differences between the wishes in advance and the experiences and effects after the WTP.

*The last topic will evaluate the user quality of the intervention. It is important to measure the intervention for the Kenyan situation. The purpose is to gain insight into the intentions and behaviour related to the intervention at the level of the teachers and the environment regarding the Program.*

### Topic 6: Experienced Quality

Expectations (Desire, Intention, Motivation)

Experiences - Feelings

Actual improved quality (improvements due to the program)

Innovation brought into the school due to the program

*In what mean did the World Teacher Program contribute?*

*What did you learn from the World Teacher Program?*

- Learning
  - o Child approach
- Teachers
  - o Skills
  - o Interactive relations: transfer of information to other teachers
- Learning Content
  - o motivation
- Learning Processes
  - o curriculum
- Learning Environment
  - o School
  - o Community (role and interaction)
- Learning Outcomes

What do you think can be improved about the WTP?

Did you try to transfer your knowledge to other teachers who did not participate?

**SUMMARY!**

## EVALUATION

Do you have any questions for us?

Do you have anything to say what we should know?

Did you miss any questions or information?

Thank you very much for the interview.