



Aga Khan Foundation

Situation Analysis Play-Based Learning in Coastal Kenya

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Purpose

The purpose of this document is to present:

- 1. Key learnings uncovered from ThinkPlace's Situational Analysis conducted in coastal Kenya with the goal of understanding perceptions on Learning through Play (LtP) among communities in Mombasa and Lamu counties.**
- 2. Initial recommendations for Aga Khan Foundation to develop a communications strategy aimed at promoting LtP within these communities using a gender sensitive lens.**

Executive Summary

Our Insights, Learnings and Recommendations at a glance



Insights & Recommendations *At a glance*

Our Main Insights

- 1 **Playing normalises behaviours**
- 2 **Play can strengthen valuable bonds between pupil and teacher**
- 3 **Bright students don't need play to succeed, only 'slow learners' do**
- 4 **Play-based methods in and out of school may highlight inequalities**
- 5 **Relevant content should be finite and known intimately by teachers**

Our Thematic Learnings

- 1 **Mombasa vs. Lamu: Key Differences**
- 2 **Vocabulary and Language**
- 3 **Role of School & Definition of Education**
- 4 **Understanding of Competency-Based Curriculum vs. Learning through Play**
- 5 **Play: Good vs. Bad**
- 6 **Gender Behaviours & Expectations**
- 7 **Impact of COVID-19**

Our Recommended Design Principles for a Communications Strategy



The background image shows a schoolyard. On the left, a building with a corrugated metal roof is partially visible. In the center, there is a large, leafy tree and a flagpole. To the right, another building with a blue roof and white walls is visible. The ground is a mix of grass and dirt. The overall scene is bright and sunny.

Overview of Activities

Our approach and in-field activities

Goal of the Situation Analysis

ThinkPlace was invited by the Aga Khan Foundation to conduct a Situation Analysis with the aim of exploring the following question.

What are the users' (teachers, parents, children, school admins) perceptions, attitudes and knowledge regarding the concept of Learning through Play?

How do **communities in Mombasa and Lamu understand the concept of Learning through Play (LtP)** and what are the most effective and context-specific ways of **promoting these practices** using a **gender-sensitive lens**?

Keeping in mind the objective of creating environments in which women and men receive equitable chances

Deliver recommendations on how to develop a Communications Strategy that leverages on evidence-based behavioural tactics

Project Overview

Key Characteristics of Field Activities

To this end, ThinkPlace conducted field activities for a total of 8 days in these two counties, with the help of local research assistants. ThinkPlace focused on understanding behavioural motivators and barriers that shape the experience that teachers, parents and students have of LtP. Based on the learnings, ThinkPlace will develop actionable recommendations on how to design a large-scale communications strategy to foster the effective use of play in education, by leveraging evidence-based behavioural tactics. The early building blocks that will support these recommendations can be found at the end of this document. Here is an overview of the data collection work conducted in the field:



Designers trained research assistants, conducted the field activities, led synthesis and reporting



4 Research Assistants provided support during the field activities and led fieldwork in Lamu



Lamu & Mombasa



5 days in Mombasa and 3 days in Lamu, including field activities and daily synthesis



Semi-structured, in-depth interviews & interactive activities with individuals and groups



Semi-structured and in-depth interviews on the phone complemented field activities

Our Approach *Sampling and Sites*

Where and with whom the Situation Analysis was conducted.

KENYA

LAMU



MOMBASA



PARTICIPANTS

13 Teachers	7 Parents	8 Pupils	4 School administrators
17 Teachers	11 Parents	9 Pupils	4 School administrators
1 ECD Supervisor	1 Curriculum Support Officer	1 Village Elder	1 Madrasa Teacher

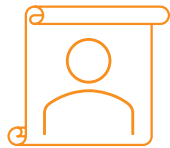
SITES

- Mokowe Arid Zone School
- Dambwe Primary School Mpeketoni
- Shella Primary School
- Sparki Primary School
- Tom Mboya Boys Primary School
- St. Charles Lwanga Secondary School
- Mikindani Primary School

Our Approach *Data Collection Tools*

ThinkPlace develops multi-media tools as a qualitative study technique to create interactive activities with participants and thereby uncover information that is hard to capture using traditional interview methods. For this Situation Analysis, ThinkPlace designers created the following set of bespoke data collection tools which they applied in the field.

1. TEACHER OF THE MOMENT



Teachers and school administrators were asked to imagine an article celebrating them in a widely read newspaper. What sort of information about themselves would they want the article to include?

2. THE IDEAL TEACHING EXPERIENCE



An activity in which teachers were asked to describe their ideal teaching experience. What would it look like?

3. GOOD ADVICE CORNER



Participants (school administrators, teachers, parents) were presented with scenarios related to education and LtP in which the character faces a challenge and asks the participants for advice.

4. VISUALS & WORD ASSOCIATION



Participants were presented with photos showing various educational scenes (e.g. children listening in a classroom, playing in the playground, colouring in class etc.) and were asked to comment and compare them.

5. DEBATES



A light debate organised during focus groups with parents and teachers in which two teams of participants are invited to defend opposing points of view related to LtP and then to discuss the arguments and ideas that have been debated.

6. DRAWING PROMPTS



We asked pupils to draw their best learning setting. Where, Who, How, When?

Limitations

The rollout and execution of this Situation Analysis was subject to two main limitations, which were at risk of altering the quality and scope of the findings. Here, we highlight these limitations and explain how ThinkPlace mitigated their risks to the project.

SAMPLING BIAS

Due to the timelines for preparation and delivery of the work and to the type of fieldwork authorisations granted, the sample of participants mostly included school administrators, teachers and parents towards the positive side of the spectrum. That is, our participants were consistently positive about LtP and were made up of enthusiastic school administrators, teachers who were highly motivated and generally optimistic about LtP and parents who engage with the schools of their children. Therefore, our sample was composed primarily of "positive deviants". We did not speak with any stakeholder that was seemingly disengaged from education. The location of our interviews contributed to a self-selecting bias among parents. The fact that we conducted interviews with parents inside school premises, as opposed to their own homes for example, automatically implies that the parents we spoke to have some degree of interaction with the school.

HAWTHORNE EFFECT

Like in any study, despite putting measures in place to mitigate inevitable power dynamics during research-based interactions (mentioned below) research participants know that they can be judged – both by researchers as well as by fellow participants during focus groups – according to their responses and therefore tend to provide answers that will make them be perceived in a more positive light. This is called the Hawthorne effect.

MITIGATION

- Being aware of sampling bias is a helpful tactic to remind ourselves not to interpret participants' experiences as the norm. We often elicited participants' opinions about the barriers faced by disengaged actors, such as unmotivated teachers and uninvolved parents. While asking for information from secondary sources is not ideal, it does provide clues about possible perceptions on LtP from the negative side of the spectrum.
- Key measures aimed to mitigate the Hawthorne effect by neutralising power dynamics between researchers and participants. Interviews and interactive activities were conducted in a private setting. Participants were reassured about their anonymity, confidentiality, their freedom to refuse to answer any questions and to ask questions about the nature of the study. ThinkPlace also emphasised that the aim was to learn from participants' experiences, not to judge them. Asking participants to advise on real life scenarios was a tactic to make the conversation feel more neutral rather than personal, as a way of making participants more comfortable to share opinions they would have otherwise kept for themselves.

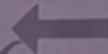


SCHOOL MOTTO

WE LEARN BY SETTING THE BEST EXAMPLE

SCHOOL AIMS

TO PROVIDE HIGH QUALITY TEACHING AND
LEARNING WHICH WILL ENABLE ALL PUPILS
TO SUCCEED IN LIFE.
TO FOSTER A PARTNERSHIP AMONG PUPILS,
PARENTS AND TEACHERS, WHICH WILL LEAD TO
SHARED RESPONSIBILITIES FOR LEARNING.



OFFICE

SCHOOL MISSION

TO ESTABLISH A POSITIVE AND A
FRIENDLY ATMOSPHERE IN WHICH ALL
PUPILS CAN ACHIEVE SUCCESS.

User Profiles and Social Dynamics

An overview of the Teacher and Parent personas in Mombasa and Lamu

Teachers' and Parents' Expectations

“Teachers really have a burden.” – Teacher, Mombasa

Teachers consider they carry several hats relative to their roles: In addition to teaching (both academic content and behaviour), they need to parent, to council, to police, to judge and to care. They often call themselves the “second parents” and understand that parents expect them to know their children inside out. This true understanding of a child has to come by building a trusted and close relationship, spending time in and out of class hours for the children to feel comfortable enough to “share their problems”.

“It's upon us as teachers to make sure we understand the kid.” – Teacher, Lamu

A teacher is a precious source of information for parents. Teachers should know where the child is (police, guardian), should know if the child is having difficulties (academic or personal). A “good teacher” should be accessible and available, even outside of school hours. It's common for teachers to stay extra hours to support pupils with difficulties, without getting paid more.

“I am a bridge to a better life.” - Teacher, Lamu

Teachers find most pride in being a good role model. They aspire to be a central piece to pupils' reaching socially respectable jobs in the future. This pride can partially be measured by teacher and pupil performance rankings, which seem to have disappeared with the Competency-Based Curriculum (CBC).

Teachers are often expected by the community to be following their “passion”, and be truly devoted to education regardless of financial rewards. Yet, public schools are sometimes understaffed and often lack resources and governmental support, making a teacher's role more demanding (time, effort and money) beyond their teaching responsibilities.

“Parents expect the school to be a factory, churning out good children. They just have to put the raw material.” – Headteacher, Mombasa

Parents are often considered to be very reliant on schools to take complete care of children's education, having little input themselves. While teachers are increasingly in need of their implication (through the CBC's expectations), parents don't always believe they have a role to play in academic and moral education. This seems to be particularly true for lower-income parents and those who have lower levels of education.

Parents' lack of involvement is usually explained by teachers by referring to their lack of time and energy (parents are hustling) or lack of self-confidence (they're not educated so don't think they can support learning).

“If the father does it [takes drugs], who am I to tell my son not to do it?” - Teacher reporting a conversation with a mother, Mombasa

Role models at home and in the streets are considered decisive in a child's behaviours and moral codes. Teachers sometimes struggle to align parents' expectations and the moral codes they wish to instigate at school.

“I will go tell your teacher” – Many teachers reporting parents' words

Parents frequently delegate the inculcation of discipline to teachers, more than teachers find fair. It's common for parents to bring home matters to school for teachers to represent the source of ethical and behavioural values. Teachers often find parents not sufficiently involved in their children's education and feel like they can't fully rely on parents to be a solid pillar in driving the child's education forward.

Teacher Profiles

The following personas characterise four types of teacher profiles that have different attitudes, behaviours and needs regarding Play-Based Learning (PBL).



THE EMBRACER

About Me

I'm convinced of the value of play-based learning. It's great for pupil's motivation, retention and broadened skill-set.

It's more work for me as a teacher, but I enjoy learning these new skills and supporting other teachers in using it.

I'm always seeking ways to get inspired and new tools to adopt PBL.

Communicating with me

1. I don't need to be convinced, I need to be supported
2. Provide me with tools and tips on PLB
3. Connect me with other embracers to share
4. Support me in advocating to the sceptics



THE SKEPTIC

About Me

I believe in the value of traditional teaching methods that are strict, structured and heavily rely on writing and homework. Playing is futile, learning through play is inefficient and distracts pupils from studying well.

As a teacher I need to make pupils perform and behave well, that's what parents expect of me.

Communicating with me

1. I need to perceive LtP as a valuable and efficient way to reach my goals
2. I need to differentiate PBL from "bad", futile idleness
3. I like to be recognised as a high performing teacher in my school



THE INCONSISTENT

About Me

I'm familiar with PBL and understand its value for pupils' creativity, autonomy and motivation. I tell you that I apply it in my teaching methods, especially as I implement the CBC in my classes.

Yet, without realising it, I haven't changed my methods much and in practice, my teaching style remains quite traditional and teacher-centred.

Communicating with me

1. Guide me to understand what PBL *really* looks & feels like
2. I won't seek information since I think I already know
3. Connect me with people who will bring me new tools
4. Provide me with ready-to-use tools



THE INSECURE

About Me

I'm convinced of the value of PBL and would love to implement it in my classes. Yet, I'm unable to take action because I never received training on these methods.

Using the CBC is stressful and challenging, I know I don't have the proper skills and resources to do it well. So I resort to familiar methods but would like to feel more empowered.

Communicating with me

1. I will seek information on PBL if it's easily accessible
2. Show me that PBL is not a daunting, complex change to adopt
3. Provide me with confidence-building messages and tips
4. Show me how to take it step-by-step

Parent Profiles

The following personas characterise four types of parent profiles that have different attitudes, behaviours and needs regarding play-based learning (PBL).



THE INVOLVED

About Me

I prioritise my child's education in words and facts. I'm always present at school meetings and consistently review my child's homework and progress.

PBL is wonderful, it creates trust and friendly relationships between my children and teachers, and with me.

I help my child learn and have been using games when I hear about them.

Communicating with me

1. I don't need to be convinced, I need to be supported
2. Provide me with tools and tips on PLB at home
3. Help me create a routine for using PBL at home
4. Connect me with other involved parents and teachers to go further



THE STRUGGLING

About Me

I really want my children to have the education I haven't been able to have. I find PBL valuable because I believe it can make my children more resilient in life and I've heard that it motivated them to learn.

But I have virtually no time to spend with my children at home, I work all day and can only ensure they have food and shelter and that they go to school.

Communicating with me

1. Reach me where I am (not at school) to communicate
2. Give me small, easily understandable pieces of information at a time where I can cognitively take them in
3. Show me how PBL can easily be integrated within my routine without too much extra effort



THE DISENGAGED

About Me

My children's learning and moral education is done at school. I'm here to ensure they can go there, but it's not my role to teach my child. I don't care about the type of methods teachers use, I just want to make sure my child is in a safe place.

I don't teach or play with my child. At home s/he does her homework and house chores, that's the norm.

Communicating with me

1. I believe that information about teaching methods is for teachers, not for me
2. Show me why PBL is not for rich parents who can spend time with their children
3. I'm confused about homework that's not writing. Explain to me why it's valuable



THE CONSERVATIVE

About Me

A child's education is the only way s/he'll get a job that sustains them and me in the future. School is for learning good behaviours, it has to be strict, formal and intensive and lead to certificates. Learning is about reading, writing and a lot of homework, that's how one performs and stays out of bad influences. Playing is a waste of time and shouldn't be taught at school.

Communicating with me

1. Confirmation bias will usually make me reject arguments in favour of PBL
2. Reassure me about the link between PBL and school performance
3. Use words that aren't linked to idleness and waste of time
4. Make PBL easy for me to use



Our Thematic Learnings

A summary of major themes that emerged from our work

Mombasa & Lamu: Key Differences

Before delving into the key thematic learnings from our Situation Analysis, we present here a brief overview of some of the main differences between the two study sites, which we believe are relevant to the ways in which education, play and gender are perceived by the communities.

MOMBASA

- Large urban centre which attracts internal immigration from across the country.
- More religious and ethnic diversity, both in the city and within schools.
- More exposure to different socio-economic backgrounds, both in the city and within schools.
- Teachers do not necessarily live in the catchment area of the schools where they teach, and may come from other counties.
- There are many higher-level education institutions in the city, which parents know of and aspire for their children to go to.
- Gender roles are less strongly defined and less widely observed throughout the community.
- Being out of school often represents high risks of encountering "bad influencers", with difficulty for parents to have oversights on children's whereabouts.

LAMU

- Smaller and less densely populated county with less movement of population in and out, closer-knit social circles.
- Teachers are more often part of the community in which the school is and know pupils and parents from outside school.
- Greater influence of Islam in the social and moral sphere.
- Gender roles are more starkly defined and respected, from a young age.
- Madrasas seem to have a more prominent role in providing children with education and code of ethics.
- Less job opportunities and hustling. Central income-generating activities for men include fishing, tourism and cattle herding. Women are often housewives, but may work in tourism or have small business.
- Educational goals are often lower than in Mombasa, especially for girls who would often have to leave the household safety to go to secondary school and university.

Language & Vocabulary

As we continue to explore communications opportunities in relation to play-based learning methodologies, we would like to share an initial overview of terms related to education, learning and play. This is a summary of 'vocabulary' that, based on our field work, we found to have slightly nuanced, and contextually-unique uses in Mombasa and Lamu counties. This should be strongly caveated with the fact that most people in Lamu and Mombasa speak Kiswahili as a first language, so there is more opportunity to explore terms that trigger relevant meanings in local languages. Yet, when using the English language, and when translating with the most relevant words from Kiswahili to English, the following terms were not only recurrent but also meaningful in the way participants perceive, classify and express their views on education and play-based learning.

LEARNER-CENTRED: Any activity within the classroom that isn't traditional question & answer.

TALENT: Non-academic skills that require identification and nurturing, an opportunity for 'slow-learners' to experience growth and success.

FAST or BRIGHT LEARNER: A student that can excel using traditional methods, that is good at memorisation and writing, and who confidently grasps core 8-4-4 subjects such as Mathematics, English and Sciences.

RESULTS: Measurable grades, scores and ranking. These are essentially synonymous with learning outcomes and performance.

CANDIDATE: A word often associated with exams and job opportunities, used as an alternative term for 'student' by parents and teachers, which may reflect the direct connection between education, rankings to enter secondary school, and opportunity for "good" employment.

FREEDOM: Something a child is at risk of having too much of, that can lead to inappropriate behaviour when not regulated or supervised.

FEAR: Mentioned as the reason why a child may not share their thoughts and feelings with a teacher, as well as something that 'closes' children from learning under too strict conditions.

DISCIPLINE: Demonstrated when a child follows instructions directly and has proper behaviours in and out of school, often equated to a fundamental building block of learning.

RESPECT: Demonstrated in the classroom by the level of control the teacher has, and the extent to which pupils follow their instructions.

MIXING GENDER / GENDER DYNAMIC (esp. LAMU) : Reference gender dynamics or mixing in the classroom or outside school is often immediately linked to romantic relationships and calls for the importance of the school and parents controlling and avoiding any chances of this happening.

Role of School & Definition of Education

“We leave everything to the teacher. They shouldn't be responsible for teaching about behaviour, but it is what happens because we are looking for money for these children.” *Parent, Mombasa*

“Papers are everything in this country” *ECD Supervisor, Mombasa*

SCHOOL IS A SAFE-HAVEN

For parents, school is a safe-haven where their children are shielded from the dangers of the outside world, such as drugs, sex, pregnancy, stealing, etc. School is also a controlled environment where their children are kept busy and are supervised by teachers. Parents also perceive schools as the places where their children can socialise with the "right" children, i.e. fellow pupils, as opposed to other children from the neighbourhood who do not attend school and therefore represent the "wrong crowd".

TEACHERS HAVE THE MONOPOLY TO TEACH DISCIPLINE

At a most basic level, there is a general perception among teachers and parents that the teacher's role is to "discipline" the children and teach them to distinguish between right and wrong. Even when children misbehave at home, parents will inform the teacher and ask him or her to punish the child. In this way parents reinforce the teacher's authority over discipline. Some parents believe it is the teacher's responsibility to teach their children discipline. Other parents are aware that they should be responsible for this, but because they themselves are "busy looking for money" and that the teachers spend long hours with their children, teachers end up performing a disciplinary role. Many teachers also believe that school should be where children learn about discipline given parents' lack of engagement.

EDUCATION IS ALL ABOUT PERFORMANCE

For all interviewed parents and teachers, education is perceived as the main avenue for pupils to access "good jobs" so that they can have a "good life", oftentimes better than that of their struggling parents. Pupils are expected to "perform well" by achieving good grades, so that they can enter higher education, which will lead to these "good jobs". The emphasis is on ranking students based on the scores they achieve and on the diplomas they can secure. This understanding of education places children in a competitive environment in which numbers define their prospects.

EXPOSURE TO ROLE MODELS INSPIRES PARENTS TO PERCEIVE EDUCATION AS A PATH FOR A BETTER LIFE

Some parents' low aspirations can change if they are exposed to role models that are close to them, such as neighbours. One teacher reported cases of parents suddenly wanting their children to stay in school because the older children of their neighbours had gone to school and nowadays had "good jobs" because they had become nurses or teachers. The proximity of the role model can influence parents' perceptions on what their own children can attain.

Understanding of Competency-Based Curriculum vs. Learning through Play

“CBC is just activities, activities, activities” *Teacher, Mombasa*

“Even the child who does not speak - during play, you can see the other side of this child” *Teacher, Lamu*

LEARNING THROUGH PLAY (LTP) IS EQUATED TO COMPETENCY-BASED CURRICULUM (CBC)

When asked about LTP both parents and teachers would immediately start describing and discussing the activities and subjects associated with CBC (e.g. agriculture, home science, arts and crafts). It seems the concept of LTP is imagined within the contours of a formal educational structure, and not beyond. However, as mentioned previously, the fact that interviews took place in schools very likely influenced participants to equate LTP with CBC.

CBC REQUIRES COMMITMENT FROM PARENTS AND TEACHERS

CBC is described as a "learner-centred" teaching approach that requires even more commitment from both parents and teachers compared to the 8-4-4 curriculum. Teachers explained that under CBC they have to prepare interactive activities and constantly observe each pupil's performance in order to identify possible talents that should be nurtured. This requires a greater effort than simply grading students in exams. At home parents are expected to engage in activities with their children that will contribute to learning outcomes.

CBC & LTP MAKE LEARNING FUN, EASIER AND PRACTICAL

Current positive associations with the CBC, and LTP, is that children enjoy learning in an interactive way rather than in a traditional lecture-based manner. Through CBC, children have fun putting theory into practice, which increases their information retention. The enjoyment factor makes pupils more open to absorbing information and they look forward to the next lesson. According to some teachers, absenteeism has declined thanks to CBC. Children also learn a broader skillset that includes manual skills (e.g. sewing) that can be put to work outside of school and can make them resilient in times of need. The emphasis on exposing pupils to different life-skills and competencies can help develop them into resilient, autonomous and responsible adults.

CBC & LTP ARE ABOUT NURTURING TALENT

CBC is based on the premise that every child has different abilities and that the point of education is to identify them and nurture them. Play is an effective avenue of discovering children's abilities, especially outside academic subjects, such as sport or crafts.

Play: Good and Bad

“Play can take you either way, the good way or the bad way.” *Parent, Mombasa*

“Some parents don't want to see their girls play. This is for boys.” *Teacher Lamu*

CHARACTERISTICS OF GOOD PLAY

Play is most often associated with physical activity and sports, e.g. football, skipping, running around. Activities such as drama, singing and dancing are also seen as play. According to teachers and parents, play "refreshes the mind", is "relaxing for students" and helps to "develop creativity and talent".

Such beneficial play takes place inside the controlled environment of the school, whether outside in the playground or in the classroom, where teachers can supervise pupils.

Good play can also take place outside the school, such as at home, as long as it is supervised by an adult. Children need an adult to supervise them because "sometimes they don't know how to play", as they can get into fights. There is also the perception that good play happens with peers of the same age group, not older children.

CHARACTERISTICS OF BAD PLAY

Children can learn bad behaviours through play and think they are normal. Therefore, bad play includes games such as cops and robbers, because it normalises the figure of the robber, according to one parent. Other examples include children pretending to smoke cigarettes or playing with "money cards". One school banned children from bringing such "money cards" because it encourages gambling.

Bad play is characterised by the lack of supervision of an adult, often taking place outside of school and being dictated by older children, who can exert peer pressure on younger children. Unsupervised children can engage in immoral behaviours such as drug use and stealing money.

Adults also define what constitutes bad play according to normative gender perceptions. For example, in Lamu there were reported cases of girls not being allowed to bathe in the sea, as it is considered inappropriate for them to show too much of their bodies.

Gender: Behaviours & Expectations

“Girls enjoy home science because it relates to what they can do at home: cleaning, washing clothes; etc.” *Teacher, Mombasa*

“When they get older, boys and girls get self-conscious around each other. Girls do not want to be seen by boys running around.” *Teacher, Mombasa*

BEHAVIOURS SWITCH DURING ADOLESCENCE

According to teachers, prepubescent girls like physical games (such as skipping) and are not shy in class, in contrast to prepubescent boys who tend to be shy during class time. At breaktime, it is not uncommon to see girls and boys play outdoor games together, such as lenga lenga (also known as dodgeball).

This pattern switches during adolescence. Adolescent girls become shy and the boys become "bolder". They become self-conscious around each other and no longer play together. Instead, the boys will focus on playing football or other physical activities and games, whereas the girls will play with skipping ropes, or just sit around and chat among themselves.

LTP AND GENDER IMPLICATIONS

The activities related to CBC are perceived by some teachers as more suited to boys because they are more "playful" and "love doing activities". Girls are not perceived as wanting to interact as easily with certain activities or subjects, such as agriculture. In fact, preferences around activities seem to run on gendered lines, according to parents and teachers. Girls enjoy home science because, in teachers' words, "they can relate to it as it reflects their reality". Boys enjoy outdoor activities such as agriculture.

Some manual activities are also perceived in a gendered manner. Pupils view sewing as a girl's task, whereas making cars out of cardboard is for boys. In fact, during manual group work, it happens that girls are asked to be mixed in groups with the boys because "we can't do it on our own". Other manual tasks are perceived in a more gender inclusive manner. For example, both girls and boys seem to enjoy making chains and bracelets out of bottle rims, often outside of school.

In Lamu, some types of play (especially during PE) are perceived by teachers as inappropriate for girls because they require them to jump around or do handstands, which exposes their underwear and carries risks of injuries, "so we adapt them to our culture" said a teacher.

Gender: Behaviours & Expectations (cntd)

“(People believe) girls should behave like their mothers... to see and not to act.” *Teacher, Lamu*

“Everything now is just girls, girls, girls. Boys are doing drugs but no one is talking about that.” *Teacher, Lamu*

SCHOOL IS NOT ALWAYS SEEN AS AN AVENUE FOR A BETTER LIFE, AND TRADITIONAL GENDERED EXPECTATIONS TAKE PRECEDENCE OVER EDUCATION

Even if parents and teachers said that girls and boys learn the same things in class, and that they can have the same aspirations of pursuing higher education or getting "good jobs", ultimately parents expect girls to become mothers and boys to become fathers, especially among the lower-income and the more religiously conservative families.

These two family roles entail different skills which girls and boys need to be prepared for. For many parents, especially in Lamu, investing in a girl's education is not a sound decision as they would not benefit directly from their daughter's education, given that as soon as she marries she becomes part of the husband's family.

Other parents are driven to maintain their daughters in school to get a larger dowry when the time comes to marry them off. Therefore, sooner or later, girls are married off at a young age to become housewives.

Since boys will become fathers, they are socialised with the responsibility of having to provide for their families. Earning an income is seen as more valuable and necessary than staying in school.

GIRLS ARE HEAVILY SUPERVISED, BOYS ROAM "FREE" AND FACE INFLUENCES THAT LEAD THEM TO DROP OUT OF SCHOOL

In both counties, but more strongly in Lamu, it was common to hear that girls' mobility was supervised to avoid them getting on the wrong path of life, mainly by getting pregnant outside wedlock. Girls are not allowed to loiter outside the house or school. Girls' lives take place indoors. In contrast, boys are freer to move around outside the house as there are less "dangers" for them.

However, the exposure to external influences leads to boys dropping out of school to work as fishermen, cattle herders or boda-boda drivers, especially in Lamu county. They feel they have a viable future outside of education. Parents who do not perceive education as an opportunity for upwards social mobility will also discourage their sons from pursuing their studies and rather start earning an income.

A couple of teachers reported that governmental programmes' emphasis on getting girls into school has contributed to neglecting the boy child and their education.

Impact of COVID-19

“You cannot compare the kids before COVID and after COVID.” *Teacher, Mombasa*

“Because of COVID we have taken 10 steps back in terms of pupils' behaviour.” *Teacher, Mombasa*

OTHER SOURCES OF INFLUENCE HAVE TAKEN OVER PUPILS' LIVES IN THE ABSENCE OF SCHOOL

The absence of a supervised routine centred around school means that pupils have been exposed to other sources of influence, such as peer groups, older children, family members, neighbours, acquaintances etc., that have negatively impacted their behaviours and life prospects.

In general, pupils were "idle", spent time "loitering" with the neighbourhood or village kids (many spent the COVID months upcountry with extended family) and learning inappropriate language due to bad influences.

Among the realities faced by pupils during this period, teachers highlighted cases of female pupils facing rape, prostitution and pregnancy, while boys were often found to engage in petty theft and experimenting with drugs (alcohol, khat, etc.)

Upon the re-opening of schools, these bad behaviours are hard to change and both parents and teacher are aware of the backlog of both academic and life-style habits which will need to be learnt again. One teacher mentioned for example that some male pupils were starting to bring weapons into school, such as knives, which they would never have considered doing before COVID.

SHORT-TERM GAINS HAVE DECREASED THE APPEAL OF SCHOOL

Many pupils had to contribute to the household income during the COVID months by engaging in casual work. The most common job cited for boys was boda boda drivers, whilst girls helped with household chores or assisted parents in their jobs, such as selling food.

According to teachers, the experience of earning money along with the relative freedom and leisure time associate with the COVID period has rendered the idea of education as a pathway to a better life less relevant in the eyes of many pupils, as they have proved to themselves that they can be self-sufficient without needing an education.

Therefore, some pupils seem to no longer see the need to put up with the sacrifices of school, i.e. long hours, early mornings, less time with friends and more controlled lifestyles.

Making school appealing again is considered a challenge that teachers and parents will have to face in January.



Insights & Opportunities

Key insights that capture the current behaviours associated with play-based learning, and opportunities to increase its acceptance

PLAYING NORMALISES BEHAVIOURS

“Play can take you either way, the good way or the bad way” *Mother, Mombasa*

“(People believe) girls should behave like their mothers... to see and not to act” *Teacher, Lamu*

UNDERSTANDING GOOD VS. BAD PLAY

Parents feel that the games children play can expose them to new behaviours or reinforce existing behaviours. ‘Playing’ at marriage, ‘cops and robbers’, or ‘skipping’ for example each have different connotations. Depending on the age of children, who they are playing with, their genders and where play happens, parents are likely to have a strong view of what type of play is good and appropriate. Good play has been associated with the following:

- Adult supervision, require control or validation from a teacher to ensure the play is appropriate and productive
- Refreshes the mind, relaxes young people
- Involves physical activity, including football (boys) or volleyball (girls) for example
- Age-appropriate, children of similar ages should play together, and adolescent girls should avoid over-active play that may draw attention to their bodies

PLAY IS CONNECTED TO PHYSICAL ACTIVITY, WHICH IS PRIMARILY ASSOCIATED WITH BOYS (AND NOT GIRLS)

Good and Bad play is inevitably viewed through a gendered lens, and this does influence how parents view play-based learning techniques. Particularly in more conservative areas, like Lamu County, there may be activities that some parents and teachers explicitly do not want to see their girls doing. Physical activity and sports are heavily associated with boys, and whilst younger girls may partake in skipping or volleyball, older girls are much less likely to engage in these types of activities, especially when they happen in the open sight of others (school, beach).

CURRENT PLAY-BASED LEARNING TECHNIQUES MAY REINFORCE NORMATIVE GENDER ROLES

Because of the CBC, parents and teachers already feel they have observed how children engage with ‘play’, or novel teaching methods, in classrooms. The CBC covers a number activities, and teachers often report that traditionally ‘feminine’ activities such as home science and traditionally ‘masculine’ ones, such as agriculture or sport, are liked by girls and boys respectively. Whilst this broad curriculum is viewed as a way to expose children to a range of challenges, regardless of their gender, the execution of this teaching and the expectations for girls / boys to be better at activities may in fact contribute to reinforcing gender roles. When children experience play-based methods through these familiar, often gendered activities, they may normalise what a girl or a boy should be doing.

PLAYING NORMALISES BEHAVIOURS

OPPORTUNITIES

How might play-based activities be used to normalise crucial behaviours?

Developing play-based activities with contextually relevant goals, such as improving gender-sensitivity, may support the reinforcement of these behaviours and demonstrate what often abstract concepts look like in real life.

How might we position learner-led play as ‘good’ play?

Close supervision and control as a requirement for good play may prevent teachers and parents of embracing a truly learner-based approach. Re-framing what productive play looks like to include the need for children to learn responsibilities and autonomy may help parents let go of the need for tight oversight in learning through play.

PLAY CAN STRENGTHEN VALUABLE BONDS BETWEEN PUPIL AND TEACHER

“The kid belongs to the parent, but spends more time with the teacher” *Teacher, Mombasa*

“We (teachers) are the second parents” *Teacher, Mombasa*

TEACHERS ARE ROLE MODELS AND TAKE GREAT PRIDE IN THIS

Teachers in both counties, when asked about their role, would immediately cite their responsibilities to be a ‘role model’ to their pupils. Students spend long hours in school, both student and teacher observe one another closely and young pupils are quick to imitate their teachers. Teachers are aware of and, in most cases, incredibly proud of this responsibility and the opportunity they have to build a close, personal relationship with their students. Parents expect their children to learn good manners and morals from their teachers; the teachers we spoke to often heralded this as a reason for being modest, humble, moral or healthy.

PARENTS TRUST TEACHERS TO KNOW MORE ABOUT THEIR CHILDREN THAN THEY DO THEMSELVES

Parents are equally, if not more, aware that their children’s teachers know them well, better than themselves. Parents expect their children’s teachers to know their child as an individual, to be able to share information about the child’s interests, behaviours and their safety. They know that a child may respect a teacher more than their immediate family members, or fear disappointing their teachers. So much so that claiming that telling a child they will inform their teacher can help deter bad behaviour.

HAVING ‘FUN’ IN THE CLASSROOM RELAXES CHILDREN AND BRINGS THEM CLOSER TO THEIR TEACHER(S)

Creative activities, group work, and techniques that step away from traditional question/answer/repetition methods excite students. This can help create a more relaxed environment, one that helps students build their self-esteem and feel closer to the teacher, who they don’t fear. Associating this environment with their teacher, admiring their teacher, and wanting to spend more time with them can further strengthen the influence of the teacher.

PLAY CAN STRENGTHEN VALUABLE BONDS BETWEEN PUPIL AND TEACHER

OPPORTUNITIES

How might we leverage teachers' pride in their relationships with pupils to improve dedication to LtP?

Framing the use of play-based methods as a means of becoming a more effective, influential teacher or a stronger role model may increase teacher interests in experimenting with play-based activities.

How might we increase the value parents see in LtP by linking it to their existing expectations of teachers?

Parents strongly rely on the teachers to inform them about their children and closely supervise them. Seeing LtP as a means to increase teachers' abilities to truly understand, support and guide their children may increase parents' acceptance of these new methods.

BRIGHT STUDENTS DON'T NEED PLAY TO SUCCEED, ONLY 'SLOW LEARNERS' DO

"Certificates are everything in this country" *ECD supervisor, Mombasa*

"I think the creators looked at the slow learners when they created CBC" *Teacher, Mombasa*

TALENT IS THE OPPOSITE OF ACADEMIC PERFORMANCE

The CBC (and by extension, in people's mind, learning through play) is assumed to be a route for the less able, or less academically strong students. There is a clear belief that rankings and more conventional grading systems portray true achievement and ability; that any other approach is a means of accommodating those who are less bright. This is further reinforced by use of terms like 'slow' vs. 'fast' learner. The identification and nurturing of pupil's 'talent' was also often used to describe the CBC. It seems that 'talent' is positioned as the inverse of 'ability' or performance, something that is unlocked by less traditional teaching methods, and represents an opportunity for 'slow' learners to succeed in often non-academic paths such as sports, arts or manual work. Hence, a pupil whose 'talent' is nurtured through the CBC is often seen as a 'slow-learner' who benefits from alternative methods that academically strong students don't need.

MEASURABLE RESULTS AND TRADITIONAL CERTIFICATES ARE WHAT BRIGHT STUDENTS NEED TO EXCEL IN LIFE

Because parents' expectations and goals for their children in school are directly linked to certificates and job security – a goal that they believe is achieved through heavily-supervised and measurable teaching methods – not only are newer educational methods associated with slower learners, they are also assumed to be of no benefit to 'fast' or 'bright' learners. Some teachers even believe that these methods prevent them from learning at their natural speed, levelling the class's performance downwards.

TEACHERS' PROUDEST ACHIEVEMENT IS OFTEN LINKED TO MEASURABLE RESULTS ATTAINED BY THEIR STUDENTS

Even teachers who claimed to be strong advocates of play-based teaching methods often cited examination results, or rankings, as their proudest achievement. Some teachers explained that the absence of these more measurable traditional results means that teachers are unable to 'shine' anymore.

BRIGHT STUDENTS DON'T NEED PLAY TO SUCCEED, ONLY 'SLOW LEARNERS' DO

OPPORTUNITIES

How might we guarantee teachers gain respect and admiration for their efforts beyond grading systems?

Teachers, like anyone else, seek to benchmark their ability and career progression, including in their social sphere. Grades and results of examinations have been an easy metric to help with this, and rapid change towards more fluid evaluation methods may miss out on providing that measurable success rate for teachers.

How might we demonstrate that PBL is beneficial to education regardless of pupils' prior rankings?

In order to have buy-in and retention at all levels, parents, students and teachers need to be able to see what the positive outcomes of learning through play are for all types of students, without restricting its benefits to those who performed below expectations within the 8-4-4 system.

PLAY-BASED METHODS IN AND OUT OF SCHOOL MAY HIGHLIGHT INEQUALITIES

“Every pocket is different. People were equal under the 8-4-4 system because money didn’t matter. But now, with CBC that has changed.” *Parent, Mombasa*

PARENTS ASSOCIATE PLAY-BASED TEACHING METHODS WITH NEEDING TO PAY FOR MATERIALS

Under the CBC, parents are often expected to contribute financially for the materials needed to perform the activities, in and out of school. This use of a range of materials has frustrated some parents who feel like school-based activities should be fully financed by the school and government, not out of their pockets. A teacher confessed that she feels parents' response to play-based methods is “when will the school stop asking me to give such-and-such?” Play being unnecessarily associated with materials or ‘toys’ therefore increases parents’ psychological barrier to adopt it.

CHILDREN FROM LOWER-INCOME BACKGROUNDS MAY SUFFER DOUBLY IN ADOPTING PLAY-BASED LEARNING

Many parents see their role primarily as a provider, particularly those that tend to have less or struggle to provide enough. Students from these less wealthy background are less likely to have parents who can afford to spend time helping them with school or playing with them. ‘Good play’ that is perceived as educational and productive requires supervision, and many parents do not feel they can afford the time to do this. One parent claimed that “Playing with your kids is a luxury, for rich people and white people”. This view can limit the support for any approach within schools and outside of school that demand further time commitment from parents.

THE EDUCATIONAL GAP IS SEEN AS AN OBSTACLE FOR PARENTS TO PLAY A ROLE IN THEIR CHILD’S LEARNING

Non-educated parents also face an additional psychological barrier of self-efficacy. Not having been educated themselves, they view school-related activities as something out of their reach, which they are unable to positively contribute to. The shift to the CBC further exacerbates this lack of confidence, as the syllabus being taught to their children doesn’t correspond to the ones they were taught in primary school. Pupils being adamant in following literally what the teacher says is correct, they often inadvertently decrease parents’ confidence when they try to chip in on homework: “No! The teacher said that *this* was the right answer!”

PLAY-BASED METHODS IN AND OUT OF SCHOOL MAY HIGHLIGHT INEQUALITIES

OPPORTUNITIES

How might we break the association between PBL and household spending or losses?

People have a natural aversion to loss, and parents may struggle to support teaching methods that seem to leave them with less than before. Particularly when this is paired with ambiguous or unfamiliar grading – what has the parent truly gained? This gain needs to be clearly communicated first, before expecting parents to show a willingness to invest in their children's education. Foregrounding more frugal activities that can be conducted with minimal or no additional resources will likely decrease this mental barrier.

How might we convince parents that playing with their child is a form of fruitful provision?

Parents and teachers may see play as purely for children, and for adults to supervise. In Lamu in particular, this supervision is focussed on ensuring minimal or appropriate gender-mixing. Providing effort, time or resources to play is seen as having large opportunity costs (time off work, money diverted from food) which they don't see as a priority. Linking PBL to a parent's central role as a provider will likely increase their willingness to invest time and money.

RELEVANT CONTENT SHOULD BE FINITE AND KNOWN INTIMATELY BY TEACHERS

“We’re told to look it up on Google, and that’s not right.” *Parent, Mombasa*

“When I first heard about the CBC, I thought it was a punishment for teachers!” *Teacher, Mombasa*

Teachers need to do their ‘jobs’

Parents expect teachers to know the content they are teaching children really well and with minimal outside support. They also expect teachers to take the lead on providing the content to be learnt and answering questions correctly. When lessons involve information that comes from other sources, or has no ‘correct’ answer, parents can feel that teachers are not fulfilling their duties. At worst, parents can view teachers as less competent or less willing to help their children compared to what is expected of them.

Learner-centred vs. Teacher-centred

The CBC is currently presented as a contrasting method to traditional, unidirectional education where the teacher is the main source of knowledge. The curriculum is also designed to leverage a number of activity and play-based methods, prioritising the learners' discovery over the teacher's control. However, in its execution, the teacher's supervision and feedback continue to be highly valued and trusted. As such, parents who support this 'new' method and teachers who apply it often do so in a way that reproduces these hierarchical and teacher-centred social dynamics, as a natural reassurance mechanism to stick to familiar and trusted methods.

Teachers are taken aback by the CBC's expectations for them to “know so much”

With the adoption of the CBC, the shift from approximately 5 to 13 taught subjects puts teachers in a position in which they often have to teach content they don't feel confident about (e.g. agriculture, digital literacy) or skills they barely master (e.g. group discussions, swimming...) This decreases their sentiment of self-efficacy and confidence in teaching, while increasing the amount of work needed to prepare each lesson. While some teachers are enthused and motivated by this new learning curve, others feel overwhelmed and incompetent to embrace this heavily activity-based method.

RELEVANT CONTENT SHOULD BE FINITE AND KNOWN INTIMATELY BY TEACHERS

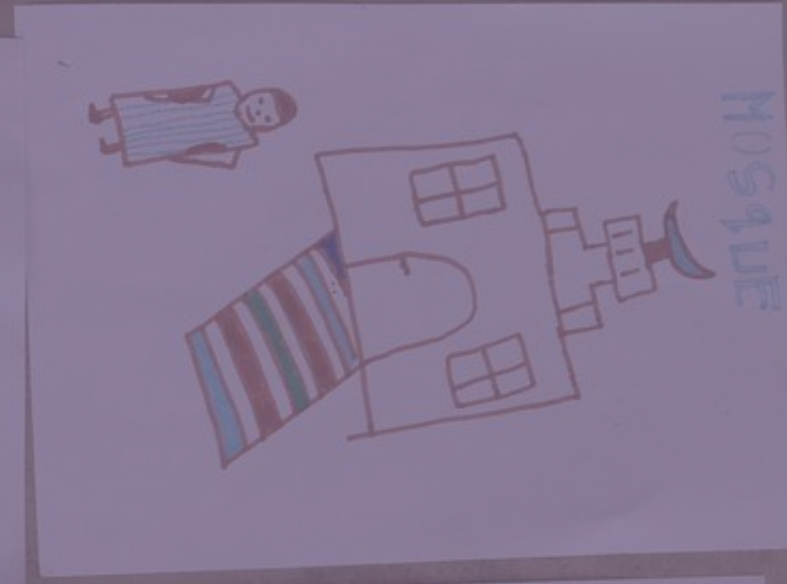
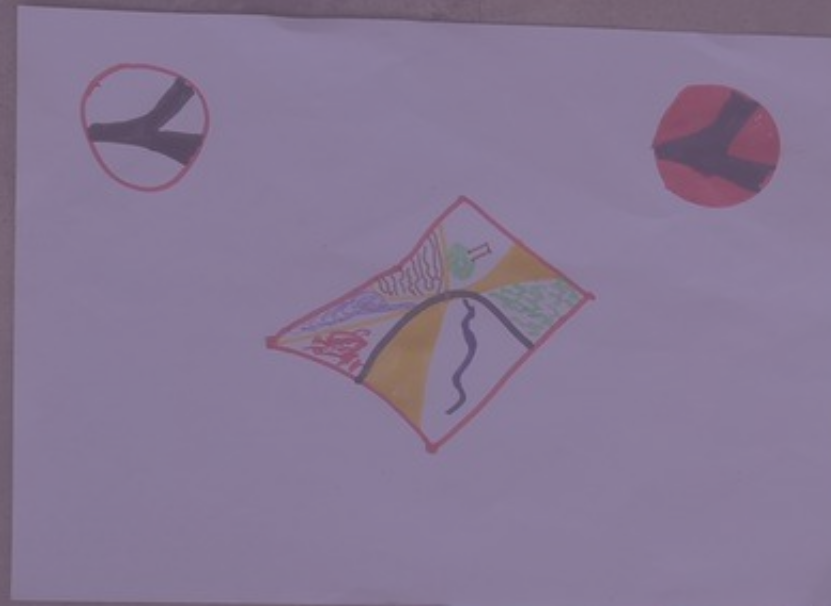
OPPORTUNITIES

How might we decrease the distrust and lack of familiarity that parents and teachers feel towards PBL?

Fear of the unknown, especially when the outcomes of adopting it seem uncertain and effortful, is a well-known hindrance to the adoption of new behaviours. Showing parents and teachers that PBL can be a simple spin-off of methods and activities they already know and trust may increase their willingness and motivation to adopt it incrementally.

How might we increase teachers' confidence in empowering pupils to lead the learning process?

While many remain convinced that the source of truth and knowledge should come from a teacher figure, moving to more learner-centred methods, makes parents question the role of teachers and pupils stall when asked to provide inputs. Confident teachers supported by trustful parents may facilitate the adoption of PBL.



Behavioural Opportunities

Key potential behavioural concepts identified in the field and susceptible to represent promising opportunities to drive behaviour and attitude change

TEACHERS' BEHAVIOURAL OPPORTUNITIES

TARGETED BEHAVIOUR: TEACHERS HAVE A SUSTAINED AND REGULAR USE OF PLAY-BASED LEARNING WITH CHILDREN AT SCHOOL


	BEHAVIOURAL CONCEPT	OPPORTUNITY
ENABLERS	Social Recognition Using LtP improves my relationship with pupils which places me as a trusted teacher in the eyes of the parents and the community.	HOW MIGHT WE FRAME LTP AS A SOCIALLY VALIDATING & REWARDED METHODOLOGY FOR TEACHERS WHO PRACTICE IT (VALUE SIGNALING)?
	Tangible Gains I can see that my pupils are more engaged and outspoken since I started using fun activities and group work.	HOW MIGHT WE USE REAL-LIFE SUCCESS STORIES AND SIMPLE FACTS TO INCREASE TEACHERS' VALUE FOR AND USE OF LTP IN CLASS?
	Reduced barrier to trial I heard about easy play-based activities which don't require any material or resources. They are accessible for me to uptake.	HOW MIGHT WE REDUCE PERCEIVED AND ACTUAL BARRIERS FOR TEACHERS TO TRY USING TLP IN THE CLASSROOM?
BARRIERS	Loss Aversion & Present Bias Using activity-based and playful teaching methods represents more preparation before class and effort to engage pupils in class.	HOW MIGHT WE PRESENT THE BENEFITS OF LTP IN A WAY THAT MAXIMISES PERCEIVED (PRESENT) VALUE FOR TEACHERS?
	Lack of Self-efficacy Even if I believe in the benefits of LtP, I don't feel skilled and tooled to properly engage students while making them learn.	HOW MIGHT WE LEVERAGE THE E.A.S.T.* FRAMEWORK TO INCREASE TEACHER'S CONFIDENCE AND CAPACITY TO USE LTP?
	Status Quo Bias I've been trained for and using the 8-4-4 curriculum for years and it works fine. I don't feel positively about the "change" to an activity-based learning.	HOW MIGHT WE CONJURE POSITIVE MEMORIES OF TEACHERS' PLAY-BASED LEARNING EXPERIENCES TO SHIFT THE ANCHOR WITH WHICH THEY PERCEIVE LTP?

* E.A.S.T: Make it Easy, Attractive, Social, Timely

PARENTS' BEHAVIOURAL OPPORTUNITIES

TARGETED BEHAVIOUR: PARENTS HAVE SUSTAINED AND REGULAR USE OF PLAY-BASED LEARNING WITH CHILDREN OUTSIDE SCHOOL

	BEHAVIOURAL CONCEPT	OPPORTUNITY
ENABLERS	Cognitive accessibility I received simple, usable information on how to use LtP at home. I understand how to use it and I feel confident in doing it.	HOW MIGHT WE DESIGN A SIMPLE CHOICE ARCHITECTURE FOR PARENTS TO FEEL MORE OWNERSHIP AND VALUE IN USING LTP (SELECTABILITY & ENDOWMENT)?
	Trust I trust the teacher who told me about LtP, which makes me feel positively about it.	HOW MIGHT WE LEVERAGE COMMUNITY "ROLE MODEL PARENTS" AND TRUSTED MESSENGERS / CHANNELS TO INCREASE PARENTS' POSITIVE FEELING ABOUT PLAY BASED LEARNING?
	Social Aspiration Using LtP keeps my child at home and therefore away from potential bad influences found outside.	HOW MIGHT WE LEVERAGE PARENTS' EXISTING HABITS AND SOCIAL ACCOUNTABILITY TO INCREASE PARENTS' COMMITMENT TO USE LTP AT HOME?
BARRIERS	Ambiguity Effect I'm not sure LtP will result in my child performing better in school, which is my goal for a good education. I don't want to invest in it.	HOW MIGHT WE ASSOCIATE LTP TO SCHOOL PERFORMANCE AND PROVIDE FREQUENT POSITIVE FEEDBACK ON PROGRESS TO INCREASE PARENTS' VALUE OF LTP?
	Lack Self-Efficacy Not being educated myself, I'm not able or confident to teach my child anything that is academic and school-oriented.	HOW MIGHT WE LEVERAGE THE FOOT-IN-THE DOOR TECHNIQUE TO MAKE PARENTS PERCEIVE LTP AT HOME AS A SIMPLE, FEASIBLE TASK (SMALL ACHIEVABLE OBJECTIVES)?
	Anchoring I heard / understood that LtP is only beneficial for slow-learners and therefore don't want my children to be associated with it.	HOW MIGHT WE ASSOCIATE THE USE OF LTP WITH AN IDENTITY THAT PARENTS WANT TO BE ASSOCIATED WITH?
	Moral licensing I work hard to provide for my family, which is my role as a parent. The rest should be the teacher's responsibility, that's why I send my kids to school.	HOW MIGHT WE LEVERAGE SOCIAL FACILITATION AS A COMMITMENT DEVICE TO INCREASE PARENTS' USE OF LTP?



TO NURTURE INNATE POTENTIAL AND
TALENTS OF PUPILS IN BOTH ACADEMIC AND CO-CURRICULUM. -OUR VISION

Initial Recommendations

Rapid overview of early communications opportunities to consider

DESIGN PRINCIPLES

When designing a communications strategy to promote learning through play in coastal Kenya, we recommend to keep in mind the following design principles, which were developed based on our insights and uncovered opportunity areas.

1 FRAME FOR VALUE	2 FRAME FOR CONFIDENCE	3 FRAME FOR ACCESSIBILITY	4 FRAME FOR INCLUSIVITY
<p>To date, in the eyes of a large section of the community, learning through play is not a convincing approach for parents to advance towards the goals they set for their children, nor is it adding measurable and rewarding value to the work of teachers.</p> <p>Consider linking LtP to tangible, conscious and latent aspirations of teachers and parents, to increase the value they see in its adoption.</p> <p>This added value might be social, financial, psychological or even physiological.</p> <p>This framing should link LtP with people's education-related goals, e.g. safety, performance, resilience.</p>	<p>Seeing value in LtP is not enough for teachers and parents to take action and actually adopt it (intention-action gap). This gap is partially nurtured by a lack of self-efficacy felt by both parents and teachers.</p> <p>Lacking the confidence that they are able to use LtP in a way that benefits both themselves and the pupils restrains them from stepping from an attitude ('I value LtP') to a behaviour ('I use LtP').</p> <p>Consider ways in which these actors can feel empowered to change their habits. To do so, adopt a user-centric lens to consider how users do and should feel when engaging with materials and activities.</p>	<p>Teachers, parents and pupils might see value in LtP and consider it "up their alley", but a general connotation of play-based methods as something costly, both in terms of time, money and psychological resources, challenges actors to adopt it in a sustained way.</p> <p>Communicating the idea that LtP can be cheap, easy to implement, and efficient for teaching is necessary to accelerate its uptake.</p> <p>Framing LtP as accessible should be done not only for first-time users ('I understand it's accessible so I'll try it') but also at the retention stage ('I've tried it and seen that it's accessible, so I'll continue using it.')</p>	<p>Because of the overlap in people's perceptions of CBC and LtP, the concept of play is often directly or subconsciously linked to physical activity, outdoors and manual work. This association leads to underlying assumptions that play –and LtP– is more of a boy's thing.</p> <p>LtP is also thought to be tailored for slow-learners, which reduces the perceived scope of its benefits.</p> <p>Moving away from the vocabulary and activities generally associated with boys and poor academic outcomes is necessary to frame PBL as an inclusive methodology, acceptable and desired by both girls and boys, fast and slow learners.</p>

COMMUNICATIONS OPPORTUNITIES

In this table, we show how the opportunities for driving lasting behaviour and attitude change correspond to the four design principles presented above.

	1 FRAME FOR VALUE	2 FRAME FOR CONFIDENCE	3 FRAME FOR ACCESSIBILITY	4 FRAME FOR INCLUSIVITY
Insights Opportunities	<ul style="list-style-type: none"> How might we position learner-lead play as 'good' play? How might we increase the value parents see in LtP by linking it to their existing expectations of teachers? How might we frame LtP as a socially validating & rewarded methodology for teachers who practice it (value signaling)? 	<ul style="list-style-type: none"> How might we leverage teacher's pride in their relationships with pupils to improve dedication to LtP? How might we guarantee teachers gain respect and admiration for their efforts beyond grading systems? How might we decrease the distrust and lack of familiarity that parents and teachers feel towards PBL? 	<ul style="list-style-type: none"> How might we break the association between PBL and household spending or losses? How might we convince parents that playing with their child is a form of fruitful provision? How might we reduce perceived and actual barriers for teachers to try using LtP in the classroom? 	<ul style="list-style-type: none"> How might play-based activities be used to normalise crucial behaviours? How might we demonstrate that PBL is beneficial to education regardless of pupils' prior rankings?
Behavioural Opportunities	<ul style="list-style-type: none"> How might we use real-life success stories and simple facts to increase teachers' value for and use of LtP in class? How might we present the benefits of LtP in a way that maximises perceived (present) value for teachers? How might we associate LtP to school performance and provide frequent positive feedback on progress to increase parents' value of LtP? 	<ul style="list-style-type: none"> How might we increase teachers' confidence in empowering pupils to lead the learning process? How might we leverage the E.A.S.T.* Framework to increase teacher's confidence and capacity to use LtP? How might we associate the use of LtP with an identity that parents want to be associated with? 	<ul style="list-style-type: none"> How might we design a simple choice architecture for parents to feel more ownership and value in using LtP (selectability & endowment)? How might we leverage the foot-in-the door technique to make parents perceive LtP at home as a simple, feasible task (small achievable objectives)? How might we leverage social facilitation as a commitment device to increase parents' use of LtP? 	<ul style="list-style-type: none"> How might we conjure positive memories of teachers' play-based learning experiences to shift the anchor with which they perceive LtP? How might we leverage community "role model parents" and trusted messengers / channels to increase parents' positive feeling about play based learning?

EFFECTIVE DELIVERY

Messaging associated with advocating for play-based learning methods, or any support materials, need to have an appropriate voice and delivery mechanism to reach parents and teachers. Based on our research, there are a number of myths to debunk, as well as opportunities to highlight in the way that parents and teachers are exposed to new, play-based methods.

CHANNEL	ADVANTAGES	DRAWBACKS	USER SEGMENT
WHATSAPP	<ul style="list-style-type: none"> Large target audience for little extra costs Teachers already have whatsapp groups Involved parents connect to the school via whatsapp Possibility for feedback Multi-media, engaging communication 	<ul style="list-style-type: none"> Limited access to less wealthy and illiterate parents Limited access to less wealthy teachers 	<ul style="list-style-type: none"> School admins All Teachers profiles The Involved parent The Conservative parent
PUPILS	<ul style="list-style-type: none"> Access to all parent profiles Most commonly used channel for teachers 	<ul style="list-style-type: none"> Lack of control on the delivery Little access to feedback 	<ul style="list-style-type: none"> All Parent profiles
PAPER-BASED MATERIAL	<ul style="list-style-type: none"> Easy large-scale delivery Accessible to less wealthy parents Relatively simple to produce 	<ul style="list-style-type: none"> Costly (for school to print) Intimidating for illiterate parents Risk of not being engaging and used Little access to feedback once deployed 	<ul style="list-style-type: none"> The Involved parent The Conservative parent The Struggling Parent School Admins
RADIO / TV	<ul style="list-style-type: none"> Large target audience for little extra costs Multi-media, engaging communication Accessible to illiterate parents 	<ul style="list-style-type: none"> Little access to feedback once deployed Lack of support in the adoption (no known point person) 	<ul style="list-style-type: none"> All Parent profiles All Teacher Profiles
PHONE-BASED APPLICATION	<ul style="list-style-type: none"> Possibility to deliver highly tailored information and support Instant and dense feedback stream 	<ul style="list-style-type: none"> Limited access to less wealthy and illiterate parents Limited access to less wealthy teachers 	<ul style="list-style-type: none"> The Engaged Teacher The Involved Parent
SMS-BASED INFORMATION SYSTEM	<ul style="list-style-type: none"> Possibility to deliver tailored information and support Access to most parent profiles Instant feedback Large target audience for little extra costs 	<ul style="list-style-type: none"> Medium entry-cost (content creation and population targeting) Limited access to illiterate parents 	<ul style="list-style-type: none"> All Parent Profiles All Teacher Profiles
TONE	EASY Clear, step-by-step directions Non-intimidating vocabulary	RESULTS-ORIENTED Leveraging words and concepts that are relevant and concrete rather than abstract	EMPOWERING Confidence boosting vocabulary Direct links to daily routines



Further Areas of Inquiry and Opportunity

Key areas of inquiry and opportunity, identified during the Insights Validation Workshop, to be considered in future analyses

1. LEVERAGING DIFFERENT PROFILES

AREA OF FURTHER INQUIRY

- **Identify different school leader profiles**
In doing so communication approaches around LtP could be better targeted

- **Identify additional parent and teacher profiles**

There may be additional parent and teacher profiles to uncover that could influence how LtP is communicated to them

- **Understand which people act as “influencers” within the wider community, beyond the context of school**

For future analyses, we recommend carrying out interviews in additional locations outside of schools, such as in people’s homes, workplaces, places of leisure, among others. This will help to uncover a broader spectrum of parents (namely “negative deviants”, i.e. those who do not engage in the education of their children) and other people (young adults, guardian figures etc.) that may exert influence on children.

- **Understand who are effective role models**

Similar as above, there may be influential, positive role models outside formal and/or informal learning contexts

AREA OF FURTHER OPPORTUNITY

- **How might we champion LtP for different school leader profiles?**
- **How might we champion LtP for other teachers/parents?**
- **How might we create a community of teachers who are learning pedagogical methods around LtP, in a way that they feel that they are not alone?**
- **How might we foster greater teacher interaction and support with LtP?**
- **How might we harness the influence of “influencers” in order to promote LtP?**
- **How might we increase the variety and representation of positive role models?**

2. PERCEPTIONS AROUND ASSESSMENT

AREA OF FURTHER INQUIRY

- **Identify ways in which Assessment for Learning (A4L) is understood and valued by teachers and parents**
Some parents struggle to understand the value of A4L as it does not contain numbers nor rankings, and therefore they do not understand how their child is faring at school. Instead the child has a portfolio of work that parents can see if they come to school. Some teachers find A4L as more time-consuming, which is a barrier to engage with this approach effectively. There is a case for communicating performance/results-based education as not necessarily teaching skills that will be the most valuable

AREA OF FURTHER OPPORTUNITY

- **How might we widen teachers' and parents' understanding of student performance in a way that they find value in A4L?**
- **How might we reframe LtP to incorporate a “growth mindset” that portrays gaining additional skills for children as beneficial, even if this does not show up on a test?**
- **How might we reframe LtP for the skills required in the job market in 5-10 years (e.g. creativity, problem-solving)?**

3. PERCEPTIONS AROUND GENDER & PLAY

AREA OF FURTHER INQUIRY

- **Explore community's perceptions around play beyond school setting**

LtP and play more generally were explored during interviews that took place inside school premises, which influenced the information collected. Further analyses should incorporate inquiry activities outside of school settings to understand wider community perceptions around play and gender. This situation analysis discovered that some parents reinforce gender norms by defining some games as inappropriate for girls as they involve showing too much skin, e.g. swimming.

- **Understand young mothers' gender perceptions**

Further analyses should segment fathers and mothers into age categories to understand whether newer parental generations that have been exposed to education have different gender perceptions compared to the older generations. This would help understand whether trends around religion, culture and play are changing, especially among young mothers.

AREA OF FURTHER OPPORTUNITY

- **How might we encourage girls to continue to play with what they like so that “maturing” is not seen as limiting what they can do?**
- **How might boys be encouraged to pursue activities traditionally associated with girls, such as cooking?**
- **How might children be encouraged to feel free to explore their talents, independently of gender norms?**
- **How might we increase parents' trust of children, so that children have greater autonomy/responsibility when learning and playing?**
- **How might we build on strong, positive societal norms to promote gender responsive LtP (strengths based approach)?**
- **How might we make families/children see the value of education in a way that we expose them to opportunities and careers for them to see the linkage?**

4. EXPAND INCLUSIVITY

AREA OF FURTHER INQUIRY

- **Explore teacher and wider societal attitudes around children living with disabilities (both mental and physical)**
Future analyses should include investigation around this area of inquiry in order to leave no one behind when it comes to designing LtP and gender equitable educational curricula and communication strategies.

AREA OF FURTHER OPPORTUNITY

- **How might we make LtP inclusive for children with disabilities?**

DAY	DATE	TIME	NAME	SCORE	DATE	TIME	NAME	SCORE
MON	10/10/20	10:00	P	100	TUE	10/10/20	B	100
TUE	10/10/20	10:00	R	100	WED	10/10/20	U	100
WED	10/10/20	10:00	E	100	THUR	10/10/20	N	100
THUR	10/10/20	10:00	A	100	FRI	10/10/20	G	100
FRI	10/10/20	10:00	K	100	SAT	10/10/20	H	100

GRE 27th Nov - Dec 2020

Samson kills a lion

Judges 14:5-9 tells us how Samson killed a lion. Samson was in the vineyards with his parents when he heard a lion roaring. God filled him with His power and Samson became strong. Samson fought the lion and killed it with his bare hands. He did not tell anyone of what he had done. Days later Samson went to look for the lion he had killed. He found many bees and honey inside the dead body of the lion. Samson took some honey and ate it. He also took some of the honey home to his parents. He did not tell his parents where the honey came from.

Lessons we learn from the story

1. God is powerful. He gives us strength to face difficulties.
2. God can turn our difficulties into blessings— Samson got honey from the lion.
3. We should trust in God and have faith in Him when we are in trouble.
4. We should be courageous even in times of difficulties.

Aspirations

Aspirations for the next 3 years shared during the Insights Validation Workshop, to bear in mind during programmatic designs

ASPIRATIONS FOR THE NEXT 3 YEARS

PLAY BASED LEARNING

- “Teachers and parents are confident to infuse fun play in their interactions with children.”
- “Creative materials and activities/resources for teachers.”
- “More parents gain confidence to initiate PBL and encourage their children to engage in the same.”
- “More teachers change their attitudes towards play and organically integrate playful learning into their teaching pedagogies.”
- “More children embrace play through role modelling from parents and teachers.”
- “Teachers recognise the value of play for academic and non-academic performance.”

HOME LEARNING

- “Use low/cost materials and traditional play to build on children’s learning experiences.”
- “Parents and teachers have a wide choice of methods and tools to facilitate home-learning.”

INCLUSION

- “AKF ecosystem partners are able to organically infuse activities that promote and strengthen inclusivity.”

ASPIRATIONS FOR THE NEXT 3 YEARS

TUKU AS A BRAND

- “Tuku is a Kenya-based and valued content hub for quality in different out of school activities.”
- “Teachers and parents are using Tuku products with their children.”

SUPPORT & RESOURCES

- “Strong established teacher/parent networks for regular contact/support/sharing targeted resources.”
- “Teachers are using physical and digital resources materials regularly (not just traditional resources/text books.”

GENDER-RESPONSIVE LEARNING

- “Children feel free to explore their talents”

DIVERSE LEARNING EXPERIENCES

- “Children are engaging in diverse learning experiences to meet their holistic development needs.”
- “Parents participate/actively engage in children’s formal/informal learning regularly.”



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