REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KEMI
KENYA EDUCATION
MANAGEMENT INSTITUTE

UNIT 7 EMERGING ISSUES IN CFS

Introduction

- This is the final unit of this module.

- Here you will have the opportunity to examine emerging issues facing CFS including how they could be addressed.

- In this unit we are going to look at four major issues, namely, poverty, ethnicity, terrorism and global warming in the context of CFS.

Expected Learning Outcomes
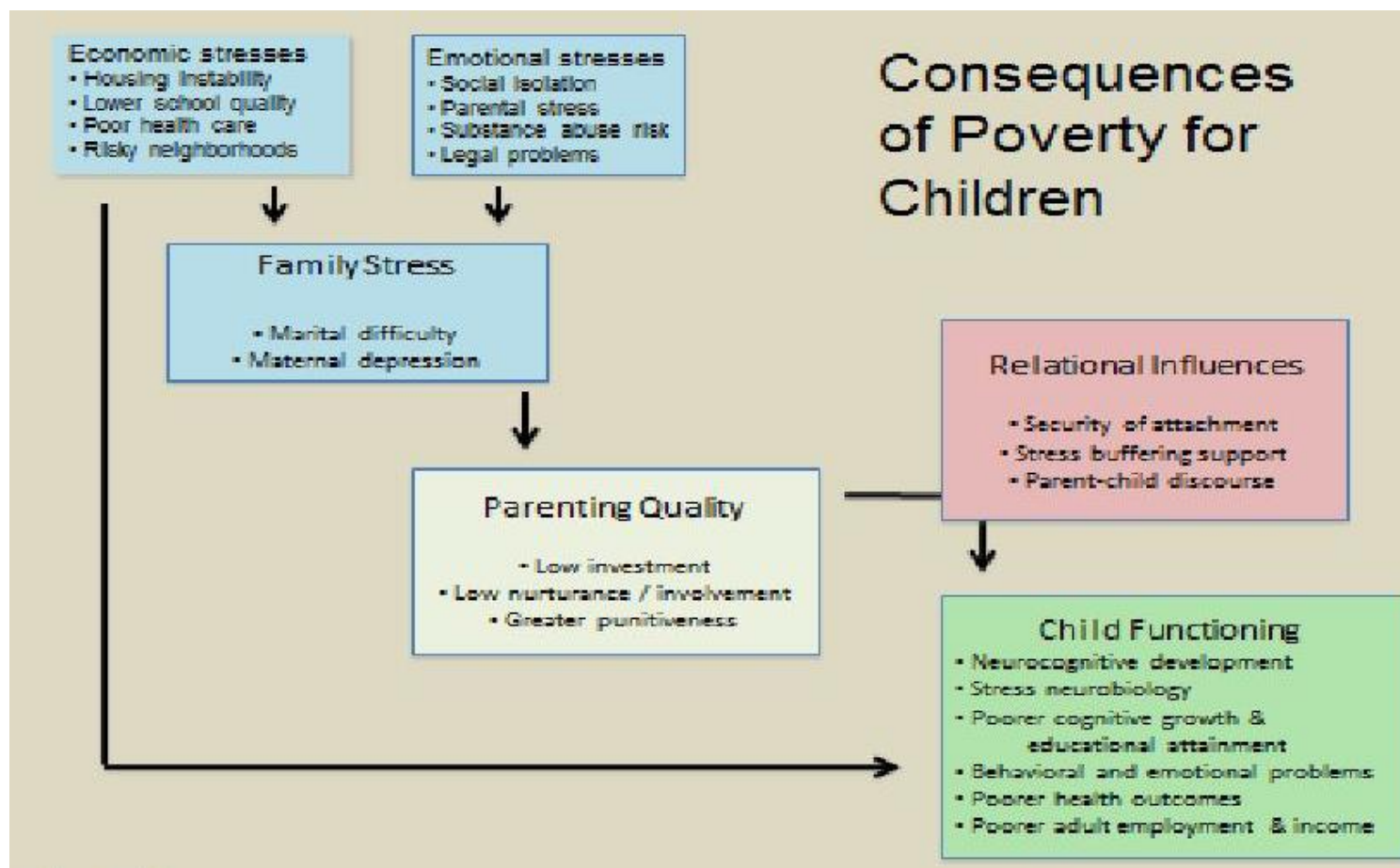
Upon completion of this Unit, you will be able to:

a) Discuss poverty in the context of CFS.

b) Discuss ethnicity in the context CFS

c) Discuss terrorism in the context of CFS

d) Discuss global warming in the context of CFS.
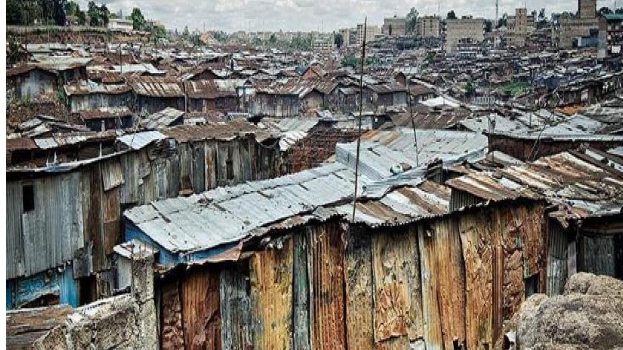
Poverty issues

- In this section we examine poverty in terms of its impact on education including learner

- achievement and what CFS could do to reduce the impact of poverty on learner achievement.

- Poverty contributes to inequitable access, low participation and poor performance in education. Educational outcomes are one of the key areas influenced by family income.

- Children from low-income families are likely to lag behind their peers who come from high-income families.

- Poverty thus undermines the efforts towards the realization of children's rights as enshrined in the Constitution.

Consequences of poverty on children

- The effects of poverty can be reduced using sustainable interventions.
- The financing and provision of education is a major element of the Government's development and poverty reduction strategy.
- Although there has been marked progress towards realizing Universal Basic Education (UBE) in Kenya, there are a number of challenges that the education sector continues to face.
- These include:
  - Overcrowding in schools, especially those in urban informal settlements, ASAL areas, and densely populated areas;
  - Inadequate physical facilities due to increased enrolment occasioned by FPE and FDSE;
  - High pupil to teacher ratios in some regions and at certain schools;
  - High costs of special equipment, facilities and materials to cater for children with special needs.
  - Low quality of education offered in NFECs and lack of clear linkages with the formal education system;

- Few of the OVCs and NFE service providers are registered with the MOEST, making it difficult to extend government support to the NFE sub-sector;
- Shortage of teachers, coupled with inadequate in-servicing to adopt alternative methods of curriculum delivery, affects curriculum implementation at the school level (to handle mobile schools, multi-shift and multi-grade);
- Gender, socio-economic and regional disparities that impact negatively on access, retention, participation and quality, particularly among girls and the most vulnerable;
- The HIV and AIDS pandemic that has robbed the country of trained and experienced teachers and given rise to many additional orphans in school.
- Boys suffer from coercion into child labor and a lack of male role models in poor urban areas such as slums;
- Diminished support from communities, mainly due to misconceptions and poverty;
- The high cost of providing teaching and learning materials for SNE at the various levels; and
- Conflicting roles of girls at home, and schools coupled with poverty and other cultural factors that limit the chances of completion and result in early school dropouts.

Some of the effects of poverty on cognitive development include:-

- Inadequate parental support
- Short attention span
- Low motivation to learn
- Poor attendance and participation
- High dropout rate
- Developmental delays due to poor nutrition
- Low achievement
- Learning disabilities
- Illiteracy and low achievement in schools
- Little participation in extracurricular activities

How can CFS help reduce the impact of poverty on learner achievement?

- Since low-income students are more school-dependent than their more advantaged peers, there is potential for schools to help solve the problem.
- These children are advantaged in general when schools do things well and disadvantaged in general when schools do not do things well.
- Lessons for closing the achievement gap include:-
  – Ensure learners with low academic achievement have excellent teachers:
  – Teacher-student interactions are consequential for student learning. Quality of teachers is connected to achievement gaps, especially closing gaps.
  – Provide additional instructional support to those in need: Add instructional time, instructional resources, and intensive supports.
  – Feature balanced instruction emphasizing basic skills, teaching for understanding, and culturally responsive pedagogy: Quality instruction can narrow achievement gaps.

- Ensure that all low-income learners complete a rigorous curriculum: Challenging curriculum has the power to reduce achievement gaps. Low- income learners benefit more than others from stronger course requirements.
- Develop a cohesive system for collecting, analyzing, and using data to understand, address, and close achievement gaps: Gap-closing schools are adept at analyzing and using data.
- Develop a culture of high academic expectations and high concern for staff and learners: This is key to ensuring greater equity in learning.
- Mix students by ethnicity and class: A student's school peers are a key factor in explaining academic achievement - for any given student, school culture is shaped by the peers with whom s/he interacts.

– Build linkages between home and school that focus on student learning: Parent involvement has a direct and strong impact on student achievement. Close cooperation between schools, parents, and the community is one of the keys to closing achievement gaps.

– Provide high-quality professional development to help teachers close achievement gaps: There is a link between professional development and student achievement. Appropriate capacity building can help narrow gaps.

– Reduce class size in the early primary grades and reduce school size: Smaller schools are considerably more successful in mitigating the relationship between poverty and learner achievement

Ethnicity

What is ethnicity?

- Ethnicity refers to the distinct cultural norms and values of a social group.

- Ethnicity is the set of cultural characteristics that distinguishes one group from another group. People who share a common cultural background and a common sense of identity are known as an ethnic group.

- Characteristics of ethnic groups include (to varying degrees):-
    - Shared history
    - Religion and culture
    - Kin or ancestry
    - Sense of shared destiny
    - Language

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What is negative ethnicity?

- Negative ethnicity is the tendency to view the values and behavior of other peoples as invariably inferior and less "natural" or logical than those of one's own ethnic group, and to judge the values and behaviors of other peoples by the standards of one's own ethnic group.

- In other words it is one believing in the superiority of one's ethnic group.

- An individual with a negative ethnocentric view:

  - Identifies strongly with in-group ethnicity, culture etc.

  - Feels proud, vain, superior about in-group

  - Defines their culture elements as 'correct' and 'natural'

  - Thinks in-group norms are universal

  - Rejects out-group ethnicities, cultures, etc.

  - Feels like other ethnicities and cultures are inferior

  - Exhibits xenophobia: a fear or hatred of persons of a different race, or different ethnic or national origin.

Note

Negative ethnicity is *dangerous* as it fosters negative consequences, lowers self-esteem, and may lead to torture, murder and genocide.

Moving from negative ethnicity to positive ethnicity

The first three stages presented below indicate how people develop negative ethnicity and the next three stages show how people move towards positive ethnicity as presented below:

(a). Stage One: Denial - This is a primitive ethnocentric stage in which there is denial that cultural differences even exist. Persons at this stage are not threatened by cultural differences because they refuse to accept them. Generally, those who experience cultural denial have not had extensive contact with people different from themselves, and thus have no experiential basis for believing in other cultures. A key indicator of the denial stage is the belief that you know better than the locals.

(b). Stage Two: Defense - At this stage there is acknowledgement of cultural differences, BUT these differences are seen as threatening to self. As a defense mechanism, many people denigrate others and express derogatory attitudes and behaviors towards them. Cultural differences at this stage are seen as problems to be overcome, and there is a dualistic "us vs. them" mentality. Persons in the defense stage feel threatened by "competing" cultures, tend to surround themselves with member of their own culture, and avoid contact with "them."

(c). Stage Three: Minimization - This stage involves recognition of cultural differences BUT downplaying their importance in our lives. People in the minimization stage of ethnocentrism are still threatened by cultural differences, but try to minimize them by telling themselves that people are more similar than dissimilar. They still have not developed cultural self- awareness, and are insistent about getting along with everyone.

(d). Stage Four: Acceptance - Cultural differences at this stage are recognized and accepted. Notions of biculturalism and multiculturalism stem from thinking at this stage. People begin recognize other cultures and to accept them as viable alternatives to their own worldview. People in the acceptance phase can be thought of as "culture-neutral," seeing differences as neither bad nor good, but rather as a fact of life. .

(e). Stage Five: Adaptation. During the adaptation phase, people begin to view cultural differences as a valuable resource, and thus relish the differences. Because differences are seen as positive, people consciously adapt their behaviors to the different cultural norms of their environment.

(f). Stage Six: Integration - The final stage has to do with the integration of plurality into our cognitive organizational structures and our behavior at the level of a philosophy as well as a conscious awareness. At this stage cultural differences are evaluated on the basis of plurality and context as opposed to a single cultural perspective. In this stage, people acceptance of their identity is not based in any single culture. Once integrated, people can effortlessly and even unconsciously shift between worldviews and cultural frames of reference. Though they maintain their own individual identity, they naturally integrate aspects of other cultures into it.

How can the CFS reduce ethnic prejudices?

Here are some tips on how CFS could reduce ethnic prejudices:-

- Learn about your ethnic community (e.g., what groups live there, what has been the nature of their relationships, what incidents have occurred in the past due to ethnic prejudice).

- Document activities in your ethnic community that reflect ethnic prejudice.

- Documentation will show proof that there is a problem, especially when the community is in denial that negative ethnicity exists.

- Invite a group of people to participate in the planning process e.g., the advocates who always take action, the representatives of each group, the people who are affected.

- Understand the depth of the problem.

- Identify and understand the kinds of policies that may need to be challenged.
- Determine the short-term and long-term, if any, goals of your strategy (e.g., change people's attitudes and/or change an institutional policy).
- Consider how far the selected strategies will take your school.
- Consider what existing resources you can build on and what additional assistance or resources you may need e.g. for training.
- Consider how much time you have (e.g., are you responding to a crisis that needs to be dealt with immediately, to the need to curb a festering issue, or to the desire to promote the value of diversity).
- Review your strategies to ensure that they deal with racial prejudice and racism at the individual, community, and institutional levels and they link dialogue to action.

Terrorism

What is terrorism?

This is the unlawful use of force against persons or property to intimidate or coerce a government, civilian population, or any segment thereof, in the furtherance of political or social objectives.

Terrorism seeks to create **fear** and **insecurity** resulting in long-term negative impacts.

N o t e

Children, those both directly and indirectly involved, are particularly vulnerable to the far-reaching impact of terrorism and disasters. Children at risk for experiencing mental health difficulties after a disaster or act of terrorism include those who are near to or actually witness the event, those who lose loved ones as a result, and even those children who merely live in the affected community or watch coverage of the event on television (American Psychological Association, 2014).

Terrorists' structure:

- Terrorists are made up of leaders who are hardcore and totally committed active cadre who carry out attacks, active supporters who don't commit violent acts but provide money, passive supporters who are sympathetic to the cause, crusaders who are ideologically inspired, criminals or professionals who work for personal gain and emotionally or mentally disturbed people.

Tactics of terrorism

- **Assassination:** Killing prominent person or symbolic enemies.
- **Arson:** Less dramatic, low risk, low level of knowledge needed.
- **Bombing:** Improvised explosive device (IED) is the terrorist weapon of choice.
- **Hostage Taking:** Usually overt seizure, with intent of gaining publicity. Very risky
- **Kidnapping:** Usually covert seizure of one or more persons to extract demands. Requires elaborate planning and logistics.
- **Hijacking:** Could be employed as means of success. Normally carried out to produce a spectacular hostage situation.
- **Seizure:** Involves buildings or objects that have value in eyes of the audience. Risk due to security forces.
- **Raids or attacks:** Usually done for three reasons: to gain access to broadcasting, demonstrate government's inability to secure facility, or to require resources.

- **Sabotage:** Done to demonstrate how vulnerable society is to terrorist actions.
- **Hoaxes:** any terrorist group that establishes credibility can employ a hoax with success.
- **Special Weapons:** Potential for mass destruction and deep-seated fear most have of chemical/biological weapons are used to make a statement
- **Environmental Destruction:** Increasing accessibility of sophisticated weapons to terrorist have the potential to threaten the environment.
- **Technology:** Can interrupt transportation, banking, public health, etc.
- **Computer attacks**: Cyber terrorism is on the rise

Potential targets of terrorism include:-

- Government facilities
- Public assembly buildings
- Mass transit systems
- Telecommunications
- Symbolic Sites

CFS emergency response to terrorism should include:-

(i). Prepare Create an emergency communications plan. Establish a meeting place.

- Assemble an emergency preparedness kit.

- Check on the school emergency plan: the school should have updated information about how to reach parents and responsible caregivers to arrange for pickup. And, ask what type of authorization the school may require to release a child to someone you designate, if you are not able to pick up your child.

- During times of emergency the school telephones may be overwhelmed with calls.

(ii). Respond:

- Remain calm and be patient.
- Follow the advice of local emergency officials.
- Listen to your radio or television for news and instructions.
- If the event occurs near you, check for injuries. Give First Aid and get help for seriously injured people.
- If the event occurs near your home while you are there, check for damage using a flashlight. Do not light matches or candles or turn on electrical switches.
- Check for fires, fire hazards and other household hazards. Sniff for gas leaks, starting at the water heater. If you smell gas or suspect a leak, turn off the main gas valve, open windows, and get everyone outside quickly.
- Shut off any other damaged utilities.
- Confine or secure your pets.
- Call your family contact—do not use the telephone again unless it is a life-threatening emergency.
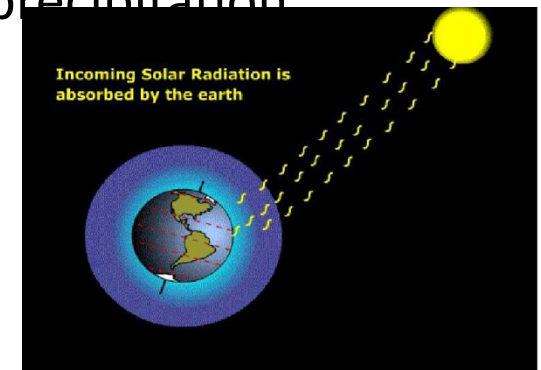- Check on your neighbors, especially those who are elderly or disabled.

(iii). Recover

- There can be significant numbers of casualties and/or damage to
- buildings and the infrastructure. Keep up-to-date information about any medical needs you may have and on how to contact your designated beneficiaries.
- Heavy law enforcement involvement follows a terrorist attack due to the event's criminal nature.
- Health and mental health resources in the affected communities can be strained to their limits, maybe even overwhelmed.
- Extensive media coverage, strong public fear and international implications and consequences can continue for a prolonged period. Schools may be closed, and there may be restrictions on domestic and international travel.
- You may have to evacuate an area, avoiding roads blocked for your safety.
- Raw, unedited footage of terrorism events and people's reaction to those events can be very upsetting, especially to children. It is not recommended that children watch television news reports about such events, especially if the news reports show images over and over again about the same incident. Young children do not realize that it is repeated video footage, and think the event is happening again and again.

Global warming

What is global warming?

- Global warming is the increase of the Earth's average surface temperature due to a build-up of greenhouse gases in the atmosphere.

- The main greenhouse gases are: carbon dioxide, methane, nitrous oxide, ozone, water vapor and halocarbons.

- Global warming contributes to climatic change.

- Climate change is a broader term that refers to long-term changes in climate, including average temperature and precipitation
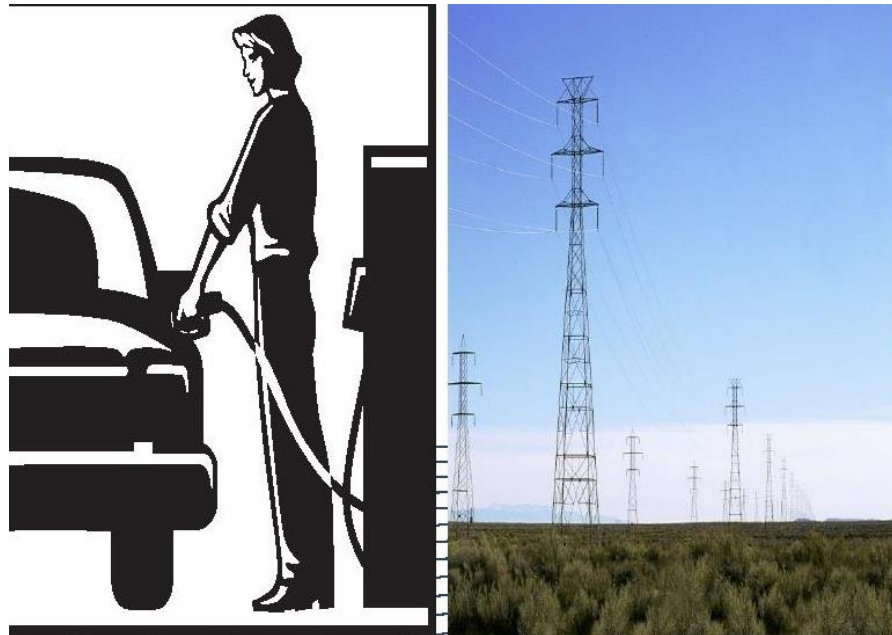

Incoming Solar Radiation is absorbed by the earth

Legal framework

- The legal framework for global warming includes the Kyoto Protocol which is an amendment to the United Nations Framework Convention on Climate Change (UNFCCC), an international treaty on global warming. Countries which ratify this protocol commit to reduce their emissions of carbon dioxide and five other greenhouse gases.

- A total of 141 countries including Kenya have ratified the agreement.

- Other relevant legal instruments include:-

  – UNFCCC, Article 1, paragraph (1) states need to minimize adverse effects on "natural and managed ecosystems or on the operation of socio-economic systems or on human health and welfare".

  – World Health Assembly Resolution WHA/61.R19, and Executive Board Resolution EB124.R5, request WHO to develop capacity to assess the risks from climate change for human health and to implement effective response measures, and support countries through Awareness raising, Partnerships, Evidence, and health system strengthening.
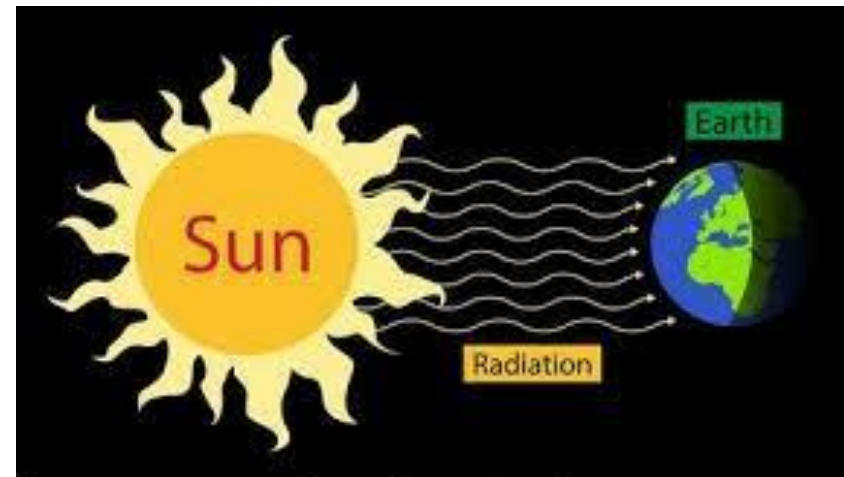
Causes of global warming

(i). Burning of fossils: The burning of fossil fuels releases carbon dioxide in the atmosphere. Most of the increased carbon dioxide emissions comes from fossil fuels.

(ii). Deforestation: Deforestation releases the carbon stored in trees. Less trees also means less carbon dioxide can be removed from the atmosphere.

(iii). Solar radiation from the sun reaches the earth's atmosphere. The surface of the Earth absorbs most of the short-rayed insolation and later

releases this heat in the form of infrared radiation into the atmosphere. Some of the heat is absorbed by particles known as "greenhouse gases." The heat retained by the gases acts as a "heat blanket."
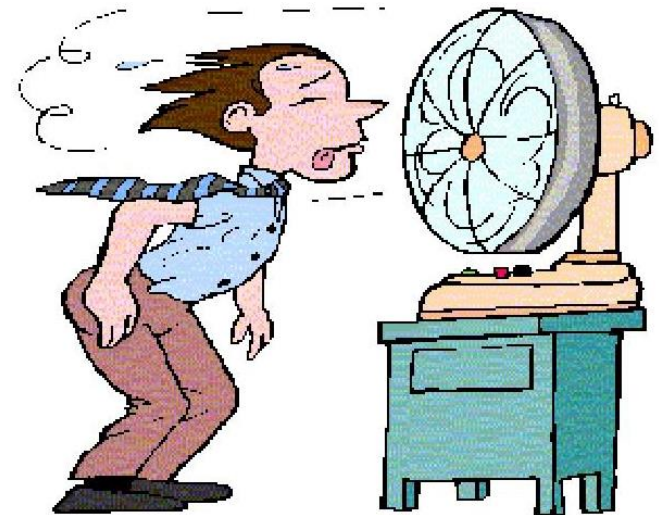
Effects of global warming

(i). Rising sea level: The rise of temperature, even to a few degrees, could lead to the melting of ice shelves that hold back glaciers. This results in rising sea levels.

(ii). Increased temperature: Extreme temperatures can directly cause the loss of life. Warmer weather provides an ideal breeding environment for mosquitoes. Diseases such as West Nile will be more common. High temperature can increase pollution of water and air, which harms the human body. Heat stress and other heat related health problems are caused directly by very warm temperatures and high humidity.

(iii). Habitat damage and species affected: The rise of temperature, even to a few degrees, could lead to the melting of ice shelves that hold back glaciers. This results in rising sea levels

(iv). Changes in water supply: Global warming increases drought which lessens the supply of clean drinking water.

How can CFS reduce global warming?

Here are some tips on how CFS could help in reducing global warming:-

- Plant trees
- Use renewable sources of energy e.g. solar, wind, biomass and geothermal energy.
- Conserve energy e.g. turn off electrical gadgets not in use
- Buy energy efficient products e.g. fluorescent bulbs Buy products that have reusable or recyclable packaging
- Reduce, recycle, re-think, re-purpose, refuse, repair and reuse as illustrated in the figure

Teacher/Learner Healthy Relationships

- Relationship in this context refers to the way a teacher and a learner regard and behave towards each other.

- Healthy relationships require a level of interpersonal interaction, trust and rapport to flourish.

- The teacher plays a significant role in building effective relationships with learners.

Elements of a Healthy Teacher/Learner Relationship

- A healthy teacher/learner relationship is nurtured by the teacher's ability and willingness to know and understand every individual learner.

- Teachers are able to do this when they listen **to the words and feelings of** their learn**ers and observe their behavior** patterns.

- This helps the teacher to understand the meaning of the **learners'** verbal and nonverbal communication.

- The person of the teacher plays a big role in shaping his or her relationship with the learner

Examples of The Elements

Teacher/Learner elements

- Trust
- Respect
- Effective communication
- Approachability
- Confidentiality
- Role modeling
- Care giving
- Empathy
- Understanding
- Active listening skills

Learner/Learner elements

- Negotiation skills
- Respect
- Empathy
- Attitude
- Assertiveness
- Peer relations
- Positive completion
- Communication skills
- Respect
- Openness

Causes of Unhealthy Teacher/Learner Relationship

a) Lack of adequate self-awareness

- Self-awareness refers to having a clear and realistic perception of a teacher's personality.

- This includes: weaknesses, limitations, thoughts, beliefs, motivations and emotions. It allows the teacher to understand oneself and the learners.

- It is important for the teacher to be aware of their own values, beliefs, attitudes, needs and ambitions and how they affect the way they view and relate with their learners

b) Negative Self Concept

- Self-concept is a collection of beliefs about oneself that revolve around their perceptions.

- It includes elements such as the body image, self-image, self-esteem and ideal self.

- Generally, self-concept embodies the answer to "who am I".

- A teacher with a positive self concept is content with them self, and will have a positive and helpful attitude towards the learners.

- The teacher will experience challenges if he/she has feelings of inadequacy in any area of their life which they have not come to terms with.

- Such a teacher is likely to impose their values, attitudes and beliefs on the pupils; denying them the chance to develop their unique individuality

Strategies to Build and Sustain Healthy Relationships

a)   Self-awareness as a strategy

- Self-awareness helps the teacher to gain insight on what upsets his/her learners and how to manage the same so that it does not impact negatively on their decisions and actions.

- The teacher can use the insight gained to teach learners on the importance of understanding their behavior and how to change where necessary.

- The learners also gain insight on the importance of self-control in behavior management

Ways in which a teacher can increase self-awareness

- Self-assessment/ reflection.

- Evaluation tools.

- Receiving and working on feedback from colleagues, learners and parents.

- Journaling and reflecting on daily happenings that resonate around disciplining of learners.

- Learning from life experiences.

- Teachers can make use of psychometric tests to get an objective view of how they behave, and how they compare in outlook with others

b) Self-concept as a strategy

- A teacher who is aware and content with their values, characteristics and attitudes will be objective in his or her relationship with the learners and allow them to be. If the teacher lacks adequate awareness and ownership of his or her values, attributes and attitudes he/she is likely to be subjective in the way he/she handles learners.

- A teacher who values him/herself will equally value and respect his learners. One with low self esteem will experience difficulties appreciating and relating with the learners.

- A teacher with a clear road map of his/her life will inspire hope, faith, focus, determination and commitment in his learners. But a teacher devoid of life goals or vision will most likely be a source of discouragement to his/her learners

Other strategies to build and sustain healthy teacher/learner relationships include:

- Provision of warmth and unconditional positive regard by teachers to learners.

- Accepting the learners for who they are regardless of their weakness, background, religious affiliation, economic status and special needs.

- Being fair and firm to learners in administration of discipline, responsibilities and tasks.

- Ensuring the learner has a sense of belonging at home and in school.

- Offering emotional, psychological and physical security

Socialization Agents and Learners Behavior

- Children behavior is largely defined by the socialization agents in their life.

- The key socialization agents include: the family, school, religion, community, peers, media and public models (public leaders or celebrities).

- Children learn and imitate what they see and hear from the socialization agents.

- They internalize the values, beliefs and attitudes of the socialization agents and this forms the basis for their behavior.

- We have come to the end of the final unit of Module 4 on child friendly schools.

- In this unit we have examined various emerging issues that may affect the implementation of a child friendly school.

- These issues are poverty, terrorism, ethnicity, global warming and teacher/ learner relationships.

- We have noted the adverse effects that the issues have on schools and we have discussed how we can mitigate against them.

- It is our hope that with the knowledge, skills and attitudes attained, you can start working towards making your school child friendly.