REPORT ON THE REVIEW MEETING FOR THE COMMITTEE TRAINED ON BASIC GUIDANCE AND COUNSELING PROGRAMME IN SOME SELECTED PRIMARY SCHOOLS IN KILIFI COUNTY.

FUNDED BY PLAN INTERNATIONAL KENYA KILIFI IN COLLABORATION WITH PWANI UNIVERSITY.

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1.1 Introduction

Plan Kenya being a child centered community development organization, has been implementing a project on ‘Child learning friendly environment’ and ‘Learn without fear’ among the primary school children in Kilifi County. To this end Plan in collaboration with Pwani University supported a basic Guidance and Counseling training for teachers and school Management Committee members’ to help the learners cope with various issues obstructing them from learning.

The following schools were represented in the training
1) Ezamoyo primary school 
2) Bale primary school 
3) Marere primary school 
4) Dindiri primary school 
5) Mayowe primary school 
6) Makata primary school 
7) Malomai primary school 
8) Mariani primary school

Facilitators from Pwani University were
1) Alice A anika- Coordinator of the programme and lecturer in Education Psychology Guidance and Counseling and special needs
2) Umi Kugula – Lecturer in Education Psychology Guidance and Counseling and special needs
3) Japheth Makuna- Lecturer in Education Psychology Guidance and Counseling and special needs

The training was a one day workshop for support supervision. The discussion focused on the following;

1) Experiences on guidance and counseling in the schools
2) Impact of HIV and AIDS on the children’s education
3) Alternative ways to corporal punishments in schools
4) Way forward and recommendation
The workshop was opened with a word of prayer from one of the participants. There after the session was opened by Mr Razel from Plan Kenya. He stressed on the importance of setting the learning environment to be conducive for learners and the need for the committee members working together with the teachers to achieve this. There after Madam Alice Anika the programme Coordinator from Pwani University took over the programme.

2.0 Experiences on guidance and counseling in the schools

Guidance and counseling in schools

- Generally all the schools represented reported some scanty activities on Guidance and counseling activities taking place in their schools.
- No work plan to guide activities
- Teachers handle emerging issues as they come
- Guidance and counseling committee are in place
- The teachers had had various scanty trainings but still not well grounded
- Generally support is lacking from the ministry of education
- Most schools did individual and group counseling however there were a lot of challenges faced.

2.1 Challenges faced in the schools

- No counseling office
- Cabins for keeping confidential documents
- Lack of funds
- Unco-operating parents
- Uncooperative head teachers
- Lack of counseling skills
- Difficult teachers in embracing alternative to caning
- The believe that spare the road spoil the child
- Cultural practices hindering girls’ education
- Child labor affecting school attendance
2.2 Solutions to the problems

- Alternative to corporal punishment.
- This means we strengthen guidance and counseling activities in schools
- Do work plan to guide the activities
- Mobilize teachers and head teachers support
- Sensitize the parents on the importance of guidance and counseling
- Parent’s consultative forums
- Children’s free talk forum
- Debates on topical encouraging issues
- Effective classroom teaching and delivery
- Teachers grooming
- Teacher’s mentorship
- Teacher’s rapport with the children must be objective

3.0 Impact of HIV and AIDS on the children’s education

- 33.3 million People are infected or living with HIV,
- 22.5 million are in sub-Saharan Africa.
- 2.5 million Children in the world estimated to be living with HIV, 2.3 million are in sub-Saharan Africa. Southern Africa, the most affected region, includes a number of middle- and lower-middle-income nations known as the hyper endemic countries.
- In South Africa alone, there are about 5.7 million people living with HIV/AIDS.
- In Swaziland, 42 per cent of women attending antenatal clinics are infected, with similar rates found elsewhere in the region.

3.1 Impact of the pandemic on the children’s and their education

- They live with sick parents and relatives in households drained of resources due to the epidemic,
- Those who have lost parents are less likely to go to school or continue with their education.
- Orphaned children are either pulled out of school
- Not enrolled at all due to the financial constraints of their affected families,
- Have to assume responsibilities of heading or providing for households.
- Girls are more vulnerable. Marry off early, become sex workers, develop psychological problems, entertain tourists and beach boys.
• In Kenya, links were found between parental deaths and children’s progress through school.
• Households that have experienced an adult death have been found to delay the enrolment of younger children in school, but try to keep older children enrolled.
• Adult death encourages children to marry earlier, drop out of school to help support the family, and take on informal labor schemes.
• The reduction in primary school enrolment has effect on secondary and post-secondary enrolments as well.
• The high infant mortality rate due to HIV/AIDS also reduces the number of children in school. The impact of HIV/AIDS on school teachers in terms of mortality, productivity, and costs has negatively affected the quality and availability of education.
• The economic impact of HIV/AIDS presents huge challenges. While the causality between poverty and HIV is not clear, it is certain that HIV pushes households and individuals into poverty.
• While many illnesses create catastrophic expenditures which can result in poverty, HIV/AIDS is among the worst because its victims are ill for a prolonged period of time before they die, and many are the chief household income earners.

4.0 Effect of early marriages on girls education

Early marriages is detrimental and retrogressive to girl child education.

25% get married off before the age of 18 in Kenya (KDHS 2003)

34% of girls aged between 15-24 are married off in Coast province of Kenya.

Reasons for the practice

• Girls are prepared for marriage in their upbringing
• At puberty girls are initiated into marriage
• Clothing and behavior mentoring is woman like
• Burden of poverty shift to girl child
• She becomes the bread winner
• Care for the younger sibling
• Sometimes the wife of the father and neighbors
• Girls then can’t concentrate in class
• Drop out of school
• Begin to sell products to make ends meet
• Get involved in drugs, commercial sex worker and child labor
4.0 Alternative ways to corporal punishments in schools

- The teachers brought out the following in the discussion
- That pupil should be made to understand reason for punishment
- That child must still be punished but use alternatives
- That the African child does not understand the alternative methods and some harsh punishment must still be administered
- However this was discouraged by the facilitators
- Basic skills in guidance and counseling was presented as key to alternative approach
- Talk and listen to what the pupils say
- Apply theories of counseling skills and techniques;
- Majorly; attending, active listening, empathy, unconditioning positive positive regard, probing, modeling and role play,

5.0 Way forward and recommendations to help guidance and counseling activities in school

The best way of dealing with school misbehaviors is by preventing it.

Schools with good discipline not only correct misbehavior but also teach appropriate behavior and coping skills

5.1 Prevention strategies should include:

- Establishing clear behavior expectations and guidelines.
- Focusing on pupil’s success and self-esteem.
- Seek pupils input on discipline rules.
- Use a systems approach for prevention, intervention and resolution and develop levels of incremental consequences.
- Enforce rules with consistency, fairness, and calmness.
- Plan lessons that provide realistic opportunities for success for all students.
- Monitor the classroom environment continuously to prevent behaviors that are not in line with the tasks given in school and disruptions,
- providing help to pupils who are having difficulties in studies
- Get supplemental tasks to pupils who finish work early.
5.2 Recommendations

The coordinator of Education programme Plan Kenya with the support of his team may consider the following programmes to support and strengthen the guidance and counseling programme in these schools. Funds must be allocated to these activities otherwise the fruits of Plan Kenya will still go a long way to be felt. Care must also be taken for sustainability of the programme

5.2.1 Guidance and counseling activities alternatives to corporal punishment

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<th>OUTCOME</th>
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| 1  | Social Skills Instruction       | • Help pupils learn how to make good choices and Teach them the social skills they need to behave appropriately such as listening, asking questions politely, cooperation and sharing.  
• The skills are modeled and practiced.  
• Pupils are provided reinforcement and feedback and are taught self-monitoring skills. |
|    | Character Education             | • Teach children to think about how their actions affect others,  
• How to manage anger,  
• How to make good choices. |
|    | Student Recognition Program     | • Learn commonly held values; pride, respect, responsibility, caring and honesty.  
• Winning awards periodically to honor pupils help them demonstrate these values |
|    | Peer Mediation                  | • Team building; Pupils learn peer mediation by active participation, follow instructions specific instruction in active listening, restating problem situations from their own and disputants’ perspectives,  
• Handle anger management,  
• Be able to identify feelings, brainstorm and develop solutions to problems. |
| **Use of discipline codes** | **Faire rules and consistently enforced, emphasizing positive behaviors of pupils.**  
| | **use of school psychologists and school counselors**  
| | **and use of community school representative committees**  
| | **Guidance and counseling consultants** |