

Children Rights to Education using ADDIE Model Approach in Arid and Semi Arid Lands (ASAL), Kenyan Perspective

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Abstract

Rights-based approaches are a recent phenomenon in the education sector. Without learning, education fails to keep its promise of eliminating extreme poverty and creating a shared opportunity and wealth for all this was observed by the world Development Report of 2018. The purpose of the study was to develop a practical approach of Analysis of the situation, Design of content, Development of resources, Implementation of the model, and Evaluation (ADDIE) model of knowledge delivery that is relevant and practical oriented for the provision of basic education ensuring the achievement of the children's' right in Arid and Semi Arid Lands (ASAL) region in Kenya- based on the German model of Learner-centered approach to learning. The study aimed at establishing the effects of hunger on the delivery of education in the ASAL region of Kenya, determining the challenges encountered in the provision of education within the ASAL regions and the possible use if the ADDIE model in the implementation of the children right to education. The study utilized a triangulation approach with a focus on exploratory descriptive survey design. The participants were six schools from Turkana County, in Northern Kenya. The Unit of analysis comprised of six head teachers, six deputy head teachers, and 60 teachers. The study findings revealed that the effects of hunger on the provision of education are diverse ranging from psycho-social to economic effects and that the effects were detrimental to the realization of the children's rights in ASAL regions of Kenya. It was observed that the ADDIE model can be utilized to enhance children right to education in ASAL regions in Kenya. It is hoped the ADDIE model will infuse knowledge and skills for self-reliance contributing to the attainment of sustainable development goals.

Keywords: Education, Children rights, ADDIE Model, ASAL

INTRODUCTION

The year 1979, was pronounced as the international year of the child by the United Nations General Assembly, by the resolution 31/169. It was believed that in the same year the delivery of the declaration of the right of the child that had been embraced twenty years before and had observed that “*Every child should acquire education, which need to be without cost and accessible, at least in the basic stages. The child should be given an education which shall promote the positive beliefs and traditions and enable them, on a basis of equal opportunity to develop abilities, and their judgment that shall enhance moral and social responsibility, and make them useful members of society*”.

UNESCO under the terms of its constitution is responsible for initiating collaboration of the other nations to promote the ideals of parity with regard to chances of education provision with no reference to race, gender or socio-economic status and for promoting educational techniques best suited in preparing the children for freedom responsibilities. This raises the question on whether this just a hope or an assurance that the children throughout the world would receive an education that would enable them to live and grant them freedom.

Education can entail all activities passed from one generation to another in terms of knowledge, skills, values and a moral code which allows the group to co-exist with others, in the particular conditions of its nature, environment and ethics. The basic unit of human existence is the family and therefore education begins in the family context. The family takes the responsibility of educating the children and putting in them, a wealth of tradition together with a wealth of values and creating unawareness of the role they should play for the benefit of their community. Education in developing countries requires colossal efforts to maintain their present enrolment levels. It is thus essential to think of possible ways of making education more children friendly considering their interests and the societies in which they belong.

The access of children to education and the success of their performance in school depend on various psychological, physical and biological factors. It should be noted that malnutrition and hunger can cause traumatic damage to a child's physiological and brain development and thus affect the chances of benefiting from the education which is given to them. Moreover, the conditions of the child's psychological growth and development should also be duly considered, for they have a remarkable influence on the child's education process. The provision of affection, understanding, and security to a child cannot be ignored for some of the children's' livelihoods are frequently affected by unstable homes or simply because parents no longer take the time to commune with their children and thereby fail to arouse their interest or to train their minds. Schools should not be made to bear all the responsibility for all the activities necessary for education.

Most often Poverty prevents children from accessing essential education. Poverty also prevents the authorities from establishing schools that would give quality education and enable families to pay educational levies and materials for school or, even when education is uncharged, to send children to school when the family budget is contributed by their work. Poverty, keeps the parents uneducated, and hence hinders them from providing their children with a foundation favorable for education, the effects where certain social factors can have on the child's growth and development.

Children's' right to get education cannot be delinked from cultural and language problems. Thus, the child must have an education leading to firm roots in the belief and values of the society, in which him/her belongs and thus enable them to develop all their faculties in the socio-cultural settings with which they are familiar, but to become aware of the cultures of others and the world at large. This is the reason that the majority of governments of most countries are putting more emphasis on giving the children stationeries and school textbooks and learning resources which reflect the national heritage with regard to culture, values, and aspirations, not intending to turn in on themselves, but because they hope that in doing that they will be able to contribute, on the same level, in the universal debate between cultures.

The children's right to education is a requirement of human dignity. Education should not be for the privileged only but all humanity. The right to education is a socio-economic as well as a moral obligation. Other rights include, getting enough food, clothing and decent housing, health provision and to bring up their children, people need education to do this effectively. The growth of the less developed countries, calls for the mobilization of all pertinent human resources, which can be brought through a wide spread of knowledge. It is only by sharing with the people those technical and intellectual abilities required to liberate them from their financial bondage, and also to identify their belief and traditional value orientation away from, which true liberty cannot be achieved to enable humanity to succeed in developing a world of justice and of tranquility, where all the governments will be equal

in dignity. The implication is that the impending hurdle's with regard to the growth and development of learning systems cannot be achieved by escalating financial resources alone. That, if the most superior States in the globe were to forgo part of their expenses on arms and dedicate more money on peace initiative, mankind would not only be free from the danger of an anticipated slaughter but would also equip itself with the means of eliminating poverty, disease, illiteracy and the other inhuman afflictions on multitudes of peoples especially in the ASAL regions. A new impetus can be acquired if education can match the needs and capabilities of the twenty first century. It is thus critical that citizens focus beyond the immediate interests and the diversity of ideologies and systems and to use their perception to give the children better education that will enable them to face tomorrow's world, for which they will be obligated, and will, in any situation, be essentially different from the known although we must not underestimate the gravity of the means which must be brought into play.

The children's right to learning is basically a quiz of government involvement. Only the political goodwill of nations and the international community will be able to promote this essential right to a point at which it will promote to the satisfaction of every person and the progress of every society.

The Effects of Hunger on the Provision of Education in the ASAL Region of Kenya

The study sought to establish the effects of hunger on the provision of education in the ASAL region of Kenya. The study participants observed that the effect of hunger in the ASAL regions was more severe than in the other parts of the country. This resulted in high poverty levels and is harming the education system in the region. The most affected population is children and women. Results are presented in figure 1 below.

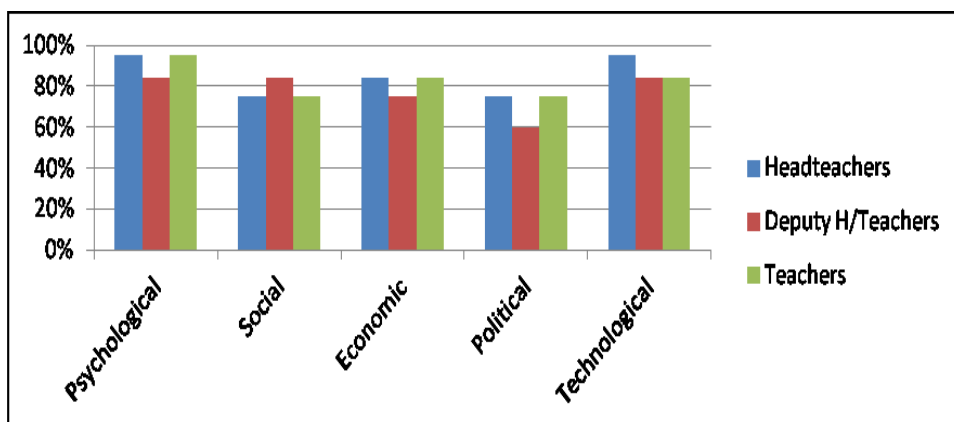


Figure 1: Effects of hunger in the Provision of Education within ASAL Regions of Kenya

Source: Field Data, 2019

The effects of hunger in the provision of education were identified as psychological which was a result of minimal food security and hunger that contribute to continuous stress 95% of head teachers, 84% of the deputy head teachers and 95% of the teachers observed that this led to the strong awakening of the body's stress management mechanism. Malnutrition and health problems are facilitated by a nutritionally-deficient diet. It was also observed that hungry children focus on food, hence the neglect of essential activities of life such as

education and play. Research indicates that inappropriate consumption of food is related to a higher prevalence of bad health conditions, including stomach aches, headaches, and colds.

Food insecurity can result to cruel ill health among school going children and persistent hunger can affect physical and brain development which influence academic achievement in children among others. Undernourishment in children has a negative impact on physical and emotional growth, decreasing resistance to disease, limiting the size and functioning of children's brain structures, and stunting intellectual capacity.

The study established that hunger and poverty are synonymous and the effects can be seen in the areas of health, education, migration, and standards of living as well as in the economy this was observed by 75%, of the Head teachers, 84% of the deputy head teachers and 75% of the teachers asserted. Studies have shown that hunger contribute to the weakening of the body and vulnerability to illness and infections as the body loses its immunity build muscles and fight off infections. The effect of this in children is great and can lead to death beside stunted growth. Hunger make children stay away from school as they have to work to provide for their families and can lead to poor brain development. People tend to move away from the hunger prone regions and in towns and cities settle in slum areas. Having low education makes them indulge in drug and substance abuse, stealing, moral decade and other crimes to make a living. It has also been noted that countries that experience a lot of hunger have poor economic growth. The people have ill-health and are constantly weak hence low work output. People strive to survive, living from hand to mouth with little or minimal investment in the larger economy. Governments have to invest more on food rather than investing in schools and infrastructure.

The study also observed a positive correlation between food insecurity and political instability. The respondents confirmed that this has led to conflict with the neighboring communities as a result of cattle rustling. 75% of the teachers observed that a cattle rustling is a product of food insecurity instigated by politics.

The respondents strongly agreed that Technology can help provide basic and extra food choices to vulnerable populations. 95% of the head teachers observed that technology can lead to improved crop varieties, 84% of the Deputy head teachers strongly agreed that it can help restore political stability by ensuring that the production of food is based on efficient agricultural activities; sustainable practices; high productivity from well-adapted, improved crop varieties; dynamic employment and revenue generation for large numbers of people. 84% of the Teachers agreed that technology can support economic development and social well-being of the local people as well as reduce food shortage enhance storage effectiveness and practices of conservation to increase the value of harvested products. Technology can identify high value-added products to improve economic gains for processors and ensure long shelf-life and enhanced marketing of available foodstuffs at competitive prices, based on effective government policies.

The Challenges in the Provision of Education in ASAL Regions

The second objective was to determine the challenges encountered in the provision of education in ASAL regions. Results are presented in figure 2 below.

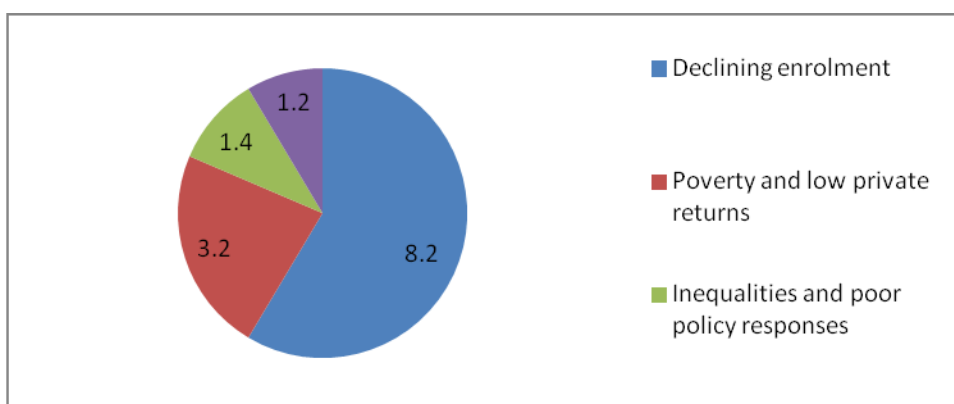


Figure 2: Challenges encountered in the Provision of Education in ASAL Regions, Kenya

Source: Field Data 2019

The Promotion of national unity and the achievement as national educational goals in Kenya involve instilling love for ones country and citizenship without compromising the international issues. The study identified the following challenges concerning the provision of education in the ASAL regions. These included: low transition rate due to perceived incentives, inequalities and poor policy responses, declining enrollment, and poverty and low private returns.

The goals of education sector in Kenya are provided in Sessional Paper No 1 of 2005 on Education, Training, and Research. These include;-Enhancing a comprehensive Early Childhood Development Education (ECDE) policy, emphasizing on sex, susceptible and underprivileged children; - Ensuring that all children as well as girls, children in hard situation, and those from underprivileged or susceptible groups, have admission to and absolutely free and obligatory primary education; - Enhancing equitable access to all levels of education and training; - Eliminating sexual category and regional differences in primary and secondary education; - Improving the value of every aspect of education and training so that recognized and quantifiable learning outcomes are achieved, especially in learning, numeracy and indispensable life-skills applicable to the world of work; - Promoting and popularizing ICT as well as science and technology education among others.

In January 2003 Free Primary Education (FPE) was introduced by the government of Kenya in order to attain Universal Primary Education (UPE) by 2010 and Education For All (EFA) by 2015 the program was given priority in the Kenya Education Sector Support program 2015 by which the republic of Kenya and partners of development by principal joint Financially Agreement partners (JFA) operationalized the budget of the sector. Sessional Paper No 1 of 2005 also provides the main objective of free primary education as the perfect vehicle for attainment of UPE and EFA. The main objective of the FPE is to improve the quality of education through provision of resources such as stationery and instructional materials, and to provide funds to enable learning institutions to fulfill their recurrent expenditures. It was hoped that FPE would also improve access, retention, quality, and relevance at elementary level; and to improve participation, progression and completion rates at primary level; The cost of education previously taken care of by parents was hoped to reduce, and to enhance the implementation of education sector policy goals, including

universally accepted conventions on the provision of education to which Kenya is a signatory. By January 2010, the JFA partners included; the United Kingdom Department for International Development (DID), the World Bank, UNICEF the Canadian International Development Agency (CIDA). Educational Challenges, Priorities, and Strategies Primary education was to admit children aged between 6 and 13 years and cover eight years. After finishing primary education, pupils sit the Kenya Certificate of Primary Education (KCPE), which is a determinant for secondary school level or vocational training.

Use of the ADDIE Model in Ensuring the Implementation of the Children's' Right to Education

Education is to make meaning of the life that an individual lives. The ADDIE model was tried out to make education relevant and more meaningful to the children in ASAL regions in Kenya the ADDIE model is to ascertain the implementation of the children's right to education enabling the community to contribute in the education of the children.

The ADDIE model is the model used by instructional designers and trainers to develop and to practically impart education. ADDIE has five phases namely;-the first Analysis stage, second Design stage, third Development stage, fourth Implementation stage, and fifth Evaluation stage, hence the term ADDIE. These represent a dynamic, flexible guideline for building effective training and learning and support facilities. It is an Instructional Systems Design (ISD) model which utilizes fast prototyping. This involves receiving continual or formative feedback while instructional materials are being created. This model is both time and cost saving by catching problems while they can be easily fixed. ADDIE considers instructional theories such as behaviorism, constructivism, social learning, and cognitive these shape and define the outcome of instructional materials. In this ADDIE model, each step has an output that feeds into the subsequent step. The Analysis leads to the Design which leads to Development which leads to Implementation and eventually Evaluation

The First phase is the Analysis Phase

This is the stage where the instructional development process begins the problem is defined and made clear. Both the general goals and specific objectives of the instructional process are identified, and the learning atmosphere and learner's entry behavior in terms of existing knowledge values and skills were identified. However the following questions were answered during the first phase:

- * Who is the target audience and what is their characteristic?
- * What are the identified new behavioral outcomes?
- * What types of learning challenges exist?
- * What delivery options are available?
- * What pedagogical considerations are to be made?
- * What the duration for the project completion?

The Need is the gap between the current and intended level of skill, value, knowledge, and performance. The target audience was the primary schools in Turkana County, which was defined and goals formulated to determine the learning outcomes.

The second Phase was the Design Phase

The second phase dealt with the design based on specific learning objectives, instruments of assessments, exercises, content of delivery, analysis subject matter, planning for lessons and media selection. The Design stage targeted at developing a blueprint of how the final product was to look like and provided a structure of the final product. The design phase was systematic and definite. Thus it was a logical and orderly method of identifying, developing

and evaluating a unit of planned strategies which were aimed at attaining the project's goals. Definite means each element of the instructional design plan was executed with attention to detail.

The design phase had the following steps

- Designing the project's instructional, visual and technical strategy
- Applying the instructional design in the intended way to achieve behavioral outcome by domain (psychomotor, affective and cognitive).
- Prototype creating learning
- Designing the user interface and user experience
- Creating a Prototype
- Determining the teaching and learning resources

The Development stage was the third phase

This is where the developers assembled the content assets that were developed in the second phase of design. Programmers worked to develop and/or integrate both modern and traditional technologies. Testers performed a try out procedures which included piloting in four schools. The project was reviewed and revised according to the feedback received.

The study seeks for policy intervention to implement and evaluate the Programme. However, these will be as follows:-

The fourth Phase will be the Implementation Phase

A procedure for training the facilitators and the learners will be created during the implementation stage, this will cover the program curriculum, outcome of learning, method of delivery, and procedure of testing these will be the Teachers to be included in the model. Learner preparation will include showing them the new learning activities, educating the parents on the importance of children going to school and sensitization of local leaders. At this stage the project manager will ensure that the books and equipment's and tools are put in place and learning applications made functional.

The final phase will be the Evaluation Phase

The last phase will consist of both the formative and summative evaluation. Formative evaluation will occur in each stage of the ADDIE process. This will ensure that the desired outcome is achieved. On the other hand summative evaluation consists of designed tests for specific region criterion- related references and opportunity provision for feedback from the users in this case the teachers, staff, students, parents, and the local leaders.

CONCLUSION AND RECOMMENDATION

Kenya aims at providing education for all by the year 2030, this is in line with the sustainable development number 4 the Kenya education sector support program provided a stage for the operationalization of both the national and international target. However, for the ASAL region, these have not been realized. The objectives of education in Kenya are spelled out in Sessional Paper No 1 of 2005 on Education, Training, and Research. To allow the children to acquire relevant knowledge that is applicable in their day to day life is a step towards achieving sustainable development goals and therefore the ADDIE model could help achieve sustainable development goal number 4 for Kenya.

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