Information Education Communication in School Outreach Programmes: Challenges Facing Adoption of IEC in Sop Programmes in Kenya

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Abstract: *This paper seeks to establish the challenges facing the adoption of Information Education Communication in Schools Outreach Programmes among Secondary Schools in Kenya. While Schools Outreach Programmes have been upheld as a key strategy towards promoting civic education among young learners, there have been proposals that through use of Information Education Communication, the programmes would be more effective. This has seen a number of schools come up with strategies to implement and adopt IEC in their outreach programmes but the sustainability of the approach has been meagre. The study utilized a sample survey research design with a sample size of 369 respondents drawn from a population comprising of students, teachers and key informants from the human rights organizations in Kenya. A structured questionnaire and interview schedule were used to collect data for the study. Data was analysed using mixed method analysis. The findings revealed that among the challenges that affected the adoption of IEC in schools outreach programmes included the lack of appropriate Information Technology skills, inadequate resources to develop ICT infrastructure and low acceptance rate among the schools management, the learners and the teachers. The study recommended that the management of schools ought to embrace use of IEC in schools outreach programmes by showing commitment and outsourcing for resources to invest in ICT infrastructure.*

Keywords: *Information, Education and Communication, Schools Outreach Programmes.*

1. INTRODUCTION

For the past two decades, many international and local intergovernmental and non-governmental organizations have been on the forefront to protect Human Rights. The main motive has been to ensure that human rights are upheld and any violators of the latter are brought into account (Morra, Van Nevel, &Stengle, 1990). In Kenya, Information, Education and Communication (lEC) intervention strategies was introduced by Human Rights organizations to create the desired Human Rights Education (HRE) so as to reduce Human Rights violations in secondary schools in Kenya. It is about two decades since the introduction of multipartism in Kenya. With multipartism, Human Rights Non-Governmental Organizations proliferated all over the country. Their core interest was to educate Kenyans about Human Rights as they endeavoured to achieve this mission (Hattie & Clinton, 2008). A network dubbed the Forum for Legal and Human Rights Education in Kenyan Schools - FLEHURE- was formed to coordinate the organizations' efforts in this endeavour. FLEHURE has seen about 500 secondary schools in Kenya benefit from the efforts of the organizations. These organizations have individually trained teachers to teach Human Rights Education insecondary schools in Kenya.

At schools, law clubs comprising members who willingly wish to learn and subsequently influence others to respect Human Rights, have been formed (Leung, Yuen, & Chong, 2011). Before this, the subject of human rights was viewed as a subversive topic and could not be freely taught to Kenyans. Since then various non- governmental organizations (NGOs) have been formed. Among these are Kenya Human Rights Commission (KHRC), Legal Resources Foundation (LRF), Community Based Development Services (COBADES) and Centre for Law and Research International (CLARION) (Pfeil, 2005; Maua, 2014).

In an IEC, messages, practices and ideas (information) are disseminated to individual or target groups by utilizing appropriate media of dissemination (communication) with the aims of creating awareness

as well as motivating and guiding them (education) to adopt better health and family welfare measures (Provencher, et al., 2015). In other words, it is a pre-planned, concentrated educational endeavor with a specific objective focused towards specific programme goals (Aduwa-Ogiegbaen&Iyamu, 2005). The programmes enhances the ability to reach an audience either in individual or group setting through skillful use of proper methods and media to bring about change in knowledge, belief, attitude and behavior (Doss, Sadath, Palanivel, &Sakthivel, 2020). IEC is used to serve specific roles such as; stimulating the community dialogue, eliminating myths and misconception as well as taboos, reducing of stigma and discrimination, creating demand for information and services, motivating people to change, adopt, and maintain more healthful practices and advocating change in environment that facilitate healthful conditions and behavior (Lang, Craig, & Egan, 2016).

At each organization, various programs are conceived. The aim of each program is to carry out activities that would help address the sorry state of Human Rights in Kenya. At LRF, for example, three programs were initiated. These were: (1) Paralegal training and impact litigation. (2) Media and (3) Schools' outreach programs. The Kenya Human Rights Commission also had three programs: (I) Research and monitoring (2) Advocacy and (3) Human Rights Education and Outreach (Kaimenyi, 1998).

Among the programmes initiated by these NGOs is the Schools' Outreach Programme (SOP). This was initiated with one principal and immediate goal- to install a culture of awareness, respect for and acknowledgement of human rights and democratic principles among students. Another goal was to raise a culture of resistance to human rights violations.

As NGOs dealing with HRE in secondary schools fast mushroomed, there arose a need to coordinate their work in schools to not only reduce duplication but also to enhance effective delivery of non-formal HRE (Nduta, 2015). As a result, in 1999, various Human Rights NGOs came together to discuss ways of cooperating to enhance their collective effectiveness in the teaching of HRE in schools.

Problem Statement

In the school system HRE is an important component of the right to education, as it enables the education system to fulfil its fundamental aims of promoting the full development of the human personality and appreciation of human dignity, of strengthening respect for human rights and of delivering a quality education for all. In this sense, HRE contributes to improving the effectiveness of the education system as a whole, which in turn contributes to a country's economic, social and political development by providing a conducive environment (Maua, 2014). However, despite the various efforts put in HRE in secondary schools, human rights violations continue to be experienced in Kenyan secondary schools where HRE is being carried out. The utilized IEC strategies seem not to bring about a greater sense of justice, tolerance and fairness as anticipated, nor does it show any hope to develop a willingness and ability to resolve disputes through informal and where necessary, formal mechanisms (COBADES, 1998). For instance, the December 2003 incidence that left over 5, 000 out of 12,000 school going girls circumcised drop out of school forms a good example of the unending challenges of human abuse despite effort put in place by HRE through IEC.

Barasa, Ngare and Wanyama (2013) indicated that about 75% of learners had suffered physical violence, 53% have experienced psychological abuse and 9.3% have been sexually assaulted within the school environment. Many cases of child rights violation went unreported because of ignorance among victims. A study conducted by Otsola (2012) showed that cases of gender based violence especially among the school children were more prevalent in Kenyan schools.

According to a baseline survey in Nairobi on Knowledge, Attitude and Practices of State Gender Based Violence State Duty bearers by Kenya Women and Children's Wellness Centre, (2013) the number of cases of sexual violence rose from 19.66% in 2007 to 21.29% in 2012 and physical violence from 20.46% in 2007 to 20.96% in 2012 (Consumer Trends Limited, 2013).

A report released by the United Nations Children's Fund (Unicef, 2004), puts IEC efforts in Human Rights Education awareness in secondary schools to question. This is because sexual abuse is still rife in families as well as in schools. The report reveals that close family members abuse 10 percent of children (Illingworth &Roop, 2015). The worst scenario is in secondary schools, where 25 percent of

girls, most of them at puberty, record having been harassed by their teachers. Thus it is through the above resulting human right abuse scenarios that the study sought to assess the challenges facing the adoption of Information Education and Communication in school outreach programmes in Secondary Schools in Kenyan.

Objectives

The main aim of this paper was to establish the challenges facing the adoption of Information Education and Communication in school outreach programmes in Kenyan School.

Specifically, the paper sought to:

- Establish hindrances to the adoption of IEC strategies for the SPOs
- Establish quality of Human Rights Education IEC strategies used to achieve SOP objectives.

2. LITERATURE REVIEW

The Cognitive Dissonance Theory

The Cognitive Dissonance theory is related to the Group Dynamics Approach. However, rather than influences being the social forces of the group, they are cognitive forces within the individual (intra – personal). The theory explains how needs explain behaviour. Needs can be assumed to be a result of "discrepancy or inconsistency (Harmon-Jones & Mills, 1999).".

Festinger et al. (1957), in the theory of cognitive dissonance postulate that discrepancies or inconsistencies cause psychological tension or discomfort and that people try to reduce or eliminate them by bringing their attitudes and actions into line. Dissonance becomes the motivating factor for an individual to change his knowledge, attitudes or actions (Bell, Curzon, Cutts, Dagiene, &Haberman, 2011).

Cognitive elements are bits of knowledge or opinions or beliefs about the environment or individual. A common dissonance situation is where an individual says " everyone has a right to be recognized before the law", yet he or she says "Women are inferior". Faced with such a dissonance an HRE IEC strategy is adding consonance elements such as "Women rights are human rights", "Women are entitled to be accorded the same dignity of the person as men" (Fishbei& Raven, 1962).

In developing an appropriate strategy, Festinger's theory lays stress on the need to fully comprehend the various individuals' cognitive elements. There are times when situations of cognitive – dissonance call for manipulation to result in behavioural change. The idea, however, is to let people think it is their own decision to express this new attitude that you intended (Devine et al., 1999; Harmon-Jones & Harmon-Jones, 2007).

Snehendu (2009) also believes that environmental manipulation and external control can produce significant behavioural changes and advises communication strategists that "there are some instances where a society may collectively choose such measure for those who are deviants and who pose a threat to the society at large". Kelman (1969) discusses three processes through which behaviour can be changed. These are: (1) compliance; (2) identification; and (3) internalization.

Compliance occurs when an individual is forced by another person or group to modify his behaviour in order to get rewards or avoid punishment. On the other hand, behaviour change through the process of identification takes place voluntarily but due to desire to be accepted by other people and not from fear of rejection. By accepting such influence, individuals emulate other persons such as teachers, charismatic leaders, officials of clubs and so on.

Lastly, through the process of internalization, an individual evaluates the pros and cons of an issue, adopting only the behaviour that agrees with his value system. Since the content of the adopted behaviour is internally rewarding, the behaviour is stable and gradually becomes independent of the external source (Gawronsk, 2009). Such internalized values are likely to be passed from one generation to another through the socialization process.

A critical evaluation of the processes of behaviour change is pertinent for intervention decisions for Human Rights Education in secondary schools. When compulsion for change of behaviour may not be

acceptable, when a change in behaviour must be achieved through voluntary participation of the people, and when such change must be stable, the role of systematic education, persuasion and communication becomes absolutely necessary (Wicklund et al., 1997). A stable behaviour based upon the willing participation of the students and teachers need be firmly founded on their inner cognitive, attitudinal and motivational predispositions.

Human Rights Education (HRE) and it Role in Education Programme

Human Rights Education (HRE) is learning that develops the knowledge, skills, and values of human rights with the broad goal of building a universal human rights culture**.** Students should be aware of the issues, concerned by the issues, and capable of standing up for human rights (Jacobson, McDuff, & Monroe, 2015). Human rights education will move students from understanding human rights concepts to examining their experiences from a human rights perspective and incorporating these concepts into their personal values and decision-making processes. The HRE on knowledge helps in promoting awareness and understanding of human rights issues so that people recognize violations of human rights **(**Heater, 1984).

Moreover, HRE on skills helps in developing the skills and abilities necessary for the defence of human rights such as in active listening and communication whereby, a student is able to listen to different points of view, to advocate one's own rights and those of other people. Also, the HRE role on values helps the learner to develop attitudes of respect for human rights, so people do not violate the rights of others. HRE provides a common framework through which different subject matters may be taught in relation to one another (Human Rights Watch, 2011). The topics of globalization, the environment, peace, citizenship, gender equality, democracy, poverty, and intercultural relations all address human rights issues and attempt to build a culture that respects human rights. Rather than teaching about these subject matters in isolation, using a HRE framework provides educators and students with a shared value system through which all subjects intersect **(**Banks, 2001).

3. METHODOLOGY

The research was conducted in Secondary schools from the three out of the seven provinces in Kenya where Human Rights Education was being carried out. A sample survey design was used. This was one of the most important data collection methods in social sciences since it helps to capture original data and describing a population too large to observe directly (Nachmias, 1996). A total of 245 schools were surveyed where the sampled respondent of 40 from members of human – rights education clubs commonly the law club students and the club patrons, who are teachers in the various selected schools, visited.

Primary data was obtained through structured questionnaire, both closed and open-ended. The structured questionnaire was used to collect data from students who are members of recognised law clubs in their respective schools. Data from club patrons (teachers who were trained as trainers) was also collected using this method as well as using the interview. Both qualitative and quantitative data was therefore captured. The collected data was analysed through mixed method (descriptive and content analysis) to establish consistency and reliability.

4. FINDINGS

Problems Encountered by Learners of HRE

The research sought to find out the problems that limited the learners from adopting IEC strategies for the SPOs. From the findings 41.42 percent of learners indicated that their most serious impediment to the learning of HRE is lack, or limited or irrelevant reference material. Majority of students in secondary school would find it difficult, if not impossible, to understand the legal jargon which is the medium of communication in these reference materials. The other problem is lack of funds to carry out HRE activities. 16.56 percent of learners in this study cited this as the problem hampering their learning of HRE. Also, lack of assistance from administration, that is, the office of the principal and deputy principal, is another problem (14.79 percent) facing the students. Learners also cited donors' inefficiency in the teaching of HRE and subsequently the failure to use those teachings to modify behaviour of the learners in a predetermined way. This amounted to 16.59 percent of the learners in the study.

Table1. *Problems Encountered by learners of HRE*

Problems Encountered	Frequency	Percentage
Limited/lack/inadequate reference materials	70	41.4%
Lack of funds	28	16.6%
Lack of assistance from administration	25	14.7%
Donors inefficiency	28	16.6%
Patron's uncooperativeness	18	10.7%

Quality of HRE IEC Strategies

Asked about the quality of HRE IEC strategies they preferred during learning of human rights, the study established that organizers of HRE in secondary schools need not bask in the findings that a very big percentage of learners, 42.30 percent in this study, found no legal activity uninteresting. What this means is that organizers should shorten their monotonous and long speeches (22.11 percent) and avoid poems (20.19 percent) as a way of passing HRE messages to learners. Moot courts and group discussions, as the following table also confirms, should be encouraged. They were cited amongst the most interesting activities. Both scored 7.69 percent each. These findings confirm other findings in this study: learners prefer learning activities that are not only involving but also entertaining.
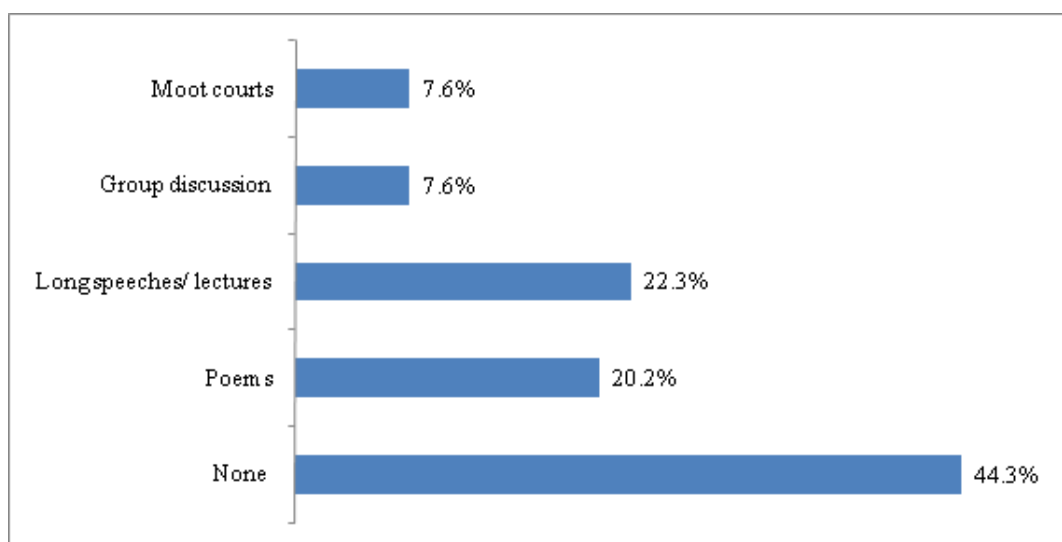

Figure1. *Learners' Responses to Least Preferred Activity by Percentage*

Information Sharing

The respondents were asked to indicate how often they shared information with students who were not law club members. Learners gave the following response.

Table2: *Frequency of Information Sharing Between Club Members and Students*

Frequency of sharing	Frequency	Percentage
Always	39	18%
Mostly	89	40%
Occasionally	74	33%
Rarely	20	9%
Total	222	100%

Majority of learners like sharing information on HRE with others who are not members. The study found out that 58 percent share information always and mostly_18 percent (always) and 40 percent (mostly) respectively. 33 percent of them share with others occasionally while nine percent share with others rarely. The enthusiasm of learners should be exploited by planners and implementers of SOPs to achieve better results in terms of behaviour change in Human Rights. It is also important to remember that interpersonal communication is best where other channels of communication like use of television and radio are also utilized. For better results in attitude and behaviour change among learners, therefore, a mix of communication should be used.

5. CONCLUSION AND RECOMMENDATIONS

The study established that the major challenges facing adoption of IEC in SOP programmes in Kenyan schools was mainly limited/lack/inadequate reference materials, lack of funds, lack of assistance from administration and donor inefficiency. These challenges contribute highly in limiting learners from benefiting from the educational programmes on human rights.

Moreover, the quality of HRE & IEC strategies used to achieve SOP objectives is not efficient. Learners prefer learning activities that are not only involving but also entertaining.

This study, therefore, while making an evaluation of the challenges facing adoption of IEC in schools' outreach programmes in Kenya, recommends weekly contact between teachers and learners. Weekly contact is important because it avoids monotony, disinterest and boredom. It is also important to note that learning increases with repetition. Repeated exposure leads to familiarity. Familiarity with a message makes the message more interesting, and the message is thus more liked. This in turn increases chances for behaviour and attitude change as well as more familiarization with HRE among the students.

With almost half of teachers citing impediments to access to information on Human Rights, efforts need to be done to deal with the identified problems. The problems that exist are more physical than psychological, like lack of an HRE curriculum and short supply of literature. There are also psychological problems like straining the teachers' relationship with the administrations where the administrations feel threatened by students who are knowledgeable in Human Rights. Such teachers may fear jeopardizing their jobs at the expense of teaching HRE to students.

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