



Achieving Quality, Equitable, Inclusive Education in Kenya:

Presentation to
Impact Philanthropy

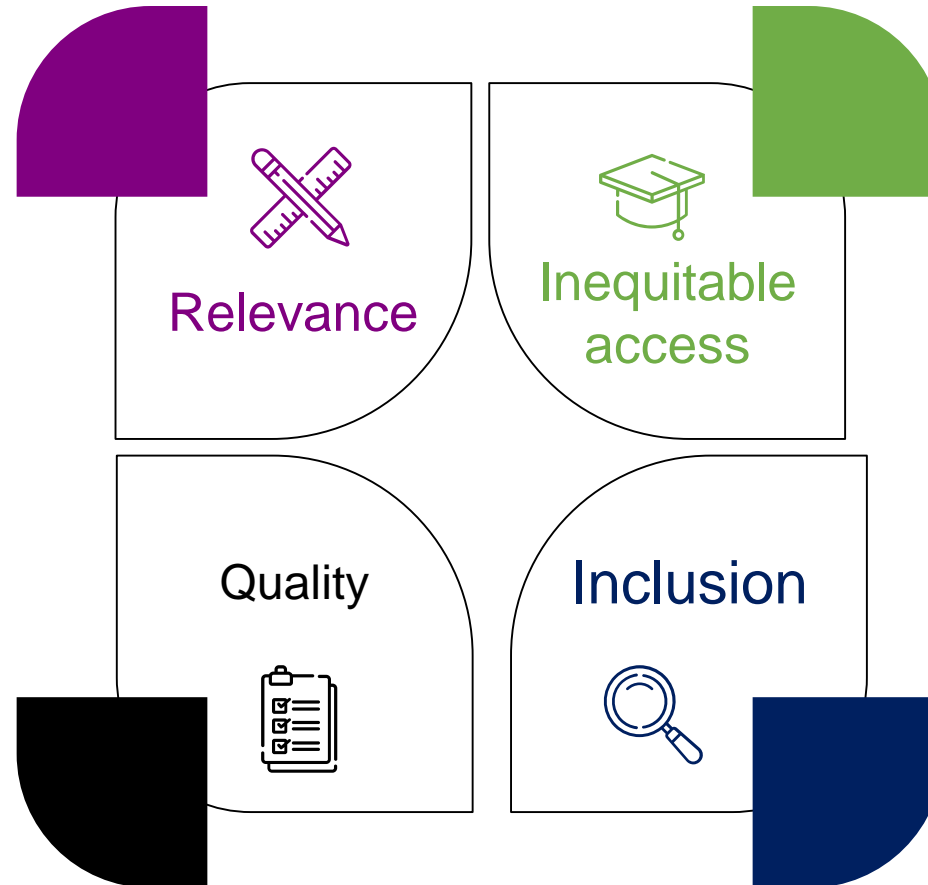
11th June 2021

Dr. John Mugo
jmugo@ziziafrique.org

Safaricom Foundation Scholarship

- Lack of competences for 21st century living/working
- Skill supply vs demand

- Low learning outcomes
- Inequitable learning outcomes



- Proportion of population still excluded
- Financing does not support equity

- Learners with special needs largely excluded
- Learning not adapted to difference



My Story



Three credits to my journey

1. Parents who believed in and invested in education, and the endless playing on the paddy fields of Mwea Tebere
2. Academic talent that produced self-esteem/confidence, and survivor of bad education
3. Scholarship that facilitated access to good education



Relevance



Issues

1. Focus on examinations drives rote learning at the expense of whole child development needed for 21st century living (social/emotional competences, talents)
2. More than half of employers say they have to retrain University and TVET graduates
3. Competency Based Curriculum might eventually fix the problem, but then:
 - Phase-in-phase-out implementation approach excludes half of the children currently in school
 - It will take a couple of years to realize the CBC outcomes (lead time) (8-4-4 hangovers)

Levers

- Better CBC-governance that **rapidly entrenches** the instructional principles of 21st Century learning
- A new generation of teachers:
 - Understands and believes in the true worth of education
 - Able to balance between educating the 'mind, heart, hand'
- Parents and communities that **understand and support holistic learning**
- Skills production that **responds to demand**, now and into the future
- Learning approaches that **adopt technology**, and **produce it**





Issues

1. Less than half of the learners in a random school can demonstrate grade-level competences
2. Learning outcomes are extremely inequitable:
 - Child in Nyeri/Kiambu/Nandi
3. Competency Based Curriculum might eventually fix the problem, but then:
 - Phase-in-phase-out implementation approach excludes half of the children currently in school
 - It will take a couple of years to realize
 - the CBC outcomes (lead time) (8-4-4 hangovers)

Levers

- Better CBC-governance that rapidly entrenches the instructional principles of 21st Century learning
- A new generation of teachers:
 - Understands and believes in the true worth of education
 - Able to balance between educating the 'mind, heart, hand'
- Parents and communities that understand and support holistic learning
- Skills production that responds to demand, now and into the future



Inequitable Access



Issues

1. Combining all levels, access to education has doubled over the last 2 decades. For instance, access to TVET has grown from 289,000 in 2017 to more than 500,000 in 2020;
2. Certain populations are still locked out:
 - In some parts of the country (Turkana, Samburu, others), at least a quarter of children still do not attend school, and half of those who complete primary will not have a secondary education certificate
3. Children with disabilities, girls in pastoralist areas and boys in 'child labour zones' most excluded
4. Per child capitation models benefit high-population areas – urban and rural agricultural.
 - Small schools in arid rural will never catch up
 - Children of extremely poor parents will never access
5. KUCCPS/HELB exclude the neediest (with disabilities, in vocational training centres)

Levers

- 'Access to quality' – plain expansionism/massification may yield greater frustration
- Differentiated funding:
 - Equity in formula in capitation
 - Government scholarships
 - Equity in access to student loans
- Technology leverage for those who may never attend school:
 - Technology for nomads?
 - Profound disabilities



Inclusion

Issues

1. Access for children with special needs has expanded [than integration/mainstreaming];
2. Early screening, identification and assessment has long way to go – less than a 3rd of children with SN are assessed, and much tinier proportion are assessed on time;
3. Learning environments all over the country hardly accommodative
 - Physical mobility barriers
 - Social/emotional barriers
 - Instructional barriers
4. Kenyan society thrives on highlighting than embracing difference; long way to inclusive society

Levers

- Universal early assessment (at school entry)
- Progressive implementation of inclusive education
- Revitalized community/social support
- Contribute to the building of an inclusive Kenyan society
 - Sign language
 - Technology
 - Support to parents and communities





What can Philanthropy do?

- Focus on youth facing extreme adversities disrupts the recycling of poverty/ignorance down the generations;
- Coupling support to individual children, families, schools and support to system change [linking bottom and top]
- Better integration of evidence to inform investment

Role of Civil Society

- Supporting greater accountability from government;
- Producing, sharing and engaging with evidence to demonstrate what works (and what doesn't)
- Empowering parents, communities and schools to fasten pace of reforms



Zizi Afrique Foundation's Intervention

Evidence Generation & Learning

- Research & Evidence
- Sharing Evidence

Advocacy for policy change and implementation

- Evidence Led Advocacy
- Engaging Government
- Community/Parental Engagement

Innovation for Improved Practice

- Structured pilots to inform big change
- Scaling through community based partners
- Skills Building





Thank you

Follow us



Zizi Afrique
Foundation



@ziziafrique



Zizi Afrique
Foundation



Ziziafrique.org

