

Factsheet African Policy Dialogue:

Education reforms in Kenya

Led by People's Action for Learning Network (PAL Network)

One of the challenges of education in Kenya is inequality, which means that those from low socio-economic backgrounds have difficulty accessing education. Since independence in 1963, Kenya has constituted six commissions and several taskforces to reform the education system to meet the country's social, political and economic needs. Central to the education reforms in Kenya has been establishing an education system that addresses relevance, equity, inclusion and waste. Most recently, in 2017, the government embarked on the most comprehensive education reform since 1981, which has seen the introduction of the Competency Based Curriculum (CBC). The aim of the CBC is to guarantee basic education for every learner according to their abilities and needs. Education reforms emphasize that all children, especially those from marginalized groups and those with disabilities, should have access to education. Despite these reforms, challenges related to access, equity, quality, relevance and efficiency in the management of education resources are yet to be adequately addressed. Furthermore, implementation of the CBC has been marred by uncertainties, as it is increasingly becoming evident that the reforms may not necessarily close the equity gaps. This African Policy Dialogue (APD), therefore, aims to generate research evidence on education reforms in Kenya and to inform current policies and reforms, to ensure that the education system provides quality education and training to all children and youth in Kenya.

Objectives

- To examine the extent to which the current education reforms address education challenges, such as exclusion and inequality in terms of geography, gender, access and quality
- To build and sustain a network of researchers, policymakers, practitioners and other non-state actors to deliberate on emerging evidence on the impact of the CBC on education quality and attainment for marginalized children to inform the formulation and implementation of programmes
- To assemble and repackage evidence-based policy options that suggest different ways of addressing inclusion that benefits vulnerable people
- To review seven key policies on education in Kenya with a view to identifying the gaps that hinder equity, inclusion and improved learning outcomes

Main actors

- People's Action for Learning Network (PAL Network)
- Other actors: students/learners from different education levels; government agencies; teachers' unions and associations; research institutions; teacher training colleges; parents' associations; lateral and multilateral donor agencies involved in education and curriculum reform; and private sector agencies

Activities and deliverables

- Five blogs
- Four policy briefs
- Kick-off meeting

- Four seminars/workshops/dialogue
- Five television talk shows
- Four/six policy dialogues
- Newspaper articles
- Breakfast meeting with the Council of Governors
- Breakfast meeting with the Parliamentary Select Committee on Education
- Continuous Internet-based discussion forums (Twitter and Facebook)
- Website for knowledge products such as blogs and seminar/workshop reports
- Report on studies on education quality, equity and inclusion in Kenya
- Map on education inequality in Kenya
- Stakeholder mapping report of the key actors
- Call for papers on three themes: learning outcomes, teachers' professional development, and equity and inclusion
- Network built and sustained of educational researchers, policymakers, practitioners and the civil society
- Stakeholder mapping report for key actors on education reforms, quality, equity and inclusion
- Three research papers accompanied by briefing notes on: education quality, teachers' professional development, and equity and inclusion
- One-day national conference to share research evidence on the quality of education and inclusion under the current education reforms
- Synthesis report of successive government efforts to improve education quality, equity and inclusion
- Report on the policy gaps that hinder improved learning outcomes and what is needed to reduce education inequality and exclusion