



African Policy Dialogues

EVIDENCE FACTSHEET **KENYA**

December 2022

Education reforms in Kenya

This document is about INCLUDE's African Policy Dialogue (APD) in Kenya which is hosted by the People's Action and Learning (PAL) Network. The aim of the Policy Dialogue was to establish the extent to which education reforms in Kenya have addressed educational exclusion and inequality.

Obstacles to inclusion and equality in education

- Lack of timely and integrated data for monitoring and evaluation of educational policies.
- Limited access to learning resources by learners with special needs and those from arid and semi-arid areas, urban informal settlements and areas with pockets of poverty.
- Inadequate learner capitation funding under free primary and secondary education.
- Inadequate infrastructure grants for special primary and secondary schools.
- Low capacity of Education Assessment Resource Centers for learners with special needs.
- High costs associated with building and operating boarding schools, which also deny learners continuous contact with their parents, families, and communities.
- Lack of clear policy guidelines on home schooling and provisions for community learning.
- Lack of a legal framework for enforcing the provision of free and compulsory pre-primary education in the implementation of the Competency Based Curriculum (CBC).

Recommendations for promoting inclusion and equity in education

- Ensuring that solutions for expansion of learning opportunities are appropriate to different contexts.
- Fully implement the Basic Education Curriculum Framework which is designed to meet the unique needs of learners with special educational needs and disabilities.
- Enhance access to support services for learners with special needs outside school and psychological support to learners with special needs.
- Consider phasing out boarding schools and retain only some on a need basis, for example in arid and semi-arid areas or to serve special need students who require specialized care.
- Prioritize excluded learners in the conceptualization and implementation of education policies rather than considering their needs as an afterthought.
- Acknowledge varied forms of disabilities to avoid giving more attention and accommodation from policies to learners with physical disabilities because their needs are more visible.
- Integrate non-formal education such as duksi and madrasa into the formal education system by enacting relevant policies and guidelines.
- Establish a policy framework to accelerate the formulation and enactment of policies to guide the delivery of home schooling and community learning.
- Increased dissemination and implementation of the national guidelines for school re-entry in learning and basic education 2020 in support of learners who are new mothers.
- Ensure that mainstream schools provide space, resources, and training for children with and without disabilities to learn alongside each other.
- Build the capacity for all teachers in Universal Designs for Learning and enhance teacher competence in the use of ICT for purposes of continued remote learning.



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Our publications from the APD Kenya:

- Policy Brief: Expanding equity and inclusion opportunities for children with special education needs for inclusive development
- Policy Brief: Expanding Inclusion of Learning Opportunities for All - Kenya
- Competency Based Curriculum: Indicators of success
- Kenya Education Sector Stakeholders
- Education Policy Scan in response to the Basic Education Curriculum Framework Principle
- Education reforms in Kenya

For more information on the African Policy Dialogues Programme:

<https://includeplatform.net/theme/african-policy-dialogues/>

