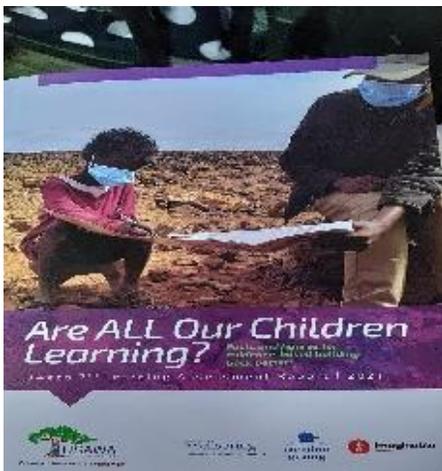


# NEWSLETTER

JANUARY – APRIL, 2022

## FEBRUARY

### LAUNCH OF UWEZO LEARNING ASSESSMENT REPORT



#### 11<sup>th</sup> February, 2022

The Coalition was invited by Usawa to the Launch of the UWEZO 2021 Learning Assessment Report.

Uwezo is a respected player in the Education space in Kenya and hence reports generated by the organization acts as reference to inform different education intervention and discussions. One of the key finding in the report was girls with disabilities recorded highest decline in enrolment (16.2%) compared with boys with disabilities (13.1%) during COVID.

[Read More](#)

### POLICY FORUM ON INCLUSIVE EDUCATION

#### 15<sup>th</sup> February, 2022



Elimu Yetu Coalition (EYC), Special Needs Education thematic group organized a policy forum on inclusive education as a buildup activity to the 22<sup>nd</sup> Global Disability Summit (GDS) where the key focus was around mobilization efforts in the implementation of the Convention on the Rights of Persons with Disabilities (CRPD). The forum was officially opened by the Director of Special Needs Education Mr. Fred Haga. In the event policy recommendation on inclusive education were discussed and a way forward was determined.

*"The head, hands, and heart, representatives of human interaction in matters special needs. The head represents what we know on the subject matter while the hands represents what we can do towards changing the current order of events. The heart represents the convictions and attitudes the various stakeholders have while tackling issues surrounding inclusive education particularly for learners with disability". Fred Haga*

[Read More](#)

## IDENTIFICATION OF POLICY GAPS - QUALITY EDUCATION



**17<sup>th</sup> February, 2022**

Elimu Yetu Coalition was represented in a Nairobi County Education Stakeholders forum organized by Jesuit Hakimani with the aim of identifying policy gaps in the Competency Based Curriculum and Assessment, Parental Engagement and Use of ICT in teaching and learning in both primary and secondary schools in Kenya and making recommendations to both the county and national governments.

Jesuit Hakimani indicated that a similar meeting will be held at the national level to consolidate recommendations from similar initiatives at different counties for engagement with policy makers.

## MARCH

### ENGAGEMENT ON GPE NEW OPERATING MODEL



**15<sup>th</sup> March, 2022**

In June 2020, the Board of the Global Partnership for Education (GPE) approved the GPE 2025 strategic framework. The objective of the framework is to reinforce country capacity for 'education system transformation'.

The Kenya GPE Compact was developed through a consultative process under the leadership of the Government of Kenya, Ministry of Education (MoE). EYC participated in the process after being nominated to represent CSOs by Civil Society members on the Education Donor Coordination Group (EDPCG) and is a signatory to the final document.

## KENYA'S GPE AFFIRMATIVE VOTE



>> October 2021

### ALIGNING AID FOR EDUCATION WITH NATIONAL SYSTEMS

SUPPORTING SYSTEM TRANSFORMATION AND BETTER EDUCATION OUTCOMES

Brief



### 28<sup>th</sup> March, 2022

The Kenyan government had proposed a systems transformation grant from the GPE board of up to US\$ 53, 300 000. On 28<sup>th</sup> March 2022 GPE reached to EYC to establish whether the coalitions are satisfied with the actions tabled to improve their transformation systems for evidence-based planning, monitoring and financing and if the coalitions were fully involved in the participation of such a recommendation to GPE and are the coalitions in favor of the affirmative voting recommendation proposed by Kenya?

EYC confirmed of its awareness and satisfaction with the actions tabled as presented within the Kenya Partnership compact. EYC further noted that its aware of a transformation agenda that is buoyed by contextual application of GPE model 's enabling factors including; Data/Monitoring, Evaluation and Reporting, Gender responsive sector planning and monitoring, Equity Efficiency and volume of Domestic Financing; and sector Coordination and Education Financing. Therefore, EYC recommended that the CSO 2 Board representative votes in favor of Kenya's Recommendations.

## PAN AFRICAN CSO CONSULTATIVE FORUM AHEAD OF THE CONFERENCE OF COMMON WEALTH EDUCATION MINISTERS

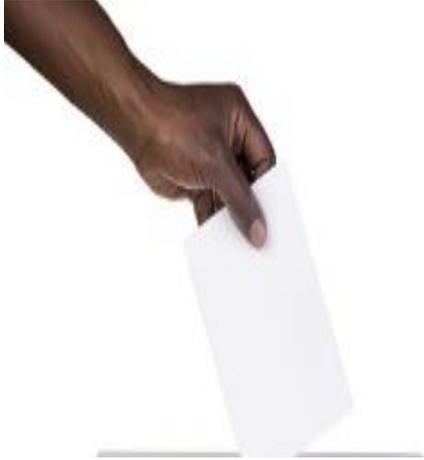
### 29<sup>th</sup> March, 2022

The Coalition was among Pan African CSO invited to participate in a consultative forum organized by RELI to develop a Civil Society Stakeholders submission to the Commonwealth Consortium for Education Ministers that was planned to take place in Nairobi between 27<sup>th</sup> to 28<sup>th</sup> April, 2022.

*The CSOs came up with recommendations which are presented in the annex section of this newsletter.*



## LEADERSHIP CONSULTATION FORUM



**30<sup>th</sup> March, 2022**

EYC participated in a leadership consultation Meeting convened by Amnesty International, to deliberate of key issues that Politicians and state agencies should be addressing during this election period. It was observed that issues of Governance had been sidelined as compared to matters related to the economy.

Further it was decided that efforts be made to have various sector leaders from the Civil Society including Elimu Yetu Coalition to meet with secretariat representative of Political coalition to deliberate on matters of sector concern during the elections. The undertaking would be

**APRIL**

## NATIONAL LAUNCH OF FORM 1 SELECTION AND PLACEMENT

**11<sup>th</sup> April, 2022**

EYC was invited as one of the stakeholders to the national launch of F1 selection and placement graced by the Cabinet Secretary Prof. George Magoha at the KICD. A key directive given by the CS was that; Admit all learners without restriction, avoid overburdening parents with unnecessary lists of items such as photocopying papers, tools (slasher, panga etc) among others.

This directive is important to the coalition as it ensures access to the fundamental right to education to every child.



## PEACE EDUCATION REPORT VALIDATION WORKSHOP



*A.U peace cluster priorities for 2022 being summarised by session group leaders*

**11<sup>th</sup> to 15<sup>th</sup> April, 2022**

Elimu Yetu Coalition was represented in the Safe School declaration and peace education report validation workshop held in Addis Ababa, Ethiopia.

The key purpose of the workshop was the validation of two key studies related to the safe school declaration initiative. These were; *The study on peace and education in Africa*; *A study on the state of protection of Education from attacks and Military use in Africa*; and; *Peace and Education study which was the mapping of National, sub-regional and Africa Union policies*.

The overall goal of the validation workshop was for the Research reports to be reviewed and validated by the African Union member states and other stakeholders for adoption as African Union document.

The National Coordinator participated in the capacity of being a member of the peace and education cluster of the African Union.

## 21<sup>ST</sup> CONFERENCE OF THE COMMON WEALTH EDUCATION MINISTERS(CCEM)

**27<sup>th</sup> – 28<sup>th</sup> April, 2022**



*Malawi Minister for Education, Agnes Nyalonje making a presentation*

The Government of Kenya invited EYC coalition to the 21<sup>st</sup> Conference of the Common Wealth Education Minister. The aim of the conference was to strengthen the relevance of the contributions to education by accredited organizations before the Communique of the Commonwealth Heads of Government Meeting (CHOGM) is developed or revised. It was to further address educational priority issues towards the 2030 Agenda.

A ministerial conference communique was developed and will be presented before the Commonwealth Heads of state meeting to be held in Rwanda in the Month of June 2022. Kenya was also selected as the Chair of the Commonwealth Education Ministers for a period of three years.

## ANNEX 1

### PAN AFRICAN CSO CONSULTATIVE FORUM AHEAD OF THE CONFERENCE OF COMMON WEALTH EDUCATION MINISTERS RECOMMENDATIONS

1. Education is key to societal and human well-being and must form part of an interconnected human development approach to economic, social and cultural recovery from the pandemic.
2. Build resilience and adaptability into our education systems through targeted contingency planning and investment, and provision of safety nets for disadvantaged learners.
3. Strengthen parental, stakeholder and community engagement with the provision of education.
4. Build skills and knowledge through competency-based curriculum reform and revised curricula to increase their relevance to national development priorities.
5. Expand work experience schemes and apprenticeships.
6. Capacity building of teachers and decent working conditions are a pre-requisite for education improvement.
7. Promote learning throughout life by better integrating formal, non-formal and informal education.
8. Education systems must respond to the full diversity of learners' needs.
9. Build on existing commitments, notably the Kenyatta [Call to Action on Education Finance](#) in 2021 and the [Nairobi Declaration and Call for Action on Education](#) in 2018, and push forward within existing agreed frameworks.
10. Commit to practical action on raising domestic tax revenues and reducing international debt burdens in low- and middle-income countries (LMICs).



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