

# NEWSLETTER

## FEBRUARY

### REGIONAL CONFERENCE ON ICT IN EDUCATION AND SUPPORTING ADOLESCENT GIRLS' ACCESS, RETENTION, AND TRANSITION



*Western Regional Conference*



*Coastal Regional Conference*



*Nairobi Regional Conference*

### February and March, 2025

In February and March, the Coalition organized a series of Regional Conferences in Western, Coastal, North Eastern, and Nairobi regions, focused on ICT in Education and Supporting Adolescent Girls' Access, Retention, and Transition. Each two-day forum was structured to address these critical themes.

The **first day** of each conference was dedicated to exploring **ICT integration in education**, with discussions centered on how digital technologies can enhance teaching and learning outcomes in public schools. Participants—including education officials, teachers, ICT experts, and civil society organisations—highlighted the pressing need to improve ICT infrastructure. A key recommendation was the **construction and equipping of ICT laboratories in public schools**, especially in underserved areas, to enable equitable access to digital learning tools and resources.

The **second day** focused on the **challenges and opportunities surrounding the access, retention, and successful transition of adolescent girls within the education system**. Stakeholders emphasized the need for gender-sensitive policies, community awareness initiatives, and targeted support programs—including mentorship, provision of sanitary products, and safe school environments—to address barriers that lead to dropout or low transition rates among girls.

Across all regions, the conferences reinforced the message that bridging the digital divide and supporting girls' education must go hand in hand to achieve inclusive, quality education for all.

## HONORING A CHAMPION OF EDUCATION: A MOMENT OF SILENCE FOR MR. JEREMIAH NYANGANYI



**February, 2025**

During the Coastal Region conference, participants paused for a solemn moment of silence in honor of the late Mr. Jeremiah Nyanganyi, a dedicated education advocate and esteemed Chairperson of the Kisii County Education Network. His unwavering commitment to advancing inclusive and quality education, particularly at the grassroots level, left a lasting impact on communities and the broader education sector in Kenya.

May his soul rest in eternal peace. His legacy continues to inspire.

## GENDER THEMATIC GROUP MEETING

**February, 2025**



The Gender Thematic Group meeting brought together County Education Networks whose main focus was breaking gender-based barriers through a holistic approach that includes education, mentorship, and community engagement.

The meeting served as a platform for sharing strategies, experiences, and best practices aimed at empowering girls and young women to overcome the social and structural challenges that hinder their full participation in education and leadership.



Key discussions centered on creating safe and inclusive learning environments, promoting mentorship programs for adolescent girls, and engaging communities—especially parents, local leaders, and boys—as allies in promoting gender equality.

Together, we are laying the foundation for a future rooted in equal opportunity, dignity, and transformative change for all learners, regardless of gender.

## ADVANCING EQUITY IN EDUCATION: INTRODUCING THE TEACH WELL VOICES PROJECT AND ADVOCATING FOR REFUGEE TEACHER INCLUSION

**February, 2024**



On 10th and 12th February, 2025 key representatives attended the LEGO Teach Well Voices convening held in Naivasha County. The primary objective of the meeting was to introduce the Teach Well Voices Project to key education stakeholders, including the Ministry of Education, the Teachers Service Commission (TSC), United Nations High Commissioner for Refugees (UNHCR), and United Nations Children's Fund (UNICEF).

The forum served as a strategic platform to foster collaboration and advocate for the inclusion of refugee teachers in Kenya's education system. Discussions centered on policy and legislative opportunities to advance this agenda, with participants identifying key entry points for advocacy. These included contributing inputs to the Basic Education Bill, the Education and Training Policy Sessional Paper, and the Teachers Service Commission Bill—all of which have the potential to influence how refugee teachers are recognized, supported, and integrated into the national education framework.

## ENGAGEMENT MEETINGS WITH TEACHER PLATFORMS IN KAKUMA AND DADAAB CAMP



*Kakuma Engagement participants*



*Dadaab Engagement participants*

**February, 2025**

Elimu Yetu Coalition (EYC), in partnership with Save the Children, convened an engagement meeting with refugee teachers in Kakuma and Dadaab camp to establish a Teachers' Representative Group and address key challenges affecting the quality of education in refugee settings.

The meeting served as a critical platform for amplifying the voices of refugee teachers, recognizing their role as frontline education providers, and advocating for their inclusion in national education policies and frameworks. During the session, participants identified several pressing issues impacting learning outcomes, including limited professional development opportunities, inadequate teaching resources, overcrowded classrooms, and lack of formal recognition by national education authorities. The formation of the Teachers' Group is a step toward building collective leadership, promoting peer support, and ensuring that refugee teachers have a unified voice in education decision-making processes.



## MARCH

### FOLLOW UP COUNTY BASED FORUM HELD IN HOMABAY COUNTY



**March, 2025**

Elimu Yetu Coalition (EYC) conducted a follow-up County-Based Forum in Homa Bay, aimed at advancing conversations around adolescent girls' education and addressing the barriers that hinder their progress.

During the forum, stakeholders from the education sector, civil society, and local leadership identified key opportunities to strengthen support systems for girls in the county. One notable initiative discussed was the ongoing sensitization on Gender-Based Violence (GBV) policies, which are currently in the process of being drafted.

This effort is seen as a crucial step toward creating safer environments for girls both in and out of school, and ensuring that GBV-related issues are recognized, reported, and addressed through appropriate legal and institutional frameworks.

### FOLLOW UP COUNTY BASED FORUM HELD IN BUNGOMA COUNTY



**March, 2025**

Elimu Yetu Coalition (EYC) conducted a follow-up County-Based Forum in Bungoma. The high-level dialogue that brought together representatives from civil society organizations (CSOs), the Ministry of Education, the Teachers Service Commission (TSC), and other key players in the education sector focused on critical barriers such as early pregnancies, child marriages, and school dropouts, which continue to limit educational opportunities for young girls.

Stakeholders emphasized the need for stronger policy implementation at the county level despite existing policies aimed at addressing education challenges, greater political will was called for to ensure they are passed and effectively enacted.

More details; <https://www.ktmn.co.ke/education-stakeholders-convene-in-bungoma-to-address-barriers-to-quality-education-for-adolescent-girls/>

## DEVELOPMENT OF COUNTY BASED ICT ADVOCACY PLANS



**Mandera county forum**



**Kericho County forum**



**Nyamira County forum**

### March, 2025

Elimu Yetu Coalition (EYC), with support from GIZ under the project *"Understanding the School Digital Ecosystem in 10 Counties in Kenya,"* successfully convened a series of strategic county-level meetings. During this period the coalition successfully held a series of strategic meetings in Kisii, Nyamira, Mandera, and Kericho counties on the 11th, 12th, 13th, and 14th, March, 2025 respectively, to develop County-Based ICT Advocacy Plans.

These engagements brought together local education officials, civil society actors, and County Education Network to collaboratively design context-specific strategies for enhancing digital access and integration in public schools. The forums focused on the identified gaps in digital devices, internet, power, teacher training and learners uptake.

The advocacy plans developed are intended to act as guiding frameworks for influencing county-level education policies, attracting investment, and reinforcing government commitment to digital inclusion. More than just policy documents, these plans represent a grassroots-driven effort to ensure that technology becomes a transformative force for equitable and quality education.

## COUNTY BASED FORUM MAKUENI

### March, 2025



Elimu Yetu Coalition organized a county-based engagement in Makueni County as part of its ongoing efforts to strengthen grassroots participation in shaping education policy and practice.

During the discussions, stakeholders raised several pressing issues, including inadequate school infrastructure, shortages of qualified teachers and limited access to digital learning tools. The dialogue resulted in a comprehensive set of locally-informed recommendations aimed at improving education access, retention, and quality. These included calls for: Increased public investment in school infrastructure, Integration of ICT into teaching and learning, Expanded teacher training and professional development, Greater community participation in education governance.

The engagement underscored the critical role that local voices play in shaping inclusive and sustainable education solutions.

## BUDGET TRACKING TRAINING -BARINGO COUNTY

**March, 2025**



Elimu Yetu Coalition organized a two day Budget Tracking Training for Baringo County Education Network (CEN) members, held in Kabarnet.

The training aimed to build the capacity of participants to effectively monitor, analyze, and influence education budgeting processes at the county level. Through interactive sessions, participants gained practical skills in budget interpretation, tracking public expenditure, and advocating for increased transparency and accountability in education financing.



At the end of the training, participants expressed a strong commitment to actively engage county authorities and relevant stakeholders on budget matters—particularly those impacting access, equity, and quality in the education sector.

This marks a vital step toward strengthening citizen oversight, participatory governance, and evidence-based advocacy to ensure public resources are allocated and utilized in ways that prioritize the needs of learners and schools in Baringo County.

## REVITALIZING EDUCATION ADVOCACY: STRENGTHENING THE COUNTY EDUCATION NETWORK IN KAJIADO

**April, 2025**



Elimu Yetu Coalition (EYC) facilitated a county-based dialogue and revitalization forum for the County Education Network (CEN) in Kajiado County, aimed at strengthening community-led advocacy for inclusive and quality education.



The forum brought together a diverse group of education stakeholders, including civil society organizations, teachers, youth leaders, parents' associations, and county education officials. Discussions focused on identifying current challenges facing the education sector in Kajiado. A key outcome of the dialogue was the revamping of the CEN structure



## NATIONAL ADVOCACY PLAN ON ICT

**31<sup>ST</sup> April, 2025**



Elimu Yetu Coalition (EYC), in collaboration with key stakeholders and representatives from the 10 counties involved in the digital ecosystem project, convened a strategic meeting in Nakuru County.

The purpose of the meeting was to review insights gathered from the county-level experiences and collaboratively shape a comprehensive and impactful National Advocacy Forum on ICT in Schools.

Participants discussed cross-cutting challenges such as inadequate infrastructure, digital literacy gaps, and policy implementation hurdles, while also highlighting innovative solutions and best practices emerging from the grassroots.

This collaborative effort marks a critical step toward harmonizing county-level priorities into a unified national advocacy agenda, aimed at influencing policy, mobilizing resources, and ensuring equitable digital access in public education across Kenya.

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## GLOBAL ACTION WEEK EVENT 2025



### April, 2025

The Global Action Week for Education 2025 was themed: *"Education Saves Lives: Education in Emergencies"*. The 2025 Global Action Week for Education focused on the critical importance of ensuring access to quality education during times of crisis, such as conflict, forced displacement, natural disasters, and public health emergencies.

Elimu Yetu Coalition (EYC), in partnership with We World Kenya, organized a special forum that brought together voices from marginalized and crisis-affected communities. The event provided a platform for sharing lived experiences and highlighting the role of education as a protective and stabilizing force in the midst of emergencies.

## FEATURE STORY: HOW ONE WOMAN'S LIFE WAS TRANSFORMED BY A GIZ INITIATIVE IN TRANSNZOIA COUNTY

When Pastor Anastacia signed up as a data collector for a project on the digital school ecosystem in Trans Nzoia County, she thought it was just a temporary assignment a way to earn a small allowance to meet daily needs and also contribute to the her advocacy passion of ensuring an equitable education for all children in Kenya



Funded by the German development agency GIZ, the project aimed to collect crucial data on how schools in rural Kenya were embracing technology for learning. For Pauline, a mother of three, the work involved visiting schools, interviewing head teachers, and documenting the If they had the learning devices, device security, teachers training, leaners uptake while taking note of the challenges and opportunities in digital education.

But what she didn't know was that this short-term engagement would become a turning point in her life. "I was given a small allowance to support my transport and meals during data collection," she recalls with a smile. "But I saw an opportunity beyond that."



Instead of spending the entire allowance, Anastacia decided to save most of it. At the end of the project, she used her savings, about Ksh 10,000 to set up a small kiosk selling household items in her village.

Today, just one year later, that small shop has grown into a lifeline for her family. "I started with just sugar, soap, and a few vegetables," she says. "Now I sell cereals, mobile airtime, and even provide Mpesa services."

Her initial capital has grown nearly five times, allowing her to comfortably pay school fees for her children, put food on the table, and plan for the future.

This unintended ripple effect of the GIZ-funded project speaks volumes about the power of small opportunities in transforming rural livelihoods.


"It was just data collection," she laughs, "but for me, it was a door to self-reliance." As the world pushes for digital inclusion in education, Anastacia's story is a reminder that empowering communities is not only about technology sometimes, it starts with trust, opportunity, and a small allowance in the right hands.



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