

ELIMU YETU COALITION NEWSLETTER REPORT | MAY – AUGUST 2026

This newsletter highlights key engagements, policy dialogues, regional forums, advocacy initiatives and capacity-building activities undertaken by Elimu Yetu Coalition (EYC) between May and August 2026. The period focused on education governance, refugee education integration, Competency-Based Education (CBE), evidence-informed planning, digital learning and strategic communication.

MAY 2026

LODWAR COUNTY FORUM ADVANCES COLLABORATIVE ACTION ON EDUCATION



County Based Forum – Lodwar

12–13 May 2026

EYC convened a County Based Forum in Lodwar to engage education stakeholders on issues affecting refugees and host communities, promote collaboration and gather evidence for advocacy. Stakeholders committed to stronger coordination, improved access and quality education, documentation of challenges and best practices, and coordinated implementation of education interventions.

ADVANCING REFUGEE EDUCATION INTEGRATION THROUGH POLICY DISSEMINATION



Lodwar policy dissemination



Kakuma policy dissemination

14–15 May 2026

EYC disseminated the policy document on the Integration of Refugees into the Kenyan Education System to education stakeholders in Lodwar and Kakuma, deepening shared understanding of the recommendations and strengthening collaboration for inclusive education.

MoE, TSC, UNHCR and DRS stakeholders committed to supporting implementation, strengthening coordination and advocating for refugee education to be integrated into county and national education plans.

EVIDENCE-INFORMED EDUCATION REFORM TAKES CENTRE STAGE



GPE/KIX National Knowledge Sharing and Policy Meeting – Naivasha

19–21 May 2026

EYC participated in the GPE/KIX National Knowledge Sharing and Policy Meeting in Naivasha, contributing the civil society perspective on evidence uptake and education reform.

Participants resolved to strengthen collaboration among government, researchers, civil society and development partners, and improve the generation, uptake and translation of evidence into policy and practice.

KAJIADO COUNTY FORUM REINFORCES EVIDENCE-BASED ADVOCACY



Education stakeholders in Kajiado

28 May 2026

The Kajiado County Based Forum brought together education stakeholders to discuss county priorities, strengthen collaboration and gather evidence on education challenges.

Stakeholders resolved to improve coordination, document county-specific challenges and best practices, strengthen evidence-based advocacy and promote joint action for access, equity and quality education.

JUNE 2026

REGIONAL EDUCATION FORUMS: FROM TRANSITION TO TRANSFORMATION



SEKEB / regional CBE dialogue



CEREB regional forum



Jumuiya ya Pwani press brief

3rd – 4th , 9th – 10th & 23rd –24th June 2026

EYC joined education stakeholders in the South Eastern Kenya Economic Bloc (SEKEB), Jumuiya ya Pwani and the Central Eastern Regional Economic Bloc (CEREB) to review Competency-Based Education (CBE) implementation, share good practice and strengthen regional collaboration for equitable, inclusive and quality education. The regional forums were based on Economic blocs.

The forums emphasized evidence-based CBE implementation, equity and inclusion, coordinated regional action, stronger school governance and parental involvement, learner wellbeing, guidance and counselling, and safer learning environments.

Participants in CEREB and Jumuiya ya Pwani issued a media briefing expressing concern over the increasing cases of school unrest and called for the full implementation of recommendations from previous education task force reports. They further emphasized strengthening school governance, learner support systems, parental engagement, and collaboration among education stakeholders to foster safe and conducive learning environments.

WORLD REFUGEE DAY 2026: “THE RIGHT TO SEEK SAFETY”



World Refugee Day – Kakuma



World Refugee Day engagement

20 June 2026

EYC supported World Refugee Day activities in Kakuma and Dadaab, raising awareness on refugee rights and the inclusion of refugees in education and community development.

Stakeholders reaffirmed commitments to refugee rights, equitable access to quality education and essential services, collaboration among partners, and integration and inclusion in line with national and international frameworks.

In Dadaab, the Board Representative from Jalalaqa Foundation had the opportunity to present to the forum a policy brief developed by refugee teachers in Dadaab, highlighting their call for integration of refugee teachers into Kenya’s education system.

JULY 2026

STRENGTHENING NATIONAL SUPPORT FOR REFUGEE EDUCATION INTEGRATION



National-level policy dissemination – Nairobi

30 June–2 July & 21 July 2026

EYC disseminated refugee education integration policy in Dadaab, Garissa and Nairobi, engaging UNHCR, DRS, MoE, TSC and national government partners.

Stakeholders endorsed the recommendations and committed to stronger inter-agency coordination, inclusive education policies, coordinated implementation and advocacy for equitable access to quality education for refugee and host-community learners.

LAKE REGION FORUM CALLS FOR ACTION ON SAFE, INCLUSIVE SCHOOLS



Lake Region Economic Bloc education forum

28–29 July 2026

The Lake Region Economic Bloc forum reviewed CBE implementation and developed strategies for equitable, inclusive and quality education.

A joint press briefing called for urgent action on school unrest, stronger parental involvement and school governance, learner wellbeing, guidance and counselling, and better digital safety and accountability through stronger internet content controls.

AUGUST 2026

AMPLIFYING REFUGEE TEACHERS' VOICES IN THE FCDC REGION



Education stakeholders at the FCDC regional engagement

11–13 August 2026

At the Frontier Counties Development Council (FCDC) Regional Education Forum in Wajir, stakeholders reviewed Competency-Based Education (CBE) implementation and identified priority gaps requiring sustained investment, including teacher recruitment, digital learning, inclusion and learner transition.

The Refugee Teachers Community of Practice advocated for greater recognition, training, professional upgrading and improved working conditions. Stakeholders called for a regional master plan that incorporates refugee and host-community priorities.

I can also align this paragraph stylistically with the earlier regional forums section if you want.

AUGUST 2026

GIZ ICT SCHOOL DIGITAL ECOSYSTEM SURVEY FINDINGS TAKEN TO COUNTIES

5 June - August 2026



EYC disseminated the GIZ ICT School Digital Ecosystem Survey report findings to education officials and stakeholders in Makueni, Taita Taveta, Nyandarua, Kitui, Kisii, Nyamira, Busia and Trans Nzoia.

The visits were designed to share and validate the findings and promote evidence-based planning for stronger ICT integration in schools. In Makueni and Taita Taveta, stakeholders committed to addressing identified gaps, strengthening decision-making, enhancing ICT infrastructure and digital learning, and supporting coordinated implementation of recommendations.

In Nyandarua, the report was successfully disseminated despite the unavailability of the County Director of Education and TSC officials during nationwide demonstrations.

The subsequent visits to Kitui, Kisii, Nyamira, Busia and Trans Nzoia reinforced these priorities: closing digital gaps, strengthening infrastructure and digital learning, and using survey evidence to guide practical action in schools.

NORTH RIFT REGIONAL ECONOMIC BLOC: TRANSFORMING CBE FOR EQUITY, INCLUSION, QUALITY EDUCATION AND REFUGEE VOICES



Stakeholders at the Education for All conference

18–20 August 2026

From 18th–20th August 2026, education stakeholders met in Uasin Gishu for the 16th Annual Civil Society Conference on Education for All. Discussions focused on education reforms, foundational learning, inclusion, financing and refugee education. Participants called for stronger collaboration, teacher support, accountability and improved learning resources. The meeting emphasized recognition and integration of refugee teachers into Kenya's education system. Stakeholders committed to turning the recommendations into collective action for equitable, inclusive and quality education.

BUILDING STRONGER MEDIA ADVOCACY FOR EDUCATION



Media Advocacy & Campaigning Training – Nairobi

25–28 August 2026

EYC participated in a four-day Media Advocacy & Campaigning Training in Nairobi with 12 National Education Coalitions from Africa and the Middle East.

The training strengthened skills in strategic communication, storytelling, content creation, audience engagement and campaign monitoring, including practical use of Canva, ChatGPT and CapCut.

THE POWER OF IMAGINATION

How a simple story helped refugee teachers turn lived experiences into policy action

“What would you do if a stranger stood at your gate and asked for your daughter’s hand in marriage”? This unexpected question sparked more than a lively discussion among refugee teachers in Dadaab Camp, Kenya. It became a powerful learning moment that helped participants understand how to ask the right questions, frame an issue and develop a policy brief capable of influencing decision-makers.

During a two-day capacity-building forum held at Aqal Heryo Resort, Dadaab, Elimu Yetu Coalition (EYC) brought together members of the Refugee Teacher Community of Practice (RTCOP) to strengthen their skills in developing policy products. The 41 participants were drawn from the refugee teacher community and were actively engaged in amplifying refugee teachers’ voices.

From a question to a lesson in advocacy, Joseph Wasikhongo, the session facilitator, while building on the initial question invited the teachers to imagine a man standing at their gate and that he was harmless. He asked the teachers what kind of questions they would ask the man. The naturally obvious questions provided

by the teachers were: *Who are you? What do you want? How can I help you? Where do you come from? Is there a problem?*



Then the scenario changed when the visitor explained he wanted to marry their daughter. The questions became more specific. *Which daughter? What is her name? Has there been prior communication? What are the cultural procedures?*

What appeared to be a simple story was deliberately designed to demonstrate a

fundamental principle of policy advocacy: the way an issue is framed, and the questions asked, influence the response and attitude of the person being addressed.

“The questions we ask determine the response we receive.”

For the teachers, the analogy provided a simple way of understanding the architecture of a policy brief. *Who are you?* became the introduction. *What do you want?* became the summary of recommendations—the key “asks.” The background provided the context and history, while the impact of the issue explained why action was necessary. The final step was to present clear and comprehensive recommendations to the relevant stakeholders.

From experience to policy action. The lesson moved quickly from imagination to practice. The teachers had already identified some of the key challenges affecting refugee teachers, including inadequate teacher training, lack of recognition, poor remuneration, teacher upgrading and inadequate policies. These issues were prioritized, with addressing inadequate teacher training and lack of recognition emerging as the key priorities

The participants while working in groups, were then tasked with developing a policy brief using the issues they had identified through previous engagements; using and making reference to the ‘*stranger at the gate story*’ they transformed their lived experiences and concerns into concrete policy recommendations.

The exercise demonstrated that policy advocacy does not have to begin with complicated language or technical jargon. Sometimes, it begins with a story, a question and the courage to ask: What is the problem, who can solve it, and what exactly are we asking them to do?

By the end of the engagement, participants had strengthened their practical skills in developing policy products hence giving the teachers a stronger voice. More importantly, the resulting policy brief provided the Refugee Teachers’ Community of Practice with an advocacy instrument for engaging policy and decision-makers at national and sub-national levels on the recognition and certification of refugee teachers.

The power of the exercise was not simply building the capacity of refugee teachers on how to write a policy brief. It was in helping them recognize that their experiences are evidence, their voices matter, and their recommendations can contribute to shaping education policy.

For EYC, the lesson was equally clear: when people are given the tools to articulate their experiences and engage decision-makers, imagination can become the first step towards transformation.

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