

# KENYA COUNTRY BRIEF

Innovative Pedagogies Project



September 2022

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## LIST OF ACRONYMS

AKF	Aga Khan Foundation	MoE	Ministry of Education
CBC	Competency Based Curriculum	KNEC	Kenya National Examination Council
CBE	Competency Based Education	NACOSTI	National Commission for Science, Technology, and Innovation
CSDE	Sub-County Directors of Education	NEMIS	National Education Management Information System
CSO	Curriculum Support Officer	SEL	Social and Emotional Learning
EARC	Education Assessment Research Centre	SOF	Save our Future
EARC	Educational Assessment and Resource Centres	TPAD	Teacher Performance Appraisal and Development
ECD	Early Childhood Education	TPD	Teacher Professional Development
GDP	Gross Domestic Product	TSC	Teachers Service Commission
GOK	Government of Kenya	TVET	Technical and Vocational Education and Training
ICT	Information, Communication Technology	UDL	Universal Design for Learning
IEA	Inclusive, Engaging and Adaptive	UNICEF	United Nations International Children's Emergency Fund
IPP	Innovative Pedagogies Project	WASH	Water Sanitation and Hygiene
KICD	Kenya Institute of Curriculum Development		
KIE	Kenya Institute of Education		
KII	Key Informant Interviews		

## EXECUTIVE SUMMARY

The Innovative Pedagogies Project (IPP) – spearheaded by Education Commission and funded by the Lego Foundation – serves as a response to the Save Our Future campaign, championing the call to “[make] education inclusive, engaging, and adaptive.” Partnering with the governments of Kenya, Rwanda, and Ghana, the project evaluates the state of inclusive education across each partner country with the goal of bringing together key educational stakeholders and devising relevant action plans toward inclusive, engaging, and adaptive (IEA) pedagogy. The framework for innovative, engaging, and adaptive pedagogy draws from principles of Universal Design for Learning, Social Emotional Learning, and a breadth of skills to promote quality education that works for all learners.

The project included two key components in each country context: the Rapid Research and Policy Dialogues. During the Rapid Research, school observations, classroom observations, and key informant interviews (KIIs) were conducted, serving as the core of the research. These tools sought to gather information at three levels: system, school, and classroom. The Policy Dialogues then brought together critical educational stakeholders including government departments, associations, and education companies, for discussion around the Rapid Research findings. Based on this, Policy Dialogue participants developed national action plans to make education more inclusive, engaging, and adaptive.

**This report presents the Kenya findings.** The research team observed a total of 30 schools in Kilifi and Mombasa, conducting 15 school observations, 15 classroom observations, and 45 key informant interviews in each county.

The findings from the Rapid Research were triangulated with existing literature, secondary data, and relevant government documents/policies on the topic. Policy Dialogues also provided data on the perceived state of IEA pedagogy within the Kenya context based on participant ratings in the Policy Dialogue rubric that were administered on the Mentimeter platform.

School observations gathered information around the accessibility of school infrastructures, emergency preparedness, and policies to promote inclusive and positive behaviour. Classroom observations assessed the incorporation of IEA pedagogy by instructors and the availability of relevant material. In the aftermath of classroom observations, teachers provided reflections on their teaching in brief interviews. Lastly, the key informant interview participants included school leaders, community leaders, and family members.

### System Level Findings



Research findings at the systemic level centred on gaps between policy and curriculum development and their implementation in schools:

1. Positively, policies supporting IEA pedagogies are in place in Kenya, and heads of schools reported general awareness of **non-discrimination laws and policies** at the national level. However, the research found limited follow-up with school leaders and teachers to ensure explicit knowledge of such guidelines and effective implementation thereof at the school level.
2. Inadequate **professional development opportunities** for teachers and school leaders challenge the successful implementation of both Kenya’s new Competency Based Curriculum reform and IEA pedagogies.
3. Insufficient **budget allocations** for areas such as remote learning, pedagogy training, and pre-service and in-service teacher professional development emerged as a key driver of the challenges mentioned above and a crucial area for improvement.

## School Level Findings



Schools require further adaptation to be inclusive. More positively, however, engagement with communities and families is reportedly occurring regularly:

1. Considering the **accessibility of school infrastructure** revealed limited attention to the needs of learners with physical disabilities, particularly in relation to in-school services such as toilets and school safety, such as ramps, adequate lighting, and hallways free of clutter. The lack of budgetary resources was highlighted as a barrier to incorporating more accessible infrastructures.
2. Over half of observed schools possessed adequate **water, sanitation, and hygiene services (WASH)** for all learners with the other half facing challenges such as missing toilets, lack of drinkable water, and/or inadequate WASH-related resources.
3. While around half of headteacher respondents reported the presence of **emergency preparedness plans** for disaster risk reduction at their schools, teachers and parents/caregivers showed less frequent awareness of such plans, particularly in rural schools.
4. Schools demonstrated high levels of **community and family engagement**, with all community leaders reporting that they met with school leadership every term, although at varying frequencies, and all parents/caregivers reporting that they have a means of communication with teachers and school administrators.

## Classroom Level Findings



At the classroom level, teachers demonstrated a capacity to implement some of the core areas of IEA pedagogies but not all. A range of challenges including insufficient classroom learning materials and professional teacher development prohibited more extensive application of all IEA pedagogical core areas.

1. Overall, classroom implementation of UDL frameworks, including using multiple means of presenting information and multiple ways of expressing learning, appeared more frequently in classrooms than diverse means of **engagement (i.e., learning through play and including learners' experiences in lessons)**.
2. Over half of the teachers encouraged students to develop a **breadth of skills** and implemented principles of social-emotional learning in the classrooms observed.
3. A majority of teachers observed used instructional language that learners spoke locally and demonstrated effective classroom management competencies.
4. While diverse ways of assessing the learning progress of all learners were frequently applied by teachers in observed classrooms, the utilisation of the assessment outcomes to identify individual learning needs and offer additional support to struggling learners was less frequent.

Overall, the research found that Kenya has demonstrated clear intentions toward inclusive, engaging, and adaptive learning for all children, prominently through the shift to the CBC. However, steadfast progress requires further changes for the full implementation of IEA pedagogies. The education system faces significant structural challenges requiring addressing by the MoE, including teacher professional development opportunities, community awareness of the reform, the inclusion of learners with disabilities, and infrastructural efforts to enable the full implementation of the CBC reform and IEA pedagogies.

Key educational actors in Kenya gathered during the Policy Dialogues to devise a national action plan to address these challenges. Five domains emerged as recommendations for action in relation to the research implications:



1. **Sustained teacher professional development and support.** Align pre-service teacher training with the CBC reform, enhance teacher professional development, hire, and deploy teachers in line with CBC related needs, and reinforce governance and accountability in teacher education and professional development.
2. **Adequate resources to facilitate classroom adaptation to IEA pedagogies.** Identify needed resources at the national level for all schools to offer IEA pedagogies, identify and provide sufficient teaching and learning materials using innovative approaches, and provide inclusive school infrastructure in primary schools.
3. **More purposeful, regular and streamlined data collection to adapt funding and programming** across schools.
4. **Coordinating across different stakeholders involved in education in Kenya, including parents.** Establish an explicit policy framework for continued parental sensitisation and engagement, align parental engagement expectations across stakeholders, and facilitate workshops on IEA/CBC.
5. **Developing policy frameworks and clarity on the existing ones to enable alignment to the IEA pedagogy framework.** Additional policy frameworks that are clear, concise, and actionable at the school level are needed to support schools and teachers in aligning with IEA pedagogical principles.

These domains are broken down into short- and medium-term actionable items. The four priority action areas cut across these recommendations and are detailed in the action plan in Chapter 7.

# 1 INTRODUCTION AND BACKGROUND

## 1.1 Introduction and objectives

The Kenya Vision 2030 goals underscore the importance of an improved education system to set the country on a positive economic growth trajectory. They specifically identify an all-round skilled and competent population as key to spurring innovations and expanding economic opportunities. However, the previous 8–4–4 education system in Kenya was unable to prepare learners for these opportunities. This formed the basis for the introduction of the Competency-Based Curriculum (CBC) reform in 2017.<sup>1 2</sup> In line with the desired competencies detailed in the Vision 2030 agenda, the CBC operationalises essential learning frameworks like Universal Design for Learning (UDL) and Social Emotional Learning (SEL) that place a strong emphasis on a breadth of skills and competencies needed to allow children, including those with disabilities, to flourish.<sup>3</sup> Evidence from countries that have successfully implemented similar curricula shows that teacher competencies and facilitation of the teaching–learning process are important for achieving such learning goals.<sup>4</sup> Thus, schools require an enhanced capacity to include, engage, and adapt the classroom instruction processes to the needs of individual learners.<sup>5 6</sup> Initial gains towards inclusive, engaging, and adaptive (IEA) pedagogies in Kenya were derailed by the onset of the COVID-19 pandemic; the full implementation of the CBC languished as a result.<sup>7</sup>

This is not a Kenya-specific problem; in response, Education Commission spearheaded the Save our Future (SOF) Campaign in 2020 to address the global disruption of education due to COVID–19. The output of the campaign was the SOF White Paper. The present Innovative Pedagogies Project is built on the Area 2 recommendations of the SOF White Paper, which call on governments to make education inclusive, engaging, and adaptive. Specifically, the SOF White Paper findings recommend adopting IEA pedagogical approaches in the aftermath of the COVID-19 pandemic to support the return to school and recovery of learners from the effects of the pandemic, as it noted that children were not learning because the teaching and learning they received did not align with the learning needs at their level. In addition, the findings underline the need to enhance education inclusivity for all learners, including all genders and those with disabilities, in all settings, and races, among others.<sup>8</sup>

Kenya faces an array of challenges in successfully implementing the CBC. Before and after the COVID–19 pandemic, research has shown insufficient qualified teachers, in-service pedagogical training, teaching and learning materials, and general school resources, among other factors, as hindering advancements towards IEA pedagogies.<sup>9</sup> Furthermore, expectations around parental involvement have also posed obstacles to full implementation. Difficulties linked to this include a lack of clarity on the CBC programme for many caregivers, limited parental/caregiver literacy and digital literacy levels, gendered approaches to child-raising, and limitations in the time available from caregivers – with the inequities that can bring.<sup>10</sup> The expectation that learners will be guided at home to engage fully with CBC has economic and practical implications on parents and caregivers, who may not be qualified to provide this support. A previous study conducted by Samuel Hall and UNHCR also highlights the difficulty and frustration evidenced by caregivers around financing necessary resources and material for CBC. Together these contribute to the challenges of establishing stakeholder buy-in, crucial for the successful implementation of the reform.

<sup>1</sup> Ministry of Education, “National Education Sector Strategic Plan,” National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

<sup>2</sup> KICED, “Basic Education Curriculum Framework” (Ministry of Education, 2017), <https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework/>

<sup>3</sup> Ibid.

<sup>4</sup> Renate Wesselink, Harm Biemans, and Judith Gulikers, “Models and Principles for Designing Competency-Based Curricula, Teaching, Learning and Assessment,” In *Competence-Based Vocational and Professional Education. Bridging the Worlds of Work and Education* ( Cham, Switzerland: Springer, 2017), pp. 533-554.

<sup>5</sup> The Education Commission, “Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric,” Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric (The Education Commission, 2022).

<sup>6</sup> Aoife Brennan, Fiona King, and Joe Travers, “Supporting the Enactment of Inclusive Pedagogy in a Primary School,” *International Journal of Inclusive Education* 25, no. 13 (October 2019): pp. 1540-1557.

<sup>7</sup> Domeniter Naomi Kathula, “Effect of Covid-19 Pandemic on the Education System in Kenya,” *Journal of Education* 3, no. 6 (2020): pp. 31-52.

<sup>8</sup> The Education Commission, “Save Our Future: Averting an Education Catastrophe for the World’s Children,” 2021.

<sup>9</sup> e.g., Muasya Eliud Wambua and Samuel Waweru , “Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya,” *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947

<sup>10</sup> Samuel Hall, AKF, and UNHCR, “Implementing the CBC in Dadaab and Kakuma Refugee Camps” (Samuel Hall, 2021).



Led by the Education Commission, in partnership with the Aga Khan Foundation and Samuel Hall, and funded by the Lego Foundation, the Innovative Pedagogies Project (IPP) seeks to follow up on the adoption of IEA pedagogies after the resumption of schooling, to strengthen the Kenyan education system. The main objectives of the project are thus to:

1. Assess the extent to which IEA pedagogies are implemented in the education system in Kenya at the system, school and classroom levels;
2. Identify gaps in Kenya's education system that hinder successful classroom adaptation of IEA pedagogies and how they can potentially be improved; and,
3. Provide policy recommendations that relate to improving IEA pedagogy and learning based on the IPP research findings and how teacher competencies can be improved to support learners to flourish.

## 1.2 The Kenyan context

### 1.2.1 Socioeconomic overview

The population forecast based on the 2019 census indicates that Kenya is home to nearly 53.8 million inhabitants, with, as of 2020, over half of whom aged 25 years and below. This young population continues to grow, with a relatively high overall population growth rate of 2.25%.<sup>11</sup> 72.5% of the country's population live in rural settlements, with recent statistics indicating that about 37.1% of Kenyans live in extreme poverty, that is, under 1.90 U.S. dollars a day.<sup>12</sup> <sup>13</sup> Refugees, among other groups, constitute a marginalised population in society and schools.<sup>14</sup> <sup>15</sup> The income per capita of the country in 2020 was estimated to be 1,838.2 million U.S. dollars; however, the poverty rate increased during this same period due to the effects of the COVID-19 pandemic that saw the economy decline significantly.<sup>16</sup> Research in Kenya has linked poverty to poorer school performance.<sup>17</sup>

To meet the needs of this fast-growing and young population, Kenyan leadership laid out an economic growth blueprint, the Kenya Vision 2030. Its aim is to revamp the economy and enable the country to transition into a middle-income economy, capable of sustainably guaranteeing every citizen a high-quality life by the year 2030.<sup>18</sup> Among the key economic reforms contained in Vision 2030 are the education reforms whose goal is to equip learners with lifelong competencies and skills through the CBC, and the infrastructure development that includes internet and telephone connectivity across the country, including in schools in rural settings.<sup>19</sup> <sup>20</sup> The Covid-19 pandemic revealed that many schools, especially in rural settings, did not have an internet connection and reliable electricity. This made it challenging to offer virtual learning.<sup>21</sup>

### 1.2.2 Education statistics and gaps

In the 2021/2022 financial year, the Government of Kenya's (GOK) expenditure on education as a percentage of its Gross Domestic Product (GDP) was 5.2%, down from 5.5% in 2010 – even though the demands for education had increased in 2021 due to both the increase in school enrolment from population growth and additional factors such as the CBC reforms.<sup>22</sup> This allocation is only sufficient to meet the minimum recurrent expenditures

<sup>11</sup> Statista, "Demographics of Kenya" (Statista, 2022), <https://www.statista.com/study/87991/demographics-of-kenya/>.

<sup>12</sup> The World Bank, "GDP per Capita - Kenya" (The World Bank, 2021), <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD>.

<sup>13</sup> Ibid.

<sup>14</sup> United Nations, "Kenya, Country Statistics" (United Nations, 2021), <https://data.un.org/en/iso/ke.html>.

<sup>15</sup> Samuel Hall, "Implementing the CBC in Dadaab and Kakuma Refugee Camps" (Samuel Hall, 2021).

<sup>16</sup> Ibid.

<sup>17</sup> Marisol Silva-Laya et al., "Urban Poverty and Education. A Systematic Literature Review," *Educational Research Review* 29 (2020): p. 100280

<sup>18</sup> Government of Kenya, "Kenya Vision 2030."

<sup>19</sup> Ministry of Education, "National Education Sector Strategic Plan," National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

<sup>20</sup> Ministry of Education, "National Curriculum Policy," 2015

<sup>21</sup> Judy Makira and Eunice Owino, "The Use of Technology for Learning during the Covid-19 Pandemic Season: A Case of Rural Schools in Kenya," *International Journal of Innovative Science and Research Technology* 1, no. 1 (2021).

<sup>22</sup> United Nations, "Kenya, Country Statistics" (United Nations, 2021), <https://data.un.org/en/iso/ke.html>.

of the schools; it does not cover other vital school needs like infrastructure improvements and extra learning materials.<sup>23 24</sup>

Schools face structural limitations to successful learning. The school enrolment rate in Kenya is estimated to be 103% due to a significant number of over-age children in the classrooms.<sup>25 26</sup> Even though the average teacher-student ratio in 2020 was estimated to be 1:31 countrywide, Kenya still faces a challenge of a shortage of teachers in the classrooms in some parts of the country, such as the coastal counties and among marginalised communities like Dadaab and Kakuma refugee camps, where teacher-student ratios can reach over 1:70.<sup>27 28</sup> Empirical evidence has demonstrated that a smaller number of learners per teacher is favourable for effective implementation of CBC, a factor that Kenya is struggling with due to a shortage of qualified teachers in the classrooms.<sup>29 30</sup> These challenges contribute to lagging learning outcomes. A 2020 report by the Ministry of Education (MoE) indicated that literacy and/or reading competencies for the country stood at 47.3% while the numeracy learning outcomes were 40.6%.<sup>31</sup> Research has associated these poor outcomes with under-resourced classrooms and schools in terms of competent teachers, learning materials, infrastructure and more.<sup>32 33</sup>

### 1.3 National Education Policies and Strategies

In 2017, Kenya introduced the CBC reform as part of the core educational projects in the Vision 2030 strategies. The Kenya Institute of Curriculum Development (KICD) is spearheading the implementation of the CBC (2–6–3–3–3) which consists of four levels of learning:

- **Early years:** 2 years of pre-primary and grades 1 – 3 in lower primary
- **Middle school:** 3 years of upper primary (grades 4 – 6) and 3 of junior secondary (grades 7 – 9)
- **Senior school:** three years (grades 10 –12)
- **Tertiary education:** TVET or university<sup>34</sup>

The CBC reform aims to make learning child-centred – focused on ensuring every child (including those with disabilities) and their needs are included in the learning process, designed to be more engaging through play. The curriculum reform places a strong emphasis on literacy and numeracy competency development during the early years of schooling.<sup>35</sup> The CBC reform’s objectives align with those of the IEA pedagogies.<sup>36</sup> Research, however, documents that, while the CBC could be good for the country and children, its implementation has been hampered by the COVID-19 pandemic and other challenges.<sup>37 38 39</sup>

<sup>23</sup> Muasya Eliud Wambua and Samuel Waweru, “Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya,” *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947

<sup>24</sup> Ministry of Education, “National Education Sector Strategic Plan,” National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

<sup>25</sup>Ibid

<sup>26</sup>The World Bank, “School Enrollment, Primary, Kenya (% Gross)” (The World Bank, 2021),

<sup>27</sup>The World Bank, “Pupil-Teacher Ratio, Primary in Kenya” (The World Bank, 2020)

<sup>28</sup>The World Bank, “Pupil-Teacher Ratio, Primary in Kenya” (The World Bank, 2020)

<sup>29</sup> Norich Muindi Munyasia and Maureen Olel, “Kenya’s Vision 2030 and the Efficacy of CBC in Primary and Secondary Schools in Siaya County: Teacher Requirement Projections,” *Journal of Research & Method in Education* 10, no. 4 (2020): pp. 32-42.

<sup>30</sup> Samuel Hall, AKF, and UNHCR, “Implementing the CBC in Dadaab and Kakuma Refugee Camps” (Samuel Hall, 2021).

<sup>31</sup> Ministry of Education, “Monitoring Learner Achievement at Class 7 Level of Primary School Education in Kenya” (MoE, 2020), <https://www.knec.ac.ke/wp-content/uploads/2020/09/FINAL-NASMLA-Class-7-Report-17.08.2020-Copy.pdf>.

<sup>32</sup> Wilbrodah Adhiambo Orina, Susan Macharia, and Elizabeth Ngozi Okpalaenwe, “Managing Overcrowded Classrooms to Accommodate Learner Centred Methodologies: An Indispensable Pillar for Teachers’ Preparedness in Implementation of Competency-Based Curriculum in Kenya,” *International Journal of Innovative Research and Development* 10, no. 9 (2021).

<sup>33</sup> Muasya Eliud Wambua and Samuel Waweru, “Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya,” *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947

<sup>34</sup> KICD, “Basic Education Curriculum Framework” (Ministry of Education, 2018), <https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework/>

<sup>35</sup> Ibid.

<sup>36</sup> The Education Commission, “Save Our Future: Averting an Education Catastrophe for the World’s Children,” 2021.

[https://saveourfuture.world/wp-content/uploads/2020/10/Averting-an-Education-Catastrophe-for-the-Worlds-Children\\_SOF\\_White-Paper.pdf](https://saveourfuture.world/wp-content/uploads/2020/10/Averting-an-Education-Catastrophe-for-the-Worlds-Children_SOF_White-Paper.pdf).

<sup>37</sup> Muasya Eliud Wambua and Samuel Waweru, “Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya,” *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947

<sup>38</sup> Norich Muindi Munyasia and Maureen Olel, “Kenya’s Vision 2030 and the Efficacy of CBC in Primary and Secondary Schools in Siaya County: Teacher Requirement Projections,” *Journal of Research & Method in Education* 10, no. 4 (2020): pp. 32-42.

<sup>39</sup> Beatrice Akala, “Revisiting Education Reform in Kenya: A Case of Competency Based Curriculum (CBC),” *Social Sciences & Humanities Open* 3, no. 1 (2021)

These key challenges include:

**Teacher-linked factors.** Including the inadequate number of teachers in schools/classrooms, high teacher-student ratios, and the lack of adequate pre- and in-service professional development designed and delivered to adequately prepare and support teachers to understand and implement the new CBC effectively.

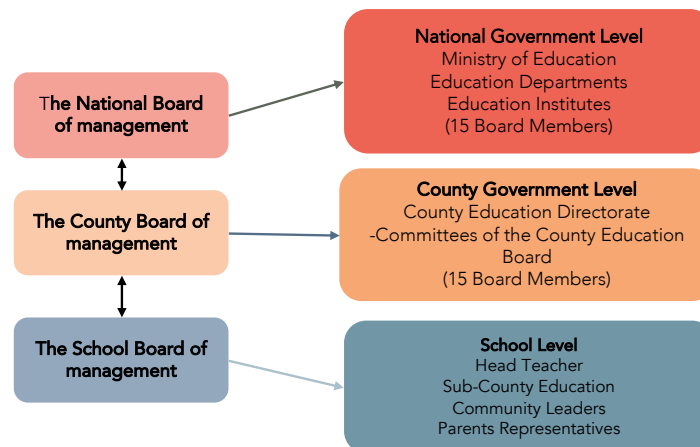
**Infrastructure challenges.** Including absent or inadequate learning materials (e.g., books, teaching and learning aides), school facilities (classrooms with features required for the CBC curriculum, clean water, toilets, etc.), and appropriate accommodations for learners with disabilities.

**Insufficient preparation for the structural implications of CBC implementation.** The implementation of the CBC calls for significant changes to the education sector in Kenya. However, research conducted to date suggests that insufficient planning on key fronts was conducted prior to the CBC launch. For example, the school funding policy, which details the funds disbursed to the schools by the central government, does not cover the needs of the implementation of this reform – such as the costs of additional teachers needed and the professional development of all teachers. This includes the need to provide professional development courses on the design and use of IEA pedagogies. The CBC calls for additional parental and community engagement in education; many do not fully understand this to date demonstrating a need for the delivery of coordinated communications explicitly designed to demystify the CBC for parents/caregivers, particularly around the purpose and how parents/caregivers can support their children's learning. Lastly, the communication channels between the schools and the national officials are limited, further complicating implementation.<sup>40 41</sup>

## 1.4 Key Education Stakeholders

The Ministry of Education (MoE) is the key national education stakeholder in Kenya. It implements its mandate through various constitutional institutions and departments such as the Kenya Institute of Curriculum Development (KICD), Kenya National Examination Council (KNEC), the Kenya Institute of Education (KIE), special education department, higher education institutions, the Teachers Service Commission, and more. They constitute the **National Education Board** whose main responsibilities are to ensure the implementation of education policies and programmes and provide an oversight role in the management of education in Kenya. Specific responsibilities include budgetary allocations, education quality assurance, assessment of learners, teacher training and management of teachers, and development of educational materials, among others. Another critical national stakeholder is the teacher unions.<sup>42</sup> Figure 1 provides an overview of the boards of management structure in Kenya's education system.

Figure 1 – The Kenya Education Board of Management Structure



<sup>40</sup> Ibid.

<sup>41</sup> Muasya Eliud Wambua and Samuel Waweru, "Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya," *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947.

<sup>42</sup> The Government of Kenya, "Basic Education Act" (The Government Printer, 2013)

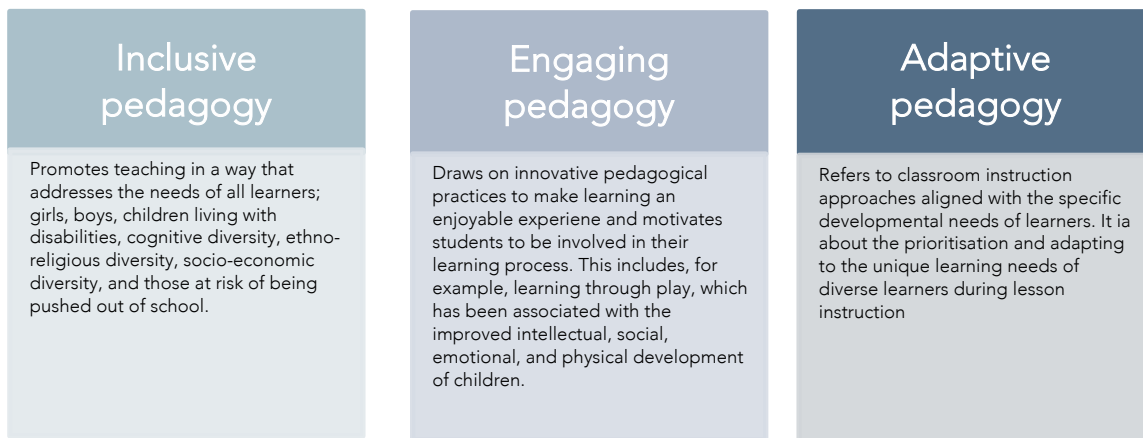
The County Education Commissioners are representatives of the MoE and are responsible for the affairs of education at the county levels. While Early Childhood Education (ECD) in Kenya is devolved to the county governments, the management of basic education is a responsibility of the national government through the MoE. The County Education Board is responsible for coordinating the national government stakeholders, the school communities, the civil society, and the school leadership on the implementation of the curriculum and ensuring every child in respective counties has access to quality education.

At the school level, the School Board of Management makes up the school and community leadership. They provide leadership to teachers, parents/caregivers, and students. They oversee the everyday management and operations at the school level, including inclusive school development plans and improvement, regular communication to parents/caregivers and teachers, etc.<sup>43</sup>

### 1.4.1 The Pedagogy Framework

The IEA pedagogy seeks to make learning accessible and learner-centred:

Figure 2 – IEA pedagogy



IEA pedagogy frameworks include UDL, SEL and call for a breadth of skills that include but are not limited to creativity, problem-solving, use of technology, critical thinking, and support for diversity and inclusion, among others. The inclusive element of these pedagogy frameworks encompasses three dimensions:

- Physical inclusion: intervention mechanisms addressing access to learning for all learners including but not limited to the availability of WASH services and school infrastructures accessible to learners with disabilities;
- Cognitive inclusion: ensuring that all learners (including those with disabilities and those without) are accommodated in classroom settings and supported with the right resources and teaching approaches to reach desired learning goals;<sup>44</sup> and,
- Social inclusion: where the school and classroom as social communities are designed for learners to feel a sense of belonging and safety from social and psychological stressors like bullying and discrimination.<sup>45</sup>

The pedagogy framework and its associated rubric build upon the work of the SOF by providing a practical and engaging tool for educational stakeholders to use in evaluating the extent to which current policies and practices support IEA pedagogies and how this progress can be evaluated. In order for the IEA pedagogies to

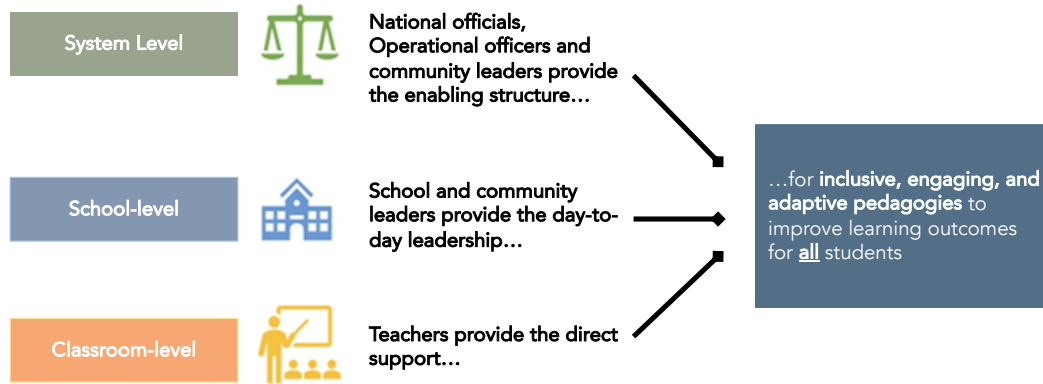
<sup>43</sup> Ibid.

<sup>44</sup> Barbra Mapuranga and Joyline Nyakudzuka, "The Inclusion of Children with Mental Disabilities: A Teacher's Perspective," *International Journal of Humanities Social Sciences and Education* 1, no. 2 (2014): pp. 65-75.

<sup>45</sup> Ane Qvortrup and Lars Qvortrup, "Inclusion: Dimensions of Inclusion in Education," *International Journal of Inclusive Education* 22, no. 7 (2018): pp. 803-817

be successful, support must take place at the various levels of the education system: the classroom level, the school, and the system level (Figure 3).

Figure 3 – The three levels of the pedagogy framework, as per the Education Commission <sup>46</sup>



Kenya’s CBC reform introduces similar principles and values that align with the country’s educational efforts towards IEA pedagogies.<sup>47</sup> The learner-centred reform prioritises the breadth of skills as mentioned above, such as collaboration, creativity, and competence as critical assets for the 21st century. The seven core competencies highlighted by the KICD are communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, self-efficacy, digital literacy, and learning to learn. Other guiding principles such as "diversity and inclusion" along with "differentiated curriculum and learning" demonstrate the high levels of intersection between Kenya's CBC and IEA pedagogy.<sup>48</sup>

## 1.5 Project Partners and their Roles

### 1.5.1 The Education Commission

The Education Commission is a global initiative that focuses on greater progress on Sustainable Development Goal 4 – ensuring inclusive and quality education and promoting lifelong learning for all. The Commission is engaged in forging pathways for reform and increased investment in education by mobilising strong evidence and analysis in collaboration with world leaders, policymakers, and researchers. It was co-convened in 2015 by global leaders and is chaired by the United Nations Special Envoy for Global Education and supported by 26 high-level Commissioners. The Education Commission is implementing the present project (IPP) in three countries: Kenya, Rwanda, and Ghana.

### 1.5.2 Kenya-Country Partners

**Aga Khan Foundation (AKF)**, an agency of the Aga Khan Development Network, is a private, not-for-profit international development agency that seeks to provide long-term solutions to society’s problems. AKF has worked in partnership with the Government of Kenya for more than 30 years to address diverse social issues, including challenges in education, from the point of delivery to supporting policy processes and shifts. AKF manages high-quality country programmes which include current partnerships on innovative pedagogies. For example, AKF currently works with the Kenya Institute for Curriculum Development on programmatic delivery in innovative pedagogies, specifically on learning through play and values in and through education as part of the values pillar of the CBC.

<sup>46</sup> Source: The Education Commission, "Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric," Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric (The Education Commission, 2022).

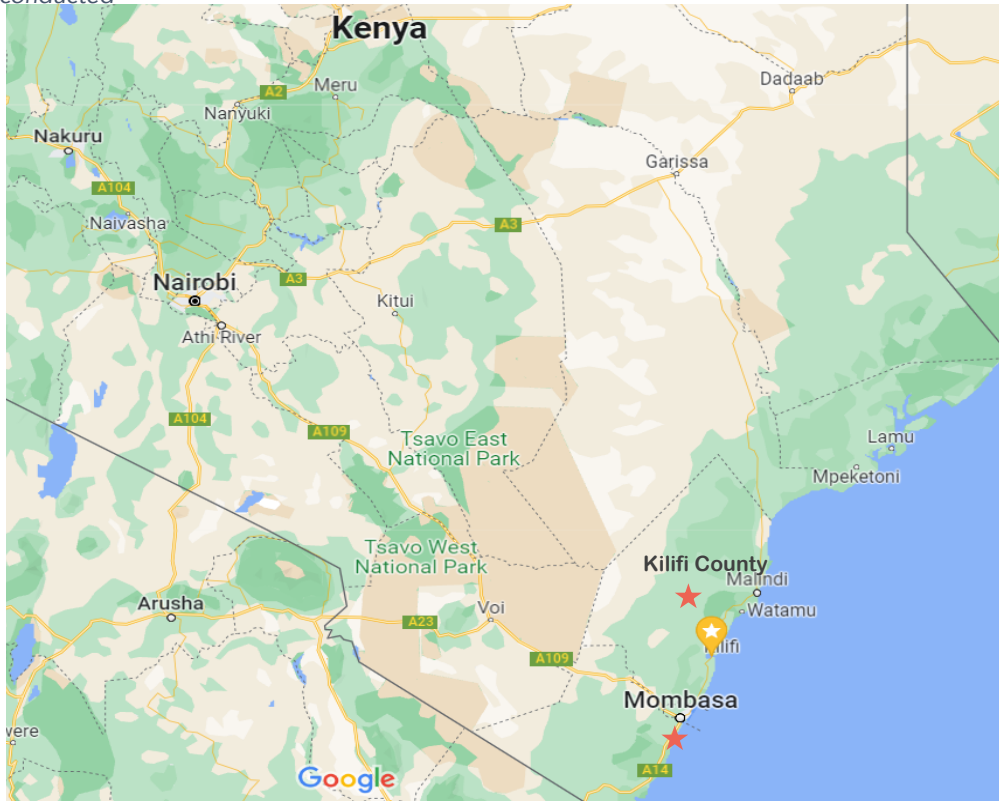
<sup>47</sup> *ibid*

<sup>48</sup> KICD, "Basic Education Curriculum Framework "(Ministry of Education, 2018), <https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework/>

Samuel Hall is a social enterprise that conducts research, evaluates programmes, and designs policies in contexts of migration and displacement. Samuel Hall's approach is ethical, academically rigorous, and based on first-hand experience of complex and fragile settings. **Our research connects the voices of communities to changemakers for more inclusive societies.** With offices in Afghanistan, Germany, Kenya, and Tunisia and a presence in Somalia, Ethiopia, and the United Arab Emirates, Samuel Hall staff are based in the regions they study.

AKF and Samuel Hall have jointly undertaken the implementation of the IPP in Kenya.

Picture 1 – Kilifi and Mombasa counties in Kenya where classroom observations were conducted



## 2 METHODOLOGY

The Innovative Pedagogies Project (IPP) study takes a mixed-method approach to provide a nuanced assessment of the implementation of IEA in Kenya – and other contexts – through a range of qualitative and quantitative tools. This has been done through a two-phase approach:

- Rapid Research focused on assessing IEA pedagogies at the school and classroom level; and,
- Policy Dialogues focused on assessing the IEA pedagogies at the system level and triangulating Rapid Research findings.

### 2.1 Research Questions

One of the goals of IPP is to provide a practical, diagnostic tool for national stakeholders to assess existing pedagogies within primary education systems in their contexts. Importantly, it aims to support the identification of and recognition of strong practices and achievements and identify and prioritise gaps, in order to work toward creating and strengthening IEA pedagogies in the school systems. The four research questions that guided the Innovative Pedagogies study were therefore developed from the IEA pedagogies framework:

Table 1 – Research questions

1	<b>Pedagogical Context:</b> What are the current pedagogical approaches being implemented at the local level? How do they reflect national-level policies and discourses and how do they differ?
2	<b>Incentives to Implementation:</b> What are the key motivations or incentives to implement adapted, inclusive, engaging, and playful pedagogies? What best practices exist to build on?
3	<b>Barriers to Implementation:</b> What barriers or disincentives exist to implementing adapted, inclusive, engaging, and playful pedagogies? What structural, political, social and economic factors influence these barriers?
4	<b>Recommendations:</b> What steps need to be taken to address gaps and build on what works?

### 2.2 Research Tools

The Rapid Research and Policy Dialogue tools focused on examining the IEA pedagogies through the lens of the four research questions at the school, community, and classroom levels. Rapid Research tools included quantitative and qualitative classroom observations, school observations, and Key Informant Interviews (KIIs); the first Policy Dialogue used the quantitative rubric framework and the second centred on the development of a plan of action to respond to findings.

Table 2 – Quantitative and qualitative tools

<b>Classroom Observations</b>	Enumerators observed classrooms to assess the degree to which IEA pedagogies are implemented in the classrooms. The existence of behaviours in the classroom was categorically assessed ( <i>YES = existence of behaviour, and NO= absence of behaviour</i> ). The observations also included space for the reflections of the enumerators. All observations were recorded by enumerators describing teachers' actions.
<b>Policy Dialogue Rubric</b>	National stakeholders used the rubric frameworks at the first policy dialogue to assess the extent to which the IEA pedagogies are implemented in the education system in Kenya. The rubric considered system, school and community, and classroom frameworks; stakeholders discussed key indicators in groups and rated them accordingly. The rubric indicators were rated from 1 (no alignment) to 4 (strong alignment).

<b>School Observation</b>	School observations provided details on the school environment in terms of the availability of infrastructure, water, sanitation, and hygiene services. They also explored access to learners with disabilities.
<b>Key Informant Interviews</b>	Key informant interviews included specific guidelines for interviews with teachers after classroom observations, and interviews with headteachers, community leaders, and parents/or caregivers of the schools visited.

### 2.3 Research Approach and Sampling

The Rapid Research was conducted in Kilifi and Mombasa in May 2022. 30 schools were visited, 15 in each coastal county of Kilifi and Mombasa. The schools were purposively sampled to represent urban, suburban, and rural settings. In each school, either a numeracy or literacy classroom was observed. Classrooms ranging from grades two to five were chosen at random. In each school, the research team interviewed a school headteacher or deputy headteacher, a community leader, and a parent/caregiver.

Table 3 – Data collection locations and sample

County	Location of Schools			School Observations	Classroom Observations	KIIs
	Urban	Suburban	Rural			
Kilifi	5	3	7	15	15	45
Mombasa	9	6	-	15	15	45
<b>Total</b>	14	9	7	30	30	90

The first Policy Dialogue workshop was made up of a selection of 29 national stakeholders (e.g., officials from the KICD, MoE, TSC, higher education, marginalised groups representatives, etc). These shared evidence on effective IEA pedagogy within the country. The stakeholders also took part in the reflection on the systems in place to support effective pedagogy by filling out the rubric framework.

The data from the Rapid Research and the first Policy Dialogue were coded quantitatively for descriptive statistics or coded for qualitative analysis as appropriate, based on the framework provided by the Education Commission. The research team also explored emerging Kenya-specific themes. In the reporting of Rapid Research findings, specifically classroom and school observations, observations are referenced as *classroom observations* as reported by the observers, while interviews with the participants are referenced as KII, with specifics given about the type of informant.

The findings from the rapid research and first Policy Dialogue were presented to the selected stakeholders who participated in the second Policy Dialogue workshop. The stakeholders reviewed the findings during the second Policy Dialogue and determined the action plan for supporting the IEA pedagogies. The recommended action plans will be used to inform and drive the advocacy agenda of the Cross-Country Dialogue workshop. The present country brief has been drafted based on findings from the rapid research and policy dialogues.



Figure 4 – Research process<sup>49</sup>



## 2.4 Ethics and safeguarding

Ethics and safeguarding concerns are primary considerations in all research. Samuel Hall is committed to carrying out its research and analysis services within a comprehensive ethical framework and our values reflect this commitment. In undertaking any research project, Samuel Hall strives to do positive good and strictly abides by the ‘Do No Harm’ principle of humanitarian action and key principles of ethical research and action.

Prior to the fieldwork, the Rapid Research received approval from the National Commission for Science, Technology, and Innovation (NACOSTI) and Strathmore University’s Institutional Ethics Review Committee. Informed consent was provided according to Samuel Hall’s informed consent protocol prior to the study. The consent procedures included providing information about the study and its purpose, the type of participation (for example, length of classroom observation or interview), and how the data would be processed and securely stored. All participants voluntarily took part in the study.

## 2.5 Methodological Limitations

The research faced several practical challenges:

- **Limited opportunities to triangulate all elements covered in policy dialogue tools.** The Policy Dialogue rubric framework assessed a wide range of areas including budgeting, resources, use of technology, among others. However, classroom and school observation tools prioritised areas related to the inclusion of learners with disabilities. Consequently, areas from the rubric that the Rapid Research did not address were triangulated using existing literature and empirical studies.
- **Sample size.** The targeted sample size for the research does not provide statistical significance to findings at a national level and should not be interpreted as such; analysis has thus followed a primarily qualitative approach.
- The **mean scores** obtained from the Policy Dialogue rubric evidenced limited variance, with most scores clustered between 2.5 and 3.2. This could also partly be attributed to the rubric scale itself and the sample size; in both cases, it limits the level of nuance feasible in analysing these scores.
- **School interference.** At the time of fieldwork, several schools in Kilifi and Mombasa counties were also receiving field officers from a different project. While the schools were contacted in advance to set up appointments, the school administration did not differentiate between the projects and ended up having parallel projects in the schools on similar dates. This required additional management to avoid disrupting the schools. While it was easier to switch classrooms for observations, KILs with the heads of schools were conducted in turns, and in some cases had to interview deputy head teachers rather than headteachers.

<sup>49</sup> Source: The Education Commission, “Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric,” Inclusive, Engaging, and Adaptive Pedagogy Framework and Rubric (The Education Commission, 2022).

## 3 KEY FINDINGS

The findings presented below draw from both the Rapid Research and Policy Dialogue. They highlight the main successes and barriers to ensuring education in Kenya is inclusive, engaging, and adaptive, structured at the system, school and community, and classroom levels, in line with the pedagogy framework.

### 3.1 System level

At the system level, the CBC reform has introduced policies that reflect IEA pedagogical principles of inclusivity and instructional leadership. In line with the three dimensions of inclusivity, the reform's competency objectives highlight the values across cognitive, physical, and social inclusion. CBC's framework incorporates these competencies in teaching strategies, methods and learning materials and include being "adaptable to learners with special needs and abilities" (physical), employing "collaborative learning" (social), and including "case studies of relevance to the learner" (cognitive).<sup>50</sup> While teachers and headteachers reported being aware of such laws and policies, they lack sufficient training to translate these principles into practice. Findings emphasise the lack of sufficient teacher training programs as being too infrequent, too quick, and/or accessible only to a few staff members. Current funding and resource allocation plans are insufficient to address this.

#### 3.1.1 Teacher training and professional development

Most teachers interviewed in the Rapid Research stated having received limited orientation on the CBC or in-service training on Instructional Leadership and/or IEA Pedagogy; however, these have not been sufficient to allow them to comfortably implement the CBC.

- Driven in part by the CBC reform, there has been a recent increase in engagement with these topics. 25/30 respondents stated having received training on instructional leadership. Among them, a majority (10 out of 12 in Kilifi and 9 out of 13 in Mombasa) experienced explicit instructional leadership training with the rest experiencing it as a part of CBC training. *"The training that we have received is the ongoing training from the government like the CBC training, sometimes back we underwent courses on leadership, which was part and parcel on that, I think those are the two, three courses that we have undergone on the same issue",*<sup>51</sup> explained one of the headteachers in Kilifi.
- IEA pedagogy training, received by 23/30 respondents, was more commonly experienced as a part of CBC training (11/15 in Kilifi, 8/12 in Mombasa) than through explicit training on the topic.

*"[The IEA pedagogies training] are held regularly, because we have been attending the CBC training sessions with the incoming of the new syllabus, which is in process, so we have attended several [...] I have attended about five training sessions."* (KII7, Interview with the headteacher in Kilifi, May 2022)

Over half of the study participants reported that the training was insufficient or unsatisfactory (7/12 and 8/13 of those who received Instructional Leadership training in Mombasa and Kilifi counties, respectively). One headteacher pointed out the need for more training associated with the IEA pedagogies. *"As I have said we need more training as teachers because the challenges that we face with inclusive learning with the children are quite big".*<sup>52</sup> Another explained,

*"We were half baked. You know the curriculum was new to us, so we were to get more time for us to be educated so that we can meet the needs of the pupils as we come to the ground. But you find that in a school they called 2 or 3 teachers to be trained. It makes it difficult to tackle the normal classes as per the needs of the curriculum",* (KII3, Interview with the headteacher in Kilifi, May 2022).

<sup>50</sup> David Njeng'ere and Lili Ji, "The Why, what and how of competency-based curriculum reforms: the Kenyan Experience" (UNESCO, 2017), <https://stanford.app.box.com/s/g3szqu5wluhxnnuqgtgcl23puv26urh6>

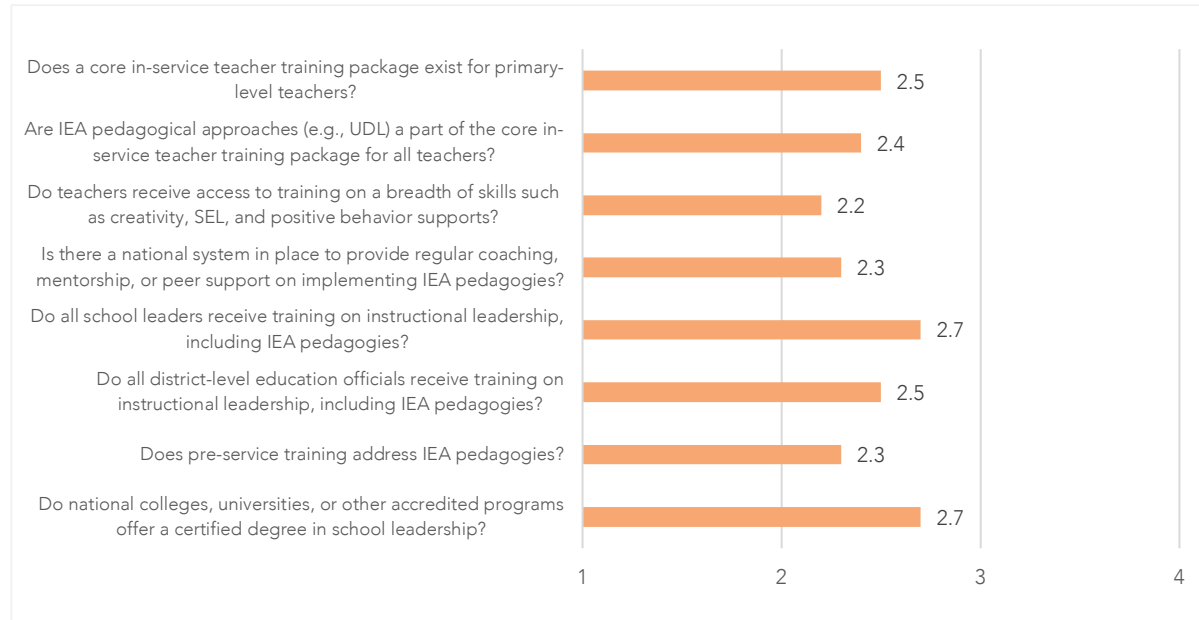
<sup>51</sup> KII15, Interview with the headteacher in Kilifi, May 2022

<sup>52</sup> KII, Interview with the headteacher in Mombasa, May 2022

The short nature of trainings was especially flagged: *“Most of the time we are not given enough time. So it’s just like sensitisation on how to go about it.”*<sup>53</sup>

The Policy Dialogue confirmed rapid research findings, that teachers access limited training and coaching (both pre-service and in-service) on IEA pedagogy frameworks including on SEL and a breadth of skills. While school leaders receive some training on instructional leadership and IEA pedagogies, and the Kenya national accredited education institutions offer certified degrees in school leadership and administration, the trainings are limited (Figure 5).

Figure 5 – Workforce training findings, Policy Dialogue (1 = No alignment, 4 = Strong alignment)



### 3.1.2 School policies that promote positive behaviour around social inclusion

The Rapid Research assessed whether school administrators were aware of *non-discriminatory laws or policies*. While the majority (20/30) of heads of schools stated being aware of them, they emphasised the need for more in-depth training on the matter. One of the headteachers stated: *“Yes, we are aware of the national non-discrimination policies. These are part of the national goals of education that are included in the training that we undertake with the new reforms [CBC] that are there in education, [but] there is a need for more refresher training on that”*.<sup>54</sup> Another headteacher detailed:

*“Yes, I am aware of a lot of non-discrimination policies, for example, we are not allowed to discriminate against the admission of anyone [students] with disabilities, we are not allowed to discriminate against admission on the basis of sex or gender, the school is free... so actually we are [the school] a non-discriminatory zone” (KII28, Interview with the headteacher in Kilifi, May 2022)*

Low levels of awareness may stem from the fact that the majority of the heads of schools who were aware of non-discrimination policies and laws stated that they had not received any explicit training on these matters (19/30). A respondent from Mombasa reported:

<sup>53</sup> KII22, Interview with the headteacher in Mombasa, May 2022

<sup>54</sup> KII28, Interview with the headteacher in Mombasa, May 2022

*Not real training. But when there is a new policy, we are called and informed. For example, the last policy was remedial classes, where they said if you do it there will be effects. So it's done in just one day and it's not training as such but just mentioning. It's a policy and there are so many agendas in it, but they only do sensitization, and we are even paid money to attend. It was in Bamburi; the facilitators were quite knowledgeable, but it was a one-day event (KII22 Headteacher in Mombasa, May 2022).*

At the school level, respondents were more explicit about existing policies. All heads of schools/administrators interviewed reported having school policies in the form of school rules and regulations that they used to promote and enforce positive behaviour. A respondent in a school in Kilifi explained that students were also reminded about these rules and guidelines regularly:

*"It's defined by school rules, we have the dos and don'ts while in school. We keep talking to them every Wednesday in the morning, we often group these children according to their age, so that the language we use will suit them according to their age" (KII14, Interview with the headteacher in Kilifi, May 2022).*

Another headteacher in Mombasa confirmed that the school rules and regulations were accessible to learners in their classrooms: *"We normally have, we call them rules and regulations of the school and when you go to our classes you will find that we have pinned them starting from the classroom level to the school level".<sup>55</sup>*

In addition to the availability of rules and regulations, most schools also reported having guidance and counselling departments with dedicated teachers supporting learners on positive behaviour guidelines. This is critical for social inclusion: it ensures learners are supported to shun discrimination and bullying and instead are part of creating a school climate where they all have a sense of belonging to the entire school community.

*"The code of conduct is the one which is guiding us because we are not supposed to do that [punish students]. We normally have them and if a child misbehaves, we normally hold them [accountable] such that a guiding and counselling teacher sits with that child and tries to talk to him/her and then he guides them in the right way" (KII6, Interview with Headteacher in Kilifi, May 2022).*

However, despite the confirmation that such school regulations and policies exist, only 3/30 schools reported having these documented, calling into question their effectiveness and relevance. For the most part, learners do not, according to the headteachers, have direct references to the school rules and regulations. A respondent from a school in Kilifi detailed: *"The policies are there, unfortunately, we don't have a written document to support the policies, what we usually do is from time to time, especially when we have our gatherings or the school assemblies, we share such things [with students], we try to advise the learners not to engage themselves in such behaviours that make other learners feel uncomfortable in school."<sup>56</sup>* In addition, a majority of the teachers who supported guidance and counselling did not have the relevant and supporting training.

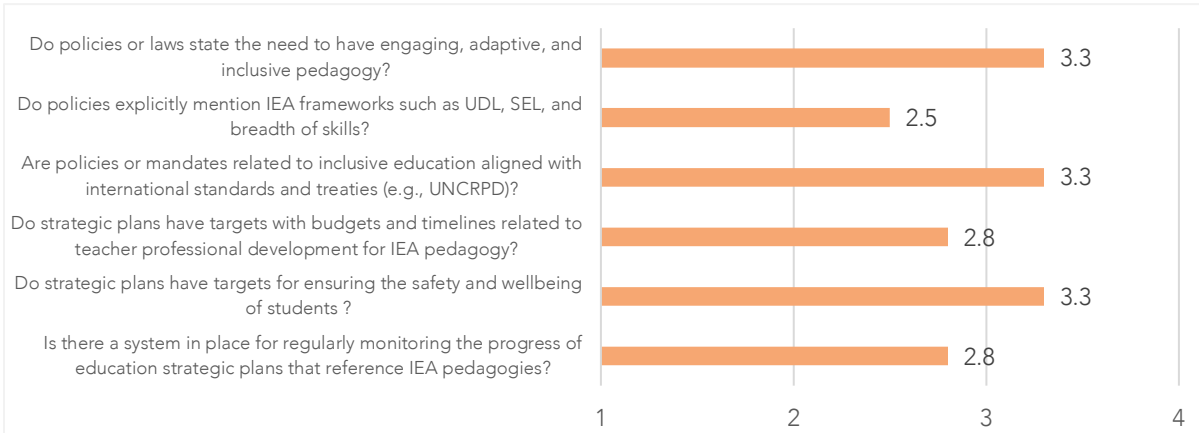
*"Actually, we have not listed the policies, but we have guidelines on the same issue, we have our guidance and counselling which empowers the child, we have a team in the school, although they are not trained for that, they have some knowledge in guidance and counselling, and they usually talk to the children and empower them on all the aspects that we are discussing. They are school-based policies. We have not documented them, but we have no bullying because we always talk to the children about bullying and we have strict measures against it" (KII15, Interview with Headteacher in Kilifi, May 2022).*

The Policy Dialogue findings confirmed that although the IEA pedagogy frameworks are enshrined in the education system in Kenya and are aligned to international standards and treaties, in practice, policies make limited references to IEA frameworks (e.g., UDL & SEL). This could be because teachers lack sufficient knowledge about these specific frameworks and is thus cumbersome for them to apply them in their classrooms. This is potentially due to insufficient knowledge of the models and limited implementation strategies by the Ministry of Education (Figure 6).

<sup>55</sup> KII26, Interview with the headteacher in Mombasa, May 2022

<sup>56</sup> KII14, Interview with the headteacher in Kilifi, May 2022

Figure 6 – Details of school laws, policies, and plans (1 = no alignment, 4 = strong alignment)

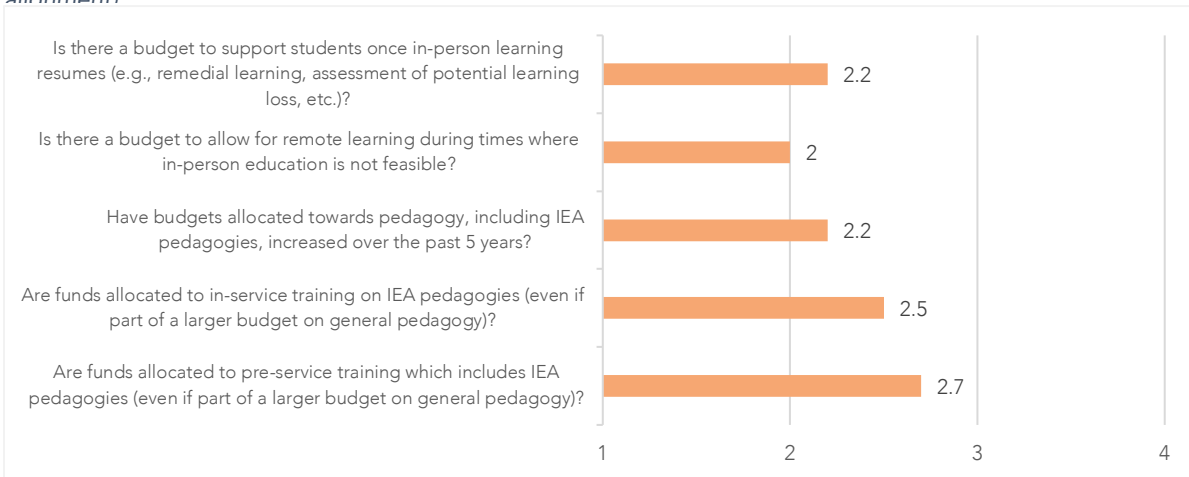


### 3.1.3 School funding and classroom resource allocation

While the Rapid Research did not explicitly address the question of budget allocation, Policy Dialogue indicators revealed a limited budget for remote learning, pedagogy training, and pre-service and in-service teacher training on IEA pedagogies (Figure 7). Interviews with teachers revealed that the lack of a sufficient budget limited the training for all teachers on IEA pedagogy and ICT, and the CBC and ICT champion teachers, the few who received the training and were to train others at their respective schools, faced difficulties. Besides the insufficient training, they lacked classroom resources to support other teachers in their schools. The implications of this are clear – without training on these pedagogies and sufficient classroom resources to support their implementation, the full implementation of the CBC will not be possible.

## 3.2 School level

Figure 7 – Budget and resource allocation assessment, Policy Dialogue (1 = no alignment, 4 = strong alignment)



Research at the school level primarily focused on assessing IEA pedagogy implementation in Kilifi and Mombasa counties. Overall, this reveals general concern for establishing inclusive learning environments for all learners, but insufficient resources to do so, which also prevents teachers from being able to foster a safe and supportive learning environment for all learners.

### 3.2.1 Physically safe & accessible learning environments

The Rapid Research found a range of challenges to safe and accessible learning environments in Kilifi and Mombasa counties.

#### 3.2.1.1 Accessibility limited by school infrastructure

Across the 30 classrooms visited in Mombasa and Kilifi, 8 reported the presence of learners with disabilities (Table 4). As highlighted above, inclusion spans across cognitive, social, and physical domains. This low number could possibly be associated with limited awareness of diverse disabilities beyond visible physical disabilities, due in part to the lack of systematic screening processes and potential stigmatisation of learners with disabilities.

Exploring physical infrastructure accessibility revealed limited attention to the needs of learners with disabilities in schools, particularly their access to in-school services such as toilets and safety in school environments. These barriers hinder inclusion efforts and the integration of learners with disabilities in mainstream classrooms and schools. This poses a risk to their access to education and opportunities to be supported to reach targeted learning goals.

12/30 of observed schools in Kilifi and Mombasa counties reported challenges related to infrastructure access for learners with disabilities. Rural settings in (5/7) did not have infrastructure that was friendly for learners with disabilities to access education. Most classrooms lacked adequate lighting, the ramps were missing, and few had hallways free from clutter.

Table 4 – Presence of learners with disabilities in classrooms visited in Kilifi and Mombasa as reported by

Name of school	Girls with a disability	Boys with a disability
Mvita		1
Mtwapa		1
Shika Adabu	2	2
Miritini World Bank	1	
Maweni	1	
Digirikani		1
Chaani		1
Bundacho		1
<b>Total</b>	<b>4</b>	<b>7</b>

Picture 1 shows a classroom in a school in Kilifi that did have an access ramp for wheelchairs. However, even in cases such as this where access to the school building was facilitated, some classrooms remained inaccessible.

Observations highlighted how the lack of resources dedicated to learners with disabilities hinders inclusion efforts.

*“There seems to be a gap between the school administration and matters relating to kids with disabilities. The special unit lacks toilets, playground, electricity, teaching resources and demarcation. The classroom space is not even safe for learning for the kids”, (School Observation #26 in Mombasa, May 2022)*

*“The school didn’t have any ramps for learners with disabilities. All pathways were full of sand. Wiring [electrical installation] was done in all classrooms, but electricity had not yet been installed apart from the headmaster’s office. The classroom doors are of standard size; none is made for the special needs children in case one shows up at the school. The school is not fenced making it insecure for all children” (School Observation #6, School observation in Kilifi, May 2022).*

*“The school compound is not fenced making it insecure for the learners, for example, a case was reported where a student with disability left the school compound without the knowledge of the teacher but was later rescued because the student was wearing school uniform” (School Observation #4 in Kilifi, May 2022)*

Picture 3 – School in Kilifi with a ramp



Picture 2 – Overcrowded classroom in Mombasa



Nearly one third of the schools visited were overcrowded, with learners sitting on the floor, inhibiting teachers’ capacity to address learners’ needs on an individual basis and making it practically difficult for learners to follow along (see Picture 3).

- 11/30 classrooms were found to be overcrowded with over 60 students per classroom per teacher, with one having as many as 191 students per teacher.
- Four schools registered over 100 learners per teacher (see Figure 10): Kashani (191 students), Maji Safi (166 students), Mrima (127 students), and Digirigani (109 students).
- These schools registered enrolment beyond their capacities and lacked sufficient classrooms and desks for all students forcing some to sit on the floor

*“Classrooms are well lit but overcrowded with more than 90 to 100 students in a class, there is an acute shortage of classrooms. There are not enough desks, and some students are forced to sit outside on stones and blocks, the school hall is divided into classrooms, partitioned by boards, in that sense, it’s difficult for the grade one students to concentrate. The doorways are not wide even to accept such students in future, and the pathway is free from clutter” (School Observation #13 in Kilifi, May 2022).*

In another classroom in Kilifi, there were no desks for learners to use. They sat on the floor of the classroom during learning instruction, with visible farm tools on the floor of the classroom – perhaps used as teaching tools - which pose a clear threat to the safety and wellbeing of children.

### 3.2.1.2 Adequate water, sanitation, and hygiene services

Just above half (17/30) of the schools observed had adequate water, sanitation, and hygiene services (WASH) for all learners including girls and learners with disabilities. Limitations in the rest included missing toilets, lack of adequate WASH-related resources, and lack of drinkable water. In addition, some schools had water but there was no soap for the students to wash their hands with (see Picture 4). Adequate and disability-adapted WASH services are key to allowing for the physical dimension of inclusive education for children with disabilities.

Indeed, adequate WASH services in schools are linked to higher school attendance and healthcare of learners, especially girls and those with disabilities. Higher school attendance and healthy learners have been associated with higher academic achievement.<sup>57</sup> Ensuring adequate WASH services helps establish the necessary, basic conditions for all learners to engage with school effectively. The issue was more prominent among rural schools (6 of 7 lacked adequate WASH facilities) than in suburban and urban schools.

*“The school has more than sufficient water tanks, almost 7 tanks with several taps but the headteacher says they lack fresh water for the children to drink since they cannot drink water from the borehole. They have several wash areas for washing hands, but they lack soap, which is only available at the gate. The school has a special toilet built specifically for the SEMHS children, that is, the special unit children [...]. The girls and boys have enough toilets which have doors and urinals. The toilets are pit latrines where the girls directly dispose of the sanitary towels, they don’t have special bins for disposing of them. The toilets are well separated where girls have their own toilets and boys have their own (School Observation #8 in Kilifi, May 2022)*

In some cases, sections of schools designed for learners with disabilities were specifically missing key sanitation elements, while they were provided in the general facilities. An observer in Mombasa noted: *“The regular school has proper sanitation [...] but not the special unit”<sup>58</sup> [...]. Water was available at the time of the visit. There were no toilets for the pupils with a disability, and the toilets available for the other students are located far from where the special unit is situated. Bathrooms were well lit”<sup>59</sup>* It was also reported in Kilifi: *“No proper water system can be observed apart from the few tanks at the corner behind the classrooms. I have not observed any wash services for the learners, there are separate toilets for both boys and girls but there is no special or suitable toilet for the disabled”<sup>60</sup>*

Picture 4 – Handwashing facilities in Mombasa with water but not soap



Drinking water is also missing in some schools, posing a clear health risk for students. In one case, learners either had to resort to rainwater or had to bring their own water from home. In another case, the available water was largely salty and therefore not safe to drink or use for washing.

*“The school has two water tanks, and they depend on rainwater which lasts them for about a week. In case it does not rain, the children are asked to carry water from home, or the teachers and parents contribute, and they buy from suppliers. For a population of about 523 pupils, the school has very few washrooms since they have only six toilets for the girls, with poor lighting and in poor condition and four for the boys, two of which the parents built recently. There is no water or soap outside the toilets” (School Observation #7 in Kilifi, May 2022).*

*“The school has dug a well that serves as the main source of water. The water available is salty rendering it unsafe for drinking thus pupils are forced to bring their own drinking water from their homes. Handwashing facilities were observed with ease of access by all students. Most handwashing facilities had no water and any cleansing agent at the time of visit. Separate toilets for both boys and girls were observed but located*

<sup>57</sup> Robert Dreibelbis et al., “Water, Sanitation, and Primary School Attendance: A Multi-Level Assessment of Determinants of Household-Reported Absence in Kenya,” *International Journal of Educational Development* 33, no. 5 (2013): pp. 457-465

<sup>58</sup> Special units refer to classrooms with learners with severe disabilities requiring individualised learning support. In locations without special schools, special unit classrooms are available in mainstream schools. Learners with disabilities are taught separately by special education teachers trained to meet their learning needs and they observe the curriculum like for the rest of the learners. Full Implementation of CBC aims to phase out special units from schools.

<sup>59</sup> SO26, School observation in Mombasa, May 2022

<sup>60</sup> SO14, School observation in Kilifi, May 2022



*under the same roof as those of teachers and pupils with a disability. Water was present in the toilets, but no soap was observed at the time of visit” (School Observation #19 in Mombasa, May 2022).*

### 3.2.1.3 Emergency preparedness of schools

Around half (16/30) of the headteacher respondents stated having some form of emergency preparedness plans for disaster risk reduction. These include first aid kits, fire extinguishers, classroom evacuation measures, alternative routes in case of floods, and emergency contacts. A respondent in a school in Mombasa explained:

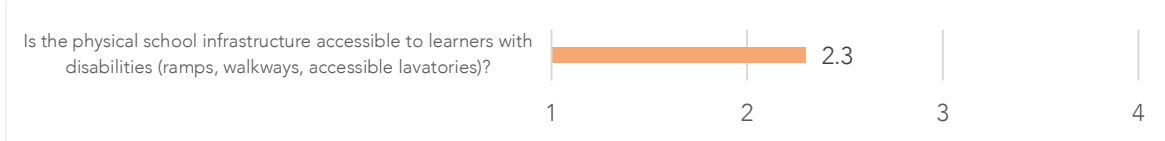
*“...In case of a fire, fire is very dangerous but most of our classes have no electricity, we only have electricity in the lab, we have a lab for the CBC, and then, the administration: those are the areas where you can get electricity. But then again, in case of an emergency the doors are open from morning to evening until you go home, we also have sand outside in case of any fire we can use it. We have water” (KII22 Interview with Headteacher in Mombasa, May 2022).*

These plans are inconsistently shared with teachers (13/16) and parents/caregivers (9/16). Lack of resources and training are reported as main obstacles to developing such plans; this is most common in rural schools (5 of 7).

*“As you can see for yourself this school is in terrible condition. We, therefore, do not have an emergency preparedness for disaster risk reduction plan to protect learners. We don’t have a fire extinguisher and we don’t have anything that can help rather than maybe sand in case of a fire. But so far, we have been lucky not to have run into any major problems and disasters” (KII11, Interview with Headteacher in Kilifi, May 2022).*

Furthermore, physical inclusion represents an important dimension of emergency preparedness. The accessibility of a school infrastructure can either improve or inhibit mobility, crucial in emergency evacuations. The Policy Dialogue findings confirmed limited access to schools by learners with disabilities in terms of ramps, pathways, and lavatories (Figure 8).

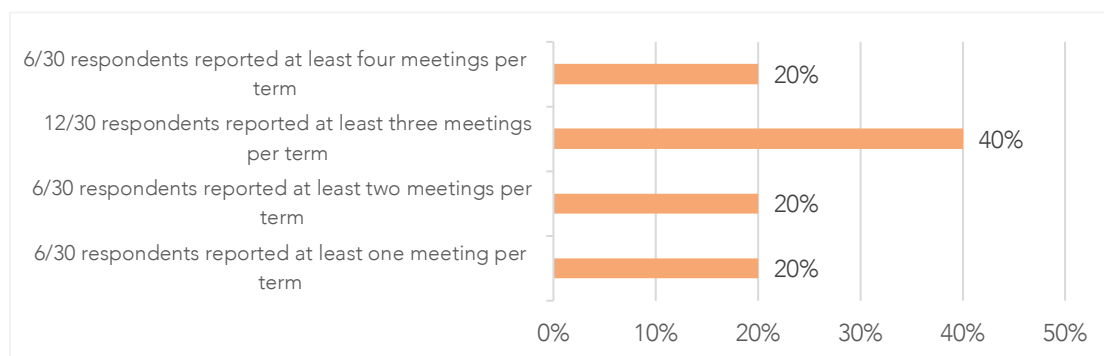
Figure 8 – Physically safe and accessible learning environment (0 = no alignment, 4 = strong alignment)



### 3.2.2 School leadership and community engagement

Key Informant Interviews with community leaders conducted in the Rapid Research found that all community leaders (30/30) in Kilifi and Mombasa districts reported that they met with school leadership every term, at

Figure 9 – School leadership meeting frequency per term  
varying frequencies:



These meetings reportedly have school-focused agendas, considering for example learner performance, student discipline, teacher performance, student well-being, and school infrastructure.

*“In these meetings, we talk about the progress of our children and what is needed including making the parent a part of their children’s progress even when they are home. The parents should not leave all the responsibility to the teachers; they should also be involved and make sure even at home the children are disciplined, and they read. We also discuss drug and substance abuse, guide our children not to use them such as bhang, and the rampant unprotected sex (KII20, Interview with Community Leader in Mombasa, May 2022)*

There are also clear lines of communication between parents/caregivers and teachers. All interviewed parents/caregivers and caregivers (30/30) reported having a means of communication with teachers and school administrators. Common means of communication included phone calls, letters sent through children, or verbal messages sent to the parents/caregivers through their children.

*“Yes, they do have a way of communicating to us parents. It happens that they invite us to meetings. They also send our children by either word of mouth or letters to let us know that there will be a meeting with the teachers back at school” (KII9, Interview with a Parent in Kilifi, May 2022).*

Positively, 23/30 parents/caregivers also reported having sustained communication with teachers who advise them on assignments for their children and practice home-based learning, on elements of the CBC curriculum implementation, and on the development of learners and opportunities for family involvement.

*“Yes, they call us to discuss the ways we can use to handle our kids, especially at such a time when the CBC system is new to us. They also sometimes train us on the major concepts of IBC and how we can handle them. We the parents also help the kids to do their homework. At home the parent also has a role, especially in the practical subjects like when they are required to model items, I help them” (KII27 Interview with a parent in Mombasa, May 2022).*

27/30 parents/caregivers reported that teachers regularly provided feedback regarding their children’s performance at least once every term. The feedback ranged from completed homework tasks, continuous assessment tests, and end-of-term performance feedback.

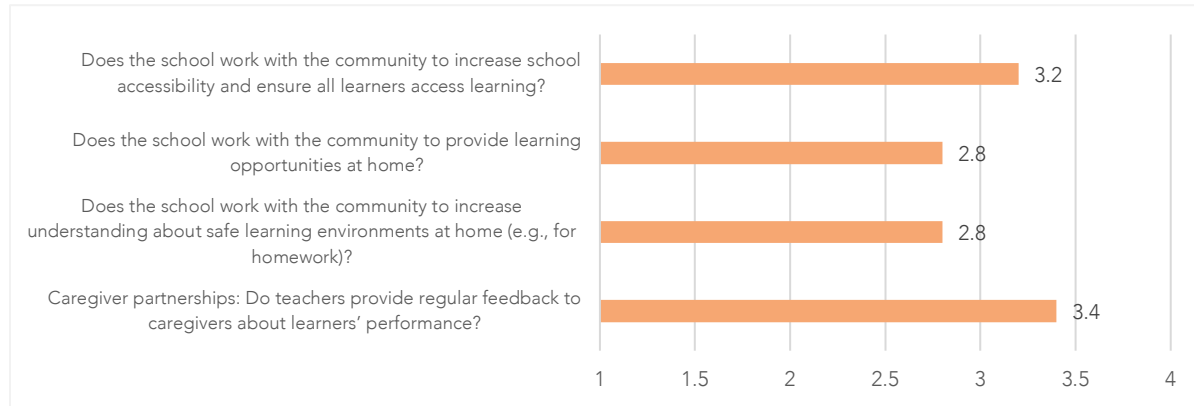
*“Teachers do communicate to caregivers on the learner’s performance. Though not regularly, it normally happens twice a term. This is because for them to provide feedback on learners’ performance, is after they have done examinations. In the meetings, the teachers and caregivers usually discuss performance across all subjects taught at school” (KII9, Interview with a Parent in Kilifi, May 2022).*

Such communication is key to the CBC curriculum implementation: however, while the CBC curriculum implementation requires close collaboration between parents/caregivers, teachers, and school administrations to support children to achieve learning goals, this research confirms previous findings that not all parents/caregivers are currently in a position to play this role. Teachers reported concerns that parents/caregivers either did not understand the CBC curriculum and their role, or were illiterate and hence not able to support children with homework activities. If children failed to receive support from their siblings or peers, then they ended up not completing homework tasks.

*“Parents and siblings provide support, but some parents are not learned where we have some students go home and come back without doing the assignment” (KII6, Interview with Teacher in Kilifi, May 2022).*

The Policy Dialogue outcomes align with rapid research findings that partly indicated a collaboration between teachers and the community, in particular on teachers providing feedback, and confirmed that learning opportunities at home are somewhat limited and require further school support (Figure 10).

Figure 10 – Community engagement (1 = no alignment, 4 = strong alignment)



### 3.3 Classroom level

At the classroom level, an above-average proportion of teachers demonstrated competencies in IEA instructional models and learning support systems. However, they are limited in their capacity to offer diverse means of engagement by insufficient classroom resources and capacity.

#### 3.3.1 Classroom instruction - Universal Design for Learning

Findings of the classroom observations revealed that nearly all (28/30) observed teachers had lessons prepared in advance. Assessed more specifically across the three domains of UDL – engagement, expression, and representation – more than half of the observed teachers implemented multiple means of expression and representation in these lessons. Offering these diverse means of engaging, expressing, and representing learning serves as a critical step towards both cognitive and social inclusion, allowing learners to draw on their relevant contexts to interact with their learnings. However, teachers struggled more with student engagement, likely associated with the challenge of managing overcrowded classrooms. Extreme enrolment rates also seem to pose constraints on the appropriate use of teaching and learning material.

**Diversity in means of engagement.** Around half of the observed teachers utilised diverse means of engagement such as morning agendas, songs, and dances, learning through play, and linking instructional content to students' personal experiences (Figure 15). This was slightly more common outside of urban schools (4/7 teachers in rural schools, 5/9 teachers in suburban schools, and 4/14 teachers in urban schools).

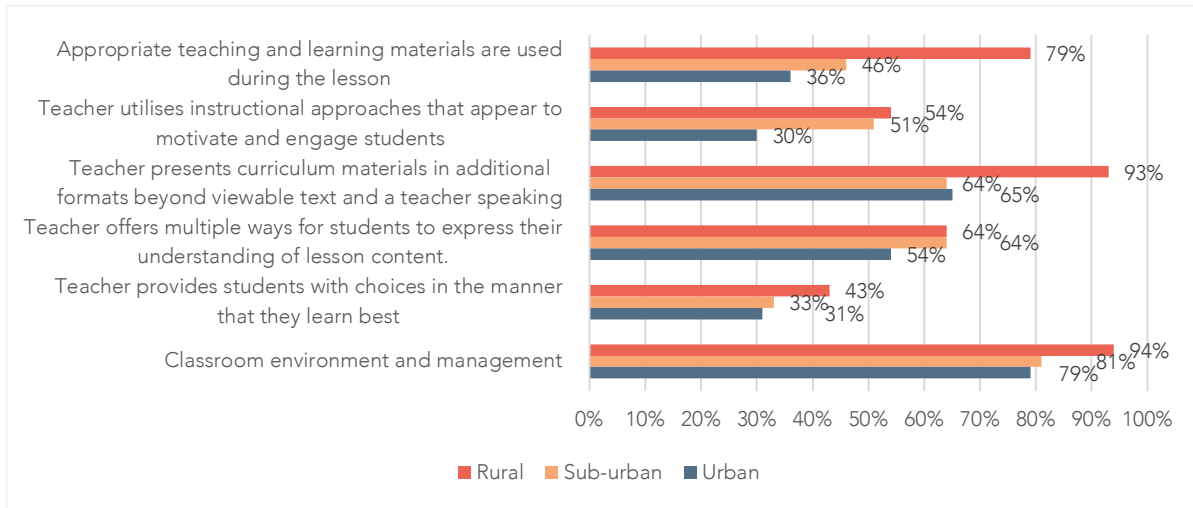
*"[The teacher motivates and engages] by pointing students to answer questions randomly and again singing in groups really showed activeness in participation and contribution on the topic in the class. The class had pictures, charts, bottle tops, maps and the grouping of students, this assisted in demonstrating what the day's lesson was all about" (Classroom Observation #5 in Kilifi, May 2022).*

*The lesson was about Flags. The teacher explained the topic while discussing the vocabulary and giving examples from the school context. This made it easier for the learners to understand it well. The teacher had an opportunity to use a song as a way of teaching, but she didn't. There was a paragraph that could be read as a song to make the session engaging and fun (Classroom Observation #29 in Mombasa, May 2022).*

Higher student-teacher ratios in some classrooms visited (see Picture 3) may have contributed to the more limited means of engagement in urban contexts.

Teachers were more limited, however, in providing learners with choices on how to engage in the material – which is vital for enhancing their autonomy and critical thinking skills and diverse ways of applying knowledge in real life. Observations looked for whether teachers provided options to students such as choosing what to read, whether to work individually or in pairs, and whether to respond by speaking, gesturing, or drawing – less than half did so (4/14 teachers in urban schools, 3/9 teachers in suburban schools, and 3/7 teachers in rural schools).

Figure 11 – Prevalence of UDL, SEL, and appropriate teaching and learning materials in classrooms in urban, sub-urban, and rural schools of Kilifi and Mombasa



*“The teacher asked different learners to read the words from the paragraph they were reading. I noticed that she gave opportunities to different learners, both boys and girls for the whole session. The teacher asked volunteer learners to read out a conversation while each taking a role (a mother and a son). The students were seated in groups, but the teacher never asked them to work in groups” (Classroom Observation #25 in Mombasa, May 2022).*

**Diverse means of representation.** Rural schools demonstrated the highest proportion of classrooms implementing multiple means of presenting information, including the use of pictures, small groups, charts, and graphs (see Figure 11).

*“The teacher encourages teamwork by telling the pupils to work in groups for about 5 mins. There is the use of songs in counting, this made the class lively and the sums easy to remember, this used 5 mins too. She uses real objects in counting and related well with the pupils' personal experience” (Classroom Observation #14 in Kilifi, May 2022).*

*The teacher asked different learners to read the words from the paragraph they were reading. I noticed that she gave opportunities to different learners, both boys and girls for the whole session. The teacher asked volunteer learners to read out a conversation while each taking a role (a mother and a son), (Classroom Observation #25 in Mombasa, May 2022).*

Limitations to using different formats include insufficient teaching material, teacher training, and/or overcrowded classrooms.

*"The students were seated 3 per desk they worked on their own the teacher didn't ask them to work in groups the teacher was engaging all student by encouraging them to participate without discriminating both boys and girls" (Classroom Observation #8 in Kilifi, May 2022).*

Picture 5 shows that small group work is present in some schools, with the teacher offering individualised support at the group level.

**Diversity in means of expression.** Nearly two-thirds (19 of 30) of the teachers observed offered learners multiple ways to express their learning during the content of the lesson. Over half specifically supported and encouraged learners to show understanding through writing, drawing, gestures or signs, and role play (see Figure 11).

*"The students were selected to write certain letters or words on the blackboard, and this was randomly done to test their understanding of the day's topic" (Classroom Observation #12 in Kilifi, May 2022).*

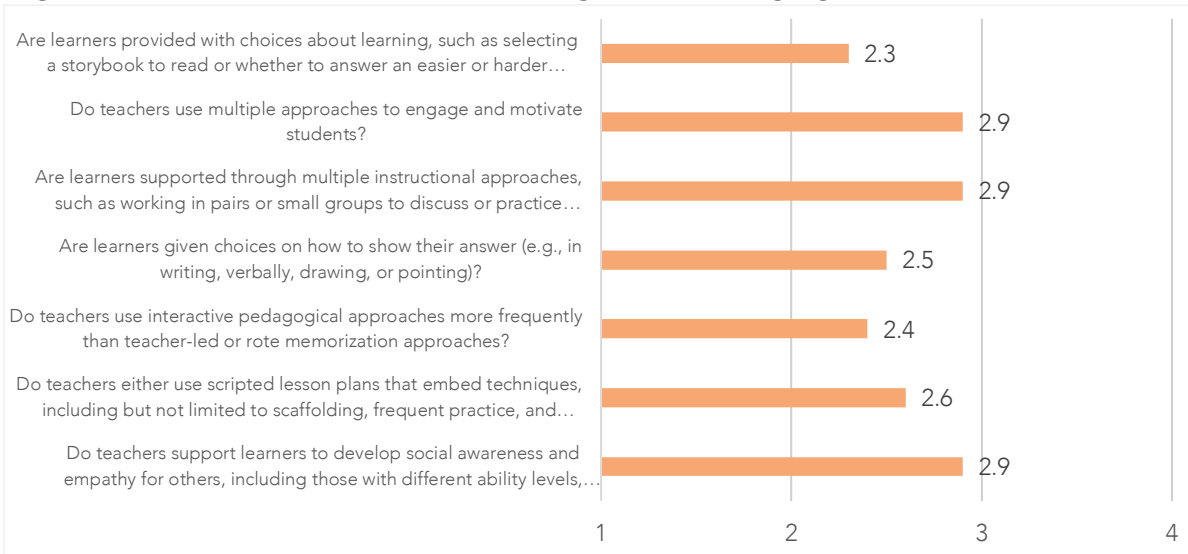
*"The teacher asked learners to punctuate the sentences after teaching them how to do it and went around to mark and correct where applicable[...] The learners were given an opportunity to read the sentences on the board and punctuate them." (Classroom Observation #29 in Mombasa, May 2022).*

The findings from the Policy Dialogue largely confirmed the picture painted by the Rapid Review: stakeholders reported that a majority of teachers used multiple instructional approaches to engage, motivate, and support learners. However, they scored slightly less well when it came to interrogating whether they offer learners choices about learning and responding, as well as using interactive pedagogical approaches. The limited choices about learning could be attributed to the limited availability of classroom learning materials such as story books that learners could engage with, and the limited teacher professional development highlighted by the Rapid Research. This may have serious ramifications on the competencies of teachers in terms of their efficacy and creativity necessary for facilitating teaching at the right level and ensuring learners acquire needed learning competencies such as communication skills.

Picture 5 – A teacher working with students in small groups in Mombasa



Figure 12 – Classroom instruction models (1 = no alignment, 4 = strong alignment)



**Availability and use of teaching and learning materials.** While teaching and learning materials were found to be available across the observed schools, teachers showed limited usage of these materials, particularly in suburban (4/9) and urban (5/14) schools.

These materials come at least partially from the community rather than the government or schools themselves.

*“We as the community are involved. Currently, we have the new system, the CBC system, which we feel is a good system because it nurtures the learners’ talents. So we as the community look at what resources we can give to make the learning easy for the students such as when they are asked to provide manila papers, sticks or anything we can contribute (KII29, Interview with community leader in Mombasa, May 2022).*

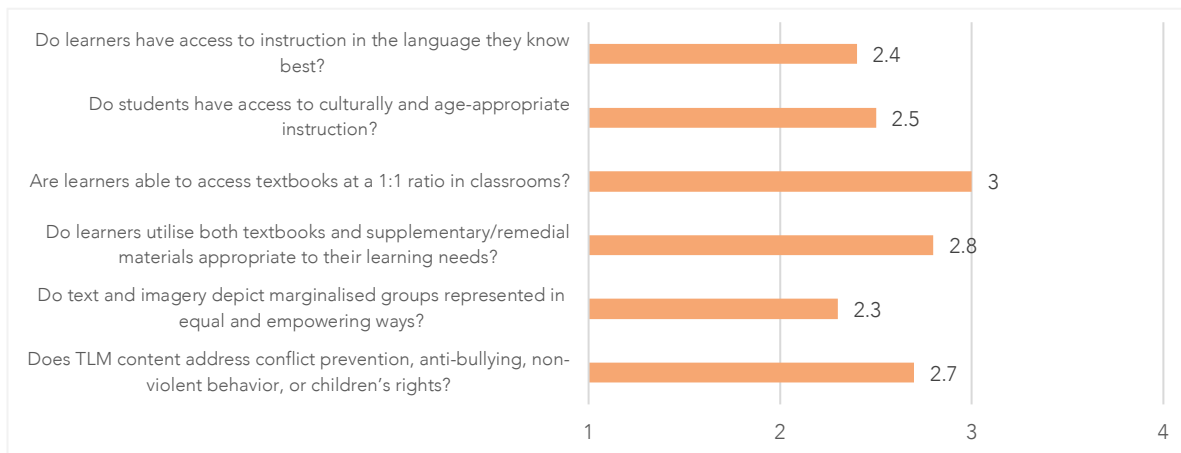
*“The community members do help us because according to the new curriculum, pupils are being instructed with the help of either community member to do some activities to show their creativeness, the community do help them in acquiring materials for their art and craft” (KII12, Interview with community leader in Kilifi, May 2022).*

Again, high enrolment rates once again pose a significant constraint on the availability of resources.

*“Our institution is a very big institution, so our materials are not, much enough to meet the need of all those learners, but we work together with the teachers to ensure that all pupils access those learner materials” (KII8, Interview with community leader in Kilifi, May 2022).*

The Policy Dialogue findings indicate that while learners in classrooms had access to textbooks and culture/age-specific materials which they utilised for learning, these – and their instruction – are not always aligned with the languages they know best. Further, learning materials have a limited representation of marginalised groups.

Figure 13 – Teaching and learning materials (1 = no alignment, 4 = strong alignment)



### 3.3.2 Classroom Environment & Management - Social-Emotional Learning

Although the Rapid Research suggests that a majority of the observed classrooms fostered a supportive learning environment for all learners, including through the language of instruction, the incorporation of social-emotional learning in classroom management, and offerings of remedial learning opportunities structurally most schools lack necessary accommodations for learners with disabilities.

**Socio-emotional learning and breadth of skills.** The majority of teachers demonstrated some positive competencies in classroom management. Teachers in rural schools demonstrated the highest proportion of inclusive classroom management styles in encouraging and praising the participation of all learners (Figure 11).

- 28/30 teachers acknowledged and praised all students for correct responses and behaviours demonstrated in the classroom
- 17/30 teachers implemented principles of social-emotional learning in their classrooms; this was less common in rural schools (2/7).

*"The teacher applauded all the learners who read out the words from the paragraph. The teacher asked the learners who were willing to take up the roles from the conversation paragraph in the book to read"* (Classroom Observation #25 in Mombasa, May 2022).

*"For example, the teacher writes a sum on the blackboard, and asks for a child to answer, but then he fails by giving the wrong answer. All the other pupils who know the correct answer begin to laugh but are controlled by the teacher who emphasises the need to respect others and that nobody can know all the answers that's why they are there to learn. She shows the boy how to tackle the question and appreciates him for his effort. This action enables the child to believe in themselves and not to be afraid to answer the next question. Thus social awareness is observed"* (Classroom Observation #14 in Kilifi, May 2022).

More than half (19/30) of the teachers also encouraged students to develop a breadth of skills including competencies like creativity, communication, problem-solving, and critical thinking:

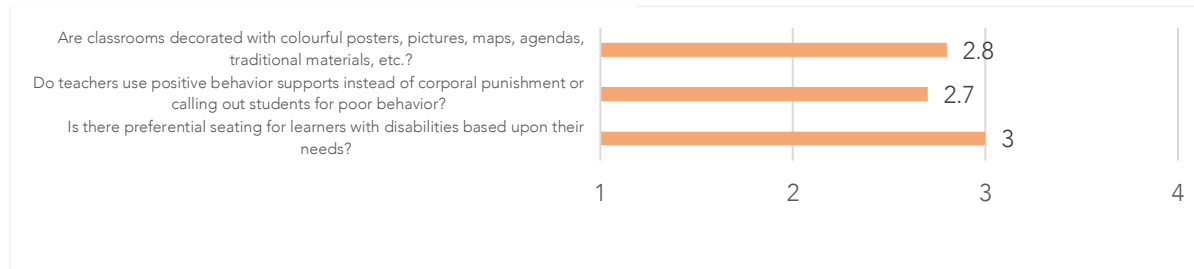
*"The teacher wrote some keywords from the comprehension on the board and asked the pupils to work in pairs and present after the discussions"* (Classroom Observation #16 in Mombasa, May 2022).

*"The pupils were instructed in groups and individually to build up a sentence to test their understanding of the day's topic"* (Classroom Observation #5 in Kilifi, May 2022).

*"The teacher gave chances to pupils to think broadly, reason and suggest possible solutions to different problems. Pupils were also exposed to interactions that enable them to develop self-expression skills"* (Classroom Observation #30 in Mombasa, May 2022).

The Policy Dialogue findings confirmed that there was some usage of positive behaviour support during classroom engagement, but that progress remains to be made on this front (Figure 14).

Figure 14 – Classroom environment and management



**Classroom environment and management.** The language of instruction matched the home language spoken by learners in the majority of observed classrooms (25/30). 83% of teachers in classrooms visited in Kilifi and Mombasa instructed in a language that learners were familiar with, essential for ensuring understanding of the content and general effective communication during lesson time. Findings from the Policy Dialogue confirmed that teachers in rural, sub-urban and urban settings demonstrated effective classroom management (Figure 11).

**Access to academic support outside of school hours.** All of the teachers interviewed (30/30) reported providing extra tutoring and remediation outside learning hours, particularly for struggling learners.

*“After school at noon, we offer remedial classes. Sometimes we do it with all students where we group slow learners separately and fast learners separately so that we can concentrate more on the slow learners. Also, sometimes we just tell the slow learners to remain behind” (Classroom Observation #6 in Kilifi, May 2022).*

*“Yes I do, we have remedial classes in the morning and evening classes. On weekends it’s only the grades seven and eight who come to the school because they are going to sit for their KCPE exams. For the CBC, they don’t come on the weekend. But when a parent requests extra attention for their child I offer assistance, only when the child has challenges. The parents are not charged extra, but they can pay out of appreciation - their own will. If they don’t have money, we don’t force them because it is the service that we give to the learners, my priority is education to the learners” (Classroom Observation #22 in Mombasa, May 2022).*

However, when asked about whether learners had access to additional learning support or opportunities outside of school, 14/30 teachers indicated that this is a challenge due to the high illiteracy level of most parents/caregivers. Peers and siblings were flagged as providing support.

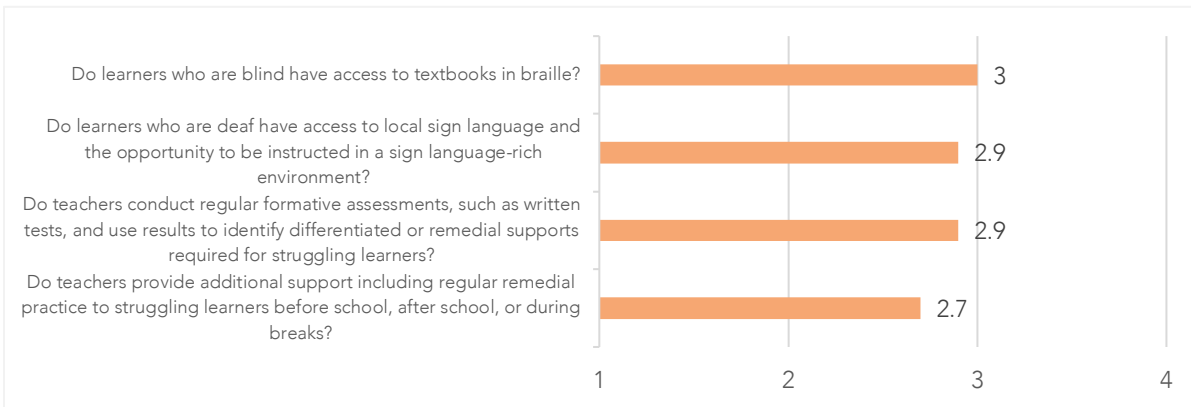
*“Parents and siblings provide support, but some parents are not learned where we have some students go home and come back without doing the assignment” (Classroom Observation #6 in Kilifi, May 2022).*

*“Some of these learners have their brothers and sisters who are in the upper classes so if they have any problem, they go to them and ask for assistance” (Classroom Observation #22 in Mombasa, May 2022).*

The findings from the Policy Dialogue qualified the teachers’ presentation of additional support available, which they may have sought to present as more consistent than it is in reality. Access to specific learning aids for learners with disabilities, such as braille and sign language, occurs, but not consistently.



Figure 15 – Remediation support and access to specific learning aids (1 = no alignment; 4 = strong alignment)



### 3.3.3 Learning assessments

29 out of the 30 teachers interviewed in the Rapid Research reported using diverse ways of assessing learners during lesson instruction such as completing short classroom tasks, assignments, and periodical assessments such as through continuous assessment tests.

*"I do assess them through the oral work during my teaching in class and also on written assessment, I also give them the assignment to do during the lesson and take home-work" (KII5, Interview with Teacher in Kilifi, May 2022).*

*"By asking questions after teaching, when they answer them correctly, I'm happy that my lesson was understood. By giving them group work because mostly in CBC, it's what we use. After that, I assess my students by giving them homework with the help of their parents, because in CBC most activities are with the students, parents or guardians at home. Therefore in the morning when they come back, I ask them to show me their work, which means they concentrate on the lesson at home. For the slow learners, I specify a special time for them and give them work twice or thrice, then let them do the work by themselves, after about 20 mins I check on their work (Classroom Observation #23 in Mombasa, May 2022).*

In addition, 14/30 of teachers reported using the assessment outcomes to identify and offer additional support to struggling learners. The assessment feedback was reported by some teachers to help involve parents/caregivers and identify the academic support children get at home.

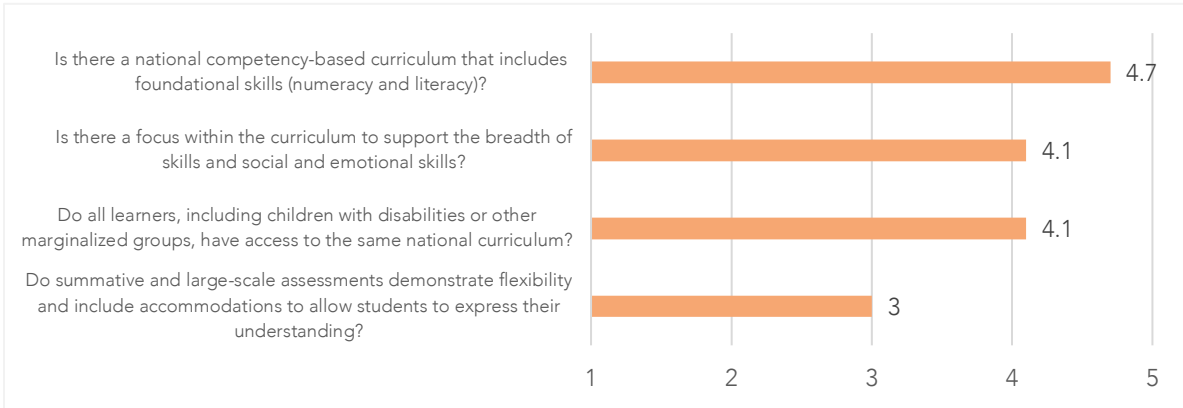
*"When I give them, let's say a topic in fraction, I assess the child and see if they performed poorly in it. I mark, likewise in addition about carrying numbers, I mark the pupil as well and write their name afterwards I call such students knowing very well where their weakness lies and find on means of making them improve on them" (Classroom Observation #23 in Mombasa, May 2022).*

*"Yes, the assessment results help to identify which learners need more support as well as inform the parent accordingly" (Classroom Observation #29 in Mombasa, May 2022).*

### 3.3.4 Curriculum assessment for IEA pedagogies

The **Policy Dialogue** discussions around the national curriculum confirm the shift to an inclusive, engaging and adaptive curriculum in Kenya (Figure 16).

Figure 16 – Curriculum and assessment (1 = no alignment; 5 = strong alignment)



## 4 RESEARCH IMPLICATIONS

With the introduction of the CBC, Kenya has created the theoretical underpinnings for an educational system built on IEA pedagogies. In assessing how these principles can be implemented, five barriers stood out:

- Teacher professional development is currently insufficient;
- Schools are under-resourced in terms of budgetary allocations, access to learning materials, and infrastructure;
- Parents, though generally positive towards the CBC reform, require further support and information for effective engagement;
- Despite positive strides, children with disabilities do not have equal access to education; access for all to quality education requires improvements to school safety, health and hygiene.<sup>61</sup>

Considering these issues across the system, school and classroom levels highlights how they are interlinked from the highest levels. This analysis therefore takes a thematic approach to consider the implications and opportunities of the rapid research and policy dialogue findings at a very high level; taking into account the three levels of the pedagogy framework simultaneously lay the ground for the subsequent action plan and recommendations that break down these high-level findings to address the education system holistically.

### 4.1 Strengthening teacher professional development

Findings from both the Rapid Research and the Policy Dialogue found that existing trainings are insufficient. Of the 30 school leaders interviewed, more than two-thirds of the respondents reported having participated in training related to instructional leadership and/or IEA pedagogies. Many of those who had received training mentioned that these training sessions were part of the CBC reform. However, participant assessment of these trainings noted a range of challenges: the trainings were too infrequent, too short, or accessible to only a few members of staff. These were insufficient to address the clear professional development needs to allow for successful implementation of the CBC.

Policymakers evaluated the nation's teacher training programmes as requiring further development, rating the trained professional workforce with a score of 2.4 out of 4 on the Mentimeter.<sup>62</sup> Discussions around the scoring underlined that this score was generous: when asked "*Do all school leaders receive training on instructional leadership, including IEA pedagogies?*" small group discussion participants for this topic stated that an average score of around 1 - 1.5 (highly limited alignment) would be more accurate than the 2.7 that was initially given by the collective group. Indeed, while in-service training was acknowledged as occurring through the roll-out of the CBC reform, participants discussed the need for more explicit professional development on IEA pedagogies and on the diverse aspects of a CBC. The lack of funding for continued professional development was particularly flagged: while there is funding currently allocated to specific in-service programmes that address the current curricular reform, there is not enough budget for long term strategic teacher professional development. Teachers typically must pay out of their own pockets to attend professional development programmes. There is an amalgamation made by many between teacher training and teacher professional development, while the latter requires a more in depth and purposeful approach.

- Indeed, existing development on the CBC comprised of primarily rapid trainings, described as limited in terms of both who they reach and their content. . However, participants saw the need for stronger teacher professional development to support teachers' understanding of CBC including the assessment, engagement with parents, and innovation skills.

These findings are in line with recent empirical evidence highlighting a lack of teacher professional development as a gap in the implementation of the CBC reform. The resultant challenges faced by teachers in teaching the CBC effectively in the classrooms have been widely documented in recent years. Several areas, in particular, require additional development, according to rapid research findings and policy dialogue participants: the understanding of Competency-Based Curriculum, SEL, innovative use of local resources, assessment

<sup>61</sup> In consideration of the three dimensions of inclusion; physical, cognitive, and social inclusions.

<sup>62</sup> Mentimeter is an online polling tool that allows the user to engage their targeted audience in real time. During Policy Dialogue, stakeholders rated the rubric items in the Mentimeter application. This score represented an average level of alignment in regard to investment in teacher professional development

implementations, use of technology, and social-emotional learning. Throughout the Policy Dialogue, participants pointed out that CBC training should include aligning in-service and pre-service learning, but that the number of qualified teachers has been decreasing with each year. Members raised concerns regarding both the standard of entry and payoff for those who meet those requirements.

Literature on teacher training in Kenya more broadly documents the insufficiency of current financial resource allocation to enable the MoE to undertake a comprehensive teacher professional development programme.<sup>63 64</sup> A recent report, for example, flagged that budgetary allocations for education have not changed significantly over the last ten years, despite the increasing demand for education resulting from both the CBC reform and population growth.<sup>65</sup> Wambua and Waweru also report limited financial resources as a major challenge that hinders, especially, teacher professional development programmes countrywide.<sup>66</sup> The findings from the Rapid Research highlight the perceived need for more thorough and consistent professional development opportunities from teachers and school leaders, particularly regarding IEA pedagogies and instructional leadership. These trainings provide school staff members a stronger foundation through which to implement IEA pedagogies on a national level. Furthermore, professional development opportunities related to CBC offer a critical junction through which to raise awareness about the reform, increase participant buy-in, and improve consistent implementation on a national level.<sup>69</sup>

High student-teacher ratio serves as a further challenge for teachers at some schools in Kilifi and Mombasa counties; CBC design requires a smaller number of learners for effective operationalisation of the IEA pedagogies that are at the core of the reform. For effective operationalisation of the CBC, strategic programming by the MoE focused on decongesting classrooms is recommended. Policy Dialogue discussions suggested that the Kenyan Basic Education Act of 2013, making primary education free and compulsory for all learners, resulted in a sharp rise in enrolment rates without an adequate increase in funding and resources to match that influx.<sup>70</sup> The potential reasons for high student-teacher ratios could vary, ranging from insufficient schools, shortage of trained teachers, to low grade-advancement rates. Further research on the root cause of the issue within the Kenyan context could help identify the most relevant and effective solutions.

## 4.2 Increasing infrastructure and classroom resources for IEA pedagogy

The overall status of school infrastructure varies significantly from one school to the next. 40% of the schools reported overcrowded classrooms, with learners seated on the floor or even outside the classroom – making it difficult to focus, and challenging teachers in their attempts to create inclusive, engaging, and adaptive learning environments. This confirms findings from previous studies on the CBC in Kenya, which have recommended the need for additional classrooms to decongest the overcrowded ones and desks for all learners.

Ensuring sufficient and appropriate learning materials has also previously been flagged as a gap to be filled to enhance IEA instruction quality, including for marginalised groups.<sup>71 72</sup> While in some cases parents were reported as supporting learners with needed learning materials and learning aids, teachers and community leaders indicated that a majority of parents were poor and cannot afford to do so regularly. Fundamentally, this

<sup>63</sup> John M. Momanyi and Peter K. Rop, "Teacher Preparedness for the Implementation of Competency Based Curriculum in Kenya: A Survey of Early Grade Primary School Teachers' in Bomet East Sub-County," *African Journal of Educational and Social Science Research* 7, no. 1 (2019): pp. 2617-7315.

<sup>64</sup> Roseline Nyaboke, Dovison Kereri, and Loice Kerubo Nyabwari, "Competence-Based Curriculum (CBC) in Kenya and the Challenge of Vision 2030," *International Journal of Education, Technology and Science* 1, no. 4 (2021): pp. 155-169.

<sup>65</sup> Muasya Eliud Wambua and Samuel Waweru, "Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya," *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947

<sup>66</sup> Beatrice Akala, "Revisiting Education Reform in Kenya: A Case of Competency Based Curriculum (CBC)," *Social Sciences & Humanities Open* 3, no. 1 (2021)

<sup>67</sup> United Nations, "Kenya, Country Statistics" (United Nations, 2021), <https://data.un.org/en/iso/ke.html>.

<sup>68</sup> Muasya Eliud Wambua and Samuel Waweru, "Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya," *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-947

<sup>69</sup> Benjamin Koskei and Everlyne Chepchumba, "Teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya. A case of lower primary schools in Nakuru county." *International Journal of Education and Research* 8, no. 2 (2020): 1-10.

<sup>70</sup> For further research, see Abdi Ali Aden and Brinda Bazeley Kharbirymbai, "Teacher Shortage in Kenya: Trends and Policy Implications," *Online International Interdisciplinary Research Journal* 9, no. 5 (2019): pp. 128-137

<sup>71</sup> Ibid.; Beatrice Akala, "Revisiting Education Reform in Kenya: A Case of Competency Based Curriculum (CBC)," *Social Sciences & Humanities Open* 3, no. 1 (2021)

<sup>72</sup> Samuel Hall, "Implementing the CBC in Dadaab and Kakuma Refugee Camps" (Samuel Hall, 2021).

stems from insufficient budgetary allocations to the schools to enable them to access all teaching and learning materials that are relevant for CBC reform.<sup>73</sup>

At the Policy Dialogue, participants again emphasised that classroom resources are oftentimes dependent on family and community members bringing them, exacerbating the inequality between higher and lower socioeconomic school districts. There is need for enhanced innovation and adaptation to using more locally available materials to support the quality of classroom instruction and limit the reliance on school supplies. However, rapid funding to ensure schools have supplies is also needed. In addition to limited learning materials, schools either lack access to or generally underutilise technology - among the areas of the national education system assessed, "Use of Technology" received one of the lowest ratings by the Policy Dialogue participants. Discussions revealed that even when schools have access to technological devices, classrooms may not implement them due to misconceptions and lack of training on the use of technology.

Complicating the situation is the existing process for school resource allocation: the current policy allocates funding to schools based on the number of students per school. However, this does not take into account the needs of each school. Policy dialogue participants stressed that this system can sometimes exacerbate inequalities as it fails to provide sufficient resources to a low-resourced school that might be in greater need but have fewer students. As such, participants recommended coming up with a funding policy framework that allocates resources based on need rather than simply the number of students.

To address these challenges, there is a need for stronger quality control of the CBC implementation process, in addition to ensuring sufficient financial support from the MoE. This will also reduce the real and perceived burden of the CBC on parents in Kilifi, Mombasa and elsewhere who are poor. Developing such a needs-based funding framework is challenged by the lack of reliable data, funding, a methodology for evaluating needs, and a monitoring system to ensure that the funding would be implemented effectively. In addition, developing mechanisms to support school leadership in ensuring accountability and maximization of the available resources by the teachers can help reduce waste and encourage proper reuse of some materials.

### 4.3 Enhancing family engagement and involvement in learning

Across the board, despite positive channels of communication reported between schools and parents/caregivers, parents/caregivers struggle to be involved in their children's education, in particular the CBC curriculum reform.

The Rapid Research findings found that overall, harmonious, and collaborative relationships existed between teachers and parents/caregivers – yet, despite this, a majority of the parents/caregivers did not have a good understanding of the CBC reform. Consequently, their level of involvement, especially in the curriculum implementation, was technically limited; this can also be partially attributed to low literacy levels, in particular in Kilifi County, which pushes children to receive support from siblings or peers on homework. While the MoE expects parents to taking a leading role on this, empirical evidence in Kenya shows that even though some parents collaborate well with teachers on supporting learners in their learning goals, a majority still struggle due to their unavailability, lower literacy levels and limited information on how best they can collaborate with the schools.<sup>74 75</sup> Study findings and partly, recommendations by Amunga, Were and Ashioya, align with this assessment.

Beyond capacity, there is a more fundamental gap: as recognised in previous research, the rolling out of the CBC curriculum has not taken into account educating parents/caregivers and the community around it, especially on their expected responsibilities in supporting schools and learners.<sup>76</sup> Many parents and caregivers do not understand how the CBC reform is meant to work, nor their responsibilities as pertains to supporting

<sup>73</sup> Muasya Eliud Wambua and Samuel Waweru, "Constraints Facing Successful Implementation of the Competency-Based Curriculum in Kenya," *American Journal of Educational Research* 7, no. 12 (2019): pp. 943-94

<sup>74</sup> KICD, "Parent's Roles: Competence Based Curriculum" (Ministry of Education, 2019), <https://kicd.ac.ke/wp-content/uploads/2019/07/SERIES-5-PParental-Roles.pdf>

<sup>75</sup> Anne Syomwene, "Parental Involvement Strategies and Challenges in Development of Pupils' Literacy Skills in the Implementation of Competency Based Curriculum in Early Years Education in Kenya," *European Journal of Education and Pedagogy* 3, no. 2 (2022): pp. 53-59

<sup>76</sup> Amunga Jane, Were Dinah, and Ashioya Irene, "The Teacher-Parent Nexus in the Competency Based Curriculum Success Equation in Kenya," *International Journal of Educational Administration and Policy Studies* 12, no. 1 (2020): pp. 60-76, <https://doi.org/10.5897/ijeaps2020.0646>.

children and teachers to attain their learning goals.<sup>77</sup> Participants highlighted that changing parental attitudes requires built-in structures that continually engage parents/caregivers - which are currently lacking on several levels: both a lack of learning/engagement spaces for parents and a lack of funding for these. Even amongst illiterate parents/caregivers, workshops and conferences can provide parents/caregivers with information on new CBC updates, desired learning outcomes, and expectations from parents, all of which can help boost the desire for parents to prioritise involving themselves in their child's learning – but currently this is not occurring. Such workshops and conferences require funding that does not exist within the current policy framework. For optimal outcomes from the CBC, there is a need to provide training that is tailored to parents with a focus on their role in CBC reform. Engaging parents/caregivers and community leaders offer the potential to enhance a productive relationship and collaboration with the schools and the performance of learners.<sup>78 79</sup>

#### 4.4 Access and inclusion for learners with disabilities

Classroom and school observations revealed that enrolment for learners with disabilities remains low – only eight of the 30 classrooms visited reported learners with disabilities in their classrooms – despite positive reports of involvement from community leaders working to raise awareness around inclusive enrolment of learners. Community leaders specifically mentioned encouraging parents not to keep children with disabilities at home; however, the low numbers may point to the possibility that this rhetoric is not being translated into practice, that structures are not appropriate to the needs of learners with disabilities, or teachers are inadequately equipped to identify the diverse forms of disabilities, beyond visible ones, that may be present in the classroom.<sup>80</sup> The latter would point to the need for a more comprehensive overview of disabilities for school teachers that span across the three dimensions including physical, cognitive, and social – challenged by the current limited acceptance and support of children with disabilities in communities and schools.<sup>81</sup>

For example, although a majority of the schools observed had adequate infrastructures to accommodate children with diverse physical disabilities, the low number of classrooms providing diverse options for learners point to the need for greater cognitive and social inclusion. Furthermore, children with cognitive disabilities in three out of 30 schools visited in Kilifi and Mombasa were placed in separate classrooms – of concern when reflecting about the social inclusivity of these schools in terms of the treatment of learners with mental disabilities by their peers in the mainstream classrooms.

Policy Dialogue participants focused on the potential for the CBC to aid in addressing these gaps. With the new learner-centred framework which aims to identify each learner's unique needs, educators will be able to take both a more flexible and consistent approach to support learners with differentiated needs. However, they noted practical challenges to allowing teachers to have the data, resources, and capacity to do this. These include the aforementioned lack of professional development, including on classroom inclusion across all three domains of disability, the limited school-level resources to support UDL, and the limited capacity of the Educational Assessment and Resource Centres (EARCS) to diagnose children with disabilities, facilitating the allocation of appropriate resources.<sup>82</sup>

Policy Dialogue discussions on the availability of diagnoses underlined the high possibility of undiagnosed learners with disabilities in schools - despite the clear guidance in the CBC policy on how such learners can be identified in order for teachers to provide accommodative classroom instruction and assessment approaches.<sup>83</sup>

<sup>77</sup> Samuel Hal, AKF, and UNHCR, "Implementing the CBC in Dadaab and Kakuma Refugee Camps" (Samuel Hall, 2021).

<sup>78</sup> Ibid.

<sup>79</sup> KICD, "Basic Education Curriculum Framework" (Ministry of Education, 2018), <https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework/>

<sup>80</sup> Kagendo Mutua and Dimitar M. Dimitrov, "Prediction of School Enrolment of Children with Intellectual Disabilities in Kenya: The Role of Parents' Expectations, Beliefs, and Education," *International Journal of Disability, Development and Education* 48, no. 2 (2001): pp. 179-191

<sup>81</sup> Mercy Githara et al., "Depressive Symptoms and Stigmatization among Parents of Children with Intellectual Disabilities: Cross-Sectional Survey in Public Primary Special Schools in Nairobi, Kenya," 2020

<sup>82</sup> The Educational Assessment and Resource Centres (EARCS) is meant to provide free diagnosis for all students with special needs prior to enrolment, with at least one EARCS per each sub-county. However, due to the limited budget of the Special Education department and the limited capacity of the EARCS, both of these expectations are difficult to fulfil. While the UDL principle does not necessitate the need for diagnosis in order to differentiate classroom instructions, the lack of available and reliable data on the number of learners with disabilities could inhibit the government's capacity to mobilize adequate resources dedicated to the specific matter.

<sup>83</sup> Ibid.

Special education teachers in Kenya lacked adequate understanding and application of inclusive pedagogical approaches aligned to the CBC policy.<sup>84</sup> There is thus a quality gap in the schools among special education teachers and staff, to ensure accessibility to learning and attainment of educational growth and development of such learners that is aligned to IEA pedagogy objectives.<sup>85</sup>

The Rapid Research found further gaps between current states of school safety, health, and hygiene and those recommended by the CBC reform and IEA pedagogies. Addressing these is key to the inclusion of all learners.

- Field research findings reported some schools in Kilifi and Mombasa to have no fences as is required in school safety policies outlined by the MoE in Kenya.<sup>86</sup> In one case, a learner with a disability was found to have left the school alone without the school's knowledge. Fences not only avoid such cases but also prevent intruders and control for student mobility which is vital for the safety and well-being of the school community.<sup>87 88</sup>
- Some classrooms observed had sharp farm tools on the floor of the classrooms that threatened the safety of children (e.g., see Picture 3). School security and classroom safety are important factors to consider when discussing the well-being, safety, and accommodation of all learners.
- Though a majority of the schools in Kilifi and Mombasa were found to have clean water for drinking and washing hands, clean toilets, and a conducive school environment for learning, some schools were still struggling with these standards, especially in rural Kilifi. The challenge of sanitation is a national problem - a study conducted by UNICEF indicated that just 59% of Kenyans have access to clean water, and only 29% of Kenyans had access to improved sanitation facilities.<sup>89</sup> In schools, this does not contribute to a strong - and in particular inclusive - learning environment. WASH services are critical for the health and well-being of all learners and school staff, and may contribute to absenteeism, especially for girls.<sup>90</sup>

Research from around the world has linked feeling safe at school to both social and emotional stability of children and even school engagement, vital components of IEA pedagogy.<sup>91</sup> The hygiene, safety and security issues above thus remain barriers to implementing IEA pedagogy in Kenyan schools successfully.

<sup>84</sup> Nelly C. Andiema, "Teachers Competencies in Evaluation of Competency Based Curriculum among Special Needs Learners in Kenya," *Global Journal of Educational Research* 19, no. 2 (April 2021): pp. 135-145, <https://doi.org/10.4314/gjedr.v19i2.2>.

<sup>85</sup> Ibid.

<sup>86</sup> Ministry of Education, "Safety Standards Manual for Schools in Kenya" (MoE, 2008), [http://cwsglobal.org/wp-content/uploads/2017/01/CWS-SSZ-Schools-Manual\\_Kenya.pdf](http://cwsglobal.org/wp-content/uploads/2017/01/CWS-SSZ-Schools-Manual_Kenya.pdf).

<sup>87</sup> Ibid

<sup>88</sup> Fennelly and Mariana "The Handbook for School Safety and Security: Best Practices and Procedures"

<sup>89</sup> UNICEF UNICEF, "Sanitation and Hygiene for All" (UNICEF Kenya, November 1, 2020).

<sup>90</sup> Robert Dreibelbis et al., "Water, Sanitation, and Primary School Attendance: A Multi-Level Assessment of Determinants of Household-Reported Absence in Kenya," *International Journal of Educational Development* 33, no. 5 (2013): pp. 457-465

<sup>91</sup> e.g., Carolyn Côté-Lussier and Caroline Fitzpatrick, "Feelings of Safety at School, Socioemotional Functioning, and Classroom Engagement," *Journal of Adolescent Health* 58, no. 5 (2016): pp. 543-550

## 5 CONCLUSIONS

Kenya has made positive progress toward the implementation of the SOF White Paper recommendations to make education inclusive, engaging, and adaptive. The CBC policy currently being implemented in primary schools across the country largely embraces the IEA philosophy, drawing from UDL and SEL frameworks. However, this progress remains largely at the theoretical level: while IEA pedagogies appear to be present in Kenya's education policies, their enforcement across the system, school, and classroom levels faces multifaceted barriers for consistent implementation, preventing the achievement of a higher quality of learning outcomes.

At the system level, the limitations of the education budget have far-ranging effects including teacher shortages, a primary contributor to the high teacher-student ratio in most schools in Kenya. With congested classrooms like those visited in Kilifi and Mombasa, high-quality learning outcomes cannot be guaranteed; a single teacher does not have the capacity to include, engage, and customise learning to the needs of each student in a classroom of more than 30, particularly when the teacher has not received adequate professional development or support.

These budget limitations percolate through to the school and classroom levels. Under-resourced schools are unable to offer children sufficient teaching and learning resources. Adapted books, writing materials, and learning aids, among others, are critical for engaging learners on personal levels. Schools in Kilifi and Mombasa have insufficient learning materials relative to the number of learners in classrooms. Without these supplies, teachers cannot implement IEA pedagogies effectively. Schools more broadly require investment to ensure an accessible and conducive learning environment for all learners. For learners with disabilities, this means their access to education may continue to be limited because of a lack of infrastructural support such as ramps, special toilets, and teaching aids. Although strong improvements on school safety, health, and student hygiene in Kenya have been made, gaps remain; some schools, for example, continue to lack safe drinking water or sufficient toilets for the number of students. To implement the CBC reform fully, the national government, through the MoE, will have to allocate sufficient to schools nationwide to address these gaps, while collaborating with local-level authorities to ensure sufficient funding for all schools.

At the school level, there is also a need to continue building strong collaborations between teachers, communities, and the parents/ caregivers. While parents in Kilifi and Mombasa counties were reported to support schools with supplies of teaching and learning materials, research participants reported a limited understanding of the CBC reform itself. At this point, although the reform demands family involvement in the learning process, a majority of parents and caregivers reportedly are not playing this role.

Finally, inclusive, engaging, and adaptive classrooms cannot be attained without skilled and competent teachers and administrators. Certainly, additional financing, as noted previously, is necessary for ongoing professional development. However, the modalities and areas of focus thereof also require reflection – it is not enough to scale up existing ones, given the content gaps evidenced. This assessment established that teachers in Kilifi, Mombasa, and the rest of the country lacked in-service professional development, of particular concern, around the CBC reform. Although trainings were offered, not all teachers were able to receive these prior to the roll-out of the new curriculum, meaning they had not been taught how to address the changes it implied, and that professional development was generally limited to brief trainings. This has had an effect on the attitude and motivation of the teachers toward the CBC reform. In-service teacher professional development is thus required nationwide, with a focus on ensuring teachers are well equipped with the skills and competencies necessary to implement IEA pedagogies enshrined in the CBC reform.

In short, despite positive progress in making learning inclusive, engaging and adaptive for all children in Kenya, the education system currently faces structural bottlenecks hindering further improvements. Urgent financial, capacity-building, community awareness raising, inclusion and infrastructural efforts are needed, to be led by the MoE, to allow for the full implementation of the recommendations made in the National Education Sector Strategic Plan 2018 -2022<sup>92</sup> and in the CBC reform.<sup>93</sup>

<sup>92</sup> Ministry of Education, "National Education Sector Strategic Plan," National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

<sup>93</sup> KICD, "Basic Education Curriculum Framework "(Ministry of Education, 2018), <https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework/>



## 6 RECOMMENDATIONS

Based on the research findings, five broad recommendations for action to strengthen implementation of IEA pedagogies have been identified – these are detailed below. From these five broad recommendations, stakeholders at the second Policy Dialogue developed a detailed action plan, presented subsequently, for four immediate areas for action, namely:



1. **Ensuring sustained teacher professional development and support.** Findings from both the Rapid Research and the Policy Dialogue indicate that teacher professional development and support is largely missing in Kenya. While many teachers have received some forms of training around IEA pedagogy, these were not sufficient to enable true professional development. Trainings were limited on two major fronts: firstly, their length and content, given the complexity of the evolutions in the pedagogical style required, and secondly their modalities, as they often were deployed as training of trainers. To allow for the fulsome implementation of the CBC and IEA more generally, this needs to shift to purposeful teacher professional development that focuses on enhancing teachers' pedagogical, social, emotional, instructional leadership, and inclusive competencies, among others. Importantly, there is a need to align pre-service and in-service teacher professional development with IEA to ensure continuity of teacher-professional development and desired quality of teachers to meet the demands of CBC, inclusive of specific components to allow for the inclusion of learners with disabilities. In addition, appropriate teacher support mechanisms that are aligned to IEA pedagogy should be devised by the MoE to provide constant pedagogy-specific technical support to all teachers.



2. **Building availability of needed resources for classrooms adapted to IEA pedagogies.** A sufficient supply of teaching and learning materials that are relevant to teaching at different levels is critical to allow the implementation of IEA pedagogical practices. Learners must be able to easily access, interact, and identify with the learning materials including books and more. In addition, resources that cater to learners with diverse disabilities such as hearing aids and braille require prioritisation to enable teachers to include, engage, and adapt their teaching to the needs of such learners. The Rapid Research showed that a majority of the learners in Kenya, including those with diverse disabilities, do not have access to sufficient learning resources. This also included a limited supply of teachers. Using the National Education Management Information System (NEMIS), the MoE can map classroom resources countrywide to identify classroom resource gaps and adopt policies that ensure all schools receive needed learning materials and resources on time. Furthermore, locally available learning resources and innovative adaptations to address learning material gaps can be encouraged.



3. **Collecting more purposeful, regular and streamlined data to adapt funding and programming.** More regular and streamlined data collection on areas such as enrolment, learner demographics, learning indicators, and resource availability are critical for evidence-based policymaking and programming. Currently, NEMIS serves as the primary source of reference for education-related data in Kenya. While this type of data is important, the Policy Dialogues highlighted the need for more purposeful data collection and utilisation. The aim is not simply to collect more data without purpose, but rather, to identify the challenges that require evidence-based solutions. For example, Policy Dialogue participants highlighted how the current funding structure utilises data on the amount of funding per student and does not provide information on resource disparities that might exist. In this case, the data collection may be reconsidered in order to include an evaluation of what constitutes resource inequalities and how the NEMIS can measure them. Additional steps that could be taken for purposeful data collection and utilisation range from developing a policy framework for data collection at the school-level to providing schools with the necessary infrastructures to streamline data collection and management and collaborating with scientific communities to identify the most relevant areas for data collection. Finally, such efforts must result in data which is fit for purpose – accessible and reliable to officials wishing to use it.



4. **Coordinating across different stakeholders involved in education in Kenya, including parents.** Policy Dialogue discussions highlighted challenges in addressing educational issues due to unclear expectations across the various actors involved; the new standards associated with the CBC reform and in aligning with IEA pedagogies require close collaboration across actors such as parents/caregivers, the Kenya Institute of Special Education, the Kenya Institute of Curriculum Development, the Teacher Service Commission, and the Kenya National Examination Council. Such coordination will be crucial in particular in developing consistent teacher professional development programmes on inclusive education and instructional leadership. The findings revealed that while teachers and headteachers were aware of IEA principles promoted by national laws and/or school policies, they often expressed the need for further training to be able to incorporate these principles more effectively. Meanwhile, parents' role in the CBC has been discussed at length – raising issues around their own pedagogical and financial capacity to align to what the CBC calls for. Coordination must include components drawing on their actions and perspectives to allow for their effective engagement.

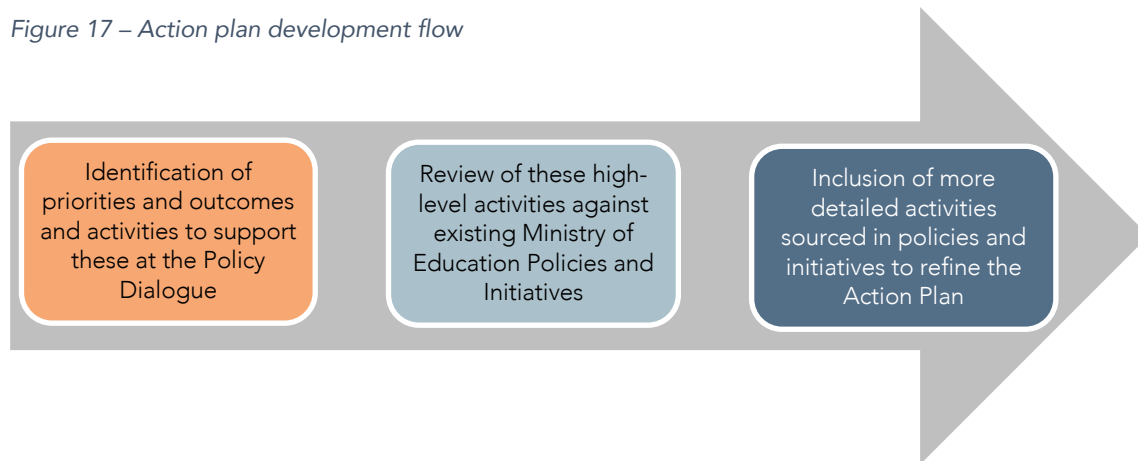


5. **Developing additional policy frameworks and clarity on existing ones to allow alignment to IEA pedagogy.** Many of the discussions in the Policy Dialogue emphasised the difficulty of devising concrete action plans without clear policy frameworks or guidelines in which to couch these and from which to draw to justify action plans. Additional policy frameworks that are clear, concise, and actionable at the school level are needed to support schools and teachers in aligning with IEA pedagogical principles. Specific areas noted where additional guidance would be useful include parental/caregiver engagement, equitable funding allocation, and teacher professional development programming in areas including child-centred educational models, IEA pedagogies, instructional leadership, and the CBC reform. For example, the Rapid Research findings also indicated that headteachers and teachers might be aware of principles of inclusiveness in CBC but could not explicitly name relevant policies or laws. While the CBC enshrines many of the principles associated with areas like Universal Design Learning and Social-Emotional Learning, ambiguity on how exactly schools and teachers are expected to align with these principles can lead to incongruity across school districts, along with difficulty in making sustainable progress. The relevant ministries should identify the target areas that most urgently require explicit policy frameworks and establish working groups in order to ensure that there is adequate cross-departmental collaboration. The aforementioned data collection on matters related to IEA pedagogy could provide additional evidence on areas requiring further guidance.

## 7 ACTION PLAN

During the second Policy Dialogue, education stakeholders in Kenya developed four priority areas relating to the main research implications. For each of these, stakeholders agreed on key high-level outcomes and activities to support these priority areas. To make these more actionable, given time limitations on discussions at the Country Dialogue, as well as concerns around where funding might be sourced for these, this has been further broken down based to incorporate relevant elements from existing policy frameworks. Each high-level outcome suggested was assessed against existing MoE policies and initiatives to identify areas where frameworks for action already existed and refine and build out the proposed outcomes and activities accordingly.

Figure 17 – Action plan development flow



This action plan, therefore, draws on the following policy documents and plans to further outline specific action activities:

- The Kenya National Education Sector Strategic Plan, 2018 - 2022 <sup>94</sup>
- Government Funding for Supporting Disability <sup>95</sup>
- Basic Education Curriculum Framework <sup>96</sup>
- Competency-Based Curriculum Support Materials <sup>97</sup>
- Needs Assessment Report for CBC <sup>98</sup>
- National Curriculum Policy <sup>99</sup>
- Monitoring Learner Achievement at Class 7 Level of Primary School Education in Kenya <sup>100</sup>
- Basic Education (Amendment) Act 2017 <sup>101</sup>

<sup>94</sup> Ministry of Education, "National Education Sector Strategic Plan," National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

<sup>95</sup> [https://devinit.org/documents/803/Government-funding-to-support-disability-inclusion-in-Kenya\\_IF.pdf](https://devinit.org/documents/803/Government-funding-to-support-disability-inclusion-in-Kenya_IF.pdf)

<sup>96</sup> Basic Education Curriculum Framework "(Ministry of Education, 2018), <https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework/>

<sup>97</sup> Competency-Based Curriculum Support Materials"(Ministry of Education, 2017), <https://kicd.ac.ke/curriculum-reform/competency-based-curriculum-material>

<sup>98</sup> Needs Assessment Report for CBC "(Ministry of Education, 2016), <https://kicd.ac.ke/curriculum-reform/need-assessment-reports-for-cbc/>

<sup>99</sup> National Curriculum Policy "(Ministry of Education, 2015), <https://kicd.ac.ke/curriculum-reform/need-assessment-reports-for-cbc/>

<sup>100</sup> Monitoring Learner Achievement at Class 7 Level of Primary School Education in Kenya"(Ministry of Education, 202020), <https://www.knec.ac.ke/wp-content/uploads/2020/09/FINAL-NASMLA-Class-7-Report-17.08.2020-Copy.pdf>.

<sup>101</sup> Basic Education - Amendment-Act, 2017 (Government of Kenya, 2017)

Table 5 – Action plan

Priority Action Outcomes	Short-term activities	Medium and long-term activities	Key Actors
Priority Action Area 1: Teacher professional development			
Align pre-service teacher training to CBC reform	<ul style="list-style-type: none"> <li>Recruit more qualified teacher trainers to meet the demand of the projected increased number of student-teachers;</li> <li>Recruit additional qualified incoming teacher candidates prioritising regions with higher deficits of teachers and considering inclusion by gender and disability;</li> <li>Provide training to all educators in teacher training institutions on IEA pedagogy and CBC reform, to ensure they can effectively teach new pedagogies;</li> <li>Develop / implement an internship programme as part of the teacher training to support the quality of teachers graduating from colleges.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the status and relevance of existing pre-service teacher training programmes; based on this assessment, review the curricula and assessment framework for pre-primary, primary and secondary school pre-service teacher training and ensure they are aligned to IEA pedagogies;</li> <li>County and national governments to rehabilitate and expand the 29 teacher training colleges in the country to increase their capacity to enrol more pre-service teachers and their ability to deliver effective pre-service training on CBC and IEA pedagogies. This will enhance the training toward the targeted annual number of teachers to meet the high demand countrywide;</li> <li>Develop a framework to institutionalise internship programmes for all trainees entering the teaching service.</li> </ul>	<p>MoE</p> <p>TSC</p> <p>The County Government</p> <p>The National Government</p> <p>Teacher Training Institutions</p>
Enhance teacher professional development	<ul style="list-style-type: none"> <li>Strengthen teacher professional development in the country and rapidly fast-track professional development on the CBC and IEA pedagogies for all basic education teachers;</li> <li>MoE and TSC to review the Teacher Professional Development (TPD) modules, to make sure pedagogy training sections fully address CBC and align with IEA pedagogy models;</li> <li>Ensure mechanisms for providing professional technical support for teachers are in place.</li> <li>Collaborate with country education directorates to provide further professional development for the csos to ensure their teacher and community coaching competencies reflect both CBC and IEA pedagogies.</li> </ul>	<ul style="list-style-type: none"> <li>Both MoE and TSC to institutionalise the Teacher Professional Development Framework and support its complete implementation to the sub-county levels to ensure regular development programmes for all teachers with a monitoring system for consistent follow-up;</li> <li>The KIE and MoE to implement the establishment and equipping of the Teacher Support and Professional Development Resource Centres at the national level and in all sub-counties to ensure teachers take advantage of and tap into their resources - and ensure the resources in the centres are aligned with both CBC and IEA pedagogies;</li> <li>KICD and KIE to introduce ICT-enabled teaching and learning support resources for all basic education teachers to support competency development in areas where this has been shown to be effective;</li> <li>MoE to establish a technical working group that incorporates representatives from all relevant education departments and explicitly works towards improving teacher training efforts</li> </ul>	<p>MoE</p> <p>TSC</p> <p>KIE</p> <p>KICD</p> <p>County Governments</p>

Recruit and deploy teachers to align with CBC needs	<ul style="list-style-type: none"> <li>• Ascertain the number of trained primary school teachers in the country who are either presently hired by parents through the Boards of Management (about 80,000) or not employed. Recruit qualified ones to address teacher deficit.</li> <li>• MoE and TSC to ensure adherence to the teacher-student ratio of 1:40 as stipulated in policy for ease of IEA pedagogy implementation.</li> <li>• Develop fast-track training programme temporarily for a rapid teacher boost. Engage relevant stakeholders such as teacher unions and quality assurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Review rural settings' basic education schools' staffing norms to make sure they are aligned to educational equity policies.</li> <li>• Review the existing teacher distribution framework to ensure regions in the country whose schools are poorly staffed receive enough teachers.</li> <li>• Resource County Governments to establish more teacher training colleges that will ensure the local communities in the counties are prioritised for teacher training to address the staffing deficit in the rural and mostly ASAL regions of the country. Financial incentives should be provided to teachers teaching in these regions – including incentives for hard-to-reach schools and additional pension packages. In addition, non-financial incentives such as opportunities for professional growth, responsibilities, and recognition for performance should be considered as motivators to ensure buy-in from key actors.<sup>102</sup></li> </ul>	MoE TSC County Governments
Reinforce governance and accountability in teacher education, professional development and management	<ul style="list-style-type: none"> <li>• Review the progress of the development of a Performance Management Framework for teachers at the school level;<sup>103</sup></li> <li>• Ensure Teacher Performance Appraisal and Development (TPAD) support teachers' competency development for implementation of IEA pedagogies;</li> <li>• Recruit recommended staff to enhance the capacity of the quality assurance team focusing on the accountability and management of teachers.<sup>104</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Assess the development and implementation of policy guidelines to entrench the TPAD management system in all public education institutions, and identify gaps for further support and reinforcement;</li> <li>• Review progress in adopting the policy framework that aims to align TPD and TPAD management systems in all schools countrywide, and ascertain the impact it has on learning outcomes;</li> <li>• Develop clear and explicit guidelines regarding CBC assessments to be communicated to relevant departments, particularly to KNEC.</li> </ul>	MoE TSC KNEC
<b>Priority Action Area 2: Adequate funding and classroom resources to facilitate IEA pedagogical implementation</b>			
Identify needed resources at the national level for schools to offer IEA pedagogies	<ul style="list-style-type: none"> <li>• Propose a funding policy that is based on the financial needs of the schools rather than the share of the GDP;</li> <li>• Devise and implement a monitoring system to ensure that the funding goes towards the planned purpose;</li> <li>• Develop a short-term/emergency budget for approval toward the facilitation of rapid in-service</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise education funding by increasing budget allocation towards education in Kenya beyond the current 5.2% of the GDP to create resources for education programmes rather than focus primarily on recurrent expenditure that presently takes a lion's share of 90% of the education budget;</li> <li>• Develop a school capital and recurrent costs financing framework that advocates for inclusive participation of school leadership and county education directorate in the education sector budgeting</li> </ul>	National Treasury MOE TSC County Education Directorate School Leadership

<sup>102</sup> The Education Commission, "Transforming the Education Workforce: Learning Teams for a Learning Generation," 2022.

<sup>103</sup> Ministry of Education, "National Education Sector Strategic Plan," National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

<sup>104</sup> Ibid.

	teacher training with a focus on CBC and IEA pedagogies; <sup>105</sup>	process, and incorporate beyond school size to prioritise those with highest needs.	
Identify and provide sufficient teaching and learning materials, using innovative approaches	<ul style="list-style-type: none"> <li>Implement a school-wide inventory policy to take stock of existing supplies for teaching and learning materials and identify deficits;</li> <li>Initiate an emergency budget request to the National Treasury to purchase learning materials for all schools that are aligned to IEA pedagogies;</li> </ul> <p>Encourage and train teachers to prioritise identification and use of locally available teaching and learning resources, and communication around successful uses.</p>	<ul style="list-style-type: none"> <li>Establish a framework for monitoring school supplies in terms of CBC and IEA relevant learning materials;</li> <li>Conduct biannual or annual assessment of resources needed at schools on a nationwide level using the framework and NEMIS;</li> <li>Design and implement teacher training programs on the innovation of local resources for teaching and learning;</li> </ul> <p>Develop diverse textbooks and learning materials that reflect the age, context, and cultures of learners.</p>	MOE The National Treasury KIE Heads of Schools
Provide inclusive school infrastructure in primary schools	<ul style="list-style-type: none"> <li>Rapidly allocate resources for the construction of toilets for children with disabilities in all schools;</li> <li>Provide school meals to all children from both vulnerable families and marginalised communities;</li> <li>Ensure all schools (including in rural settings) are connected to the national power grid;</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a national survey on infrastructure for primary schools countrywide to identify gaps including accommodation of learners with disabilities;</li> <li>Support the development of the primary school infrastructure with additional facilities based on the infrastructure survey outcomes;</li> <li>Develop a national standard design for disability-friendly infrastructure in all schools in the country;</li> <li>Renovate and upgrade the existing infrastructure facilities in all public primary schools in accordance with the developed national standards to accommodate diverse disabilities in schools.</li> </ul>	School Leadership MOE KISE National Treasury
<b>Priority Action Area 3: Parental engagement and involvement in learning</b>			
Establish an explicit policy framework for continued parental sensitisation and engagement	<ul style="list-style-type: none"> <li>Revise the Parental Empowerment and Engagement (2019) document created by the KICD &amp; identify existing principles and frameworks;</li> <li>Identify areas of parental engagement needed for discussion and revision;</li> <li>Implement an operational group consisting of diverse departments across the Ministry of Education dedicated to efforts of parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate a portion of the national budget toward parental engagement efforts;</li> <li>Delegate responsibilities across different levels of stakeholders including the national government, school district, and school staff;</li> <li>Utilise the Parental Empowerment and Engagement (2019) document to set desired learning outcomes for parental engagement efforts; monitor based on indicators such as the number of parents reached or the number of sessions facilitated per term;</li> <li>Establish a monitoring system of the sessions in order to maintain accountability.</li> </ul>	MoE KICD KNEC The National Treasury

<sup>105</sup> For budgetary breakdown see Ministry of Education, “National Education Sector Strategic Plan,” National Education Sector Strategic Plan, 2018 - 2022 (The Government of Kenya, 2019),

Align parental engagement expectations across stakeholders	<ul style="list-style-type: none"> <li>Identify the rights of children based on various documents including the Convention on the Rights of the Child (1990), the Constitution of Kenya (2010), and the Basic Education Act (2013);</li> <li>Develop clear expectations of which areas fall under the responsibility of teachers, governments, and parents and communicate these across education stakeholders;</li> <li>Conduct surveys and interviews with parents across diverse school districts in order to gain a better sense of gaps and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that teachers have sufficient training on what is expected from parents so that the work sent home with children does not exceed what CBC requires of parents' involvement and is aligned with parental capacity;</li> <li>Revise the current curricular standards and expectations to ensure that the accelerated timeline due to COVID-19 does not require excessive learning outcomes that trickle down into parental expectations.</li> <li>Provide parents with the necessary training or resources to carry out their expected responsibilities.</li> </ul>	<p>National Parents Association</p> <p>KICD</p> <p>TSC</p> <p>MoE</p> <p>NECK</p>
Facilitate workshops on IEA/ CBC and education in general	<ul style="list-style-type: none"> <li>Secure centres and venues where training sessions can be facilitated;</li> <li>Designate facilitators to conduct the sessions including both government officials or headteachers;</li> <li>Recruit parents for workshops and sessions through a partnership with the National Parents Association.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a long-term plan of what material/content will be covered across the different sessions throughout the year;</li> <li>Foster partnerships between parents and teachers to support learner-centred approaches within CBC</li> </ul>	<p>National Parents Association</p> <p>School staff members</p> <p>KICD</p> <p>TSC</p>
<b>Priority Action Area 4: Access and inclusion of learners with disabilities</b>			
Improve national awareness and data collection of diverse learning needs	<ul style="list-style-type: none"> <li>Initiate national communications and campaign efforts to raise awareness regarding disabilities;</li> <li>Establish direct communication lines between teachers, headteachers, and policymakers on the types of diverse learning needs faced by students and the types of resources needed;</li> <li>Review the number of Education Assessment Research Centres available in each district to ensure a national standard of one per district.</li> </ul>	<ul style="list-style-type: none"> <li>Increase budget allocation towards the Special Education department to increase capacity;</li> <li>Expand the implementation of EARCS across the nation in order to ensure that all students that require diagnosis are able to receive it;</li> <li>Collect more reliable and accurate data on the number of learners with disabilities for the government to meet the needs with appropriate resources;</li> <li>Develop a standardised approach for tracking 'disability-relevant' budget, as detailed by the Development Initiative's 2020 report.<sup>106</sup></li> </ul>	<p>Kenya Institute of Special Education</p> <p>MoE</p> <p>The National Treasury</p> <p>The County and National Governments</p>
Strengthen teacher development to identify and address diverse	<ul style="list-style-type: none"> <li>Implement teacher assistants and/or adult learning assistant volunteers in order to provide direct assistance to teachers in identifying and addressing learners' unique needs;</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate stronger efforts into teacher training programs that utilise components of Universal Design Learning, along with more in-depth components on learning disabilities;</li> <li>Reduce the number of overcrowded classrooms in order for</li> </ul>	<p>Kenya Institute of Special Education</p> <p>TSC</p>

<sup>106</sup> Development Initiatives. 2020. Government funding to support disability. [https://devinit.org/documents/803/Government-funding-to-support-disability-inclusion-in-Kenya\\_IF.pdf](https://devinit.org/documents/803/Government-funding-to-support-disability-inclusion-in-Kenya_IF.pdf)



<p>learners' needs</p>	<ul style="list-style-type: none"> <li>Facilitate in-service professional development and training sessions for current teachers on principles of Inclusive, Engaging, and Adaptive pedagogies, and on collaboration with teacher assistants in the classrooms for special needs competencies</li> <li>Collaborate with the Kenya Institute of Special Education to maximise use of existing teachers trained in special education exploring potential strategies such as the peripatetic approach</li> </ul>	<p>teachers to be able to identify learning needs on a more individual basis, such as by expanding funding towards the hiring more teachers, professionalisation of teaching assistants, and the establishment of more schools;</p> <ul style="list-style-type: none"> <li>Develop clear policy guidelines and expectations on learning support for learners with disabilities .</li> </ul>	<p>MoE National Parents Association</p>
<p>Equip classrooms with necessary resources</p>	<ul style="list-style-type: none"> <li>Implement a school-wide inventory policy to take stock of existing supplies for teaching and learning materials and identify deficits;</li> <li>Identify existing and necessary resources in classrooms for learning support;</li> <li>Fundraise money and resources for necessary assistive devices;</li> <li>Initiate an emergency budget request to the National Treasury to purchase learning materials for all schools that are aligned to IEA pedagogies;</li> <li>Work with learners to identify the individual resources they would need in order to succeed;</li> <li>Establish direct communication lines between teachers, headteachers, and government officials for needs to be communicated and addressed.</li> <li>Encourage and train teachers to prioritise identification and use of locally available teaching and learning resources, and communication around successful uses.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a framework for monitoring school supplies in terms of CBC and IEA relevant learning materials;</li> <li>Conduct biannual or annual assessment of resources needed at schools on a nationwide level using the framework and NEMIS;</li> <li>Implement regular evaluation and monitoring of classroom learning material in order to maintain an accurate understanding of the learning resources needed;</li> <li>Designate a specific proportion of the funding committed to the UN Convention on the Rights of Persons with Disabilities towards the supplying of assistive devices.</li> <li>Ensure the teacher professional development programmes incorporate innovation with local resources for teaching and learning within existing teacher training framework;</li> <li>Develop diverse textbooks and learning materials that reflect the age, context, and cultures of learners.</li> </ul>	<p>School staff, teachers, and headteachers Kenya Institute of Special Education MoE National Treasury</p>
<p>Provide inclusive school infrastructure in primary schools</p>	<ul style="list-style-type: none"> <li>Rapidly allocate resources for the construction of toilets for children with disabilities in all schools;</li> <li>Provide school meals to all children from both vulnerable families and marginalised communities;</li> <li>Ensure all schools (including in rural settings) are connected to the national power grid.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a national survey on infrastructure for primary schools countrywide to identify gaps including accommodation of learners with disabilities;</li> <li>Support the development of the primary school infrastructure with additional facilities based on the infrastructure survey outcomes;</li> <li>Develop a national standard design for disability-friendly infrastructure in all schools in the country;</li> <li>Renovate and upgrade the existing infrastructure facilities in all public primary schools in accordance with the developed national standards to accommodate diverse disabilities in schools.</li> </ul>	<p>School Leadership MoE KISE National Treasury</p>



## 8 APPENDICES

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## 8.2 Classroom observation tool

### Instructions for observers

**Step 1:** Obtain a copy of the lesson plan or teacher's guide, where available.

**Step 2:** Observe literacy and numeracy lessons only and closely watch what is taking place in the classroom. After you feel comfortable, start recording information about the items in the checklist. Mark "YES" if the behavior is observed at least once in the observation; Mark "NO" if the behavior is not observed. Mark "N/A" (not applicable) if the behavior is not relevant.

**Step 3:** After observing the lesson and interactions between teachers and children, complete the form in detail.

### Part 1: General Information

1. Date of observation: \_\_\_\_\_
2. Name of Observer: \_\_\_\_\_
3. Location of School: \_\_\_\_\_
4. Lesson observed (literacy or numeracy): \_\_\_\_\_
5. Grade observed: \_\_\_\_\_
6. Teacher sex: Male    Female    Other
7. Number of boys: \_\_\_\_\_    Number of girls: \_\_\_\_\_
8. Please ask the teacher for the total number of boys with disabilities  
Number: \_\_\_\_\_  
 Not known
9. Please ask the teacher for the total number of girls with disabilities  
Number: \_\_\_\_\_  
 Not known
10. Please ask the teacher the ages of the oldest and youngest students enrolled in the class:  
\_\_\_\_\_ to \_\_\_\_\_ (e.g. 5 to 13)
11. Please ask the teacher the most common home language(s) spoken by students enrolled in the class:  
\_\_\_\_\_
12. Are other adults besides the classroom teacher providing support to students during the lesson? If so, describe: \_\_\_\_\_
13. Total time of observation (in number of minutes): \_\_\_\_\_

### Part 2: Classroom Observation

	YES	NO	N/A
<b>Lesson Structure, Content, and Facilitation</b>			
1. Teacher is fully prepared for the day's lesson, with materials prepared in advance.			
2. The language of instruction matches the home language spoken by the majority of students in the class.			
3. The following teaching and learning materials are used during the lesson:			
Student workbooks or textbooks			
Story books (fiction)			
Story books (non-fiction)			
Manipulatives (e.g., counters, letter cards, bottle caps)			
Other (including any supplementary or remedial materials, 'easy read' stories, flashcards, sensory stories, large print), specify:			
4. Teacher utilizes instructional approaches that appear to motivate and <b>engage</b> students. If yes, indicate what is observed from the list below:			
Use of morning meetings or agendas to review the plans for the lesson or day			
Use of songs or dances related to instructional content			

	YES	NO	N/A
Learning through play or the use of games			
Linking instructional content to students' personal experience			
Other examples of engagement, specify:			
5. Teacher <b>presents</b> curriculum materials in additional formats beyond viewable text and a teacher speaking. If yes, indicate what is observed from the list below:			
Small group work, work in pairs or other peer engagement (most or all students doing this simultaneously)			
Use of pictures, charts, or graphs to represent concepts/text			
Use of real objects to make connections to concepts (e.g., bringing an object related to the day's letter or vocabulary)			
Providing clear instructions in multiple ways (e.g., writing instructions on chalkboard and speaking aloud)			
Other examples of representing content, specify:			
6. Teacher offers multiple ways for students to <b>express</b> their understanding of lesson content. If yes, indicate what is observed from the list below:			
Students showing understanding through writing (not copying)			
Students showing understanding through drawing or the use of images			
Students showing understanding through gestures, pointing, or signs			
Students showing understanding through role play or dramatization			
Other examples of showing understanding, specify:			
7. Teacher provides students with <b>choices</b> in the manner that they learn best. If yes, indicate what is observed from the list below:			
Students are able to choose the type of text or story they read			
Students are able to choose whether to work in pairs or individually			
Students are able to choose whether to speak, write, gesture, or draw their answer			
Other examples of choice, specify:			
8. Teacher uses an explicit instructional approach (e.g., I do / we do / you do)			
<b>Classroom Environment and Management</b>			
9. Teacher provides opportunities to <b>ALL</b> students to participate (e.g., girls, boys, students with different abilities and needs, students seated in different parts of the classroom).			

	YES	NO	N/A
10. Teacher praises <b>ALL</b> students for correct responses and behaviours (such as sitting quietly while raising their hand, maintaining books carefully, or following instructions).			
11. Classroom or learning space is safe for ALL students (e.g. Physically safe for students with disabilities; free from verbal or physical abuse)			
12. At least one example of text or print is visible or tactile in the learning space (e.g., colourful posters, pictures, maps, agendas, etc.).			
13. One textbook appears to be available and in usable condition for every student.			

14. Teacher provides learners who appear to be struggling with additional support throughout the lesson (e.g. Check for understanding, on-one-one check, additional practice)			
15. From start to finish, the teacher completed the planned lesson in the allotted time.			

### Part 3: Observer Reflection (after lesson ends)

16. Are accommodations or supports provided to any students with specific learning needs (e.g. Preferential seating, braille or sign language, magnifiers, large print, testing accommodations)? If so, specify.			
17. Please elaborate on teachers' use of innovative and inclusive pedagogical strategies in questions #4-7 (e.g. How were they used, approximate duration of time, proportion of learners involved). If there were opportunities to use a strategy but the teacher did not do so, describe this as well (e.g., students were seated in groups at tables, but the teacher never asked them to work together in their groups).			
18. Did the teacher use any principles of social emotional learning during instruction (self-awareness, self-management, social awareness, interpersonal relationships, decision-making skills)? If so, describe the way in which these principles were addressed in the lesson.			
19. Were students encouraged to develop a breadth of skills during the lesson (e.g. Creativity, communication, problem-solving, critical thinking)? If so, describe the way in which these principles were addressed in the lesson.			

#### After the lesson, please ask the teacher:

1. How do you assess your learners' progress?
2. Do you use learners' assessment results to provide additional or different support to struggling learners? If so, how?
3. Do your learners have access to any tutoring activities, teaching assistants, or other individuals capable of providing extra help to those in need?
4. Do you deliver any remediation to your learners (before or after school, on weekends, school breaks, etc.)?

## 8.3 School and Community kiis

### PART 1: Interviews with the Head Teacher (or other relevant school administrator)

1. Do you facilitate discussions between school leadership and teachers to discuss learners' progress and pedagogical approaches? If so, how?
  - a. Follow-up (if not addressed in response):
    - i. How often do you facilitate these discussions?
    - ii. If you do not facilitate these discussions, why not?
2. Have you received training on instructional leadership, particularly focused at the primary school level?
  - a. Follow-up (if not addressed in response):
    - i. How much training on instructional leadership have you received?
    - ii. Have you been satisfied with the training you have received? If not, why not?
3. Have you received training on inclusive, engaging, and/or adaptive pedagogies? (Note: interviewer should describe IEA pedagogies)
  - a. Follow-up (if not addressed in response):
    - i. How much training on IEA pedagogies have you received?
    - ii. Have you been satisfied with the training you have received? If not, why not?
4. Are you, or other school administrators, aware of any national non-discrimination laws or policies?
  - a. Follow-up (if not addressed in response):
    - i. If so, how much training on national non-discrimination laws/policies have you received?
    - ii. Have you been satisfied with the training you have received? If not, why not?
5. Do you have school policies to promote positive behavior supports and eliminate unsafe behavior (e.g.: bullying, corporal punishment, school-related gender-based violence)? (Note: if answered "yes," interviewer should ask to see a copy of the school policy)
6. Does your school have an emergency preparedness or disaster risk reduction plan to protect learners in case of an emergency? (Note: if answered "yes," interviewer should ask to see a copy of the school plan)
  - a. Follow-up (if not addressed in response):
    - i. Are teachers aware of the plan?
    - ii. Are parents/community members aware of the plan?
7. How do you communicate with parents, caregivers, and members of the community? What are the topics that you generally discuss?
  - a. Follow-up (if not addressed in response):
    - i. Do you communicate learning outcomes and learner progress with parents, caregivers, and the community?
    - ii. Do you encourage the enrolment of students from diverse backgrounds with parents, caregivers, and members of the community?
8. Do you provide literacy and numeracy remediation to students?
  - a. Follow-up (if not addressed in response):
    - i. Do you have a dedicated time on the school calendar for remediation? If so, when does it take place?
    - ii. Do existing teachers facilitate the remediation sessions, or do you receive additional support from the community?
    - iii. Do you use specific materials or instructional guides during remediation (e.g.: tarl approaches or separate teacher guides)?

**PART 2: School Observations (interviewers walk around the school and note the following):**

1. Is the school infrastructure accessible to learners with disabilities (e.g.: ramps, well-lit classrooms, wide doorways, pathways free of clutter)?
2. Does the school have proper water, sanitation, and hygiene (WASH) services for all learners, including girls and students with disabilities (e.g. Separate facilities for boys and girls, well-lit bathrooms, water and soap)?

**PART 3: Interviews with a Community Leader (preferably a member of school-community board, or equivalent) and a Parent Representative (preferably a member of the parent-teacher association, or equivalent)**

**To the Community Leader:**

1. Does school leadership meet regularly with community leaders?
  - a. Follow-up (if not addressed in response):
    - i. How often do these meetings take place?
    - ii. Generally, what is discussed during the meetings?
2. Do school-community boards (or equivalent) have agendas that regularly promote discussion of learner wellbeing? (Note: if answered “yes,” interviewer should ask to see a copy of a recent agenda)
3. Does the school work with the community to increase school accessibility and ensure all learners access learning? (Prompt: ask about physical accessibility, including things such as school infrastructure, and pedagogical accessibility, including ensuring that all learners can access the curriculum through inclusive teaching practices and inclusive materials).
  - a. Follow-up (if not addressed in response):
    - i. How does the school do this? Can you share any examples?
4. Is your community engaged in supporting the enrolment and retention of learners at all grade levels, including learners from marginalized groups?
  - a. Follow-up (if not addressed in response):
    - i. How does the community do this? Can you share any examples?
5. Are school community members involved in supporting quality instruction for all learners, either directly or indirectly?
  - a. Follow-up (if not addressed in response):
    - i. How does the community work with the school to do this? Can you share any examples?
6. Is there a way for community members to contribute learning materials and resources to promote inclusive, engaging, and adaptive pedagogies in the classroom?
  - a. Follow-up (if not addressed in response):
    - i. Recently, has the community contributed any learning materials? If so, what have those been?

**To the Parent/Caregiver Representative:**

7. Do teachers or school administrators have the means to contact caregivers as needed (via phone, face-to-face, or written correspondence)?
8. Do teachers communicate with caregivers to advise on additional assignments or practice for home-based learning?
9. Do teachers regularly provide feedback to caregivers about learners’ performance?
  - a. Follow-up (if not addressed in response):
    - i. If yes, how often do teachers discuss learners’ performance with caregivers?
    - ii. If yes, do teachers discuss performance in all subjects or just a few?
10. Does the school support students from different backgrounds (including those with disabilities, those from marginalized groups, etc) to attend school?
  - a. Follow-up (if not addressed in response)?
    - i. Are all students supported by teachers in the classroom?
    - ii. Are there some groups of students that you think teachers find difficult or challenging to teach? Why or why



## 8.4 Policy Dialogue Rubric

### 8.4.1 System level rubric

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>1 National-level</b>								
<b>1.1 Laws, policies, and plans</b>								
1.1.a	Elements of inclusive, engaging, and adaptive pedagogies including UDL are explicitly mentioned within appropriate policies or laws.	Do policies or laws state the need to have engaging, adaptive, and inclusive pedagogy?						
		Do policies explicitly mention IEA frameworks such as Universal Design for Learning (UDL), Social Emotional Learning (SEL), and breadth of skills (including creativity, critical thinking, and communication)?						
1.1b	National policies or laws highlight the right of all children to access a quality education (including gender, ethnolinguistic, disability, racial minorities).	Are policies or mandates related to inclusive education aligned with international standards and treaties (e.g., the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD))?						
1.1.c	Education strategic or sector plans identify specific strategies and implementation plans to	Do strategic plans have targets with budgets and timelines related to teacher professional development for						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
	support teacher professional development for inclusive, engaging, and adaptive pedagogies.	IEA pedagogy (e.g., UDL; SEL; gender, disability, & linguistic inclusion strategies)?						
		Do strategic plans have targets for ensuring the safety and wellbeing of students (e.g., eliminating corporal punishment, ensuring safe learning spaces, preventing School-Related Gender-based Violence (SRGBV) or bullying, etc.?)						
		Is there a system in place for regularly (e.g., once a year or more) monitoring the progress of education strategic plans that reference IEA pedagogies?						
<b>Total Score</b>								<b>TOTAL:</b>
<b>1.2 Budgeting and resourcing</b>								
1.2.a	Education sector budgeting allocates resources to support educators to implement inclusive, engaging, and adaptive pedagogy.	Are funds allocated to pre-service training which includes IEA pedagogies (even if part of a larger budget on general pedagogy)?						
		Are funds allocated to in-service training on IEA pedagogies (even if part of a larger budget on general pedagogy)?						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
		Have budgets allocated towards pedagogy, including IEA pedagogies, increased over the past 5 years?						
1.2.b	Governments have specific budgets related to potential educational disruptions caused by natural disasters, COVID-19, or crises.	Is there a budget to allow for remote learning during times where in-person education is not feasible?						
		Is there a budget to support students once in-person learning resumes (e.g., remedial learning, assessment of potential learning loss, etc.)?						
<b>Total Score</b>								<b>TOTAL:</b>

2 Operations-level								
2.1 Trained workforce								
2.1.a	Teachers and school leaders access ongoing in-service professional development opportunities on inclusive, engaging, and	Does a core in-service teacher training package exist for primary-level teachers?						
		Are IEA pedagogical approaches (e.g., UDL) a part of the core in-service teacher						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
	adaptive pedagogical approaches.	training package for all teachers?						
		Do teachers receive access to training on a breadth of skills such as creativity, SEL, and positive behavior supports?						
		Is there a national system in place to provide regular coaching, mentorship, or peer support on implementing IEA pedagogies in the classroom?						
		Do all school leaders receive training on instructional leadership, including IEA pedagogies?						
		Do all district-level education officials receive training on instructional leadership, including IEA pedagogies?						
2.1b	Pre-service curricula provide both content knowledge of IEA pedagogies and opportunities for practical application of IEA pedagogies in the classroom.	Does pre-service training address IEA pedagogies?						
2.1c	School leaders have access to leadership and/or management competency-based training that involves a certification	Do national colleges, universities, or other accredited programs offer a certified degree in school leadership or other						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
		qualification for certification of school administrators?						
Total Score								TOTAL:
2.2 Curriculum and Assessment								
2.2a	The curriculum is competency-based and prioritizes foundational skills (numeracy and literacy) and social emotional learning.	Is there a national competency-based curriculum that includes foundational skills (numeracy and literacy)?						
		Is there a focus within the curriculum to support the breadth of skills (e.g., critical thinking, problem solving, collaboration) and social and emotional skills?						
		Do all learners, including children with disabilities or other marginalized groups, have access to the same national curriculum (e.g., alternative curriculum is <b>not</b> provided to learners with certain categories of disabilities)?						
2.2b	Student assessments demonstrate flexibility to allow students to express their understanding.	Do summative and large-scale assessments demonstrate flexibility and include accommodations to allow students to express their understanding?						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
Total Score:								TOTAL:
<b>2.3 Use of technology</b>								
2.3.a	All children have access to technology (high, mid, and low tech) as a way to support inclusive, adaptive, and engaging pedagogies	Are high tech devices (laptops, computers, tablets, etc.), beyond solely learning to use computers and technologies in a computer lab (or something similar), available to support the instruction of all learners?						
		Are mid-tech devices used in classrooms to support and facilitate learning? (e.g., calculators, magnifying glasses, audio books)						
		Are low-tech devices used in classrooms to support and facilitate learning (e.g., manipulatives, pictures for communication, pencil grips, slant board to place books)?						
2.3.b	Teachers are trained in using technology as a pedagogical tool	Do all teachers receive pre-service training on how to use technology as a pedagogical tool?						
		Do all teachers receive in-service training on how to use technology as a pedagogical tool?						
Total Score								TOTAL:

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	

### 8.4.2 School and community level rubric

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>2 School level</b>								
<b>2.1 School leadership</b>								
2.1.a	School leaders provide regular support to classroom teachers via mentoring, coaching, or other feedback.	Do school leaders regularly observe teachers (e.g., twice a term) and provide feedback on classroom pedagogy?						
		Are there are at least two annual meetings between teachers and school leadership (principals, administrators, headteachers, etc.) To discuss learners' progress?						
		Are there are at least two annual meetings between teachers and school leadership (principals, administrators, headteachers, etc.) To discuss pedagogical approaches?						
		Are school leaders provided with regular support through mentoring, coaching, or other feedback on instructional						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
		leadership from their supervisors/employers?						
<b>Total Score:</b>								<b>TOTAL:</b>
<b>2.2 Safe and accessible learning environment</b>								
2.2a	Schools are accessible and promote a safe learning atmosphere for students	Is the physical school infrastructure accessible to learners with disabilities (e.g., ramps, walkways, accessible lavatories, etc.)?						
		Are there school policies to promote positive behavior supports and eliminate unsafe behavior (e.g., bullying, corporal punishment, SRGBV, etc.)?						
<b>Total Score:</b>								<b>TOTAL:</b>

### 8.4.3 Classroom level rubric

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>3 Community level</b>								
<b>3.1 Community engagement</b>								



#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
3.1.a	Communities are engaged to support schools to provide safe learning atmospheres and access to learning.	Does the school work with the community to increase school accessibility and ensure all learners access learning?						
		Does the school work with the community to provide learning opportunities at home?						
		Does the school work with the community to increase understanding about safe learning environments at home (e.g., for homework)?						
<b>Total Score:</b>								<b>TOTAL:</b>
<b>3.2 Caregiver partnerships</b>								
3.2a	Teachers routinely communicate with caregivers on learning activities and student progress	Do teachers provide regular feedback to caregivers about learners' performance?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4 Classroom level</b>								
<b>4.1 Instructional model</b>								
4.1.a	Teachers provide opportunities for students to make choices about their learning.	Are learners provided with choices about learning, such as selecting a storybook to read or whether to answer an easier question or harder question?						
4.1b	Teachers utilize multiple approaches to engage and motivate students to learn.	Do teachers use multiple approaches to engage and motivate students (e.g., create games, storytelling, and play opportunities to support learning)?						
4.1c	Teachers utilize multiple approaches to present instructional content to students.	Are learners supported through multiple instructional approaches, such as working in pairs or small groups to discuss or practice lesson content?						
4.1d	Teachers utilize multiple approaches to allow students to express their understanding.	Are learners given choices on how to show their answer (e.g., in writing, verbally, drawing, or pointing)?						
4.1e	The classroom environment is learner-centered and participatory.	Do teachers use interactive pedagogical approaches more frequently than teacher-led or rote memorization approaches?						
4.1f	Lesson plans use evidence-based,	Do teachers either use scripted lesson plans that embed techniques, including but not						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
	structured, and explicit pedagogical approaches	limited to scaffolding, frequent practice, and formative assessment OR write their lesson plans based on a curriculum that emphasizes these components?						
4.1g	Instructional content addresses social emotional learning principles.	Do teachers support learners to develop social awareness and empathy for others, including those with different ability levels, cultures, and backgrounds (e.g., supporting skills such as self-awareness, self-management, social awareness, relationship skills, responsible decision making)?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4.2 Teaching and Learning Materials (tlms)</b>								
4.2.a	Materials are appropriate to the age, developmental level, language, and culture of learners	Do learners have access to instruction in the language they know best?						
		Do students have access to culturally and age-appropriate instruction?						

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
4.2.b	Learners have access to curricular content through instruction that uses multiple mediums [representation]	Are learners able to access textbooks at a 1:1 ratio in classrooms?						
		Do learners utilize both textbooks and supplementary/remedial materials appropriate to their learning needs?						
4.2.c	Tlms inclusively reflect the diversity that is represented within the country	Do text and imagery depict marginalized groups represented in equal and empowering ways?						
4.2.d	Tlms promote safety, social-emotional learning	Does TLM content address conflict prevention, anti-bullying, non-violent behavior, or children's rights?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4.3 Classroom environment and management</b>								
4.3.a	Students have access to a print-rich learning environment [engagement]	Are classrooms decorated with colorful posters, pictures, maps, agendas, traditional materials, etc.?						
4.3.b	The teacher uses principles of positive behavior support.	Do teachers use positive behavior supports instead of corporal punishment or calling out students for poor behavior?						
4.3.c	The classroom environment takes into consideration the needs of children with disabilities	Is there preferential seating for learners with disabilities based upon their needs (e.g., learners with vision or hearing challenges near the front of the room, students with albinism sitting away from windows, learners with physical disabilities near the classroom door)?						
<b>Total Score:</b>								<b>TOTAL:</b>

#	Standard	Guiding Questions	Score					Justification/Evidence of Scoring
			3-Strong alignment	2-Some alignment	1-Limited alignment	0-No alignment	N/A	
<b>4.4 Accommodations and remediation</b>								
4.4.a	Accommodations are provided to learners with disabilities and other struggling learners	Do learners who are blind have access to textbooks in braille?						
		Do learners who are deaf have access to local sign language and the opportunity to be instructed in a sign language-rich environment (a teacher who is fluent in sign language along with peers who can communicate in sign language)?						
4.4.b	Teachers use formative assessment to identify and support struggling learners	Do teachers conduct regular formative assessments, such as written tests, and use results to identify differentiated or remedial supports required for struggling learners?						
4.4.c	Struggling learners access additional practice and support.	Do teachers provide additional support including regular remedial practice to struggling learners before school, after school, or during breaks?						
<b>Total Score:</b>								<b>TOTAL:</b>

## ABOUT SAMUEL HALL

Samuel Hall is a social enterprise that conducts research, evaluates programmes, and designs policies in contexts of migration and displacement. Our approach is ethical, academically rigorous, and based on first-hand experience of complex and fragile settings.

Our research connects the voices of communities to changemakers for more inclusive societies. With offices in Afghanistan, Germany, Kenya, and Tunisia and a presence in Somalia, Ethiopia, and the United Arab Emirates, we are based in the regions we study. For more information, please visit [www.samuelhall.org](http://www.samuelhall.org).



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