



An adolescent being assessed in Narok county, April 2022

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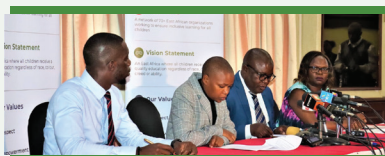


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# Editorial

At Zizi, collaboration was the heart of everything over the quarter two of 2022. We celebrate these achievements, hosting five convenings and activities involving over 50 state and non-state institutions.

We held an evidence forum with the Ministry of Education, TVET Authority, Plan International and Education Sub-Saharan Africa. We convened members of the Regional Education Learning Initiative (RELI) to develop a framework on parental engagement in education, and where also the Special Interest Group on Parental Engagement was birthed. We continued to collaborate with other organizations to develop contextualized assessments for both academic and non-academic competences. We completed the ALiVE assessments in Kenya and Zanzibar, reaching over 20,000 adolescents, and involving 800 teachers and teacher-trainees from 17 colleges in Kenya.

We held a press briefing with RELI members on 12<sup>th</sup> May, three weeks after the Cabinet Secretary of Education, Prof. George Magoha, released the 2021 KCSE results of 826,807 candidates. In his speech, the CS noted that there was an overall improvement and there was near gender parity for the students who sat for the secondary examinations. Despite this 60 per cent of the students scored grade D+ and below with 187,264 candidates scoring a D-, making it the grade with the highest number of students in the 2021 class.

Deeper [examination](#) of these results revealed a trend of increased poor performance in KCSE with 67 per cent of pupils in the past four years scoring a mean grade of D+ and below.

Further analysis uncovered that girls dominated the lower grades of C plain to D plain and only 31 percent were able to achieve the top grades. The [Secondary School Survey Report](#) by Usawa Agenda revealed that Girl schools are generally less equipped with biology, physics and chemistry laboratories compared to boy schools contributing to the dismal performance of girls in STEM subjects.

Despite the glaring results, we remain encouraged at Zizi Afrique as we continue to ensure that we are enabling the acquisition of competencies of youth and children. One thing to celebrate - 94 per cent of the Safaricom Foundation beneficiaries passed their exams. On the other hand, analysis established 60 per cent efficiency of the accelerated learning approach in improving Foundational Literacy and Numeracy.

In this second edition of the Zizi Impact, we share how we are using evidence to inform policy and practice and how we have joined forces with other stakeholders to reach all children and youth.

# Evidence Generation and Learning

## Producing and using evidence

The ALiVE large-scale assessment in Kenya was conducted in April in 20 counties, reaching 17,566 adolescents. Similarly, assessments were conducted in Unguja and Pemba islands in Zanzibar reaching 2,415 adolescents. Assessments are scheduled to take place in Tanzania and Uganda in July and August respectively. A [documentary](#), [newspaper articles](#) and [blogs](#) have been produced as communication products of the assessment. 32 stories have been submitted by ALiVE trainers, coordinators and assessors from 20 counties who participated in large scale assessment focusing on their experiences during assessment.

Ahead of the [ELANA](#) field trials two, three and large-scale assessments, the ELANA team visited and obtained permits from the county leadership of Makueni county. More so, sampling of the villages for use during FT 2 and 3 has been finalized by the Kenya National Bureau Statistics.

## Accessing the Global Stage — Using Evidence

Five papers were presented during the Comparative and International Education Society (CIES) held from 18<sup>th</sup> – 22<sup>nd</sup> April in Minneapolis. Recognizing the contribution of ALiVE, the Principal Investigator has been invited to contribute a chapter to a book

on Sociology of Education to reach a wider global audience.

On 28<sup>th</sup> April, we joined other global experts in the launch of the third volume of [NISSEM Global Briefs](#): titled social emotional learning in context. Again, ALiVE contributed a chapter in this brief sharing the story of contextualization. We facilitated a side-meeting at the sidelines of the Education World Forum held in London, exploring further policy frontiers for linking evidence to policy, with focus on Kenya, Tanzania and Sierra Leone. On 21<sup>st</sup> to 23<sup>rd</sup> June we attended and participated in the Schools2030 Global Forum held in Dar es Salam. We presented preliminary data collected in 10 primary schools in Mombasa County on linkages between non-academic skill acquisition and academic learning.

We authored and presented six papers during the Rift Valley Technical Training Institute conference held between 22<sup>nd</sup> and 24<sup>th</sup> June. The papers will be published in the AfriTVET journal. We participated in the LEGO Idea conference in Denmark and sat in a panel at the 75<sup>th</sup> celebration of the Salzburg Global Seminar in Austria.

We submitted 3 abstracts to the [BAICE Conference](#), and a panel accepted for the conference to be held from 13<sup>th</sup> to 15<sup>th</sup> September at the University of Edinburgh.



ALiVE partners' meeting in Kampala, 1<sup>st</sup> June

# Advocacy for Policy Change and Implementation



Together with members of RELI we held a [press conference](#) with 23 media houses on the 2021 KCSE results and raised 5 key concerns.

On 24th May, IIEP UNESCO brought together contributors to the Book, '[Learning, Marginalization, and Improving the Quality of Education in Low-income Countries](#).' Our Executive Director joined the debate as a panelist to discuss how education actors are addressing learning at the bottom of the Pyramid.

ALiVE has been appointed to sit in the Gender Policy review task force due to the contributions we are making in the life skills and values space.

We launched 4 TVET data mapping reports and three policy briefs on TVET on 30th of June; (i) Investing in Drivers of Youth Employment in Kenya (ii) Enhancing Kenya's Youth Preparedness for the Fourth Industrial Revolution (iii) Supporting Youth not in Employment, Education and Training (NEET) to Access Technical and Vocational Education and Training (TVET) in Kenya. We also held a [press briefing](#) with 14 media stations.

# Innovation for Improved Practice

We held an online youth mentorship session on entrepreneurship on 4th May. 109 youths were trained on what it takes to start their own business.

The Accelerated Learning Program (ALP) came to an end in April. However, ALP still lives on in the counties. In Bungoma, the County Advisory Group raised resources and convened a training for regular teachers on ALP from 47 schools. In Tana River County, the Primary Schools Head Teachers Association (KEPSHA) organized a meeting with 50 Board of Management chairs and 50 head teachers to discuss uptake of ALP.

Furthering the ALP is a new PAL Network initiative dubbed 'My Village'. We are exploring to leverage educated yet disengaged youths in villages to promote literacy and numeracy, ensuring all children read with understanding and reason with numbers. As a first step, we participated in a co-creation meeting in Kirinyaga county, involving actors also from Tanzania and Nepal.

We held a three-day Co-creation workshop with 8 RELI partners and KICD to develop the Parental Engagement and Empowerment framework.

We held the 15th Collaborative Intervention Meeting for Whole Youth Development in Vocational Training in Kenya on 6th to 10th June with 43 VTC managers. The meeting explored varied perspectives in adapting training to the future of work, and effective approaches to resource creation to support sustainability of the institutions. The Community of Practice also developed a learning agenda for 2022-2023.

On 16th – 18th June, we were privileged to lead the Values and Life Skills thematic group in Kenya to celebrate the Day of the African Child, hosted by Kakenya's Dream. The meeting took stock of learnings from the ALiVE assessment in Narok County, held several sessions to learn from the Maasai adolescents, and linked life skills to the battle against harmful cultural practices and their impact on children.



Staff half year retreat at St. Therese VTC, 13<sup>th</sup> and 14<sup>th</sup> June

# Within the Zizi walls

## E-board platform

Board operations and meetings were transferred to the Convene E-board platform, edging nearer to the dream of achieving 100% paperless operations by end of 2022.



## 2021 Annual Report release

7<sup>th</sup> June, 2022 - We released the 2021 annual report



## Mother's Day

8<sup>th</sup> May 2022 - we visited Gatina slums in Kawangware to [gather insights](#) on the role of mothers in their children's education.



## Congratulations

22<sup>nd</sup> June We congratulate Wellsprings Philanthropic Fund for the award of [leader in partnership](#), Donor Category, at the Catalyst 2030 Awards. So proud to be associated with WPF.



## MoU with TVET

23<sup>rd</sup> May 2022 - We signed a MoU with the TVET Authority to collaborate on matters of evidence use in policy.

## Tenda Wema

20<sup>th</sup> June - 1<sup>st</sup> July -Two Tenda Wema project beneficiaries were attached to the office to get a taste of working life as they build greater clarity on career choices.



## Half Year Retreat

13<sup>th</sup> & 14<sup>th</sup> June - We held our half-year staff retreat to assess and reflect on our accomplishments.



Assessing collaboration in Zanzibar, April



TVET VaLi chair, George Awalla, handing over policy briefs to Mr. Tom Mulati, Director of Technical Education, 30<sup>th</sup> June



Celebrating the Catalyst 2030 Award to WPF, 22<sup>nd</sup> June



Parental Engagement co-creation workshop at the KCB Leadership Training Centre, 15<sup>th</sup> - 17<sup>th</sup> June



Celebrating the Day of the African Child with Deputy Chief Justice, Philomena Mwilu, at Kakenya's Dream, 16<sup>th</sup> June