

Start Date

December 05, 2017

End Date

December 06, 2017

CONCEPT NOTE

Education Evidence for Action (EE4A) Conference

Main theme: Evidence-based curriculum reforms for transformative education

5th–6th December 2017 in Nyeri, Kenya

INTRODUCTION

In Kenya, education has predominantly been the government's responsibility, being the key provider of resources and infrastructure that aid educational activities across the country. However, despite the decades of investment, the government's vision of ensuring quality education is accessible to all still faces many constraints. Over the years, the government has had a rich history of seeking public views and research evidence to inform policy reform. Currently, the government is implementing the National Education Sector Plan (NESP) that comes with its various program investments. Key among these is the curriculum reform that is now at an advanced stage.

At the same time, Kenya ranks among the top knowledge producers in Africa in terms of production of education evidence. Many of the running studies are building evidence on learning resources and environments, potential effect of interventions to improve learning outcomes, strategies for teacher motivation, support and accountability, as well as effect of various governance and leadership models. Yet, most of the evidence is produced by Universities, research institutions and civil society. The efforts to collate the mass of evidence and target these to inform policy and practice change has been insufficient, while many studies either lack the robustness or proactive strategy to link education evidence to policy and action.

BACKGROUND

In June 2015, a group of researchers and policymakers sat together and acknowledged that through working together, we could make faster progress. They theorized that when researchers involve policymakers and teachers in identification and prioritization of knowledge gaps - the body of education evidence grows in both rigour and trust, and the coalition of research partners gives birth to a solid community of evidence, a data revolution for education.

Since its inception in August 2015, Education Evidence for Action (EE4A) has been engaged in collaborative activities among actors in the education sector aimed at linking evidence to practice through partnership and sharing of resources, exchanging knowledge and ideas for research, policy and practice.

The core team driving the EE4A agenda consists of the Ministry of Education (MoE), Kenya Institute of Curriculum Development (KICD), Research Triangle International (RTI), Women Educational Researchers of Kenya (WERK), Twaweza East Africa, Africa Population Health Research Center (APHRC), Kenyatta University and the Innovation for Poverty Action (IPA).

Overall, EE4A seeks to, inter alia:

- Establish a mechanism for sourcing of education evidence with potential to inform policy and action;
- Sustain the mechanism for sharing policy-relevant research evidence with selected users in the Kenyan education sector;
- Continuously nurture a culture of evidence-based decision making;
- Inspire and shape ongoing and future research to target specific policy-relevant knowledge gaps.

EDUCATION EVIDENCE FOR ACTION (EE4A) CONFERENCE

As part of the strategy to achieve the forum's goals and objectives, a major conference is held every two years, with a policy roundtable meeting held in the year between. New evidence is presented for uptake by policymakers and implementers, while knowledge gaps are identified for uptake by researchers. The inaugural conference was held in December 2-3, 2015 in Nakuru, attended by a round 300 stakeholders.

Call for Abstracts Education Evidence 4 Action

Evidence-based curriculum reforms for transformative education.

When: 5th – 6th December

Where: Nyeri, Kenya (the venue will be announced soon).

Submission Deadline: 21st July

It is our pleasure to invite you to submit an abstract for the 2017 Education Evidence 4 Action Conference. The conference is organized by the Ministry of Education, Science and Technology (MoEST) in partnership with the EE4A committee: Innovations for Poverty Action-Kenya (IPA), African Population and Health Research Center (APHRC), Twaweza East Africa, Research Triangle International (RTI), Women Education Researchers of Kenya (WERK), Kenya Institute of Curriculum development (KICD), and Kenyatta University.

EE4A Conference Theory of Change

Researchers involve policymakers and practitioners in identification and prioritization of knowledge gaps. The body of education evidence grows in both rigor and trust, and the coalition of research partners gives birth to a solid community of evidence, a data revolution for education. Policymakers participate in shaping the research agenda, and demand and consume evidence that informs policy and practice decisions. Teachers participate in shaping the research agenda, and demand and consume evidence that improves classroom practice. Rolling each other, the three wheels of evidence, policy, and practice deliver inclusive, equitable, and quality education and lifelong learning for Kenya's development by year 2030.

Invitation

We therefore encourage you as an education sector stakeholder, practitioner, policymaker, researcher and/or scholar to submit an abstract for consideration for presentation during this conference.

The conference will address the following four sub-themes:

1. Education for what
2. Quality of learning
3. Equity in education
4. Inclusion in education

Important: This is not a normal education research conference. The reviewers will be most interested in papers that present policy-relevant information around the sub themes above, and are situated in ways to provide research evidence to the MoEST, county and community leaders in education to improve the use of evidence. Your papers should be targeted as such.

Education Evidence for Action (EE4A) Conference

Evidence-Based Curriculum Reforms for Transformative Education

Introduction

Over the last several years, researchers, government, and nonprofits in Kenya have collaborated to produce a rich body of evidence around education. Consolidating the lessons from this research and applying these to policy and practice is a major challenge for Kenya's education sector—particularly during the ongoing national curriculum reform.

In 2015, several policy, research, and government actors formed Education Evidence for Action (EE4A) with the aim of linking education evidence to education practice. The core team consists of the Ministry of Education, Science, and Technology (MoEST), Kenya Institute

of Curriculum Development (KICD), Research Triangle International (RTI), Women Educational Researchers of Kenya (WERK), Twaweza East Africa, African Population Health Research Center (APHRC), and Innovations for Poverty Action (IPA). The group holds major conferences every two years, during which researchers and policymakers collaborate to share new evidence and identify knowledge gaps.

This page provides a brief overview of the conference which took place in Nyeri, Kenya on December 5-6. Download the [conference concept note](#) for more details.

Conference Goals

The 2017 EE4A conference involved policymakers and practitioners in the identification of knowledge gaps and setting the education research agenda. Specifically, the conference:

1. Initiated and sustained dialogue among researchers, policymakers, and implementers;
2. Provided a platform that enabled sharing of knowledge and results of high-quality research from various practitioners, researchers, and academics working in the education field in Kenya;
3. Initiated discussions aimed at promoting evidence-based solutions and adoption of practices that target transformative education in Kenya;
4. Provided input towards the creation of an 'evidence gap map' that would provide insight into making evidence-based policy decisions in the education sector.

Sessions included presentations, panels, and roundtable discussions.

Call for Papers

A call for papers provided an opportunity to review an array of research being carried out across the country and identify studies to present at the conference. A panel of EE4A members reviewed submissions, and selected high-quality studies and evidence for presentation during the conference.

The conference focused on the results of the Kenyan education system, particularly the question: to what extent is the system producing the human capabilities needed now in the 21st century? The theme suggests three core questions:

1. To what extent is our education designed to generate the human capabilities that Kenya needs today? To what extent is the current curriculum reform process addressing perceived deficiencies of the current system? What (if any) concerns persist?
2. What are the education quality issues in generating the desired human capabilities, and how can they be resolved to realize SDG 4 (to ensure inclusive and equitable quality education for all)?
3. In the current education system, where are the weakest links (ECD, primary, secondary, tertiary, APBET etc.), who are the most underserved populations, and what strategies

show the greatest promise for them?

Conference Themes

1. **Education for what?** There is urgent need to redefine the purpose of education. Modern living demands a questioning mind, and deep thinking to develop the capacity to participate in transforming our world. While curricula today emphasize routinization and memorization, students in today's complex world require more critical thinking and problem-solving skills.
2. **Quality of learning.** While there is no doubt that all stakeholders in education in the country would like to see better-quality education being provided to our children, we have a challenge in conceptualizing quality education and ensuring supply of high quality inputs.
3. **Equity.** Education is a right enshrined in the Kenyan constitution and holds the key to a quality life. Addressing inequities in education will not only empower and give children the opportunity to achieve their full potential, but also contribute to sustained economic development of Kenya.
4. **Inclusion in education.** Inclusive Education as defined in the MoE-National Special Needs Education Policy Framework is an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools. Despite the many benefits of inclusive education, there is lack of inclusive policies and interventions that ensure access to education among vulnerable learners, including those with special needs.

Please email ee4a@poverty-action.org or [download the event concept note](#) for more information.

The EE4A Core Team



African Population and
Health Research Center



REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

City

Nyeri

Country

Kenya