

**Start Date**

November 27, 2019

**End Date**

November 29, 2019

**Concept Note****Education Evidence for Action (EE4A) Conference****Main theme: Evidence-based education reforms for sustainable national transformation.  
27<sup>th</sup>-29<sup>th</sup> November 2019, Nairobi, Kenya****INTRODUCTION**

In Kenya, provision of education has predominantly been the government's responsibility, being the key supplier of resources and infrastructure that aid educational activities across the country. This is set to continue given that basic education is a right guaranteed under the country's constitution [1]. The government has lived up to the challenge and continued to invest resources in this mission that is in line with the country's own vision 2030 [2] as well as the SDGs agenda to which Kenya has committed. However, despite decades of investment and numerous policy changes, the government's vision of ensuring access to quality education by all still faces many constraints. This raises the question of how well informed the policies are and whether there are gaps between policies and practice that need to be narrowed to realize the government's noble mission. Yet the government, through the Ministry of Education (MoE), has a rich history of seeking public views and research evidence to inform policy reforms and Kenya ranks among the top knowledge producers in Africa in terms of production of education evidence.

While MoE and its semi-autonomous government agencies (SAGAs) often conduct studies to inform education policies, there are many running and completed studies that 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 outside of government. Indeed, most of the evidence on education in Kenya is produced by universities, research institutions and Civil Society Organizations (CSOs). The efforts to collate the mass of evidence and target these to inform policy and practice change has been pretty insufficient, which raises the question of the value of the evidence if it is not used as aptly posed by Shulack [4].

This is what informed the formation of Education Evidence for Action (EE4A) - a coalition of CSOs, Academia and Government through the Ministry of Education (MoE) in 2015. EE4A has since developed into a viable policy engagement platform in the education sector in Kenya. Initially it was a partnership of 8 institutions: Twaweza East Africa, Innovations for Poverty Action (IPA), MoE, Kenyatta University, Women Educational Researchers of Kenya (WEREK), African Population and Health Research Center (APHRC), RTI International and the Kenya Institute of Curriculum Development (KICD). This number has recently increased by two new member organizations - Evidence Action and World University Service of Canada (WUSC) Kenya.

EE4A has successfully organized two biennial policy conferences in 2015 (Nakuru) and 2017 (Nyeri) and is currently planning the third in the series for 2019 as a proactive strategy to link education evidence to policy and action. One criticism against EE4A, however, is that while it is able to collate policy-relevant research, inadequate co-creation and co-adoption of such research evidence could be undermining its absorption into policy-making. In light of this, we propose changes in the format of the 2019 conference with a view to improving the contribution of the evidence collated to policy and practice changes in the sector. These changes include alteration of the conference planning process as well as the structure of the

**Call for Abstracts**

**Education Evidence 4 Action (EE4A) Conference**

**Theme:** Evidence-based education reforms for sustainable national transformation.

**When:** 27th-29th November 2019

**Where:** Mombasa, Kenya

It is our pleasure to invite you to submit an abstract for the 2019 Education Evidence 4 Action Conference. The conference is organized by the Ministry of Education (MoE) in partnership with the EE4A committee: Innovations for Poverty Action-Kenya (IPA), Twaweza East Africa, Research Triangle International (RTI), Kenya Institute of Curriculum Development (KICD), Kenyatta University, Evidence Action and World University Service of Canada (WUSC).

**EE4A Conference Theory of Change**

Researchers involve policy makers 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. Policy makers 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 a stakeholder, practitioner, policymaker, researcher and/or scholar in the education sector to submit an abstract for consideration for presentation during this conference.

The conference will address the following four sub-themes:

1. Equity
2. Quality of learning outcomes
3. Is higher education in Kenya in crisis? Fact-finding and meaning-making
4. Innovative disruption - Where are the disruptive innovations 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 MoE, county and community leaders in education to improve the use of evidence. Your papers should be targeted as such.

**Guide for submission of abstract**

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## Youth First Kenya: Evaluation of an Evidence-based Resilience Programme on Psychosocial Wellbeing and Education in Kajiado and Tharaka Nithi

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#### Evidence-based Education Reforms for Sustainable National Transformation

Presented by Karanja Justus Muraya

Authors: Katherine Sachs Leventhal,<sup>a</sup> Karanja Justus Muraya,<sup>b</sup> Joyce Kingori,<sup>c</sup> Lisa DeMaria,<sup>a</sup> Milka Wanjugu,<sup>c</sup> James Wallunya,<sup>b</sup> Jane Nungiri Njuguna,<sup>c</sup> Evalyne Simatol,<sup>b</sup> Emily Kamene,<sup>b</sup> Mary Wambui,<sup>a</sup> Steve Leventhal<sup>a</sup>

<sup>a</sup> CorStone, Baltimore, US; <sup>b</sup> SOWED Kenya, Nairobi, Kenya; <sup>c</sup> BasicNeedsBasicRights Kenya, Nairobi, Kenya; <sup>d</sup> Africa Nazarene University, Nairobi, Kenya



## Communities of Practice: Online Teacher Capacity Development for Inclusive Education in Secondary Schools in Kenya

### EE4A

Evidence-based Education Reforms for Sustainable National Transformation

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Lydia Chege, Samuel Juma & Fridah Kiambati  
Kenya Institute of Special Education (KISE)



## Hotpots for Crime and Terror: The Need for Revamped Safety Systems in Higher Education Institutions in Kenya

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Evidence-based Education Reforms for Sustainable National Transformation

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Atieno Rose Opiyo, PhD  
Lecturer, Human Development Science/ Coordinator of Students Welfare Services, MMUST  
atierose1973@gmail.com/ropiyo@mmust.ac.ke



## A practical perspective for Curriculum Support Officers

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**Presented by:**

Mutahi Miricho



## Scaling Up Early Childhood Development and Education in a Devolved Setting: Policy Making, Resource Allocations, and Impact of the Tayari School Readiness Program in Kenya

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Dr. Benjamin Piper  
RTI International  
[bpiper@rti.org](mailto:bpiper@rti.org)



Designing and implementing mixed-methods research on the impact of cash transfers on girls' education in refugee camps and host communities in Kenya.

Presenter: Danny Cuthrell

World University Service of Canada

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## Inclusive Education Practices in Technical and Vocational Training Institutions (TVET) in Kenya

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Evidence-based Education Reforms for Sustainable National Transformation

Solomon Musembi Wambua & Lydia Chege  
Kenya Institute of Special Education



## EE4A Evidence-based Education Reforms for Sustainable National Transformation

**Dr Benta A. Abuya**  
**African Population and Health Research Center  
(APHRC)**



### Drivers of Whole Youth Development in TVET institutions in Kenya

**EE4A**  
Evidence-based Education Reforms for Sustainable National Transformation

Francis Kiroro  
Data Analyst/African Population and Health Research Center



### Factors Associated with Research Productivity in Higher Education Institutions in Africa: A Systematic Review

**Uwizeye Dieudonne**  
Postdoctoral research fellow, APHRC

**EDUCATION EVIDENCE 4 ACTION CONFERENCE 2019**  
Evidence-based Education Reforms for Sustainable National Transformation  
28th – 29th November 2019 | Machakos, Kenya



# Technical and Vocational Education and Training (TVET) Education in Kenya: Does instructors have what it takes?

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**Vollan Ochieng\***

**Research Officer, African Population and Health Research Center**



## A Hierarchical Linear Modelling of Gender Differentials in Mathematics in the Kenya Certificate of Primary Education Examination

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Epari Ejakait, PhD

Masinde Muliro University of Science and Technology



## Sustaining Literacy Intervention through Tusome Pre-service Teachers Training Component

Mr. Milton Mokkah (Director Teacher Education and ECDE), Dr. Brown Onguko, Francis Njagi, Dr. Jessica Mejia and Salome Ong'ele (4 RTI staff)

RTI International, Research Triangle Park, North Carolina, USA

## PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION. WHAT IS THE BEST APPROACH?

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Evidence-based Education Reforms for Sustainable National Transformation

Cosmus M. Gatuyu

Senior Education Program Specialist – RTI International



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## Can Remedial Education Boost Educational Outcomes? Evidence from a Mixed-Methods Impact Evaluation in a Refugee Camp in Kenya

**Presenter Name:** Timothy Kinoti, Evaluation and Learning Manager - WUSC and Clara Van Praag, Innovation Officer - UNHCR

**PARTNERS:** UNHCR, WUSC, WIK And America Institute of Research (AIR)



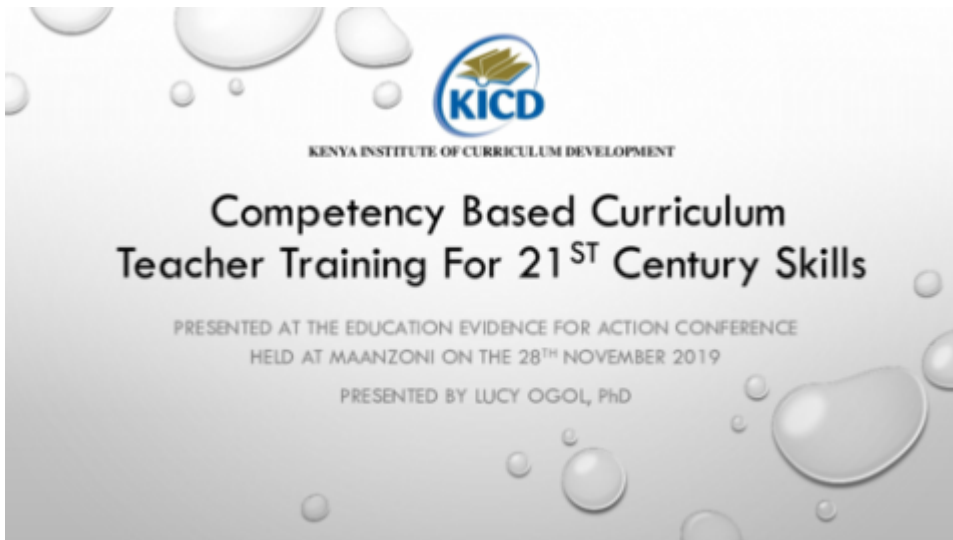
## The Dynamics of Higher Education Policy Evolution and Implications for the Reform Agenda in Kenya

**Presenter Name:** Darius Mogaka Ogotu - Directorate of University Education

State Department for University Education & Research  
Ministry of Education

28<sup>th</sup> – 29<sup>th</sup> November 2019





## Children's Storybooks and Early Literacy in Rural Kenya

*Evidence from 1.5 Randomized Evaluations*

**Researchers:**

Lia Fernald, *University of California, Berkeley*  
Pamela Jakiela, *Center for Global Development*  
Heather Knauer, *University of Michigan, Ann Arbor*  
Owen Ozier, *The World Bank*

**Implementing Partner:**

Innovations for Poverty Action (IPA)

**Presenter:**

William Blackmon, *IPA Research Coordinator*



## Moving Evidence into Education Policy

Co-creating policy relevant evidence

Suleiman Asman, *Regional Director, East Africa,*  
Innovations for Poverty Action





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## RE-ENGINEERING HIGHER EDUCATION IN KENYA FOR JOB CREATION

DR. ELDAH ONSOMU, KIPPRA  
PRESENTED AT EDUCATION FOR EVIDENCE AND ACTION CONFERENCE  
28<sup>TH</sup>-29<sup>TH</sup> NOVEMBER 2019

# Education Evidence for Action (EE4A) Conference 2019

From November 27-29, 2019, Education Evidence for Action (EE4A), a coalition of civil society organizations, academics, and government officials under the Ministry of Education (MOE), will host its biannual policy conference in Machakos, Kenya. EE4A has previously organized two policy conferences in 2015 and 2017, and its third conference in 2019 will serve as a proactive strategy to link education evidence to policy and action.

The 2019 EE4A conference aims to:

1. Provide a platform that enables sharing of knowledge and policy-relevant results of high-quality research from MOE, TSC, and various practitioners, researchers and academics working in the education field in Kenya;
2. Initiate discussions aimed at promoting evidence-based solutions and adoption of practices that target transformative education in Kenya; and
3. Provide input towards the creation of an 'evidence gap map' that would help shape the future research agenda in the education sector.

Sessions will include: Plenary and break out presentation sessions, panel and roundtable discussions.

To register for the conference, please complete the form [here](#).

Register Now

This conference is focused on the results of the Kenyan education system, raising questions about the extent to which the various sub-systems are producing the human capabilities needed by individuals, communities and the nation in the 21st century. The theme has at its core three interrelated questions:

1. Are all children learning?
2. What is the potential of the new curriculum, as envisaged, to remedy the gaps in learning outcomes?
3. What opportunities exist for the continued enrichment of the curriculum implementation process to realize its full potential?

Important dates:

- Deadline for submission of extended abstracts: **13th September 2019**
- Notification of acceptance and final presentation of extended abstracts: **30th September 2019**
- Deadline for submission of the research papers presentations at the conference: **18th October 2019**
- Final conference program distributed by **31st October 2019**

The EE4A Core Team



African Population and  
Health Research Center



MINISTRY OF EDUCATION



## City

Machakos

## Country

Kenya