

*When communities adapt better than **central authorities** to changing contexts*

PRESENTED BY NG'ANG'A KIBANDI



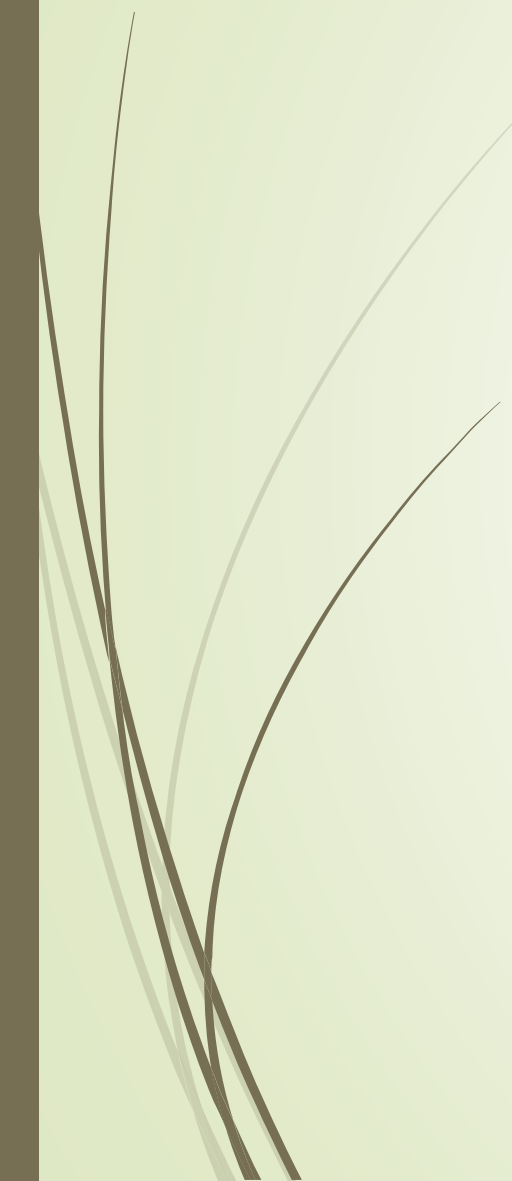


Pastoral community of Laikipia North

- *“There Is No Power For Change Greater Than A Community Discovering What It Cares About”* – Margaret J Wheatley



Shifts observed within the community

- Commitment to ensure children attend school including those with special needs
 - Improved support for schools and teachers
 - Strong follow up of administration in carrying out their duties to support education
 - Community elders especially men support “community policy” that advocates for all children to access schooling
 - And during COVID the interest to have interventions in place to support their children despite the challenges of network etc..
- 



RISKS PRESENTED BY PROLONGED SCHOOL CLOSURE & COVID 19

- High teenage pregnancy
- Poor nutrition
- Loss of income (insecurity incidences increased)
- Permanent school drop out (early marriage, moranism)
- Learning loss (Non-readers 41% end 2019 upto 65% by May 2020) 24% loss

COMMUNITY INTERVENTION INFLUENCED and SUPPORTED BY

- **Parents**
- **Nyumba kumi elders**
- **Young professionals from the community**
- **Chiefs**

- **Non-government organisations (AET, Osotua CBO, Leigh Day)**
- **Volunteer (Teachers, youth, young professionals)**
- **Nyumba kumi elders (parental mobilization and sensitization)**
- **Chief (ensured MoH guidelines were maintained, govt supplies i.e. sanitizers..., guidance on protocols)**

Community Based Learning Intervention

Youth volunteer

Inputs: books, porridge, venue

Step 1: Learners borrows books and receives porridge provision for the week

Step 2: Learner returns book after 1 week with a summary of book

Step 3: Volunteer share summary feedback and engages learners in short exercise

Cycle repeats itself

Teacher volunteer

Inputs: books, home learning packs, porridge, short lessons, support with assignments

- ❖ Supported by volunteer teacher who opened up their home
- ❖ Reading books availed along side some tuition support especially for older students
- ❖ Engaged old students within the compound to run learning sessions for children with different abilities

Radio KICD

Inputs: radio, venue, parent monitoring

- Located in homes centrally chosen where learners of different grades would meet for KICD lessons
- Youth/teacher consulted once a week to respond to areas of challenge
- Parents monitors attendance and ensure radio is charged

Volunteer teachers




Volunteer youth



Radio program

- ✓ Parents (care of radio, monitor attendance)
- ✓ Radio lessons per grade
- ✓ Volunteer teacher to support once a week
- ✓ Older sibling





Impact of CBL

Learning loss

Retention

Dropout rates

Parental
engagement

	Learners who attended community- based learning	Learners who didn't attend community- based learning
Reading with comprehension	76%	54%
Retention rates	96%	84%
Dropout rates	2.1%	8.2%



ADDITIONAL OUTLYING GAINS

- ❖ Parental engagement (nyumba kumi elders initiative)
- ❖ BOM of management visiting homes
- ❖ Support of Chiefs following up on learners

16 expectant girls reported back to school

7 girls married off reported back to school

8 boys who joined morans rejoined school

CONCLUDING REMARKS

COMMUNITY
CAN ADAPT



LOCAL
RESOURCES
CAN HAVE
IMPACT



CHILDREN ARE
RETAINED IN
SCHOOL, LEARNING
LOSS IS MITIGATED,
COMMUNITY
PRACTICES THAT
OTHERWISE
ENDANGER CAN BE
OVERCOME

Thank you for you listening to me

AET

OSOTUA

RELI



Africa
Educational
Trust

*Education for all is the
key to development*

