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 follower 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

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<tr>
<th>Learning loss</th>
<th>Learners who attended community-based learning</th>
<th>Learners who didn’t attend community-based learning</th>
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<tbody>
<tr>
<td>Retention</td>
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<td>Dropout rates</td>
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<td>Parental engagement</td>
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<td><strong>Reading with comprehension</strong></td>
<td>76%</td>
<td>54%</td>
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<td><strong>Retention rates</strong></td>
<td>96%</td>
<td>84%</td>
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<td><strong>Dropout rates</strong></td>
<td>2.1%</td>
<td>8.2%</td>
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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 listening to me