

WERK Quarterly Newsletter

Linking Research to Advocacy and Action

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WERK invites you to present your research findings or research proposals to WERK members in the coming months.

This will be a great opportunity for you to get invaluable feedback from your peers.

Please contact info@werk.co.ke for further information

From the Editor's Desk

Welcome to this 4th edition of WERK quarterly newsletter for the year 2023. The purpose of the newsletter is to keep our members up to date with the latest organizational and program activities and secondly, to bring forth issues on education, women and girls, gender and research.

In this issue, we highlight the activities that have taken place between October 2023 and December 2023, WERK programs and upcoming events.

We hope that you will find the information useful. We would like to welcome suggestions and contributions from members for future publications.

Thank you for your continued support.
Mrs. Sophia Yiega, Executive Officer, WERK

Watoto Wote Twende Shule

THE STORY OF A 16 YEARS' BOY IN NGOSUANI PRIMARY SCHOOL, NAROK SOUTH SUB-COUNTY, NAROK COUNTY

Case: How accelerated education Program has benefitted a boy who enrolled in school late at age 16 while not in a position to read and write.

Enrolment of OOSC in Narok, like other counties involved application of different strategies including; door to door, child to child, mobilization through community barazas among others. Children at Ngosvani primary school were tasked to identify their fellow children who were of school going age but were still at home. Sankale (not his real name) is among the children who were reached with this message and because he had been longing to get an opportunity to go to school, he left home to the trading centre one day and by the hospital he walked into Ngosvani Primary school compound.

He traveled quite a distance (a two hours walking distance) to Ngoswani primary school and walked to the compound late in the evening. A madam teacher saw him stranded and disturbed and after getting his story of being interested in going to school but was denied the opportunity by the father, encouraged him and took him inn for the evening. The next day she came with him to school and he was placed in grade 2, unfortunately he could not fit, and was moved to grade 1.

The boy feared going back home because his father had made him his herds-boy as other children go to school. He explained this scenario to the teacher who talked to the school administration to reach out to his parents for reconciliation and commitment to have him retained in school. The mother was contacted and when she came forth she confirmed the story and still feared that the boy's father would definitely have him attend to animals if he went back home. After consultations, his father was persuaded to allow him go back home and be attending school. His parents were made aware of the right of every child to go to school and that by denying a child that right the government would take action against them.

The class teacher confirmed that Sankale could only speak in Maasai language when he joined school in May 2023 and was not so friendly to younger children. He was not aware of school rules or how school operation is followed. At first he was admitted in grade 2 but assessment could best place him in grade 1. He was put on accelerated education program where the teachers provided extra time learning and today he has overtaken many in his class. He loves Mathematics so much and does so well in it. He is equally progressing well in languages. The boy also adapted so well to school rules and became very sociable to his classmates despite his age difference. Since he began school he has never been absent.

In the Sankale's own words, *"I always felt out of place whenever I was playing with fellow children, for instance, while dribbling ball, they would be counting in English but I do not know numbers in English, at times they could laugh and I would suspect that they are laughing at me without having any proof since I do not understand Kiswahili or English. I therefore longed to go to school to be like them. When I came they took me to grade 2 but I could not understand anything, so I was taken to grade 1 where I have been to date and so far I can now write my name and count numbers from 1 to 100 and do many other things."*

Sankale loves computers and said that there is a man in his village who comes home with a computer during vacation and he feels so much interested to know the things he does in his computer. By getting more educated, he would like to know how to repair a computer because currently he does basic phone repairs without any training. Besides that, Sankale also sings and wishes to continue singing and recording his songs. In the words of Sankale's mother, *"I know that he loves school and as his parents, we have agreed to let him attend school and gain knowledge that would be of help to him in the future"*.



Tree planting as part of Community Service Learning (CSL) activity at Loita Girls Secondary School, Narok County

WATOTO WOTE TWENDE SHULE QUARTLEY REVIEW MEETING IN KAJIADO COUNTY

Watoto Wote Twende Shule, a project funded by UNICEF Kenya with the goal of increasing the enrolment and retention of 40,000 out of school boys and girls in five counties namely; Kajiado, Kilifi, Kwale, Tana River and Narok and implemented by WERK held a three days quarterly review meeting at Penety Resort in Loitoktok, Kajiado County from 13th to 15th December, 2023. The goal of the meeting was to take stock of the projects key achievement since inception, cross-learning from the different counties, contribute to the final report writing and develop concepts to support with fundraising efforts.



The Administrator at NICE Place Foundation receiving staff at the Centre.

The CPC, Kajiado County Madam Cecilia Koyeyio graced the meeting. She highlighted the importance of different stakeholders working together and building strong partnerships for the successful implementation of programs to improve the lives of children and quality of education across the country. During the meeting, staff took time to visit NICE Place Foundation, a charitable non-governmental organization based in Loitoktok, Kajiado, that aims to empower young girls through education by advocating to end female genital mutilation

and early marriages. NICE Place Foundation is a safe shelter and a girl's leadership academy under one roof with a vision of creating a safe space where girls and women live a dignified life.



A group photo of the staff accompanied by Mr. Conrad Watola, Board Member, outside the NICE Place Foundation

Education in Emergencies Project

WERK is collaborating with UNICEF Kenya to implement a drought response project in Tanariver and Kwale counties with an aim of addressing uninterrupted learning, access to safe water and re-enrolment of out of school children and those who dropped out as a result of the drought. Through this partnership, WERK with funding from UNICEF, is assisting schools in drought affected regions to reopen, stay open, to reduce dependence on external actors to respond to future shocks and to foster local government ownership and leadership. WERK is also building the capacity of the local community and schools and creating awareness in areas of MHPSS, GBV and DRR for children, adolescents, teachers and community as a whole.



Representatives from UNICEF, Kenya Redcross together with local authorities handing over shelters to families affected by flooding in Tana River.

WERK is working with 22 schools in Tana River (12) and Kwale (10) that are mostly affected by drought with high dropout rates, reduced enrolment with limited access to safe and sufficient water. In this quarter, WERK partnered with UNICEF to distribute learning materials in Tana River County.



Mr. Conrad Watola sharing on WERKs interventions on EIE project with UNICEF Representatives

Legacy of Permanent Temporariness in Kakuma Refugee Camp

WERK is currently hosting the *Legacy of Permanent Temporariness in Kakuma Refugee Camp*, a research project which is being implemented in Kakuma Refugee camp. The project which is funded by The University of Exeter, seeks to record the history of Kakuma Refugee Camp from various perspectives of its residents, change the prevailing stories about the refugee crisis and the perception that refugee camps are temporary spaces where their history and experiences are often not recorded and to provide a platform for refugees to generate and safeguard information and stories about their encounters to contribute to the discussion on refugee, displacement, and asylum at local and global levels.

WERK Participates In the 5th Education Evidence for Action Biennial Conference (EE4A)

The 5th edition of the Education Evidence for Action (EE4A) Conference was held at Tom Mboya University in Homabay County between 28th and 30th December, 2023. The conference was organized by Zizi Afrique, EE4A, Ministry of Education and Tom Mboya University. Hon. Gladys Wanga, the Governor for Homabay County officially launched the meeting.

This year's conference took place under the theme ***Re-vitalizing the Evidence Community for Kenya's Education***. The conference explored various topics that sought to enforce EE4A's vision of supporting the use of education for better decisions in policy and practice. Among other topics discussed included:

- i. The use of evidence in Kenya's education policy making, successes, challenges and prospects.
- ii. Portrayals of gender in CBC teaching and learning materials.
- iii. Readiness of school leaders to lead implementation of the Competency Based Curriculum at junior school education level.
- iv. Evidence on Teacher Professional Development on Student Outcomes.
- v. Competence Based Curriculum Implementation: A Scoping Review of implementation practices in sub-Saharan African countries.
- vi. Sustaining Foundational Learning Programmes beyond donor funding through strengthening Policy and Practice.
- vii. Levels of Preparedness and Management of transition to Junior School in Kenya.

viii. Strengthening collaboration with universities as core drivers of the evidence community in Kenya.

The conference brought together participants from different institutions and organizations: - evidence producers, academics and researchers to share and discuss the body of evidence on education and revitalize connections and relationships among members of the evidence community in Kenya.

WERK partnered with EdTech hub to make a presentation during the conference. Dr. Mary Otieno and Kevin Otieno made a presentation on some of their emerging findings from a research study which is being conducted by EdTech Hub in partnership with WERK and EIDU. The presentation focused on integrating digital personalized learning into Kenyan classrooms, using evidence to develop and implement equitable approaches.



Hon. Gladys Wanga during the launch of the EE4A conference at Tom Mboya University, Homabay County

Webinars

During this quarter, WERK held one webinar. The webinar was held on 23rd November, 2023. Mr. Japheh Lumadede made a presentaion on the topic ***How to Use QDA to Analyse Qualitative Data***. The presentaion was a great platform for members interested in data analysis as it gave insights on curent methods of

qualitative data analysis. Mr. Lumadede is a lecturer at Tharaka University, Department of Humanities and Social Sciences, Criminology Section.

End of year party

The 2023 end of year party was held on 16th December, 2023 at Mint Shack Restaurant. The guest of Honor during the party was Madam Angela Oloo Akumu. A total of 15 members attended the party.

WERK would like to wish all Members a Happy and Prosperous New Year 2024!



This quarterly newsletter is produced by Women Educational Researchers of Kenya (WERK). The articles are contributed by WERK members. Articles from non members who would like to share their experiences on issues concerning education, women and girls, gender and research issues are welcome.

All contributions should be addressed to info@werk.co.ke

Women Education Researchers of Kenya (WERK) | Argwings Kodhek Road | Spanish Villas |
P. O Box 10565-00100 Nairobi, Kenya | info@werk.co.ke | +254 722 888 919

WWW.WERK.CO.KE



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