

MIZIZI
ELIMU AFRIKA

First Steps of Vision 2040

The First Six Months of a Fifteen-Year Strategy

January to June 2026



First Steps of Vision 2040

The First Six Months of a Fifteen-Year Strategy

Semi-Annual Report

JANUARY TO JUNE 2026

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The First Six Months of a Fifteen-Year Strategy

Acronyms and Abbreviations

AI	Artificial Intelligence
ALiVE	Action for Life Skills and Values
CBE	Competency-Based Education
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CUE	Commission for University Education
DQAS	Directorate of Quality Assurance and Standards
HERI Africa	Harnessing Education Research for Impact, Africa
ICT	Information and Communications Technology
KES	Kenya Shillings
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
MoE	Ministry of Education
NCDC	National Curriculum Development Centre (Uganda)
NERA	National Education Research Agenda
NGEC	National Gender and Equality Commission
NRF	National Research Fund
PWD	Person with a Disability
REB	Rwanda Basic Education Board
RELI	Regional Education Learning Initiative
SEL	Social and Emotional Learning
TaRL	Teaching at the Right Level
TTC	Teachers Training College
UNEB	Uganda National Examinations Board
USD	United States Dollar
VbE	Values-Based Education

About This Report

Vision 2040 commits Mizizi Elimu Afrika to a single proposition: that foundational learning improves at scale only when the systems, institutions and partnerships around children are strong enough to carry the change themselves. Our imperative is to strengthen those systems from within.

Even the longest journey begins with one step. This report covers the first six months of the 15-year strategy. It reports what we are starting to see and to learn, and the changes that are beginning to look possible. Numbers of people trained or reached appear only where they explain a change.

The chapters are organised around three strategic goals. Because Mizizi now works through government institutions, universities and counties, much of what follows is a transfer of authority rather than a delivery figure, which is the form progress takes when the aim is a system that no longer needs us.

... It reports what we are starting to see and to learn, and the changes that are beginning to look possible.





Message from the Board Chair

The first half of 2026 marks an important milestone in our journey. It has been a period of transition, reflection, renewal, and recommitment to our belief that all children and youth in Africa deserve the foundation to learn, relate, and thrive.

This period saw the launch of our new identity and of Vision 2040, a strategic blueprint that positions Mizizi as a catalyst and backbone organisation for systems transformation across Africa. Our name has changed; our mission has not. We continue to advance equitable foundational learning through evidence, partnership, and collective action.

The period also marked a transition in our governance. On behalf of the Board, I extend our deepest appreciation to Dr Sara Ruto, who concluded her service as a Board Member after providing visionary leadership through a significant period of the organisation's growth. Her stewardship helped lay the foundations on which Mizizi Elimu Afrika now builds. We are equally pleased to welcome Dr Laura Savage to the Board, and also to welcome Dr Ruth Kagia, Dr Christopher Thomas and Dr George Tafaria Waititu to the Mizizi Advisory Panel. Their experience across education, public policy and systems transformation will provide valuable counsel as we deepen our influence across the continent.

Meanwhile, complex challenges persist across Africa's education systems. Yet we are encouraged by the growing recognition that meaningful, sustainable change requires stronger systems, stronger partnerships, and stronger foundations for every child. As a Board, we are grateful to our partners, our champions and the Mizizi staff team for their commitment during this period of transition.

DR KAHAKI KIMANI
Board Chair, Mizizi Elimu Afrika

> Our name has changed; our mission has not. We continue to advance equitable foundational learning through evidence, partnership, and collective action.
>
> **Dr Kahaki Kimani**



Message from the Executive Director

After eight years as Zizi Afrique Foundation, we entered a new chapter as Mizizi Elimu Afrika. This change of name is symbolic of our growth and vision. A big tree needs not just a single root, but many roots (mizizi) to hold strong the ambition. In the same way, the foundation that children need cuts across different competences – literacy, numeracy as well as cognitive, social and emotional skills.

The change of name also denotes clarity and renewal of commitment, as presented in our Vision 2040. We are committing to support education systems across African countries to establish strong foundations for children, especially those least served and reached by public education. Our unique contribution is now clear in the two tough choices we have made. First, as an organisation, our work is to strengthen the government system rather than establish side-show programmes and projects. Second, we will do everything possible to drive collaboration, focusing on the ecosystem rather than just our organisation. This, we know from evidence, can bring deep and lasting change to our children. Our three strategic goals provide a valuable framework for telling the Mizizi story: Stronger Foundations for All, Stronger Education Systems, Stronger Ecosystems for Change.

Under Stronger Foundations for All, we celebrate the movement of values-based education from a pilot to a national priority, and the birth of a new national programme on foundational numeracy. We have evidence from 164 schools where children and teachers are noticing a difference through improved teaching methods and safer learning environments. We also officially commenced a learning journey on AI application in education, and co-established a 15-school pilot of the Gemini AI study to support teacher-led

> “Real transformation happens when government leads, teachers drive change, leaders leverage each other and partners collaborate with shared purpose. Collaboration is not optional; it is our collective responsibility to every child.

Dr John Mugo

learner practice at the Junior School level, in collaboration with FAB AI Foundation, following the Ministry of Education's approval.

Under Stronger Education Systems, Kenya published its first Annual National Report on Education Quality, a baseline for holding the system accountable. We also celebrate the launch of a new national education standards and quality framework, as well as tools now being rolled out nationally. Milele Zanzibar Foundation has also supported the government to develop and pilot a Grade 3 assessment of creative thinking, the gateway to national assessment of socio-emotional competences in the region.

Under Stronger Ecosystems for Change, the National Education Research Agenda received formal endorsement, giving Kenya's research community a pathway to prioritising the needs of the system in research. In the same way, a National Gender Research Agenda was launched and adopted as an official government document for the entire ecosystem.

Why release a six-month report?

Not only has our name changed, but so has our planning year. We have moved to a July–June annual planning period, to enable us to plan better with governments. We will now be closing our year in June, and releasing annual reports in September. This report is the firstborn of the new rhythm. We welcome you to read this report, give us feedback and join this collective journey to improve foundational learning outcomes in Africa.

DR JOHN MUGO
Executive Director, Mizizi Elimu Afrika





Who We Are

Mizizi Elimu Afrika (Mizizi) is an African-led education organisation working to ensure that every child and young person, especially those furthest behind, has the foundation to learn, relate, and thrive. Our role is that of orchestrator and catalyst: we build the connections and momentum that enable education systems in Africa to embed the skills and competences a youthful population needs, accelerate foundational learning outcomes, and bridge equity gaps so that every learner accesses the opportunity to thrive.

Every investment in Mizizi creates a multiplier effect. By strengthening the public systems that millions of children rely on, we help ensure that improvements continue long after individual projects have ended.

Our ambition is to reach at least 10 million children and young people in Africa and catalyse systems strengthening and collective impact in at least 10 African countries by 2040.

We are pursuing three strategic goals:



1 Stronger Foundations for All

We strengthen the teaching and learning of foundational skills, including literacy, numeracy, life skills, and values, in classrooms and communities.



2 Stronger Education Systems

We help shape more coherent, inclusive, and accountable systems that centre foundational learning and take responsibility for outcomes.



3 Stronger Ecosystems for Change

We foster collaboration among governments, civil society, funders, communities, researchers, and young people to improve foundational learning at scale.

Why It Matters

Across sub-Saharan Africa, only about one in five children achieves foundational learning by the end of primary school, and millions more lack the life skills and values that underpin lifelong learning. Yet, by 2040, nearly 40% of new entrants to the global labour market will come from Africa. Addressing the relevance of education in Africa, and the learning outcomes that go with it, is a global concern.

What Makes Us Unique

We are determined to support the education ecosystems to achieve learning for all children. Our priority approaches make us unique:

1. **Systems Strengthening** – Rather than establish parallel interventions, we co-create and implement with and through government. In 2026, we are **supporting eight government-led interventions** in foundational learning across six African countries. Two of these are national-scale pilots in Foundational Numeracy and Socio-Emotional Learning.

2. **Ecosystem Building** – We are not a pass-through grant maker, but we are **regranting 30 institutions** (including universities) to build a strong ecosystem for collective impact in education. We believe that when we focus on the mission and the problem we are solving, we can raise more funding and achieve greater impact.



Our Vision

All children and youth in Africa have the foundation to **learn, relate, and thrive**.



Our Mission

We collaborate with those closest to children and youth to shift mindsets, improve learning experiences, strengthen relationships, use evidence, and influence policies and resourcing to ensure that children furthest behind have the foundation to learn, relate, and thrive.

Our Core Values

Ubuntu

Learning and change are collective. We lead with humanity, interdependence and shared responsibility.

Curiosity

We ask hard questions, learn continuously and remain open to evidence and lived experience.

Safety

We prioritise physical, emotional and psychological safety. Safeguarding is non-negotiable.

Accountability

We steward trust and resources with integrity, measure what matters and follow through.

Diversity

We value difference across identity, language and context and work to ensure systems serve those furthest behind.

What We Mean by Foundational Skills

At Mizizi Elimu Afrika, we understand foundational skills as the essential capabilities that enable children, especially those furthest behind, to learn, relate, and thrive, not only in school but across life, work, and community.

For us, foundational skills encompass:

Numeracy

The ability to understand numbers and apply mathematical concepts confidently to solve problems in everyday life.

Literacy

The ability to listen with understanding, read with comprehension, write with clarity, and speak with confidence.

Life Skills

The capabilities children need for self, relating with others, and contributing to society, such as self-awareness, problem-solving, and collaboration.

Values

The beliefs and attitudes that shape behaviour, such as respect, empathy, responsibility, and integrity.

The First Six Months at a Glance

Each figure below is unpacked in the chapter that carries it, where the context, the partners and Mizizi's contribution are set out in full.

1 Stronger Foundations for All



164

schools running the whole-school values-based education model.

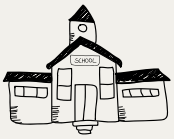
- *Values-based education moved from a pilot to a national priority, with KICD taking leadership of the national rollout plan.*
- *Materials published on KICD's public curriculum platform, reachable by any school in the country.*



8 units

Foundational Numeracy Module for Teacher Educators, ready for piloting.

- *Numeracy for Life, a national programme on foundational numeracy, fully co-created with the Ministry of Education and key government agencies through the Numeracy Action Team, with kick-off in September 2026.*
- *Pilot footprint of 300 schools across eight counties by 2028, beginning with pre-testing in around 40 schools.*



15 Schools

(12 in Nairobi, 3 in Kiambu) piloting Gemini AI in Integrated Science for Grades 8 and 9.

- *121 Integrated Science teachers (59 women, 62 men) trained to use AI in classroom instruction.*
- *5,341 learners (2,677 girls, 2,664 boys) in Grades 8 and 9 took part.*

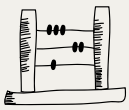


2 Stronger Education Systems



First

Annual National Report on Education Quality published



469

Quality Assurance Officers equipped, across 47 counties



4

CBE aligned Quality Assurance Framework, four tools developed and digitised, and piloted



3 Stronger Ecosystems for Change



3

Research Chairs operational in Kenyan universities



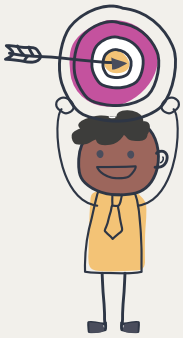
4

Jurisdictions sharing one regional research agenda

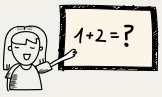


40

17 national and regional government institutions and agencies, and 23 non-state actors, partnering on this work



4 Relational Convenings and Public Voice



7

National and regional convenings supported



2,672

Participants recorded at the convenings with attendance figures



19,619

Followers across social channels by 30 June



Where the Change Sits

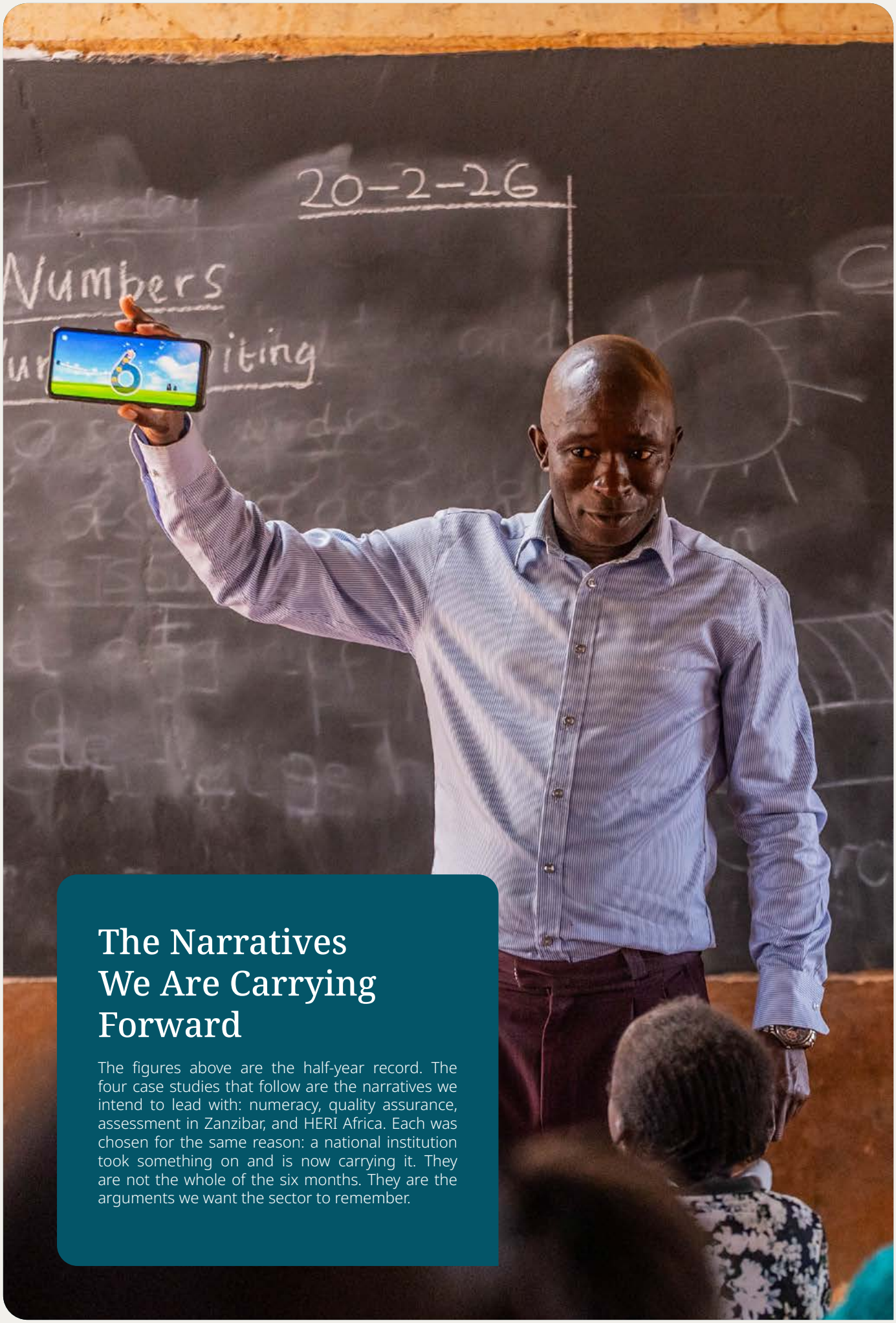
Vision 2040 rests on the understanding that foundational learning improves only when the wider system changes. Our monitoring framework tracks five interconnected dimensions, and grades each against three stages: early signs of change, established practice, and embedded transformation.

In the first six months, evidence across all five dimensions sits at early signs of change. Moving to established practice requires evidence that new behaviours, systems and relationships are being applied consistently over time and across a wider population, which is what the next five years will work towards.

Dimension	What moved between January and June 2026
Structures ●○○ Early signs	Kenya published its first Annual National Report on Education Quality; the revised quality assurance framework and tools were digitised and linked to national data systems; Values-Based Education materials were published on the Kenya Institute of Curriculum Development (KICD) public platform; County Directors from Kajiado, Isiolo, Turkana and Wajir drafted a foundational learning coordination framework anchored in existing County Education Boards; Tanzania Mainland integrated life skills into its National Curriculum Framework. ALiVE supported the Uwezo assessments to embed SEL assessment in literacy and numeracy, with results in Uganda and Tanzania expected later in 2026, and Kenya in early 2027.
Power ●○○ Early signs	Kenya Institute of Curriculum Development (KICD) took leadership of the national Values-Based Education rollout plan; DQAS led the development of national quality assurance resources; the Zanzibar Examinations Council assumed responsibility for life skills assessment; Tanzania's Adult and Non-formal Education agency and the University of Rwanda signalled readiness to coordinate establishment of HERI in their countries.
Mindsets ●○○ Early signs	The values debate moved from whether these competencies belong in the curriculum to how schools nurture them, with stakeholders insisting they be integrated rather than timetabled as a subject. Assessments in Kenya and Zanzibar demonstrated that creative thinking and related life skills can be measured inside existing national systems, moving the argument from whether to how.
Relationships ●○○ Early signs	KICD co-led the national Values-Based Education launch and rollout, and DQAS co-led the quality assurance framework, a shift from product approval to shared leadership of a national reform. The Numeracy Action Team in Kenya is emerging as a government-led expert coordination mechanism to drive national reform. Kenya, Uganda, Tanzania Mainland and Zanzibar now use a shared ALiVE monitoring framework and a common leadership and learning forum
Practices ●○○ Early signs	Assessment began to be used to inform instruction rather than rank learners, by teachers who had helped design it. Kajiado officials used their own early childhood data to double the county allocation. Reflection became peer-led, with champion teachers running model sessions. Quality assurance officers changed how they approach school observation and feedback.



The **five dimensions** show that the foundations for system change are taking shape, and that the strongest evidence sits at institutional level: ministries, agencies, counties and universities owning tools, leading processes, using evidence and coordinating reform. That is consistent with a strategy of strengthening existing institutions rather than building parallel ones.



The Narratives We Are Carrying Forward

The figures above are the half-year record. The four case studies that follow are the narratives we intend to lead with: numeracy, quality assurance, assessment in Zanzibar, and HERI Africa. Each was chosen for the same reason: a national institution took something on and is now carrying it. They are not the whole of the six months. They are the arguments we want the sector to remember.

Case Study One: Numeracy

Kenya's education system is advancing reforms that strengthen the teaching and learning of numeracy, starting with the people who train the teachers.



The problem we set out to solve

Kenya's Teacher Training Colleges recruit their educators from secondary schools. They are qualified and experienced professionals, but prepared for secondary classrooms, with limited primary-level mathematical pedagogical content mastery. For years they taught trainee teachers the way they had taught in secondary school, and the effect carried into teacher-training classrooms.

Our numeracy diagnostic work with the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) explains why this matters. While 87.7 per cent of early-grade teachers recognise correct place-value pedagogy, most cluster around four out of ten on pedagogical content mastery. A three-country error analysis across Kenya, Nigeria and South Africa found that 84 per cent of learner numeracy errors are factual, and that most Grade 3 learners still relied on concrete objects to count rather than computing mentally. The problem is not children's ability. It is how numeracy is taught.

What changed

An eight-unit Foundational Numeracy Module for Teacher Educators was developed during the period and is ready for piloting. For the first time, the educators who prepare Kenya's primary mathematics teachers will train from a shared, evidence-based resource rather than from individual habit.

It was not developed by experts and handed over. It was built with the Numeracy Action Team, drawing expertise from the Kenya Institute of Curriculum Development (KICD), universities, the Kenya Institute of Special Education and Ministry of Education officials, with support from global experts. The route deliberately mirrors how the Assessment of Life Skills and Values in East Africa (ALiVE) materials were built: develop the resource with the institutions that will use it, then pilot it where it was built.

The module anchors Numeracy for Life, a Ministry-led reform agenda co-created through the same Numeracy Action Team. It targets the system gaps that hold instruction back: the quality of instructional materials, teacher training and support, and the use of data and evidence to inform classroom practice.

Why this matters

Teacher preparation is the lever where a single change reaches the largest number of learners. Fixing what teacher educators know about early mathematics addresses the numeracy gap at its root rather than compensating for it later.

What comes next

The module will be validated, refined and piloted through a full cycle with teacher-educator feedback before it can be rolled out for national pre-service training. Numeracy for Life moves into implementation, beginning with revision of the Grade 1 to 3 mathematics textbooks and teacher guides and pre-testing in around 40 schools, in readiness for piloting across 300 schools in eight counties by 2028.

8 units

Foundational Numeracy Module for Teacher Educators, ready for piloting

300 schools

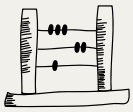
in eight counties, the pilot footprint for Numeracy for Life

84%

of learner numeracy errors are factual, across Kenya, Nigeria and South Africa

> The engagement we have had with Mizizi Elimu Afrika has truly changed and transformed our institution. Before Mizizi Elimu Afrika came, we were facilitating learning the way we had always done. They helped us unpack competencies and understand how to intentionally develop them.

JOYCE MABWAI, Former Chief Principal, Machakos Teachers Training College



Case Study Two: Quality Assurance

Kenya's quality assurance system is turning from inspection into improvement, with a public national record of education quality for the first time.

The problem we set out to solve

There was no comparable national evidence on education quality, and the data that did exist sat unused in the Ministry of Education's data systems. Quality assurance was viewed as something a school passed or failed, rather than something it improved through. The framework also did not include core competences and values, even though these had been in the curriculum under implementation since 2016.

What changed

The Directorate of Quality Assurance and Standards (DQAS) produced Kenya's first Annual National Report on Education Quality, launched by the President in April 2026, with Mizizi providing technical and facilitation support. It assessed five dimensions of quality across all 47 counties: leadership and management, curriculum organisation, learner welfare and safety, physical facilities, and community engagement. The report establishes a culture of annual public reporting on education quality, in line with the recommendations of the Presidential Working Party on Education Reforms, and it turns quality assurance data into feedback for the sub-national officers and teachers who generate it.

DQAS also led the revision of the National Education Quality Assurance and Standards Framework, now aligned to competency-based education (CBE). Four tools were piloted in four counties with 52 educators in institutions serving roughly 2,758 learners; two national training manuals and an information and communication technology (ICT) user manual were advanced; and the tools were digitised in Kobo Collect and linked to national data systems. To support rollout, DQAS trained 469 Quality Assurance and Standards Officers (294 men and 175 women) from all 47 counties on the framework and tools, including the institution-based quality assurance tools.

Why this matters

In any system, the quality assurance function is a key ingredient in curriculum implementation and to achieving quality education. When the tool is right, data inflow, analysis and use are set up, and an annual reporting mechanism is in place, we close the critical feedback loop and accountability needed for teachers to improve instruction and children to learn.

What comes next

Training of institutional instructional heads and champion teachers, starting with 12 counties and targeting over 5,000 schools on the application of the institution-based quality assurance tool; and a second annual report, drawn from data collected under the revised framework, that will show movement against this baseline.

First

Annual National Report on Education Quality, published April 2026

47

Counties assessed against five dimensions of quality

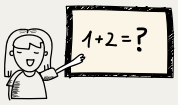
469

Quality Assurance and Standards Officers trained on the revised framework

> The revised framework incorporates recommendations from the Presidential Working Party on Education Reforms and addresses several areas not adequately covered in the 2021 edition, including Parental Empowerment and Engagement, core competences and values-based education, and other components essential to Competency-Based Education.

JOSEPH WAMBUA, Director, Directorate of Quality Assurance and Standards

Case Study Three: Assessment of Creative Thinking in Zanzibar



Working with and through Milele Zanzibar Foundation, our implementing partner in Zanzibar, a national examinations body has taken on life skills assessment, moving the argument from whether these competencies can be measured through the system to how.

The problem we set out to solve

Life skills and values are widely accepted as important and widely treated as unmeasurable. Where they are not assessed inside national systems, they remain outside the curriculum in practice, whatever the policy says. According to the ALiVE 2022 assessment, only 10 per cent of learners had the life skills needed to navigate everyday challenges, and until recently there was no national instrument capable of showing that.

What changed

Milele Zanzibar Foundation trained 64 teachers, tutors and Examinations Council staff, and the Council assumed leadership of life skills assessment. The Grade 3 Creative Thinking assessment tool was completed through item development, cognitive pre-testing, and a national pilot across Unguja and Pemba. This work was delivered on the ground by Milele Zanzibar Foundation, our implementing partner in Zanzibar, within the ALiVE programme that Mizizi convenes. Alongside it, a government-led Teaching at the Right Level (TaRL) pathway was defined with the Ministry of Education and Vocational Training, TaRL Africa and the Examinations Council. It reached 700 learners across 28 schools and produced a digitised dataset ready for national use: assessment data generated by the system, for the system.

Why this matters

Once a national examinations body holds the instrument, the competency sits inside the system rather than beside it. That is the difference between a life skills pilot and a life skills assessment, and it is what allows a reform to outlast the programme that started it. The partnership with Milele Zanzibar Foundation also shows the ecosystem model working as intended: a national partner leading delivery, with Mizizi convening and providing technical support.

What comes next

Evidence that the shared framework is being used consistently across all four jurisdictions, not only adopted; and results from the assessments that will report from Uganda and Tanzania later in 2026, and from Kenya in early 2027.

64

Teachers, tutors and Examinations Council staff trained.

700

learners assessed across 28 schools through the Teaching at the Right Level pathway.

Unguja & Pemba

National pilot of the Grade 3 Creative Thinking assessment.

Delivered by Milele Zanzibar Foundation



Case Study Four: HERI Africa

Kenya's education research community now works to one endorsed agenda, with institutional homes built to outlast any single programme or funder.

The problem we set out to solve

African education research is fragmented and under-resourced, contributing, as a continent, only 3 per cent of global education knowledge. University-led research is unfunded and largely disconnected from policy and practice, such that the impact of universities on education reforms is unfelt. An ecosystem approach provides an opportunity to revitalise education research, target research results at impact, and drive funding to where money can create lasting change.

What changed

HERI Africa was launched by the Cabinet Secretary for Education on 18 February 2026, in a function involving all the universities in the country. The National Education Research Agenda (NERA) was finalised through a participatory process, setting research priorities for the country, and pointing funders to where support is needed. The HERI secretariat has been recruited and will be hosted at the Commission for University Education. A transitional Funding Pool at Mizizi has raised USD 8.65 million, including KES 20 million from the National Research Fund. Of this, USD 1.5 million has so far been disbursed to the universities and partners, with research set-up ongoing at Kenyatta University, Kisii University and University of Embu.

Why this matters

The ambition is an African-led evidence ecosystem that governments and universities can rely on after any single organisation's involvement ends. Universities holding foundational learning research as an institutional mandate, rather than as a project, is what makes that possible.

What comes next

Two additional Research Chairs, one on Gender, Equity and Social Inclusion and another on African Perspectives and Theories for Education, are under recruitment through an open, merit-based process. HERI Africa has been introduced to leaders in Tanzania, Senegal, Rwanda, Malawi and Ghana, and some of these countries may take the first step in the coming months.





3 (three)

Research Chairs operational in Kenyan universities.

41

Postgraduate students (master's and PhD): 21 women and 20 men, of whom 3 are persons with disabilities.

USD 8.65 M

Funding raised through a 'pool' model, including KES 20 million from the National Research Fund

> By anchoring research in a National Education Research Agenda and strengthening institutional capacity, HERI Africa lays the foundation for a coherent, relevant and accountable education research ecosystem.
>
> **PROF. MIKE KURIA, Chief Executive Officer, Commission for University Education**

Funding Position as of 30th June 2026

Total funding available

KES 1,283,275,934

(USD 9,947,875)



Received in the first half of 2026

KES 332,705,981

(USD 2,579,116), or 26%

New funding received between January and June 2026

Carried forward from 2025

KES 950,569,953

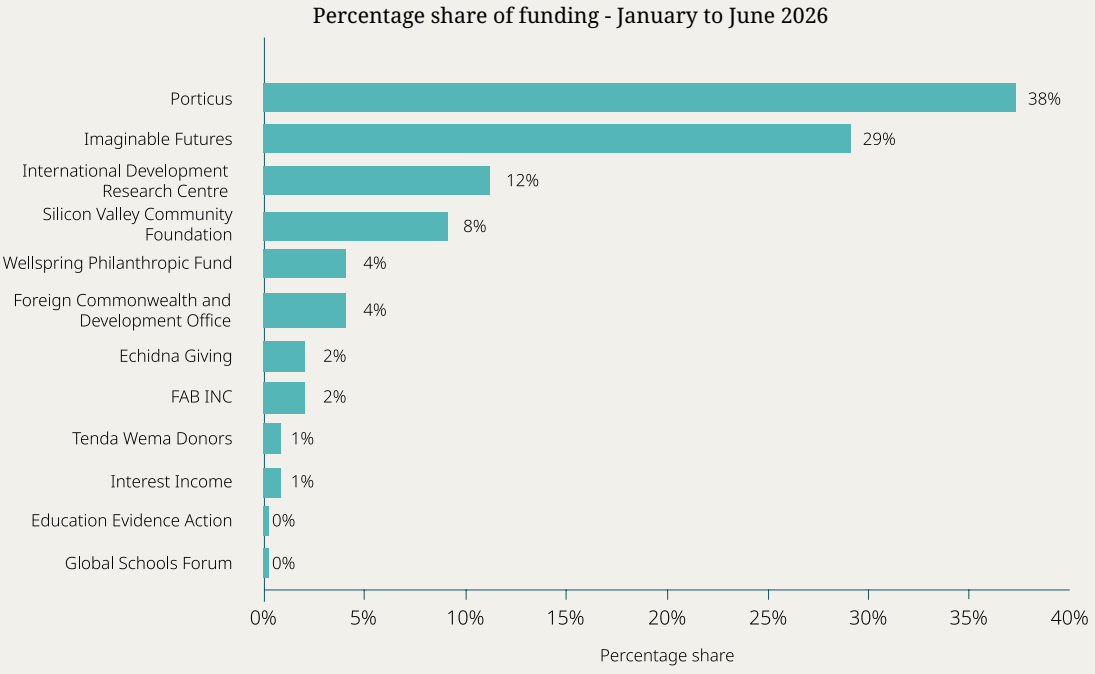
(USD 7,368,759), or 74%

Unexpended grant balances available for implementation in 2026.

What this means

The carried-forward funding reflects the multi-year nature of a significant proportion of Mizizi's grant portfolio. It includes unexpended balances from grants from the Gates Foundation, Conrad Hilton Foundation, The LEGO Foundation, Wellspring Philanthropic Fund, Imaginable Futures Foundation, Porticus, University of Notre Dame, International Development Research Centre, and Echidna Giving as at 31 December 2025.

This presents a complete view of the funding supporting implementation during the reporting period. The chart below provides the half-year funding position by active funding partner, showing funds received between January and June 2026.



January to June 2026 Income Profile

Unrestricted	KES 27,964,241	8%
Restricted	KES 304,741,741	92%

Financial Position Note as of 30th June 2026

At the end of the reporting period, the organization remained in a positive financial position, with total assets of KES 778,608,820 and total liabilities of KES 657,961,011, resulting in net assets of KES 120,647,809. This position reflects continued financial resilience and provides a sound basis for meeting organizational commitments and delivering programmes. Liabilities of kes. 657 million represents unexpended grants that remain available to be utilized for the next financial period and not debt.

Cash and bank balances account for 77.57% of total assets (KES 603,978,167), supporting timely programme delivery, partner payments, and responsiveness to emerging needs. Partner advances and receivables represent 14.91% (KES 116,069,029), supporting implementation through trusted local partners. Non-current assets account for 6.43% (KES 50,060,771), while fixed assets represent 1.09% (KES 8,500,853), demonstrating the organization's continued focus on programme impact over infrastructure investment.

Total Assets Vs Total Liabilities

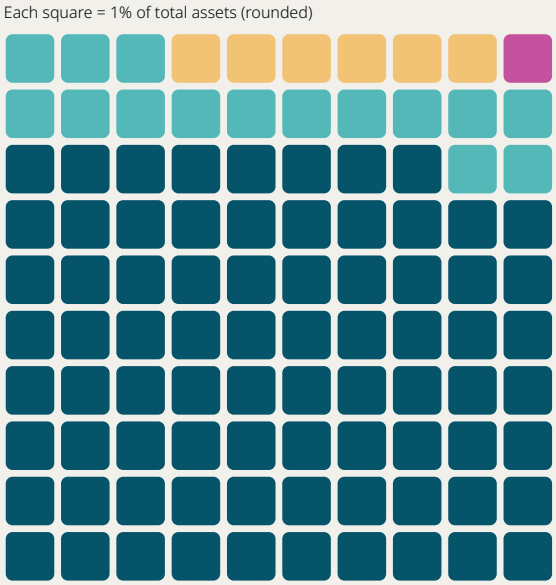
Description	Amount (KES)
Total Assets	778,608,820
Total Liabilities	657,961,011
Net Assets	**120,647,809**

Financial Position – Asset Composition

Item	Amount	% of Total Assets
Cash & Bank	603,978,167	77.57%
Partner Advances & Receivables	116,069,029	14.91%
Non-Current Assets	50,060,771	6.43%
Fixed Assets	8,500,853	1.09%
Total Assets	**778,608,820**	**100.00%**

How Our Assets Are Distributed

A strong asset base that supports programme delivery and long-term sustainability



77.57% Cash & Bank

Ensures timely programme delivery, partner payments, and rapid response to emerging needs

14.91 Partner Advances & Receivables

Supports programme delivery through trusted partners reaching communities

6.43% Non-Current Assets

Investments in longer-term assets that strengthen our operational capacity and support sustainable programme delivery

1.09% Fixed Assets

Prioritises programme impact over heavy investment, keeping resources focused on people and communities.

Priorities Moving Ahead

1. Diversify the funder base and sources of income
2. Grow levels of unrestricted income, through calls to donors to fund the new strategy
3. Strengthen partner engagement and grants management capacities
4. Enhance long-term sustainability

Partnerships That Made This Possible

The work in this report was led, co-created, and carried out by partners. Where a reform moved, it moved because an institution took it on.

Government ministries and national agencies	Ministry of Education, Kenya· Kenya Institute of Curriculum Development (KICD)· Kenya National Examinations Council (KNEC)· Directorate of Quality Assurance and Standards (DQAS)· Kenya Institute of Special Education· CEMASTEA· National Council for Children's Services· National Gender and Equality Commission · National Council for Population and Development · Kenya National Bureau of Statistics· National Research Fund · Commission for University Education. Media Council of Kenya
Regional government partners (partnerships through Mizizi's ecosystem partners)	Ministry of Education and Vocational Training, Zanzibar · Zanzibar Examinations Council · Ministry of Education, Science and Technology, Tanzania · Uganda National Examinations Board · National Curriculum Development Centre, Uganda · Rwanda Basic Education Board
County governments and education offices	Bungoma· Isiolo· Kajiado· Kirinyaga· Kisumu· Nairobi City· Samburu· Turkana· Wajir, together with county education offices, school leadership, boards of management and teachers
Universities and research institutions	Kenyatta University · Kisii University · University of Embu · University of Malawi, together with the universities participating in the Numeracy Action Team
Networks, coalitions and civil society	HERI Africa partners · Numeracy Action Team · PAL Network · RELI
Mizizi's ecosystem partners	APHRC · BNBR · Dignitas · DUPOTO-e-MAA · eBASE · EdTech Hub · Edukans · ESSA · FICH · GRiC · JASLIKA · LGIHE · Luigi Giussani Foundation · Milele Zanzibar Foundation · OCODE · PEAS · RELI · Sifa Children's Welfare Association · Social Changers Foundation · Uwezo Tanzania · Uwezo Uganda.

Funders

Co Impact
Conrad N. Hilton Foundation
echidna giving
Fab AI
Foreign, Commonwealth & Development Office
Gates Foundation
Global Schools Forum
IDRC · CRDI Canada
imaginable futures
LEGO Foundation
Lemann Foundation
The Peter Cundill Foundation
Porticus
SVCF Silicon Valley Community Foundation
University of Notre Dame
Wellspring Philanthropic Fund

Impact Partners

APHRC African Population and Health Research Center
BasicNeeds
Community Development
Commission for University Education
DIGNITAS
DUPOTO-e-MAA
ebase effective basic services
EdTech Hub
Edukans
ESSA Education Sub Saharan Africa
FICH Foundation for Inclusive Community Help
HERI AFRICA Harnessing Education Research for Impact in Africa
JASLIKA
Kenyatta University
Kisii University
Luigi Giussani Foundation
Luigi Giussani Institute of Higher Education
GRiC Grassroots nest for Innovations and Change
Milele Zanzibar Foundation
Peas
RELI Regional Education Learning Initiative
Sifa Children Welfare Association
Social Changers Foundation
University of Dar es Salaam
University of Malawi
University of Embu Knowledge Transforms
Uwezo Uganda
Uwezo Tanzania

Government Partners

Ministry of Education

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
"Nurturing Every Learner's Potential"

Machakos Teachers College
MATECO
#StriveForSuccess

St. Augustine
TEACHERS TRAINING COLLEGE
Eregi

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA)

The Kenya National Examinations Council

KISE
Kenya Institute of Special Education

THE EXECUTIVE OFFICE OF THE PRESIDENT
DIRECTORATE OF NATIONAL COHESION AND VALUES

NRF KENYA
NATIONAL RESEARCH FUND

REB RWANDA BASIC EDUCATION BOARD

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

SERIKALI YA MAPINDUZI YA ZANZIBAR
TUME YA UTUMISHI SERIKALINI

BARAZA LA MITIHANI LA ZANZIBAR

Mizizi Elimu Afrika Welcomes

Dr. Stella Rose Akongo

as Program Director – ALiVE

ACTION FOR LIFE SKILLS AND VALUES IN EAST AFRICA



Mizizi Elimu Afrika is pleased to welcome Dr. Stella Rose Akongo as the Program Director for Action for Life Skills and Values in East Africa (ALiVE).

Stella brings over 18 years of experience in strategic program leadership, institutional development and education systems strengthening across East Africa. Her expertise spans social and emotional learning (SEL), values-based education, curriculum and assessment reform, research and evidence-informed policy engagement.

Stella is no stranger to ALiVE, having previously served as Co-Principal Investigator and Regional Learning Manager, where she contributed to advancing the integration of life skills and values into national education systems through contextualized assessment, learning progressions, teacher development and strategic partnerships. She has also served as Principal of the Luigi Giussani Institute of Higher Education and led the establishment of the African Centre for Social and Emotional Learning (AXSEL), a pan-African initiative advancing SEL standards, professional certification and institutional capacity development.

Stella holds a PhD in Organizational Leadership and has published research on life skills and values education in East Africa. She also serves as the Values and Life Skills Thematic Group Lead for RELI Africa in Uganda.

In her new role, Stella will lead ALiVE's regional strategy, partnerships and program delivery, strengthening the institutionalization and scale-up of life skills and values across education systems in Kenya, Uganda, Tanzania Mainland and Zanzibar.

We are delighted to have Stella take on this leadership role and look forward to the experience, strategic perspective and commitment she brings to ALiVE's next phase of growth and impact.



Connect With Us

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