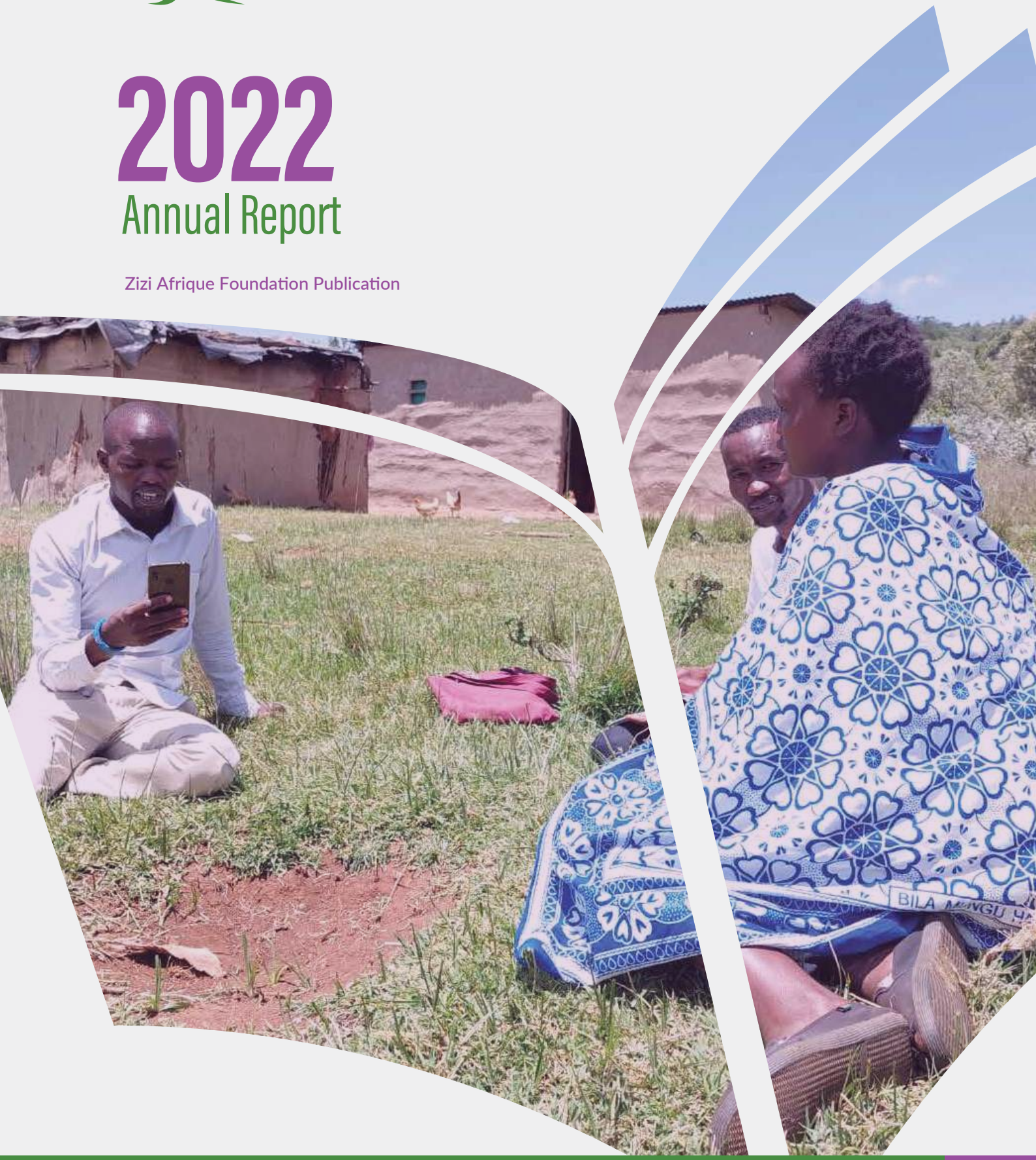
Zizi Afrique Foundation

2022 Annual Report

Zizi Afrique Foundation Publication



2022

Annual Report

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Zizi Afrique Foundation

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Zizi Afrique Turned Five in 2022

The journey has been marked by rapid expansion and concerted focus on the impact the organisation was established to achieve.

Zizi Afrique's Strategy (2021-2025) targets improved skills for learning, working, and living for at least five million children and youth, at least 20% of whom are defined as the furthest behind.

This includes children from rural arid areas where learning outcomes are lowest, children belonging to families from the lowest wealth quintile, and school dropouts.

Those furthest behind include children and youth from the poorest households, living in rural and arid areas, disadvantaged girls, and children with disabilities.

Our Vision

A world where all children and youth learn and thrive

Our Mission

We consolidate evidence, innovate solutions through collaborative networking, shape policy and practice to equip all children and youth with competences for life and work

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List of Abbreviations and Acronyms

ALiVE - Assessment of Lifeskills and Values in East Africa
ALP - Accelerated Learning Program
BCER - Big Coalition on Education Reforms
CAS - Chief Administrative Secretary
CASEL - Collaborative for Academic, Social, and Emotional Learning
CBC - Competency Based Curriculum
CIES - Comparative and International Education Society
CIFF - Children's Investment Fund Foundation
CoP - Community of Practice
EASEL - Ecological Approaches to Social Emotional Learning
ECDE - Early Childhood Development Education
EEF - Education Endowment Foundation
EE4A - Education Evidence for Action
ELANA - Early Literacy and Numeracy Assessment
EYC - Elimu Yetu Coalition
FCDO - Foreign, Commonwealth and Development Office
ICT - Information and Communications Technology
ILD - International Literacy Day
IVETA - International Vocational Education and Training Association
KCPE - Kenya Certificate of Primary Education
KEPSHA - Kenya Primary School Head Teachers Association
KNUT - Kenya National Union of Teachers
M&E - Monitoring and Evaluation
MoE - Ministry of Education
PAL Network - People's Action for Learning Network
PE&E - Parental Engagement and Empowerment
PLUS - Policy Learning on Universal Secondary Education
PS - Principal Secretary
PWPER - Presidential Working Party for Education Reforms
RELI - Regional Education Learning Initiative
RPL - Recognition of Prior Learning
SD-TVET - State Department for Technical and Vocational Education and Training
TaRL - Teaching at the Right Level
TVET - Technical and Vocational Education and Training
VaLi - Values and Life Skills
VTC - Vocational Training Centres
WERK - Women Educational Researchers of Kenya
WYD - Whole Youth Development

2022 at a Glance

135
Retweets during our International Day of Education Tweetathon

3
Teacher Training Colleges join our new Community of Practice to strengthen Foundational Literacy and Numeracy instruction in Kenya's Primary Schools

213
Learners in 10 schools in Mombasa County reached through a household-based baseline survey on linkages between non-academic skill acquisition and academic learning

2,211
Youths in 246 TVET Institutions reached to celebrate the World Skills Day, in partnership with Kenya's TVET Authority and World Skills Kenya

1
Nomination for the Africa Education Medal received by Zizi Afrique's Executive Director, Dr. John Mugo

5
Years of Zizi Afrique celebrated with over 200 Zizi family members

45,442
Adolescents aged between 13 & 17 years assessed on life skills and values by 866 teacher trainees, 2094 volunteers in 20 counties in Kenya, 45 districts in Tanzania and 20 districts in Uganda

2,934
Households visited to collect data on the enablers and barriers of transition from primary to secondary school by 192 volunteers

5,325
Miles travelled from Nairobi, Kenya to São Paulo and Sobral, Brazil to build transnational networks to improve learning practices

7,800
Primary School Headteachers reached through co-hosting the Kenya Primary School Headteachers Association (KEPSHA) conference

100
Participants in a policy forum organised for International Literacy Day, with representation from 6 government offices

34
Research papers written

1
New Memorandum of Understanding (MoU) signed with Kenya's TVET Authority to collaborate on evidence-informed policy design

12,300
Students reached through whole-youth integration in 45 TVET institutions

8
Submissions made and 4 sessions held with the Presidential Working Party on Education Reforms

Foreword

Looking back over the past two years, it's hard to believe how much the team at Zizi Afrique has been able to achieve. Like the rest of the world, Zizi faced unprecedented challenges as a result of the COVID-19 pandemic. However, like a phoenix rising from the ashes, we have emerged from this crisis having learned the art of adaptability, collaboration, and resilience. During this year of our fifth anniversary, we are especially proud of five achievements.

We reached close to 75,000 children and youth across East Africa. This was only possible through collaboration with over 180 values-aligned partner organizations. While this represents only a fraction of the five million targeted by our strategy, we have been intentional about building the strong and trusted relationships with national and local government officials required to strengthen and scale our impact over the next two years. Our approach to partnership provides an important and timely case study of what is possible when civil society and government work together to leverage their respective strengths to ensure all children and youth learn and thrive.

Using a contextualised tool, we conducted the largest household-based assessment of values and life skills in Africa. Having personally assessed adolescents in Narok, I was inspired by the collaborative spirit of the ALiVE collective coming together to learn and innovate together, building a tool that is contextually appropriate and that generates important new data to provide new insights into the skills young people need to thrive in the 21st century. I salute the leaders of ALiVE in RELI for their bold ambition and hard work.

Kenya's Ministry of Education welcomed us to collaborate in an 'evidence-use experiment' to inform policy implementation. While the education sector talks a lot about evidence-informed policy, it's difficult to find good examples in practice. We are proud that Zizi Afrique has been invited to research primary to secondary transition through community surveillance and accountability mechanisms with local chiefs, village elders, community volunteers and head teachers moving the needle further towards retention and completion, and eventually learning.

The Regional Education Learning Initiative (RELI) was registered as an independent organization: RELI-Africa. One might wonder why one organization would celebrate registering another. For us, Zizi Afrique's vision can only be achieved through the power of many! RELI is an important vehicle to reach millions of children, and we commit to incubate the young organization until it walks and eventually runs.

Our work is winning acknowledgement globally! For the second year running, the Accelerated Learning Program (ALP) was listed as among the 100 most impactful civil society initiatives by HundrED. This is something we are really proud of, and are now exploring how community youth volunteers can support young children to acquire foundational skills. In addition, our Executive Director Dr. John Mugo was listed among the 10 finalists for the Africa Education Medal!

We are looking forward to 2023 with great optimism. We remain committed to our vision and mission, ensuring that we unleash the potential of all Africa's children and youth. Together, we can build a brighter future for Africa's generations.

Dr Kahaki Kimani
Chair of the Zizi Afrique Board

Scaling Impact from the Inside Out

By John Mugo

The Zizi Afrique tree is growing, building on its strong roots to strengthen the core of the trunk (the inside) to support further growth of its branches and eventually its leaves (the out). The stronger roots are expected to deepen prospects for impact, as the expansive branches offer shade to the many partners with whom we pursue collective impact.

This report provides a snapshot of our many achievements in 2022, summarising results from the programmatic areas and ending with the audited financial accounts. We thank all our partners and funders, for making all this possible.

The 'inside' posture – Building a resilient and impactful organisation

Zizi Afrique's strategy targets *effective internal capacities, adequate resources, and credibility to implement the strategy. Our aim is to build a resilient and sustainable institution for posterity, and to be amongst the top three most respected civil society organizations promoting holistic development competences in Kenya.*

In pursuit of this goal, we embarked on an ambitious organisational development strategy in 2022. With the support of the Wellspring Philanthropic Fund, the senior management team was enrolled in a leadership program with Perennial, whilst the Executive Director also participated in a leadership coaching program pilot. With support from Imaginable Futures, the Executive Director was enrolled into cohort five of the Wellbeing Project, a global leadership inner-wellbeing initiative by Ashoka. Critically, we were also able to expand the leadership team by hiring new Directors of Research and Programs respectively, with unrestricted funding support from Echidna Giving, the LEGO Foundation, and the Children's Investment Fund Foundation (CIFF). Not only has this strengthened our structure, but increased our prospects for impact.

The 'out' posture - Consolidating partnerships for collective impact

Zizi Afrique's strategy also focuses on the expansion and sustenance of meaningful and value adding partnerships and networks that facilitate learning, support scale, and attract additional resources to support our work, involving at least 100 active member institutions and reaching at least 2 million children and youth. In pursuit of this, we have increased the number of formal institutional partnerships to 180, bringing on board formalised partnerships with the Ministry of Education (new government) and the TVET Authority. At the same time, three new funders joined the Zizi Family - the LEGO Foundation, CIFF, and the Centro Lemann (through support from the UK's Foreign, Commonwealth and Development Office's (FCDO) new 'What Works Hub' initiative).

As the roots deepen and the branches extend, we remain restless in pursuing the learning of children in Africa. The time has come for Africa to grow her agency and face the education challenges with courage.

We hope that Zizi Afrique will pursue this path with consistency and inspire and support other organizations to achieve this ambitious dream in our lifetime.

Assessing collaboration in Zanzibar, April

Appreciation

We are deeply grateful for the ongoing support of all our partners, including government, implementation, and funding partners. Your generous contributions continue to ensure that, together, we are creating a world where all children and youth learn and thrive, regardless of their circumstances.

We would like to express our deepest gratitude towards the Cabinet Secretary of Kenya's Ministry of Education, Hon. Ezekiel Machogu, to the Principal Secretaries, Dr. Belio Kipsang and Dr. Esther Muoria, and to the CEO of the Teachers Service Commission, Dr. Nancy Macharia. Their unwavering support has been crucial in ensuring that the work of Zizi Afrique is aligned with national development priorities, and this has contributed significantly to our growth and success. We would also like to thank the Ministries of Education in Uganda, Tanzania (Mainland) and Zanzibar who welcomed our 'Assessment of Life Skills and Values in East Africa' (ALiVE) initiative with open arms.

We would not be able to do the work that we do without the generous support of our funding partners. In 2022, the support we received enabled us not only to implement high-quality programmes but also focus on strengthening the capacity, resilience, and sustainability of Zizi Afrique as an organisation.

Thanks to the LEGO Foundation, Echidna Giving, and the Children's Investment Fund Foundation (CIFF), we were able to operationalise two new internal directorates: Programs and Research. This investment has improved efficiency and contributed immensely to the strengthened capacity and growth of Zizi Afrique.

Through the generous support of the Wellspring Philanthropic Fund, Imaginable Futures, and CIFF, the leadership team has accessed new coaching and mentorship opportunities. We are grateful to Porticus for the sustained commitment to building capacity and extending our reach across the continent to Zimbabwe and South Africa.

We are grateful to Welthungerhilfe for including us in the Chukua Control project. This has been transformative, not only in enhancing the appearance of our office but also in creating a more comfortable and conducive work environment that has increased our team's morale and productivity.

Finally, we are especially grateful to the Regional Education Learning Initiative (RELI) and the People's Action for Learning Network (PAL Network) for trusting us with convening responsibilities to catalyse movements towards our vision, and to the Lemann Foundation for inviting Zizi Afrique to participate in the 'South-South Programme', creating opportunities for leaders from the global South to share knowledge, practices, and evidence to build new coalitions focused on improving learning outcomes in their own contexts.

To all of you, we owe a big thank-you.

Staff half year retreat at St. Therese VTC, 13th and 14th June

Embracing Wellness in Zizi Afrique

By Esther Olwith

Wellness was truly the heartbeat of our organization in 2022, and we are proud of the positive, healthy working environment we created. We placed great emphasis on creating a positive and healthy work environment, which included promoting flexibility in working arrangements. Employees were encouraged to work from both the office and home, wherever they felt most productive. Additionally, we implemented sporting activities at least twice a week to support physical wellbeing.

In June, we held our half-year staff retreat, which was a two-day event full of exciting activities. We had planned team-building exercises, wellness sessions, and an employee satisfaction survey using Mentimeter. As we analysed the survey results, we were pleased to see that our efforts to improve the workplace had been recognised by our employees. We took their feedback seriously and used it to measure satisfaction levels and identify ways to keep our employees happy and motivated.

While the retreat was focused on work, we also included team-building activities to foster a sense of camaraderie among employees. With new team members joining us in January, it was important to make them feel welcome and part of the team. The team-building exercises were a fun way to achieve this goal and promote cooperation amongst different teams.

As part of our commitment to employee wellness, we engaged a consultant to speak about wellness during the retreat. The session was engaging and enlightening, highlighting the importance of finding balance in all aspects of life. The consultant shared various tips and strategies for achieving wellness, both at work and in our personal lives. We left the session feeling inspired and motivated to take better care of ourselves.

Following the wellness session, we organised a mental health session that highlighted the importance of taking care of our mental health, which is just as important as physical health. We learned how to reduce burnout and how to access confidential services if needed. Mental health is crucial to employee performance, and introducing this topic was a significant upgrade for our organisation.

The most exciting activity of all however, was the 'immersion' trip we attended in November 2022. We spent two days with rural Kenyan youth, observing and listening to them, and getting a real feel of their lives. The concept of immersion involves letting go of our preconceptions and entering into the worlds and perceptions of our hosts. We suspended any judgment and kept our minds open to surprise and new experiences. The immersion activity provided a unique opportunity for team bonding and getting to know each other better. It involved all employees and allowed us to leave feeling energised and excited for 2023.

Overall, wellness remains a top priority for us in 2022, and we are committed to continuing our efforts to promote employee health and wellbeing in the future.

Staff wellness session during the half year retreat

Overview of Programmes: 2022

Programme	Level of Education
Accelerated Learning Programme (ALP)	Lower Primary School (Early years)
Policy Learning for Secondary Education (PLUS)	Upper Primary and secondary
Assessment of Life Skills and Values East Africa (ALiVE)	Children aged 13 – 17 (In school – Secondary, and out-of-school children)
Whole Youth Development (WYD)	Technical and Vocational Education and Training (TVET)
Tenda Wema	All levels
The Regional Education Learning Initiative (RELI)	All levels
The South-South Programme	Foundational Learning
Parental Empowerment and Engagement	Early and Middle years

A field officer interacting with learners during an ALP camp session

Laying the Foundations: Supporting 40,000 Learners to Acquire Basic Literacy and Numeracy Skills

By Virginia Ngindiru

2022 marked the fourth year since the inception of the Accelerated Learning Programme (ALP) in Bungoma, Tana River and Turkana counties. Designed to accelerate the acquisition of foundational literacy and numeracy skills, ALP was a proof of concept on how the principles of Teaching at the Right Level (TaRL) could be applied in the Kenyan context to bridge the lack of foundational skills among learners in grades 3 to 5. By April 2022, the programme had been implemented in 150 schools, across the 3 counties, in partnership with 3 local partner organisations. Strong interest from organisations across Kenya spurred Zizi Afrique to collaborate with an additional 25 organizations, to establish similar interventions in 9 counties.

In retrospect, 2022 is a year when we reaped big on our collective implementation. We highlight the following as the core accomplishments of the ALP, achieved in collaboration with like-minded civil society organizations across Kenya:

Direct Implementation of ALP

25,269 Learners reached

150 Schools

265 Teachers

60% of participating learners could read within 30 days

Partnership

28 Civil Society Orgnizations Partnerships

40,449 Learners reached

318 Schools

9 Counties

Training

1,033 Teaching Assistants Trained

25,501 Parents engaged in the Interventions

318+ Head Teachers

1 Week Long Induction

11 Literacy Instructors Inducted

- Literacy instructors from **Embu, Meru and Egoji** Teacher Training Colleges
- The official opening was presided over by the Ministry of Education's Chief Administrative Secretary

5 RELI Members Participated

100+ Policy Makers & Civil Society Partners Convened

8 Sept, 22

- Presided over by a representative of the office of the Permanent Secretary, Basic Education

- Invited to represent RELI during the drafting of national remediation guidelines, guiding teachers on how to address the needs of those children lagging behind.

In 2022, we extended our exploration of ALP from the school level to the community level through a new initiative of the PAL Network, dubbed 'My Village' being implemented in Kenya, Tanzania, and Nepal. My Village seeks to identify, train, and engage literate youths to volunteer to support the acquisition of literacy and numeracy competences among children in their neighbourhoods. In Kenya, 3 sub-counties were selected for the pilot: Bungoma (Bungoma West sub- county), Kilifi (Kaloleni) and Kitui (Mwingi Central). A baseline assessment exercise was conducted by 3 local partner organisations, engaging 102 youth volunteers, reaching 4,342 learners. Beyond facilitating the learning camps, the youth volunteers are expected to lead their communities in setting up community learning spaces to nurture a culture of learning beyond schools.

cool
door
good

Harnessing the Power of Collaboration to Ensure 100% Transition from Primary to Secondary School

By Maurice Mutisya

The old adage that a journey of a thousand miles begins with one step can never be truer than for Zizi Afrique in 2022. With a vision for all children and youth learning and thriving, Zizi Afrique continued to harness the power of collaboration to expand its scope from primary to secondary education, leveraging the Education Evidence for Action (EE4A) initiative. The birth of a new initiative dubbed 'Policy Learning for Universal Secondary' (PLUS) education, the programme aligns with the Government's effort to ensure all children attain at least 12 years of schooling.

Successful transition from primary to secondary school is central to realising universal basic education in Kenya, ensuring that all children, particularly those from marginalized groups at higher risk of not transitioning are able to access secondary education. The PLUS initiative brings together Kenya's Ministry of Education (MoE) with over 20 EE4A member organisations to co-generate evidence and test solutions to support the government initiative to achieve 100% transition from primary to secondary school.

In the first three months, we consolidated our engagement with the MoE's Directorate of Secondary Education as co-leads, and generated evidence on primary to secondary transition from four sub-counties: Dagoretti in Nairobi, Cheptais in Bungoma, Sololo in Marsabit and Kahuro in Muranga. We reached over 2900 households with children who sat for the Kenya Certificate of Primary Education (KCPE) exams in 2022 from 96 schools and interviewed 96 school heads and over 110 village heads.

To conduct the research, we engaged well over 200 youth volunteers, who noted that participating in the data collection built their confidence, and grew their experience. Involving community leaders was also positive, as their participation strengthened their awareness of the role they can play in complementing government efforts to ensure all children transition to secondary schools.

EE4A members hosted partners including the British Council, 3ie, and the Education Endowment Foundation (EEF) to explore opportunities for collaboration and to position the initiative for greater influence in the policy space, through a better understanding of the political economy of evidence use.

Zizi Afrique provided a platform for an expanded group of stakeholders from the EE4A initiative to study and respond to the Terms of Reference provided by the Presidential Working Party on Education Reforms (PWPER). Seven submissions were made to PWPER followed by a presentation to the group. We learnt from the engagement and packaged the submissions to an eighth paper that consolidated evidence and solutions, calling for a multi-stakeholder approach in addressing key issues in education for improved schooling and learning outcomes.

We move to 2023 and beyond with heads high and with a determination that together we can. Zizi Afrique envisions impacting over 5 million children and youth in the 2021 to 2025 strategic plan. A huge task indeed, but one that can easily be achieved if we work and collaborate with others.

A learner following a radio session in Turkana county

A Collaborative Approach to Assessing the Life Skills and Values of East Africa's Adolescents

By Purity Ngina

The collaborative development of a brand-new 'Assessment of Life Skills and Values in East Africa' (ALiVE) has been a complex but enjoyable process. In order to develop the assessment tool, we conducted an ethnographic study in 15 districts, undertook a comprehensive literature review of global comparability, onboarded 47 experts and 1 global facilitator, participated in a 34-week tool development process, conducted 1 pre-test and 2 pilots, and finalised the ALiVE tools for national assessments.

Due to the widely reported low levels of literacy in sub-Saharan Africa, ALiVE conducted oral assessments, which required short scenarios that did not rely on memory and could be translated into the language of the adolescents. This necessitated the translation of the tools into 17 languages in Kenya, 12 languages in Uganda, and Kiswahili in Tanzania, as well as the recruitment of assessors who were proficient in both the local language and the national language. To make this feasible, ALiVE engaged 80 teachers in Kenya, 786 trainee teachers (720 in Kenya and 66 in Uganda), and 1534 volunteers (800 in Tanzania and 734 in Uganda) to undertake the assessments. The 2400 assessors were then trained for three days by 120 trainers under the guidance of 6 master trainers.

The assessment utilised two different approaches. The first provided oral scenarios to the adolescent one-on-one, recording the responses verbatim on paper and using a rubric to score them. This approach was used to assess problem solving, self-awareness, and respect. The second approach involved giving tasks to a group of four adolescents, including both single-sex and mixed groups, and recording demonstrated behaviours on paper. This approach was used to assess collaboration and was also scored on an assessment rubric. The final tool included a number of tasks assessing problem-solving, collaboration, self-awareness, and respect. On average, it took forty minutes to assess each adolescent.

Despite the challenges, the members of the ALiVE Collaborative were highly committed to ensuring the success of this complex process. From May to August of 2022, a team of 2400 assessors and 47 monitoring officers covered 35,756 households, 1,991 enumeration areas, in 85 counties or districts in Kenya, Tanzania and Uganda. At the end of the process, 45,442 adolescents aged 13-17 years were assessed. The reports were launched in Kenya, Tanzania, Zanzibar, and Uganda and were attended physically by 374 RELI members, government officials, teachers, and other development partners, with an additional 268 people joining online.

These achievements would not have been possible if it were not for the localised-ground-up approach led by East Africa and for East Africa: over 25 organizations working collaboratively with mutual trust and courage to learn and lead. ALiVE has partnered with 68 local organisations across East Africa who have had their capacity enhanced, their websites refurbished, and their policies reviewed. This partnership is opening opportunities for these local organizations to be globally and nationally recognised.

ALiVE was designed as a learning initiative, tapping into global expertise to inspire RELI members to gain courage and strengthen capacity to 'just do it!'. ALiVE has hosted 12 learning sessions attended cumulatively by over 1800 experts, and it has established learning relationships with the Ecological Approaches to Social Emotional Learning (EASEL) Lab at Harvard, the Collaborative for Academic, Social and Emotional Learning (CASEL), the University of Notre Dame's Global Centers, and many other global initiatives. Until all children acquire the life skills and values needed to navigate this complex world, we shall not rest.

What ALiVE has achieved has not been accomplished anywhere else in the world. It has brought together two recent phenomena - the assessment of life skills and values and household assessments - into a single endeavour, setting a new standard for large-scale assessments. One of the most remarkable aspects of ALiVE is its focus on the assessment of capabilities at a technical level, which is not yet being implemented in many places around the world.

Moreover, ALiVE has emphasized life skills that are not traditionally acknowledged in other parts of the world. Household assessments are also a new phenomenon in large scale assessments and are mostly used in assessing literacy and numeracy. The ALiVE leadership has shown exceptional imagination, passion, perseverance and collaboration.
"

Professor Esther Care
University of Melbourne and Technical Facilitator, ALiVE

Strengthening Kenya's Technical and Vocational Training and Education for Young Adults

By Renaldah Mjomba

"Oh, Zizi Afrique, you are doing a lot for this sub-sector" said Kenya's Principal Secretary (PS) in charge of Technical and Vocational Education and Training (TVET) Dr. Esther Muoria during the opening of the TVET-Industry linkages meeting in 2023. However, as the saying goes, "Rome was not built in a day" and what the PS was commending was the result of years of investment and meticulous planning.

The year 2022 felt like a germinating plant, after having planted a good seed in fertile soil, or an enormous airplane finally taking off, after having spent a long time on the runway. When a plant finally breaks the soil or an aircraft is in the air, everyone finally sees it. In this case, Dr. Muoria was seeing the result of years of hard work. One of the most significant achievements of 2022 was strengthening relationships with Kenya's Ministry of Education (MoE) and the State Department for TVET (SD-TVET), a critical first step for policy advocacy.

Throughout the year, we organized and participated in many convenings, including the Values and Life skills Working Group Initiative (VaLi). The Governance, Advocacy, Research, and Capacity Building committees of VaLi were in full swing, holding meetings to implement the VaLi Strategic Plan. Through the VaLi meetings, awareness of the 'Recognition of Prior Learning' (RPL) policy was raised and discussed. The RPL policy was designed to assist disadvantaged youth who have dropped out of school but acquired skills through work to obtain the necessary certificates without having to go to a training institution.

2022 also saw the coming of age of the Communities of Practice (CoPs) for the TVET fraternity that we had established in 2020. These included CoPs for Managers, Instructors, Industrial Liaison Officers and Trainees. We held quarterly gatherings for each of the CoPs, which were attended by 210 people in total. The physical gathering of the Managers in June at Marianist Bombolulu stood out, attended by 51 Vocational Training Centre (VTC) leaders, also serving as a platform for capacity building in fundraising, sharing of experiences, and progress review. We organized for capacity building of Information and Communications Technology (ICT) Instructors to ensure they were familiar with the online platform: Tujielimishe, which was attended by 46 instructors from 35 institutions.

In total, we reached 1398 trainees through Youth Hangouts, covering themes such as entrepreneurship, employability, values and life skills, interview skills, character building for maintaining a job, self-awareness, and self-esteem. The most memorable convening of 2022 took place on June 30th, where three policy briefs were launched, and the TVET-data mapping report was shared with the government. The policy briefs were the result of an eight-month journey of a team of five researchers and two young researchers who combed through Zizi's research reports. The TVET-data reports launch marked the end of an equally long journey - the review of 70 TVET reports with the objective of strengthening the link between data, research, policy, and practice in TVET.

In March, the Whole Youth Development (WYD) team participated in the International Vocational Education and Training (IVETA) conference for Africa, presenting two papers on Making TVET Work for Africa, where they shared the Safaricom Scholarship Experience in which over 20,000 trainees have been supported both directly and indirectly.

We are grateful to Zizi Afrique for what you are doing to the TVET Sector.

Hilary Mongera
Director of Communication, Ministry of Education

Catalysing Locally-Led Philanthropy to Support Kenya's Hardest-to-Reach Children Complete School

By James Mburu

Tenda wema nenda zako. This Swahili proverb means that you should "do good and go". In other words, let your good deeds speak for you, without making a big deal about it. '*Tenda Wema*' is a new project that breathes life into Zizi Afrique's board and staff members, enabling them to contribute in a very personal way (through salary and donations) to facilitate access to education and learning for Kenya's children on the margins - children from the hardest-to-reach ethnic and economic minority communities.

Specifically, the project targets the Sanye and Munyoyaya peoples of Lamu and Tana River counties, who were cited in a 2011 study as the most marginalised ethnic minorities in Kenya. The project prioritises the children most in need of financial support to access school, without looking at their academic record. This principle speaks to the evidence-confirmed relationship between poverty and low learning outcomes, and contradicts scholarships that target the 'bright needy'. The project aims to reach at least 1,000 children by 2025.

Tenda Wema was formally established as a Zizi Afrique project in 2021, moving it from the more informal 'give-back' initiative first established by Zizi's Executive Director, Dr. John Mugo and Board Member Dr. Sara Ruto more than a decade ago during their time working for Women's Educational Researchers of Kenya (WERK) in 2011. Since this institutionalization, 5 staff members regularly contribute a proportion of their monthly salaries to Tenda Wema, with more than 100 staff and friends contributing through annual events.

The project's impact was most evident in 2022 when the first cohort of Sanye students in Lamu County transitioned to Form 3, marking a significant achievement in the community as this is the furthest in education that anyone from the Sanye community has achieved. Over the year, Tenda Wema paid to keep 30 children and youth in primary, secondary, and tertiary education. With an enrolment of 66 children at the peak, Shekale Early Childhood Development and Education (ECDE) centre was provided with teaching assistance and learning materials, and for the first time in history, the Lamu County government employed two teachers and built two classrooms with this minority, forest community. In a different forest village, 68 learners were enrolled at Bahati Njema Primary School, which was established in 2013 through this initiative. These learners were supported with learning materials worth KES 200,000 courtesy of the Ndoto Zetu initiative by Safaricom.

Despite facing significant adversity, two girls completed secondary school and have transited to study at Pioneer and Multimedia universities. A further four students completed college and are undertaking internships.

In September 2022, the Sara Ruto Cup (second edition) attracted more than 130 participants at Nairobi Primary School. Through the charitable contributions raised at this event, together with the salary and individual donations, Tenda Wema raised Kenya Shillings 1,331,289.

We have no words to express our gratitude, and we are truly proud of our students in Lamu and Tana River!

A parent story telling during an ALP camp session in Turkana county

More Than the Sum of Our Parts: Achievements of the Regional Education Learning Initiative (RELI)

By Margaret Wawira

Having hosted the Regional Education Learning Initiative (RELI) in Kenya since 2019, Zizi Afrique has experienced first-hand the power of collaboration among civil society organizations to leverage resources and influence to achieve quality learning for the furthest left behind. Now serving as the host for RELI Africa, Zizi Afrique has embraced the positive outcomes that come with strategic collaboration that is at the heart of the network, overseeing accountability, inclusiveness, and effectiveness of joint interventions to benefit every child left behind by the education system in Kenya and the East African region.

RELI Africa is a network of 70 civil society organisations collaborating at a local, national, regional, and global level. Regular communication and activities set up by RELI and the thematic groups has increased the space for knowledge, material, resources, tools, and strategies to be shared for collaborative impact.

RELI Africa members structure their collaboration around three distinct thematic groups: Values and Life skills, Teacher Development and Support/ Learner-centred Teaching, and Equity and Inclusion. This collaborative has developed the network theory of change, institutionalized technical support on Monitoring and Evaluation (M&E) and strategic communication, and has deepened peer learning. Members have strengthened collaboration with Ministries of Education, positioning the network as a thought leader in the sector, leveraging member evidence to inform policy changes/ sector reforms. In the last year, Zizi Afrique has been central to supporting 3 key steps towards RELI Africa's long-term goals and sustainability:

- After 5 years of operating as a loose network, RELI Africa was registered in Kenya as a regional organization.
- RELI Africa redefined its leadership and constituted a representative Board of Directors. The board will be instrumental in providing RELI Africa with the strategic direction, oversight of strategy execution, and operational accountability going forward.
- RELI kicked off a strategic planning process to provide a sense of direction and outline measurable goals for RELI and the thematic groups.

Participating in building a strong community of actors for the improvement of learning and training has been transformative and continues to be so. Zizi Afrique will continue incubating RELI Africa to ensure that:

- Appropriate structures are in place to facilitate longevity of a strong independent network.
- Capacities of RELI member organizations and leaders to design, evaluate, refine, and scale impactful approaches are strengthened.

Collaborative evidence generation, learning, and knowledge synthesis practices across member organizations are promoted, and

- Active engagement with policy makers at national, regional, and global levels are sustained to influence inclusive education policies formulation and implementation.

Our intention is to continue cultivating existing expertise and passion to accelerate the improvement of learning outcomes for children and youth furthest behind. RELI Africa continues to be a catalyst in our journey so far.

Joe Ogutu - Chairman Safaricom Foundation, Kawira Gikambi - Official Ministry of Education and Virginia Ngindiru - Director of Programs, Zizi Afrique Foundation and other dignitaries pose for a photo during the ILD Celebrations

The South-to-South Movement: The Superheroes in Education

By Lydia Chege

The "South-to-South" programme is a powerful coalition that has brought together Fellows from three countries: Brazil, Pakistan, and Kenya, to share their experiences and ideas on how to improve children's learning experiences in the classroom. This coalition aims to revolutionise foundational learning by bringing together stakeholders from government, academia, civil society, and the private sector to document their work and share their learnings with each other.

To this end, they are currently working on a documentary that will serve as a reference point and journey map for the project. But that's not all. In April 2023, they will host the first-ever Foundational Learning Network conference, which promises to be a ground-breaking event bringing together experts and policymakers from 6 countries. With the support of the What Works Hub, this conference is set to challenge and inform practitioners on what works and what needs improvement in foundational learning.

At the core of the South-to-South initiative in Kenya is the "Every Child Reading by 2027" program based in Kirinyaga County. The program aims to run for five years and has been supported by local stakeholders who have identified challenges and conducted a baseline study. The South-to-South fellows provide on-and-off support, drawing inspiration from Sobral in Ceara, Brazil, where community ownership is the driving force of change.

The South-to-South fellows have recognized the crucial importance of early years teachers who are often overlooked in capacity development programs. These teachers play a critical role in building the foundational skills of young children, including literacy and numeracy, which are essential for their future success. The fellows have responded by initiating a program that focuses on providing support to early years teachers. The reception has been overwhelmingly positive, with teachers expressing gratitude for the initiative and recognizing the importance of addressing these challenges early on.

The efforts of the South-to-South programme have already been recognised in Kenya. One of the fellows received an award for their outstanding work in teacher training and leadership, and 3 members of the coalition have been appointed to the presidential working party on education reforms. But their work doesn't end there - the South-to-South fellows are also making sure their message is heard loud and clear. By maintaining strong public engagement, they're ensuring that education reform remains a top priority for policymakers and the public alike. They regularly speak about education reform in the media, including radio and television, leaving no stone unturned in their quest for better education in Kenya.

The South-to-South movement is like a superhero team that has assembled from different corners of the world to fight the villain of poor education outcomes. They have come together with their unique super powers, perspectives, and experiences to share knowledge and ideas and save the day for the children of Kenya and beyond. This global coalition is breaking down barriers and proving that when people work together towards a common goal, incredible things can be achieved.

30 senior educational leaders from Kenya and Pakistan at an immersion trip in Brazil courtesy of the south to south fellowship

Extending Parental Empowerment and Engagement (PE&E) to the East Africa Region

By Virginia Ngindiru

As the learning crisis deepens, the role of parents in supporting their children to learn and thrive is more important than ever. But what should parents do to propel their children towards improved learning outcomes? This fundamental question forms the basis of the ongoing efforts to document the collective knowledge and experience gained through deep community engagement by members of the Regional Education Learning Initiative (RELI) in Kenya, Uganda and Tanzania.

The aim is to put together a regionally relevant guiding framework that can inform the design, implementation, and evaluation of parental engagement initiatives. Reflecting on our progress in 2021, we lay the ground for this unchartered path and highlight the following milestones:

- **Draft Parental Empowerment and Engagement (PE&E) framework defined.** Zizi continued its monthly engagement with 22 RELI members from the region, who met to deliberate on the critical pillars of engagement that could be prioritized while working with parents to intensify their engagement and support towards learning. The framework identifies 3 pillars – communication, collaboration, leveraging community resources – as pivotal to meaningful parental engagement. These were defined through a desk review process and co-creation workshops held to reflect on current practices. Regional evidence was applied through a synthesis of data from 21 RELI Africa member organizations.
- The framework can only be adopted if evidence is available demonstrating its efficacy in shifting practices. In November 2022, the team converged to validate and finalize the **Monitoring, Evaluation and Learning Framework** as well as the data collection tools for regional adoption. Four RELI Africa organizations were identified to pilot the draft PE&E framework. These include Foundation for Inclusive Community Help (FICH) and Uganda Society for Disabled Children (USDC) in Uganda, Pastoral Women's Council (PWC) in Tanzania and Grassroot Nest for Innovation and Change (GRIC) in Kenya. Evidence during implementation will offer insights critical for ongoing review of the framework.
- **Learning to deepen understanding and harness diverse perspectives on PE&E.** Even as empirical data is collected through the four organizations, the PE&E initiative invites voices and perspectives of other regional and global practitioners through the quarterly learn shops. The team collaborated with Africa Voices Dialogue and co-hosted 2 out of the four 'learnshops' to explore wider inputs into the framework. The two sessions explored communication and collaboration as key pillars of the framework and were attended by 140 participants from over 10 countries.

These 3 pillars have set the stage for our ambitious pilot in 2023, in four geographies, a process that will closely engage with parents, school leaders, teachers and learners, while documenting lessons and experiences. This will culminate in an evidence-backed framework, that can be adapted for different contexts.

A parent supporting her child to perform tasks using the ALP workbook in Tana River county

An ALP community engagement session in Turkana county

Vertical Analysis of Comparative Balance Sheets : For the Financial Years 2018, 2019, 2021 &2022

Description	31st Dec 2022		31st Dec 2021		31st Dec 2020		31st Dec 2019		31st December 2018	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Current Assets										
Cash at bank (Current accounts)	228,445,521	86.6%	119,194,742	85.1%	95,911,733	84.0%	79,187,578	94.6%	75,296,648	98.7%
Investments	13,693,276	5.2%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Accounts Receivable	11,734,126	4.4%	150,000	0.1%	-	0.0%	-	0.0%	-	0.0%
Sub grants	1,025,641	0.4%	14,019,476	10.0%	14,335,386	12.6%	4,249,237	5.1%	-	0.0%
Staff Imprests	52,708	0.0%	27,784	0.0%	-20,695	-0.0%	87,509	0.1%	139,718	0.2%
Sub total	254,951,272	96.6%	133,392,002.44	95.3%	10,226,423.78	96.5%	83,524,323.72	99.8%	75,436,366.10	98.9%
Fixed Assets										
Equipment	3,303,010	1.3%	3,260,090	2.3%	91,624	0.1%	91,624	0.1%	833,200	1.1%
Computers	4,474,737	1.7%	2,187,127	1.6%	3,021,684	2.6%	91,624	0.1%	-	0.0%
Furniture & Fittings	1,155,326	0.4%	1,155,326	0.8%	843,050	0.7%	-	0.0%	-	0.0%
Sub total	8,933,073	3.4%	6,602,542.75	4.7%	3,956,357.51	3.5%	183,248.00	0.2%	833,200.00	1.1%
Total Assets	263,884,345	100.0%	139,994,545	100.0%	114,182,781	100.0%	83,707,572	100.0%	76,269,566	100.0%
Liabilities and Accumulated Funds										
Current Liabilities										
Deferred income		0.0%		0.0%		0.0%		0.0%		0.0%
Accumulated depreciation on fixed Assets	4,621,169	1.8%	2,985,759	2.3%	2,135,229	2.0%	784,648	1.0%	277,522	0.4%
Payables	3,665,306	1.4%	9,198,559	6.6%	7,121,936	6.2%	4,905,718	5.9%	1,160	0.0%
Sub total	8,286,475.01	3.1%	12,184,318.47	8.7%	9,257,164.71	8.1%	5,690,365.52	6.8%	278,682.00	0.4%
Accumulated Funds										
Deffered grant	218,262,464	82.7%	94,208,704	67.3%	72,924,560	63.9%	61,852,921	73.9%	75,990,884	99.6%
Accumulated Funds(Savings)	28,402,333	10.8%	26,998,980	19.3%	25,883,197	22.7%	14,341,561	17.1%	-	0.0%
Accumulated funds (Fixed Assets)	8,933,073	3.4%	6,602,543	4.7%	6,117,859	5.4%	1,822,724	2.2%	-	0.0%
Sub total	55,597,870.00	96.9%	127,810,226.72	91.3%	04,925,616.58	91.9%	78,017,206.20	93.2%	75,990,884.39	99.6%
Total Liabilities and Accumulated Funds	263,884,345	100.0%	139,994,545.19	100.0%	1 14,182,781.29	100.0%	83,707,571.72	100.0%	76,269,566.39	100.0%

Strategy Budget

2021-2025 Strategy Annual Budgets	2021	2022	2023	2024	2025	Total	% of total budget
Pillar	KES	KES	KES	KES	KES	KES	
Evidence/ Learning	35,750,000	93,250,000	98,000,000	124,750,000	63,250,000	415,000,000	25.60%
Advocacy/ Comms	28,600,000	49,500,000	44,000,000	37,950,000	33,000,000	193,050,000	11.90%
Innovations for Practice	48,950,000	76,650,000	97,700,000	92,700,000	105,700,000	421,700,000	26.00%
People	71,775,000	88,550,000	95,150,000	99,000,000	106,150,000	460,625,000	28.40%
Total Cost - Pillars	185,075,000	307,950,000	334,850,000	354,400,000	308,100,000	1,490,375,000	91.80%
Fundraising	4,400,000	3,025,000	3,850,000	3,850,000	3,850,000	18,975,000	1.20%
MELS	8,250,000	550,000	11,550,000	550,000	13,750,000	34,650,000	2.10%
Technology	7,150,000	3,850,000	4,950,000	3,850,000	3,850,000	23,650,000	1.50%
Operations	9,900,000	10,516,000	11,110,000	11,528,000	11,924,000	54,978,000	3.40%
Total cost - enablers	29,700,000	17,941,000	31,460,000	19,778,000	33,374,000	132,253,000	8.20%
Grand Total	214,775,000	325,891,000	366,310,000	374,178,000	341,474,000	1,622,628,000	100.00%

Program Budgets

Program	Sum of 2018	Sum of 2019	Sum of 2020	Sum of 2021	Sum of 2022
Greening TVETs project			791,931	2,005,624	2,378,900
ALiVE project			13,500,000	28,971,300	209,158,258
Schools 2030				5,929,055	4,035,958
RELI Program		17,500,000	13,073,172	2,120,000	6,772,374
Early Literacy and Numeracy		1,334,390		2,557,700	2,163,000
Safaricom Foundation Schorlaship Program			10,934,000	8,784,006	6,342,285
GMP project	3,990,796				
Whole Youth Development	4,628,670	30,791,589	21,127,664	9,398,600	27,253,302
Effective Parental Engagement Program	7,513,000	5,286,342	9,121,500	10,256,200	9,200,548
Metis Project	9,623,964				
Accelerated Learning Program	33,190,100	50,999,800	45,550,800	45,016,497	10,241,362
Personnel and administration and overheads	49,156,984	60,464,067	69,183,133	93,965,788	108,805,768
Grand Total	**108,103,514**	**166,376,188**	**183,282,200**	**209,004,770**	**386,351,755**

Zizi Afrique
Foundation

2022
Annual Report

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