Development of an M&E Framework for Agenda 2030 and CESA 2016-25: Experiences of Kenya

7th Interregional Meeting for UNESCO National Commissions

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Outline

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2. WHY MONITORING AND EVALUATION?

3. LINKAGES TO EXISTING M&E SYSTEMS

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Introduction

- Kenya National Commission for UNESCO (KNATCOM) in collaboration with the Ministry of Education initiated the development of a holistic M&E framework for the education sector.

- In 2020, a Technical Working Group (TWG) team was formed comprising all the state departments in the Ministry of Education, SAGAs, TSC and relevant Government agencies

- The M&E framework encompasses creating a robust real time monitoring, reporting and evaluation of the education sector including Competency Based Curriculum, SDG4 and CESA 16-25.
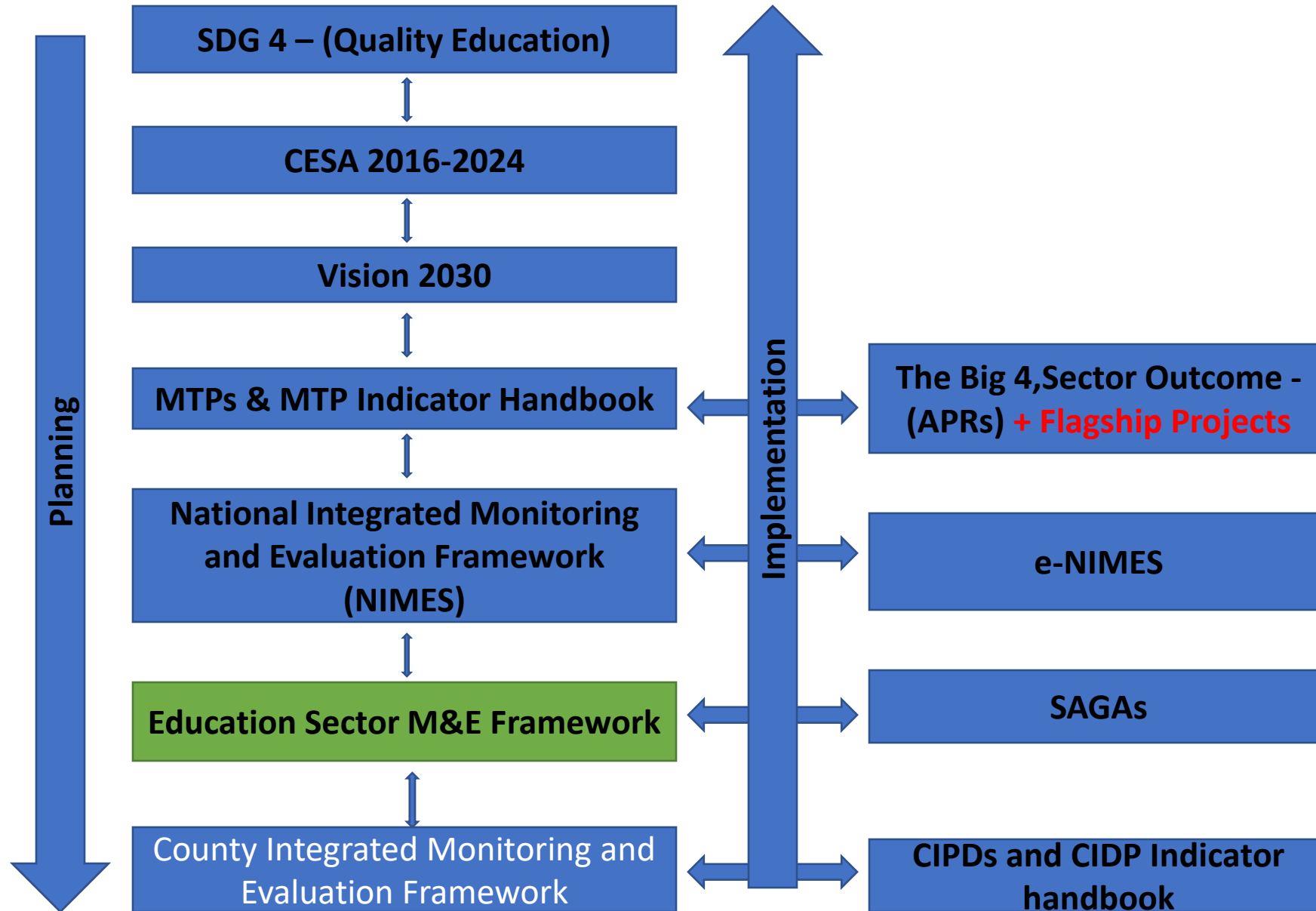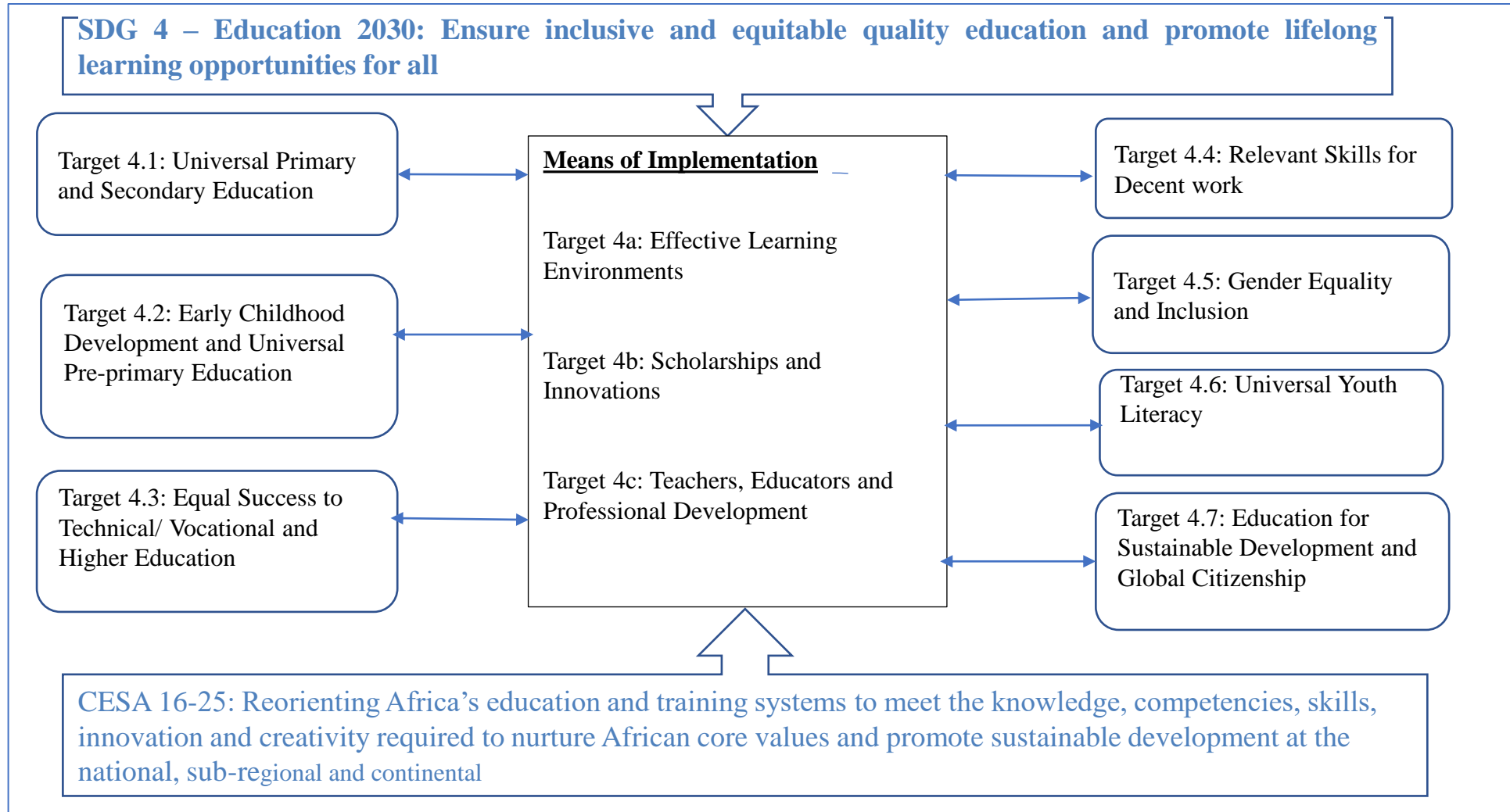
Why Monitoring and Evaluation Framework?

➢ To create synergy among the MDAs in monitoring and data management

➢ To facilitate harmonised monitoring and reporting for Education Agenda 2030 and the Continental strategy for Africa 2016-2025

➢ To facilitate timely reporting at the national ,regional and global levels

➢ **Identify problems** early and proposes solutions

➢ Monitor access to project services and outcomes by the target population

➢ Evaluate achievement of project objectives

➢ **Incorporate stakeholder** views and promote participation, ownership and accountability

Linkages and alignment to the existing M&E Systems

SDG 4 – (Quality Education)

CESA 2016-2024

Vision 2030

MTPs & MTP Indicator Handbook

National Integrated Monitoring and Evaluation Framework (NIMES)

Education Sector M&E Framework

County Integrated Monitoring and Evaluation Framework

Planning

Implementation

The Big 4,Sector Outcome - (APRs) + Flagship Projects

e-NIMES

SAGAs

CIPDs and CIDP Indicator handbook

Conceptual framework for SDG 4 and CESA 16-25 in M&E Framework

SDG 4 – Education 2030: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.1: Universal Primary and Secondary Education

Target 4.2: Early Childhood Development and Universal Pre-primary Education

Target 4.3: Equal Success to Technical/ Vocational and Higher Education

Means of Implementation

Target 4a: Effective Learning Environments

Target 4b: Scholarships and Innovations

Target 4c: Teachers, Educators and Professional Development

Target 4.4: Relevant Skills for Decent work

Target 4.5: Gender Equality and Inclusion

Target 4.6: Universal Youth Literacy

Target 4.7: Education for Sustainable Development and Global Citizenship

CESA 16-25: Reorienting Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental

Key Achievements

A TWG comprising members from all the MDAs in place

An assessment of M&E systems in the education sector conducted

A gap analysis has been conducted and a report in place

Developed the M&E implementation Plan

Worked with MoE to leverage on existing E- data systems for M&E

A draft M&E Framework is in place

PROJECT 2 – Priority Youth and Africa

Priority Youth and Africa: 7th Interregional Meeting for UNESCO National Commissions

Project Overview

- Project name – Together for a New Africa
- Collaborative initiative with International Association New Humanity (a UNESCO affiliated NGO)
- Covers DRC, Rwanda, Burundi, Tanzania, Uganda, Kenya and South Sudan.
- Interdisciplinary, intercultural training for global citizenship, civic engagement driven by common values of common good, peace and fraternity.
- Training carried out by volunteer professors and youth experts from Sophia University Institute, Loppiano Italy and Country specific universities
- Trainers also double as guides for the in- country youth groups for project planning and implementation
- Objective: to empower young people in Africa to be able to face the challenges of our continent as global citizens and as current and future leaders and to strengthen the nexus of civil society and civic engagement for common good at community and national level.
- Project cycle: - 3-year project comprising of annual 10-day summer schools in Nairobi where youth from the various countries learn and showcase projects and initiatives undertaken through out the year.
- 100 – 120 youth trained in each summer school;

Outcomes in 2020: Local activities at National Level

- Tanzania – One beneficiary, elected to represent youth in the ruling party.

- DRC- Awareness raising on COVID- 19 prevention through radio broadcasts

- Kenya – participation in community work and organizing of an advocacy program via Facebook to discuss Identity and Leadership

- Uganda – Video Campaign on COVID- 19 Awareness and tress planting/growing 500 tree planted

- Burundi – assistance to 123 needy persons in collaboration with Humanite Nouvelle and COVIC – 19 Awareness
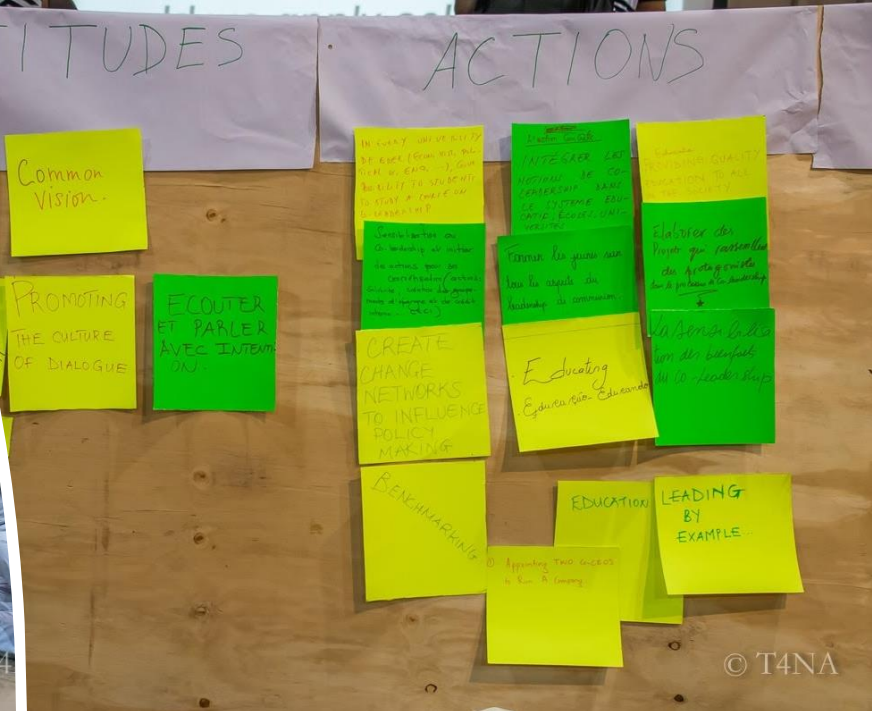
- South Sudan – Video Messaging on COVID 19

Youth Leadership

Intercultural

Intergenerational

Volunteerism

Civic Engagement

Comparative Advantage of KNATCOM

- UNESCO brand

- Ease in initiating collaboration on regional and national networks and NGOs

- Ability to carry out pilot programmes/ activities which can be upscaled at sub-regional and regional level

- Presence of expertise with the NATCOM

- Linkages across govern

- Q and A

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