INTRODUCTION
Kenya has made strides in universalising basic education. However, the country still grapples with inequality and exclusion in educational benefits. To ensure that no child is left behind, the government is implementing the Competency-Based Curriculum (CBC) to nurture every learners’ potential. More effort is needed to reach the learners who are left behind and those in hard to reach areas. To begin with, the 3rd National Conference on curriculum reforms held on the 16th August 2019 sought to develop a shared understanding on deepening equity in education. To continue with these discussions, INCLUDE Platform has engaged PAL Network to organize Policy Dialogues in Kenya to examine the extent to which the current education reforms address educational challenges of exclusion and inequality in terms of geography, gender, access and quality.

OBJECTIVES OF POLICY DIALOGUES
1. To build and sustain a network of researchers, policy makers, practitioners and other non-state actors to deliberate on emerging evidence on the impact of CBC on education quality and attainment for marginalized children to inform the formulation and implementation of programs.
2. To assemble and repackage evidence based policy options that suggest different ways of addressing inclusion that benefits vulnerable people.
3. To review key policies on education in Kenya with a view of identifying gaps that hinder equity, inclusion and improved learning outcomes.

MAIN ACTORS
Host: People’s Action for Learning (PAL) Network
Partners: Ministry of Education and the Regional Education Learning Initiative (RELI).
Stakeholders: Learners from different education levels; Government agencies; Teachers’ Unions and Associations; Research Institutions; Teacher Training Colleges; Parents’ Associations; Lateral and Multilateral Donor Agencies involved in education and curriculum reforms; and Private Sector Agencies.

PROPOSED ACTIVITIES
Six television and four radio talk shows on inclusion, eight county based town hall discussions, bi-monthly twitter chats and two breakfast meetings with parliamentary select committee the Ministry of Education.

WHAT SUCCESS LOOKS LIKE
Participation. Broad and diverse participation including from government, policy makers, a network of researchers and other non-state actors.
Policy engagement. Evidence based policy options uptake amongst policy makers, influencers and decision makers.