Concept Note: Policy Dialogue Series
Time to Deboard Schooling in Kenya? Invitation to Discuss

Background

The taskforce on enhancing access, relevance, transition, equity, and quality for effective curriculum reforms implementation that was formally launched in February 2021 proposes a shift towards deboarding of secondary schools. Some reasons for this push are that boarding schools are expensive to build and operate, and they deny learners continuous contact with their parents and families, yet the home is the cornerstone of values education. The report advocates that boarding schools be retained only on a need basis, for example in arid and semi-arid areas or to serve special needs students who require specialized care.

The report is pro Junior Secondary Schools (JSS) being day schools, arguing that:

- JSS should be localized, geared towards the needs of local communities, and keep access to secondary education affordable.
- JSS can be located/domiciled within nearby primary schools, majority of which are days schools.
- The report concludes that secondary boarding schools should be considered for learners who do not have access to day schools within reasonable distance from their homes.

In effect, the task force report recommends that the default for grades 1 to 9 should be day schooling.

Evidence from other countries that have implemented day schools have seen positive effects such as bringing an end to the high stakes' examinations occasioned by learners competing for national schools. It has also ended an indiscriminative placement in school, leading to a more inclusive and heterogeneous learner population and alleviation of anxiety among parents regarding placement in schools.

The Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers, (KUPPET) supports deboarding schools. Some of the key issues that have been raised include the cost of boarding schools, congestion, and cases of indiscipline among learners.

With the introduction of the new education structure, the task force report notes that day schooling is a viable option for facilitating access, equity, and an effective transition at the Junior Secondary level.

It is in this regard that the People’s Action for Learning (PAL) Network proposes to have a series of policy dialogues beginning June 2021. The dialogues will bring together various stakeholders in education to discuss the following issues.

1. Why deboard schools in Kenya, are we ready yet?
2. How will domiciling Junior Secondary in a day-schooling setting enhance access, equity, and quality?
3. What is the role of parents in character formation and inculcating values among learners in day schools?
**Date:** 30th June-2021  
**Time:** 10:00-11:30 am  
**Venue:** Virtual

**PROGRAMME**

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<tr>
<th>TIME</th>
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<tr>
<td>9:45 am - 10:00 am</td>
<td>Member Admission</td>
<td><strong>Ms. Dionne Oguna,</strong> Communications and Advocacy, PAL Network</td>
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| 10:00 am - 10:15 am| Guest Speakers            | **Hon. Wilson Sossion,** Nominated Member of Parliament, and Member of the Parliamentary Committee on Education.  
**Ms. Ann Gachoya,** Deputy Director of Education at the Directorate of Policy, Partnerships, and East Africa Community Affairs in the Ministry of Education |
| 10:15 am - 10:45 am| Panel Discussions         | **Mr. Nicholas Maiyo,** Chairperson, National Parents Association  
**Ms Augusta Mithigani,** National Executive Secretary, Commission for Education and Religious Education, Kenya Conference of Catholic Bishops  
**Dr. Lucy Wakiaga,** Chairperson, Policy Dialogues Advisory Group  
**Moderator:** Dr. Joyce Kinyanjui, Managing Director, zizi Afrique Limited |
| 10:45 am - 11:25 am| Question and Answer Session | **Dr. Joyce Kinyanjui** and **Ms. Dionne Oguna**                               |
| 11:25 am - 11:30 am| Wrap-up and closing remarks | **Mr. Fred Haga,** Director Special Needs Education, Ministry of Education   |