

Event **2023-8**

IICBA Executive Education and Policy Academy

Teacher Well-Being and Policies in Kenya



In partnership with



UNESCO Regional Office for East Africa

About IICBA

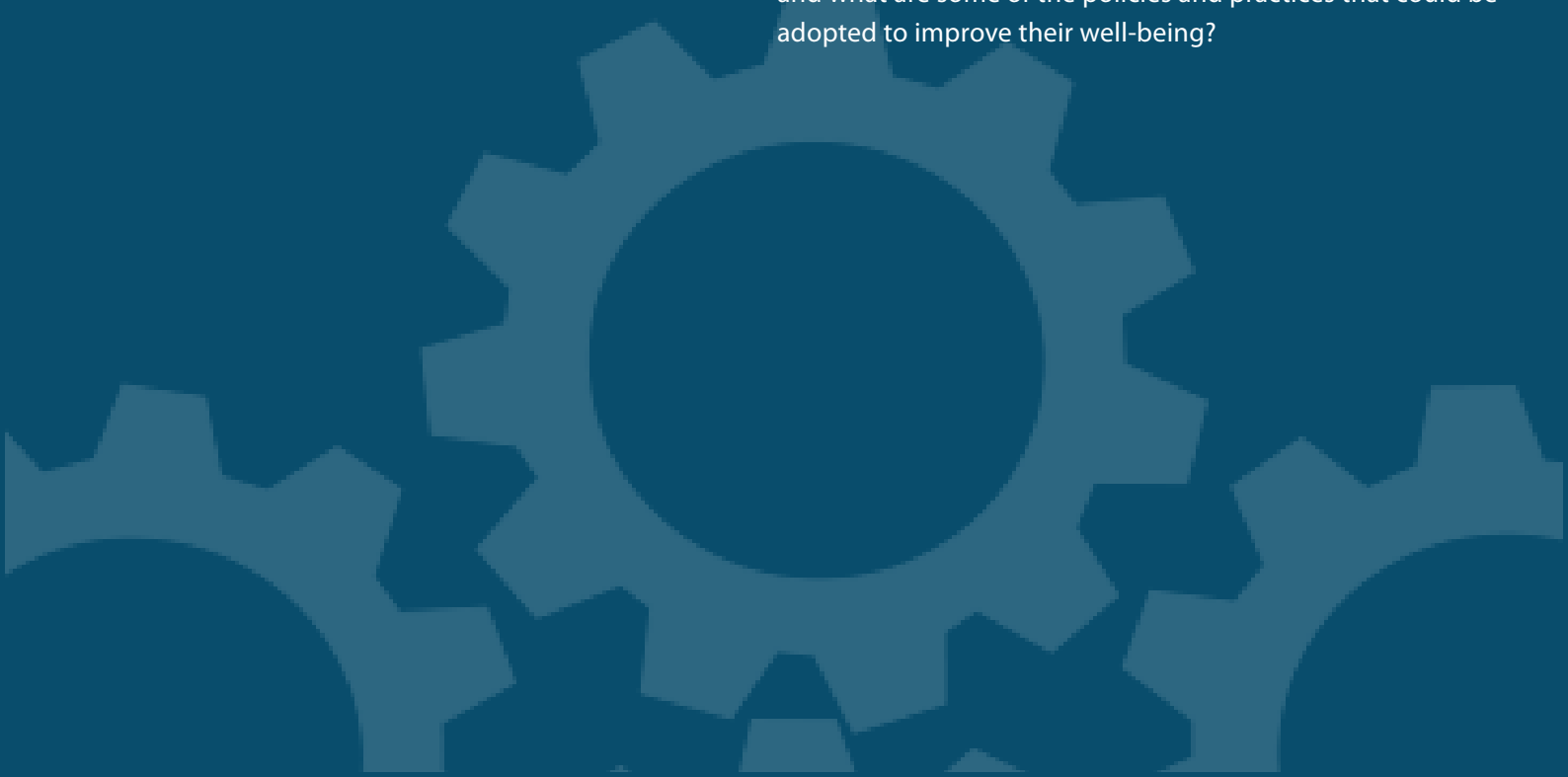
The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits. IICBA's strategic plan for 2023-25 is built around three main lines of action: (i) Research and knowledge; (ii) Policy dialogue and advocacy; and (iii) Capacity enhancement.

About the Executive Education and Policy Academy

Education systems in Africa are in crisis. Learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. Teachers are key to improve educational outcomes, but many lack the training they need to ensure that children learn. Beyond the current learning crisis, education systems face a range of medium- and long-term challenges, including changing labor markets that require individuals to acquire new skills, climate change, and conflicts. Education systems have a fundamental role to play for sustainable development, but often fall short. IICBA's aim is to empower teachers for all learners to thrive. Through a range of courses of various lengths, the Executive Education and Policy Academy targets officials in Ministries of Education and other education and civil society leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

About this Event

Together with pressure from demographic growth and gains in educational attainment, teacher stress or burnout is one of the reasons why the profession faces shortages in Africa. Another issue mentioned by teachers for lack of satisfaction with their job is poor career prospects and low wages. Many issues affecting teachers have been exacerbated by the COVID-19 pandemic. Various policy responses can be suggested to improve teacher satisfaction and retention, which could result in better teaching and more learning in schools and universities. But a first step is to provide a basic diagnostic of teacher well-being. The goal of this event held at the annual meeting of the African Curriculum Association is to share and discuss findings from recent surveys implemented in Kenya with a focus on: (i) How were teachers and university lecturers affected by the pandemic, and how were they able to adapt teaching during the pandemic?; (ii) To what extent are teachers and university lecturers affected by burnout, and what could be done to reduce burnout?; and (iii) how do teachers, university lecturers, and other education workers fare in terms of their wages, benefits, and well-being, and what are some of the policies and practices that could be adopted to improve their well-being?



Event Outline

The event will take place during a two-hour plenary session at the 4th annual conference of the African Curriculum Association to be held at the Kenya Institute of Curriculum Development. The theme of the conference is "Learning for Sustainable Futures – Connections between Curriculum, Cognition, and Context." Three presentations will be made followed by two discussants and a general debate.

Presentation 1: Investing in Education and in Teachers in Kenya (Quentin Wodon, UNESCO IICBA).

The first presentation will make the case for investments in education in Kenya. Human capital wealth – the present value of the future earnings of the labor force, is by far the largest source of wealth in the country. A special emphasis will be placed on the importance of educating girls and the benefits thereof. The role of teachers in improving learning, and thereby reducing the risk of dropping out of school, will also be discussed. Options to invest in teachers and improve learning among students will be presented.

Topic 1:

Investing in education and the role of teachers

Presentation 2: Burnout and job satisfaction among teachers and university lecturers (Njora Hungi, UNESCO-IICBA).

The second presentation will assess to what extent teachers and university lecturers are affected by burnout, and what could be done to reduce burnout. The analysis will be based on online surveys that aimed to answer the following questions: (i) How often do teachers and lecturers encounter selected work-related issues at their institution?; (ii) How much does burnout affect their professional output?; (iii) What mechanisms are available in schools or universities support teachers and lecturers deal with work-related burnout?; (iv) How do teachers and lecturers deal at a personal level with burnout?; (v) How may burnout lead to various effects, including depersonalization, reduced personal accomplishment, emotional exhaustion, reduced job satisfaction, and workload?; and (vi) what could be policy responses to high levels of burnout among teachers and university lecturers.

Topic 2:

Burnout and job satisfaction among teachers and university lecturers

Presentation 3: Investing in school leadership (Wycliffe Wasike, Kenya Education Management Institute).

The third presentation will discuss the importance of investing in school leadership and the role of school leaders especially for instructional leadership. Characteristics of good school leadership will be shared. The role of the Kenya Education Management Institute in training school leaders will be discussed and a project to create an African Center for School Leadership will be presented.

Topic 3:

Investing in school leadership

Comments and open discussion: The open discussion will be led by Margaret Muandale, Director for Teacher Education at the Ministry of Education and Jacqueline Onyango, Senior Deputy Director, Directorate of Curriculum Development at the Kenya Institute of Curriculum Development. After their comments, time will be available for questions and answers with participants at the conference.

Comments and open discussion

Event Leads

Dr. Quentin Wodon



Quentin is the Director of UNESCO IICBA. Previously, he worked for 24 years at the World Bank, including as Lead Economist, Lead Poverty Specialist, and manager of the unit on values and development. Before that, he taught with tenure at the University of Namur. He also taught at American University and Georgetown University. A business engineering graduate, after an assignment in Asia as Laureate of a Prize, he worked in brand management for Procter & Gamble. He then shifted career to join a nonprofit working with the extreme poor. This experience led him to pursue a career in international development. Quentin holds four PhDs, has over 700 publications, and has held leadership positions with multiple nonprofits as part of his volunteer work. His research has been covered by leading news media globally.

Ms. Jacqueline Onyango



Jacquiline is the Senior Deputy Director, Directorate of Curriculum Development at the Kenya Institute of Curriculum Development (KICD). She received a Presidential award Order of the Golden Warrior (OGW) in 2021. Prior to joining KICD, she was a lecturer and Head of Subject for Physical Education in Teachers Training College for seven years. She has also trained teachers and curriculum developers in South Sudan and Botswana. She holds a Master's degree in Curriculum Studies and a Bachelor of Education Degree. She also holds a Certificate in Education Planning from the International Institute of Education (UNESCO). She has attended courses on curriculum in the United States of America, France, Tanzania, Japan, Hungary, Rwanda, United Kingdom, Sri Lanka, and South Africa. She is co-author of several UNICEF training and instructional materials for primary education institutions in Kenya. She is also an Executive member of the African Curriculum Organization, member of Kenya Institute of Management (KIM) and Forum for African Women in Education (FAWE).

Dr. Njora Hungi



Hungi is a Senior Project Officer at UNESCO-IICBA where he leads research in a range of areas including most recently burnout among university lecturers, the impact of the COVID-19 pandemic on school leadership, and how to deliver distance learning on e-platforms. He joined IICBA in 2019 from the APHRC where he provided leadership on education projects – including evaluating the impact of a preschool intervention; assessing 21-century skills among youth; examining schooling and learning among children in rural settlements; evaluating the impact of fee-funding on school participation; and assessing the effects of community-based interventions. Before joining APHRC, he oversaw technical aspects of SACMEQ in 14 countries in SSA. Hungi has also worked as a consultant in various international projects. He holds a Ph.D. in Education Measurement from Flinders University, Australia.