

Community Consultation Report

UNDERSTANDING HOW THE COMMUNITY IN OLEPOLOS SEES THE ROLE OF EDUCATION IN THE FUTURE



Background

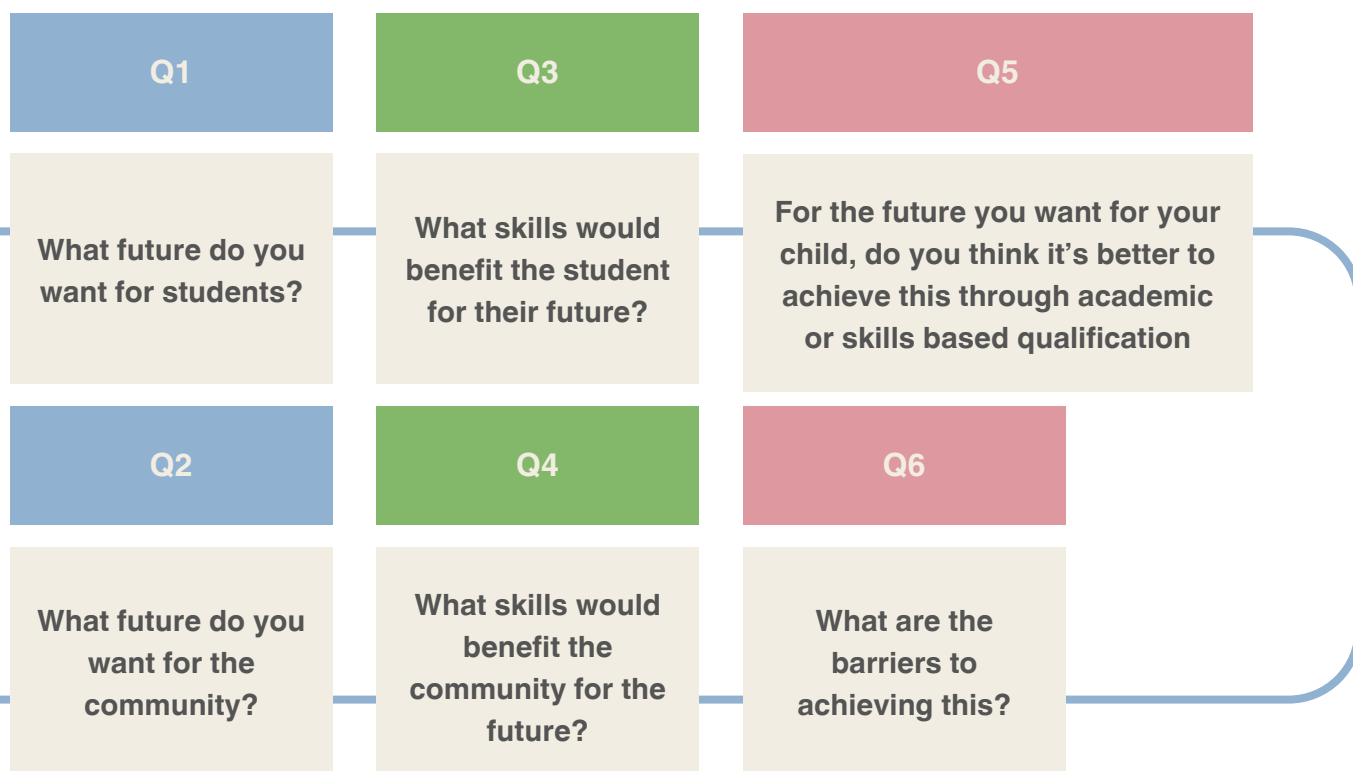
Osiligi Charity Projects provides education to disadvantaged children in a Maasai community around Olepolos and also facilitates access to drinking water in Southern Kenya. Kenya transitioned from the 8-4-4 system to the Competence Based Curriculum (CBC) which focuses on skills-based education over knowledge-based.

Previously, the direction of learning in the school has been set by the Kenyan curriculum, the school and the charity and it was important to understand, through this consultation, how to move forward making the community a valued partner in this process.

The charity aims to empower the community through education and organised consultations to gather views on the future they want.



What we asked



Methodology

We worked with members of the community over several months to design a consultation approach that could maximise community participation.



The Kenyan programme director and a teacher in the school facilitated **focus groups** using a teaching method called ‘Think - Pair - Share’. This enabled us to speak to a greater number of people and discussions could be had in English, Kiswahili or Maa. Responses were fed back to the group, recorded and responses were thematically analysed.



Findings

Thematic maps were developed for each question and can be found in the full report.

People want a stable, good life

Questions 1 and 2 showed the importance of financial stability and a comfortable life. The pathways mentioned focused on academic qualifications (doctor, lawyer etc) but skills-based qualifications were raised in relation to limited local employment and therefore capacity for self-employment.

“Get a better job with a good income” (Q1, class 8)

“Become a mechanic with an opportunity for self-employment” (Q1, male parents)

Visualising education pathways is important for everyone

“Successful people in the community do not return” (Q6, governors)

“Role models because most of these learners come from the community and don’t know people with academic qualification” (Q1, male parents)

People visualise a journey from school, to university, to a career. Employment opportunities in Olepolos don’t reflect the realisation of this. Self-employment and entrepreneurship were raised as alternatives. However, across groups the understanding of a range of pathways to careers/livelihoods was limited and recognised as a barrier.

CBC aligns with the communities' values & aspirations

Questions 3 and 4 were centred around understanding the skills that the community valued for their children and for the future of the community. The table below shows the alignment of those values with the core competencies of the CBC. It is important that all seven competencies are developed in children during their education. As part of this, it is important that they are understood, valued and encouraged at home.

“Being a good listener in the community” (Q4, older pupils)

“Problem solving in and out of the community” (Q3, teachers)

CBC Core Competencies

CBC 1: COMMUNICATION AND COLLABORATION	Strong alignment
CBC 2: CRITICAL THINKING AND PROBLEM SOLVING	Strong alignment
CBC 3: CREATIVITY AND IMAGINATION	Not aligned
CBC 4: CITIZENSHIP	Partial alignment
CBC 5: DIGITAL LITERACY	Not aligned
CBC 6: LEARNING TO LEARN	Not aligned
CBC 7: SELF EFFICACY	Partial alignment

Key:
 Strong alignment (Green)
 Partial alignment (Yellow)
 Not aligned (Red)



Female parents discussing while a baby plays

The importance of holistic growth as part of education

“Honesty, fairness and justice” (Q3, older pupils)

“The ability to easily integrate skills into the local community and beyond” (Q1, male parents)

“Kindness” and ***“good heart”*** (Q3, female parents)

Across groups there was an emphasis that education is not limited to academic learning. There is a need to develop life skills and values as well. This idea was linked to community development, strong communities are made up of well-rounded people.

The community wants equality and needs to cultivate it

Continuity of learning is essential for children and was identified by the community as a barrier to achieving the future they want. Education plays a pivotal role in challenging traditional practices. For girls in the community to thrive, they must be encouraged and able to maintain their education.

What are the barriers?

“FGM” and ***“Early marriages”*** (Q6, class 7, class 8, older pupils, male parents, female parents, teachers, non-teaching staff and governors)

Recommendations

1

A clear conclusion of this consultation is the need to **raise the profile, knowledge, understanding and paths to skills-based education** for the children. This should be developed locally, if possible.

2

Effective education consists of **skills for learning, skills for work and skills for life**. It's important to give these principles considerable weight in how the charity plans to move forward with the community in the future.

3

There is an opportunity to platform the communities ambitions and help showcase a range of careers needed for that future by **introducing career educating and exposure** for both students and the community.

4

There are real financial and employment challenges for the local people in Olepolos. There is an opportunity to **support a culture of entrepreneurship** in the community.

5

In the long term, there is an opportunity to create a hub in the area to bring people together and **make learning opportunities accessible for more members of the community**.

6

This consultation was positively embraced by the community. To build on this, the charity should continue to make decisions with the community and **conduct further research** to evaluate the success of those decisions.

With thanks

This consultation was made possible by the openness and cooperation of the entire community, the hospitality of the school, the commitment of the facilitators and determination of the charity to understand the views of the people of Olepolos.