

The 6th Education Evidence for Action Biennial, and the Education Deans Forum Inaugural Conference

Call for Abstracts

Theme

Re-imagining Education in Kenya: Reforming teacher education for sustainable development



12th - 14th August 2025



University of Embu
(Embu County)

Introduction

The Education Evidence for Action (EE4A) is a forum for producers and users of evidence that links education research to policy and practice. The EE4A membership is voluntary and includes the Ministry of Education, Universities and non-state actors. Currently, EE4A is co-chaired by the Ministry of Education (Kenya)-Directorate of Policy Planning, Partnerships and East African Community Affairs, non-state actors represented by APHRC, and universities (Tom Mboya University). A common secretariat is offered by Zizi Afrique Foundation. The vision of EE4A is to establish an evidence-based education system in Kenya through two objectives: facilitating an education evidence ecosystem; and linking education evidence to inform policy and practice, and action. Rather than just present papers and go home, the EE4A conference favours evidence that is of reasonable scale and scientific rigor, with high utility to decision making for policy and practice in education.

In the past nine years, EE4A has successfully organised five biennial policy-oriented conferences: 2015 in Nakuru, 2017 in Nyeri, 2019 in Machakos, 2021 in Naivasha, and 2023 in Homa Bay. These conferences attracted civil society organizations, the academia, and government participation. The last conference was unique in that for the first time, the EE4A conference was co-hosted with a university, clearly emphasizing the role of our universities as seats of evidence production, and underscoring the objective of strengthening research at universities to move beyond research training, to attracting research funding for policy research.

The government of Kenya has undertaken various reforms to improve the efficiency and effectiveness of basic to higher education. The latest reform being the Presidential Working Party on Education Reforms that made a raft of recommendations in the whole education system. In addition, various legislations guide the sector including the National Education Sector Strategic Plan (NESSP) (2023-2027), and the revisions to the Basic Education Act (2013). In addition, the implementation of the Competency-Based Curriculum (CBC) requires continuous evidence in both the classroom and teacher training, hence motivate the 6th biennial conference to synthesize existing evidence, connect evidence producers and users, and strengthen collaborations with the universities in evidence generation and use.



The 6th Biennial Conference is co-hosted by the Education Deans Forum – Kenya (EDF-K). This is a consortium of all the Deans of the Schools of Education in both public and private universities in Kenya. The goal of the Forum is to facilitate dialogue on matters of common concern in the delivery of teacher education and to bring to the attention of policymakers and practitioners the emerging issues about teacher education. The Forum was established in 2019 as a national platform for dialogue on critical issues affecting teacher education in Kenya in response to the adoption and roll-out of the competency-based curriculum in basic education.



Since its inception, EDF-K has organized several forums, bringing together national key stakeholders to align the teacher education programs to the recommendations of the Presidential Working Party on Education Reforms. In addition, in collaboration with development partners, EDF-K has developed a roadmap for transforming teacher education. The road map stipulates five action points for sustainable teacher education reforms that include aligning the teacher education curriculum to competency-based teacher education, retooling teacher educators and faculty members in the university, institutional change management, setting the teacher education research agenda, and teacher education policy reforms. Currently, the curriculum reforms and retooling of teacher educators are ongoing. To harness teacher education research that can inform teacher education policy and practice, EDF-K is partnering with like-minded institutions to host an inaugural teacher education conference in 2025.

This call for abstracts complements the earlier call for abstracts released by the EDF-K.

The 6th Biennial Conference

This is a call for abstracts for the 6th Biennial Conference that aims at bringing together policymakers, academics, and researchers to share and discuss the body of evidence on education and invigorate relationships among stakeholders in the education ecosystem in Kenya. This aim is articulated through the conference theme, "Re-imagining Education in Kenya: Reforming teacher education for sustainable development".

This theme puts to the centre the role of teachers in the education reform agenda. In pursuit of this aim, this conference seeks to achieve **three** objectives:

1. To strengthen collaborations among evidence producers and users.
2. To share and apply evidence to inform education policy formulation, review, and implementation.
3. To showcase proven teaching and pedagogical solutions to improve learning.

Sub-themes

We invite submissions of evidence that profiles good practices, and has potential to inform education policy in Kenya, and speak to any of the following sub-themes:

- **Teacher Education Policy:** This sub-theme will focus on sharing and applying evidence to inform teacher education policy, including both pre-service training and in-service. Prioritized will be evidence that speaks to the management of teacher education, resourcing teacher education, and issues related to teacher educator-capacity and effectiveness of training. Other areas of evidence might include teacher deployment and management, as well as strategic options for improving continuous professional development and upskilling of the teaching workforce. Teacher training requires resources, hence the conference would like to share evidence on the best financing models. There is also a need to fill the dearth in teacher educational policies related to Special Needs Education (SNE), and how these policies influence and or are influenced by gender.
- **Teacher Education Curriculum and Approaches:** The sub-theme targets evidence on teacher training and methodologies, recognizing that teacher training in Kenya has been conducted through a dual approach – TTC and Universities. The evidence targeted is on how to connect the two. In addition, evidence is needed on how to integrate policy reforms in the basic education curriculum and teacher education curricula that seem to happen in isolation. The Conference also intends to showcase CBC curriculum-related evidence focusing on the clarity in the competences frameworks, skills progressions that inform sequencing. In addition, researchers can demonstrate tested competence development and sound formative approaches, the quality of the teacher and materials needed to deliver a competence-based curriculum. Alongside this evidence is the approach to maintain quality assurance and standards. Alongside this is the application of EdTech and ICT infrastructure in teacher training and CBC classroom delivery, cognisant of SNE.

- **Institutional Leadership for Curriculum Delivery:** This sub-theme will focus on transformational leadership evidence that leads to improved learning outcomes and how teacher training can produce such leaders who influence instructional leadership approaches and offer school-based teacher support. Further evidence includes leadership that promotes school-based data generation and use to improve teaching and learning. Additional evidence involves how parental engagement can be harnessed to improve teaching and learning.
- **Foundational Learning:** Teachers are central to learning and evidence “best bets” in teacher education and classroom approaches is key. The conference envisions sharing evidence right from the classroom where teaching and learning are taking place, to innovative approaches that promote the acquisition of foundational learning that can be incorporated in the teacher training. This could also include how evidence has been applied to inform actions of actors in promoting foundational learning, with a focus on literacy, numeracy, parental engagement and values and life skills. Evidence is also needed on the status and best practices in the delivery of CBC concerning SNE.

Abstracts should clearly articulate the evidence presented, and the policy/practice issues it addresses, and consider equity issues such as gender, residence, social economic status, and special needs status as may apply. Abstracts based on evidence synthesis on the sub-themes, and or drawn from a reasonable scale of studies needed to inform policy are highly encouraged.

Important deadlines



- Deadline for submission of abstracts: **7th April 2025, 11.59 pm EAT.**
- Notification of acceptance and call for submission of extended abstracts: **30th April 2025.**
- Deadline for submission of extended abstracts and presentations: **30th May 2025.**
- Deadline for submission of final research papers and presentations at the conference: **30th June 2025.**



Conference venue and dates



August 12-14, 2025



University of Embu
Embu County,



Guidelines for submission of abstracts

The abstract should indicate the title, the sub-theme, the author's full name(s), title(s), and email address(es). Additionally, the email subject line **MUST** be one of the sub-themes to which the abstract falls. The abstract should be submitted in Word (**Calibri body, font size 11**) and not exceeding 300 words by **7th April 2025, 11.59 p.m. EAT** to ee4a@ziziafriq.org and edfconference@embuni.ac.ke. It should describe: **(i)** a brief background stating how it aligns with any of the sub-theme(s); **(ii)** objectives or main questions addressed; **(iii)** methodology and/or approaches; **(iv)** key results or findings or innovation; **(v)** policy/practice implications and/or message(s); **(vi)** three keywords or descriptors; and **(vii)** after the title of the abstract, it **MUST** indicate the sub-theme it should be considered for.

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