

## Learning tasks

### Kenya: Tusome/PRIEDE

*This document outlines pedagogical activities connected to the learning document and podcast about literacy and numeracy programs implemented in Kenya and the relationships between international funders and local stakeholders. To be sure, the conversation about the role of international funders and local stakeholders goes beyond education and beyond Kenya and can be related to dynamics in different areas of public policymaking in different countries.*

*We suggest that you use this script as a guide, and explore and expand the themes it highlights in directions that are relevant to your own context. We also suggest that you follow these learning tasks as part of a group so you can challenge each other's assumptions and perspectives but below you will also find guidance for individual use.*

*The developers of these documents are eager to understand how your experience was using this document. Please write to [lemann.foundation@bsg.ox.ac.uk](mailto:lemann.foundation@bsg.ox.ac.uk).*

## **INSTRUCTIONS**

***If you are doing this exercise in a group: please jump to page 04.***

***If you are doing this individually, please follow the self-guided study strategy below:***

### **Self-guided study strategy**

**(Suggested time: 90 minutes)**

Design thinking is an effective strategy for self-guided study. This approach encourages active engagement with the learning material, fostering creativity and critical thinking, essential for addressing complex policy challenges. Using techniques such as mind mapping (a visual technique for organising ideas) and ideation (a brainstorming process for generating new ideas) allows

learners to deconstruct intricate topics into smaller, manageable components and explore various perspectives, leading to tailored and innovative solutions.

Cultivating an open and curious mindset through design thinking is important for learning and adapting to the rapidly changing global landscape. Policymakers who approach challenges with fresh perspectives can develop creative solutions to multifaceted problems, driving positive change in their regions. The method also aids in the development of crucial skills, such as critical thinking, problem-solving, collaboration, and communication.

In conclusion, design thinking is an ideal strategy for self-guided study of the learning documents we developed. Its structured approach enhances engagement with the material and instils vital transferable skills, empowering professionals to make informed, impactful decisions in their communities.

We invite you to try some design thinking strategies as you explore the learning documents. By using these techniques, you can engage with the material in a more dynamic way and gain insights and perspectives that are likely to serve you well in many areas of your work.

### **Step 1: Review the learning document and podcast about literacy and numeracy programs in Kenya (15 minutes)**

To start the self-guided study exercise, take some time to review the major themes of the materials to ensure that you have a good understanding of the content. This will help you to focus your mind mapping and ideation exercise and make the most of your self-guided study time.

Focus your review on the following aspects:

- Relationships between international funders and local stakeholders
- Stakeholders involved
- Key success factors
- Challenges faced and how they were addressed

Take notes on your findings and consider how these insights could apply to your own context.

### **Step 2 – Mind Mapping exercise (25 minutes)**

After reviewing the discursive learning document and podcast on the relationships between international funders and local stakeholders in Kenya, use mind mapping to identify and organise the major themes and ideas discussed in the material.

- 1) Begin by writing the central theme of the material in the centre of a blank piece of paper or white board. In this case, the central theme would be

"Relationships between international funders and local stakeholders in Kenya and its effects on education reforms".

- 2) Draw lines radiating out from the central theme and write down related sub-themes or ideas on these lines. For example, one sub-theme could be "Power dynamics between international funders and local stakeholders", or "Challenges of implementing education reforms in Kenya".

Tips:

- i) Use keywords and short phrases to represent each idea or sub-theme, rather than long sentences or paragraphs.
- ii) Use symbols, images, and colours to make your mind map more visually engaging and memorable.

### **Step 3 – Ideation exercise (40 minutes)**

After identifying and organising the major themes and ideas discussed in the material, use your mind map to explore and expand upon these themes. One possible ideation strategy is to imagine yourself as a different actor and try to consider their alternative perspective. Here are some guiding questions for this exercise based on the two scenarios provided:

#### **Scenario 1 (20 minutes):**

You are an officer from a foreign non-governmental organisation. You are passionate about education, and you have seen encouraging results from a pilot funded by international development funders. Now you have been allocated to work inside the country on scaling up this project nationally, and you must engage with the local teams to make it happen.

- What challenges might local teams face in scaling up the project, and how can you support them?
- How can you build trust and relationships with local teams, and ensure they are fully engaged and committed to the project?
- How can you adapt the project to meet the specific needs and context of the local community?
- What risks are associated with scaling up the project, and how can you mitigate them?
- How can you balance the interests of external funders with the needs and priorities of local stakeholders?

#### **Scenario 2 (20 minutes):**

You are a civil servant at the Ministry of Education with a lot of experience. You have been assigned to work on the implementation of a major project alongside by external development funders. You may feel uncomfortable stating your views with full frankness, for fear that some of your reflections may be badly received and put your job at risk. However, you still feel your input is essential to make the project really work.

- What are some of the potential challenges associated with the process of implementing the project, and how can you overcome them?
- How can you communicate your concerns and ideas effectively to the external funders and other stakeholders?
- How can you do your best to make sure that the project aligns with the local context and needs?
- How can you work with the external funders to build a collaborative and trusting relationship? Write down at least two ideas, and think about how to maximise their potential to go well.
- What risks are associated with the project, and how can you mitigate them?
- These guiding questions can help you to explore the material in greater depth and consider different perspectives and approaches to the challenges and opportunities presented. Remember to use your mind map as a guide and to do your best to be creative as you explore and ideate.

### **Step 3: Reflect on the learning process (10 minutes)**

Reflect on your learning experience throughout this activity. What new insights did you gain about PPPs and their potential in education? How do you think these insights could inform your future work in the education sector?

Write a brief reflection on your learning process and its potential impact on your professional development.

### **Group exercise guide**

**(Suggested time: 1 hour)**

*If this is a self-organised group, please pick someone to act as a moderator. When the group is first gathered, take some time to recall the major themes of the materials before jumping into the first discussion or dividing into groups.*

### **Question 01 (20 minutes)**

**Suggestion for moderator:** *ask participants to discuss in pairs (ideally, the roles would be assigned with the use of cards, so each of the participants in the role-playing exercise does not have access to the briefing of his/her counterpart)*

**Pick one of these two actors:**

- I. You are an officer from a foreign non-governmental organisation. You are passionate about education, and you have seen encouraging results from a pilot funded by international development funders. Now you have been

allocated to work inside the country on scaling up this project nationally, and that involves engaging with local teams.

- II. You are a civil servant at the Ministry of Education with a lot of experience. You have been assigned to work on the implementation of a major project alongside external development funders. You may feel uncomfortable stating your views with full frankness, for fear that some of your reflections may be badly received and may even put your job at risk. However, you still feel your input is essential to make the project really work.

Now imagine you are in a meeting with the other actor mentioned. Consider that you need to find a way to identify common objectives and make your arguments persuasive, then reflect:

- a) What questions do you want to ask your counterpart?
- b) What kinds of procedures and processes do you want to establish to make sure your partnership is working well?

### **Question 02 (20 minutes)**

*Suggestion for moderator: ask participants to stay in pairs and discuss based on their personal experience.*

**Now think about your own personal context:**

- a) Have you encountered these types of situations in your job, or during your own experience as an education policymaker?
- b) How did you deal with them? Is there anything that you might now do differently?

### **Question 03 (20 minutes)**

*Suggestion for moderator: ask participants to return to plenary. Then request volunteers to share their answers with the group. Write down the concepts and go through them one by one. As you do, challenge the participants to reflect upon what could be done to minimise potentially undesirable outcomes.*

**Based on your previous answers, consider:**

How does the dynamics that you just witnessed, of a necessary but sometimes challenging discussion between international funders and local actors, relate to the themes of:

- Building state capacity (the technical ability of government to accomplish their own goals)?
- Buy-in (the acceptance or willingness to participate in the policy)?
- Ownership (a willing assumption of responsibility for an agreed policy)?
- Sustainability (the ability to continue the success of a policy over time)?