

**REPORT OF THE COMMUNITY CONSULTATION AND FORUM ON LACK OF QUALITY EDUCATION AS A COMPLEX SOCIAL PROBLEM AFFECTING THE COMMUNITY.**

Held in Makadara sub-county, Nairobi county Kenya on 7th November 2020 at Makongeni Parish



Community members who attended the forum.

**CONTENTS**

1.0 EXECUTIVE SUMMARY.....1

2.0 THE FORUM.....2

    WELCOME REMARKS  
    AND INTRODUCTION.....3

    SESSION ONE:  
    Components.....4

    SESSION TWO:  
    Interactions between the  
    components.....

    SESSION THREE: Complex  
    Causation.....

3.0 METHODOLOGY.....

4.0 RECOMMENDATIONS.....

5.0 PLENARY.....

6.0 APPENDIX 1:LIST OF PARTICIPANTS.....

## 1.0 Executive summary

Tumaini Youth Group is a Community Based Organization that is forbidden in bringing a long lasting solution to issues/factors leading to lack of skillful education outcomes in Makadara sub-county.

Following increasing reports of high number of unskilled youth in the region that has led to high rates of unemployment hence poverty cycle, the team therefore, decided to bring the members of the community on board to get concrete information from the community about the social problem. These youth who form the largest percentage of total population of Makadara residence (about 50.8 percent) only have numeracy and literacy skills they acquired from the classroom environment and lack other relevant skills that are essential to navigate through life situations. Among that mentioned by community members include;

- Transferable/life/soft skills which include problems solving, communication, emotional intelligence and negotiation skills.
- Technical/vocational specific skills that prepare the young adults for future careers that involves augmented intelligence. Therefore, they are not productive and depend entirely on their parents or guardians for basic needs.
- Digital skills where most youth are unable to extract reliable information from the internet, differentiate between trustworthy and untrustworthy and effectively evaluate what they see online.
- Leadership skills in which most youth lack adequate training on how to lead, there are about 39 youth group which are not registered and don't operate as well. This is because youth feel they can't do it and it's what has kept them in the waiting room ( youthhood).

In Kenya, the shortage of skillful workers in the informal sector is a growing concern with 77 percent of her workforce employed in the informal sector. So there's need for the government to speed up its effort in ensuring the number of youth who qualify have tentative practical skills to help pull up the economy.





A parent practising covid-19 regulations before attending the meeting.

## **2.0. The Forum**

The main aim of the forum was:

- a) To mobilize complementary action by all stakeholders concerned in the effective control of the problem.
- b) To gain input through feedback from the community and potential stakeholders.
- c) To mobilize local knowledge and ideas which will help facilitate the problem and provide adequate information about the problem.
- d) Gather different perspective about the causal factors leading to the social problem lack of quality/skillful education in Makadara.

Key stakeholders present were;

- a) The youth(form four leavers) from the community,
- b) Parents and guardians
- c) Business people(including mama mboga, charcoal seller).
- d) Teachers(Primary and Secondary)
- e) Students(current form four and University student)
- f) Youth leader(Makongeni Estate).
- g) Drug peddler among others.

There were 21 participants during the forum. The attendees shared their views/perspectives on various issues hampering effective education outcomes in the region.

### **Welcome remarks and Introduction.**

The meeting begun at 10:00AM. Team leader Tumaini youth group **Robert Odera**, welcomed the participants and gave a brief genesis of the meeting. He explained that the forum was intended to gather information from the community. He also encouraged the participants to openly discuss issues that leads to poor development in the region. He expressed his hope of further sharing of deliberations at the forum with others on the community.





Barry Omondi a SAYDS fellow representing some work.

The participants then introduced themselves one after the other by names, what they do, area of residence and the roles they play in the community. They also mentioned their expectations of the forum.

The expectations were;

1. To see the problem of skillful education addressed.
2. To gain knowledge about system thinking that SaYDS use as best approach to complex issues and how best they can use it to play their roles in the community.
3. To understand interactions that lead to the social issue (lack of skillful/quality education).

## **SESSIONS(SUMMARY PRESENTATION)**

Ms. Audrine Faith a fellow familiarized the participants with complexity thinking as the best toolkit, its contents and approach on determining a complex problem. She also constituted further that complexity thinking is a basic approach which fuel youth with a lot of knowledge and brainstorming skills that help them determine a problem that ails community geniusly.

### **Complexity analysis**

#### **CAT part 1.0. The components in the system.**

The forum begun with general powerpoint presentation facilitated by Robert Odera. He stated the meaning of a component and provided simple example to enable community members understand.

**Components-** Are people and living things that interact for a common purpose in the system (forming or being part of something).

The components that interact in the system that were identified by the community members includes;

- Parents/guardians
- The youth (form four leavers)
- Teachers(both public and private)
- National and county government
- Youth Representatives
- Security officers
- Health sector
- Business people such as mama mboga,drug peddlers e.t.c
- Bars and restaurants
- Community leaders( chief,village elders/nyumba kumi, social workers e.t.c)
- Citizens



Participants following the sessions

## 1.2. The roles and interactions

Several participants shared their personal testimonies highlighting their experiences as Community

members and the different roles they play in the community.

The social issue lack of quality education has several components highlighted above that interact and interconnect in complex ways.

Below was the response from the community on the roles played by the key agents in the system.

Person or living thing	Role	Who/what the living thing/person interacts with
The youth	Are the main target/beneficiaries hence must be there for the system to run smoothly	Teachers The community
Teachers	Ensure students do what is expected to enable government achieve its goal	The youth(form four leavers) Parents
Parents	Provide basic needs and other important things to their children	The youth The community
Religious leaders	Ensure the community are empowered spiritually and offer support to the vulnerable. The church also play a role by making sure the youth keep the moral values at bay	The youth Parents Teachers The community
Business people	They provide support to the community by employing the jobless youth in their businesses. They also sell goods and services to the community	The youth Parents Teachers

National government and county government (education department)	Ensure education is given first priority, by making sure all children get quality education and provide enough resources that would enable them get skillful education.	The youth Teachers Parents Education officers
Politicians such as governor, Member of Parliament, Member of County Assembly	Improve the school infrastructure and ensure the CDF fund reach all the vulnerable in the community to support their education.	Teachers Parents Youth (form four leavers)
Youth leader (community based)	Ensure youth get updates on important information	Fellow youth The community The government

--	--	--

**1.3. Major and Minor components** From the information gathered from the community about the components roles and how they interact, some community members stated that in the system there are no major components not minor components that all play same roles.

**Rone Oduor(teacher)**

"According to me and from the experience is that all key stakeholders play equal roles"

**Audrey Atieno Ojiambo(a student and young enterprenuer)**

"For me I think it the government plays a great role in ensuring meaningful curriculum is implemented, those playing minor roles are youth because they depend on other key components"

Consequently, others stated that the components that play major roles are,

- a) The government (the ministry of education both national and county government).
- b) Teachers.
- c) Youth
- d) Politicians
- e) Youth leader(representatives)
- f) Citizens

Those who play minor roles in the system mentioned are:

- a) Parents
- b) Religious leaders
- c) Business people like drug peddlers.

**Summarized as follows:**

Person/thing	Major role	Minor role
Youth(form leavers)	✓	
Parents		✓
Government	✓	
Business persons		✓
Politicians	✓	
Citizens	✓	
Religious leaders		✓



Reasons given by some participants varied according to positions and responsibilities by key components.

**Gladys Njeri(form four leaver)**

"The government plays major role being their responsibility at the top position, others like business people such as drug peddlers don't care,they don't even think of addressing the issue."



From left to right is Audrey Ojiambo a student from the local college and Cynthia a form four student.

**CAT 2: Interactions among the components in the system.**

**2.1: Interactions**

Interactions are actions that one person takes towards the another person or things. Interconnections are the long term relationship created through regular interactions. There is a nonlinear relationship between interactions and interconnections. This is because, interactions for instance,can cause, strengthen and weaken interconnections and vice versa.The community members (participants) suggested the following Interactions among the key components:

Role of person or category of the person	The person to which the person in teracts with	Interactions (actions and flow)	Social relationships.
Youth(form four leavers)	Drug peddler	Buys from(drugs)	Know each other
	Business people	Buys from (goods)	Same area
	Teachers	Interact with(skills and guidance)	Same school/friends
	Parents		

		Lives with (basic needs)	Relatives
Parents/guardians	The youth	Lives with ( basic requirements such as food)	One family
	Teachers	Interacts with (school fee, performance)	Friends
	Business people	Buys from(Goods and services)	Same market
	Religious leaders	Interacts with	Friends
Teachers	Youth	Interacts with(skills, knows and guidance)	Friends
	Parent	Interacts with (school fee/performance)	Friends
	Business people	Buys from	Know each other
	Religious leaders	Interacts with	Know each other
Business people	Youth	Sell to(goods and services)	Same location
	Parents	Sell to(goods and services)	Friends
	Teachers	Sell to(goods and services)	Know each other
	Religious leaders	Sell to(goods and services)	Friends
Religious leaders	Youth	Interacts with	Know each other
	Parents	Interacts with	Know each other
	Teachers	Interacts with	Friends
	Business	Interacts with	Friends

### CAT part 3: Complex Causation

In this part two approaches were used to determine factors that create the problem on the region (Causal thinking and causal factors)

Causal thinking is a way of linking activities or events together by determining which one leads to the other.

Causal factors are events or actions that make other events or actions happen.

In the system, there are many factors leading to lack of quality education. These factors are contributed by interactions between different components in the system.

The following are the causal factors leading to lack of quality/skillful education in the system highlighted by the community participants:

- a) Early pregnancy
- b) Beliefs
- c) Poor up-bringing
- d) Traditional curriculum (that only provide numeracy and literacy skills)
- e) Poor roles by community leaders/persons
- f) Negative attitude/preferences
- g) Lack of good role models in the Community
- h) Corruption
- i) Illiteracy among some parents
- j) Tribalism
- k) Lack of information

### Summary of the factors

Factor that contribute to lack of quality education	How the person knows the factor
Early pregnancies	Audrey stated that she has experienced and knows how bitter it is when you have not attained good levels of education
Beliefs	Observed, the community mentioned several instances such as the church in the community that is against education, they regard it as demonic and not Godly e.g Bishop Paul Mackenzie who has a church around the community.
Poor upbringing/poverty	Experience, Fredrick Njoroge narrated that his education was affected as result of poor upbringing.
Traditional curriculum	Experience

Poor roles by the leaders	Observed e.g those who play minor roles in the community
Attitude	Observed
Lack of role models	Observed (most youth are affected as a result of the adults who influence them)
Corruption	Observed and very rampant(they stated corruption starts with the community/parents and leaders)
Tribalism	Experience (Rev Jotham a religious leader stated that he has personally experience that in his church)



The aspiring MCA and also a great business man addressing the participants.

#### **CAT 4:Complex Causation**

In the community there are many relationship between things that lead to other that have always been there and are always there.

- Relationship between teenage pregnancies and poor upbringing leads to an increase in poor education
- Increased corruption leads to decrease in the number of youth who have skills
- Increased beliefs decreases the number of children who don't embrace education
- Poor roles played by important components leads to lack of information
- Increase on tribalism leads to increased corruption

Numerous questions were raised. Such as;

- a) If your target groups are form four leavers, what about class eight or dropouts who never attended secondary level and would like to attend?
- b) Where will you construct the Vocational center,will it be per sub-county or one? And do you think that's possible?
- c) Why did you decide to tackle education only,do you think all youth like school?

#### **Experience sharing**



All these questions were given immediate response.

Experimental stories are a powerful tool in enhancing learning, performance, cohesiveness and understanding. The objective of the sessions were to highlight both positive and negative aspects relating to lack of quality education. Getting the community shared ideas also needed complexity thinking approach which easily ensured adequate participation of all community members.

**Fredrick Njoroge(Reformist and Director of KIKAKA CBO)**

"I am pleased to learn from you that SAYDS offers good training that enable youth face complex problems in a genius well articulated way,I would like you to come and train us on complexity system,because I have realized it's a good tool to use in creating change. Slum people don't know about this. I was telling Robert last when he paid me a visit that our community especially the youth lack people who can inform them about social change"

**Fred Ogolla(local teacher)**

"The notion that we are poor and has been raised in poverty should be a thing of the past and that has tremendously created a community where youth feel comfortable with whatever they have. Another problem is that the youth in this area don't want to face the reality,today I get a good paying job,the first thing I'll do is to relocate to a good estate instead of using the resources to make our community better. This is where the community fails at. So what we need to shun away from is our beliefs,coming from a poor family can not stop someone from achieving the goal. A good example is me here,my mother raised me with a lot of struggle but look I'm a teacher now, touching lives,and if I can give you a good example right now of you walk around the schools here or look at the performance every year you'll notice that the children who come from humble families are the ones performing better in the sub-county and the county ."

**Lydia Situma(teacher)**

"As a teacher and from the experience that I have both in education sector and community,I think it's the parents and I mean some of them not all,who fuel this problem of lack of skills, a good example is where a child wants to take a course of his or her choice and the parent limits such kind so what's the repercussions thereafter? Basically the child ends up doing a wrong course."

**Jams Kutai(Business man)**

"I want to first thank you for organizing this great meeting,which is good for the great change in a our community,as a parent and a business person I can say that youth getting into drugs before they fulfill their education goals is ambiguous problem in the community, I see them every day and interact with them,some even completed their O levels last year but they are not useful, so what I think can be the best solution is offering mentorship,talking to them,this will definitely help change their minds and will also regulate the number of drug addicts in the community."

**Belinda Atieno(youth)**

"Poor upbringing where a child is raised in an isolated condition which doesn't give the child opportunity to right education, to me can be the major reason why skills are lacking and also parents underrating their children in terms of performance."

### **3.0. Methodology**

The forum comprised a participatory approach which included structured presentation, questions and answers sessions, experience sharing and youth debates among the participants. Presentations were made through power point.

For the last session, facilitators felt it was important to deliver an overall presentation to cover basics on the social issue.

This was done to promote accurate and informed contribution from the community members and to work within the stated timeline because some members were leaving.



Participant giving a short narrative on the state of the community.

### **3.1. Lessons (outcomes)**

The main objective of this presentation was to facilitate an understanding of the social issue (lack of quality education) that for many decades has challenged the community.

The key facilitators stated by brainstorming with the participants (community members) the important components and how they interact in the community hence leading to lack of quality education.

This created an intense debate on people/things that contribute to poor education in the area. The following were the lesson learnt from the community forum;

- a) Community is the best link to use when designing solution, they are the solution at hand.
- b) It's better to listen to the community and the individual information is always correct and right one for example some participants insisted that all components play equal roles and no either major or minor role when it comes to problem solving.
- c) We learnt that community needs frequent training and talks on problem affecting the community (expounding complexity system to the community can be better engaging). Most members claim that system thinking is a new approach and they have never had of it and if given chance they'll be ready for it.
- d) We learn to avoid some words in our presentation which some members of the society felt are discriminating.
- e) We also learnt that most youth lack information on government opportunities for youth.

#### **4.0.Challenges**

- a) The participants were not familiar with the basics in the complexity system. So it forced us rush the coverage hence some parts couldn't be interrogated in detail
- b) Some community members raised numerous questions and clarification which ate into the presentation time. The numerous questions that arose could not be exhaustively discussed in the limited time that was allocated for community deliberations.
- c) The sessions started late as a result of participants late arrival, this posed the challenge of having detailed presentation and discussion as planned.
- d) The camera which was to serve for coverage got spoilt which forced us to use mobile phone which was not appealing.

#### **5.0.Recommendations**

The team recommended a good camera be hired to avoid inconveniences and poor quality coverage of the sessions. The community members suggested that late arrival of the members could not be a barrier for starting the meeting that those who arrive late would cope up to avoid time wastage.

#### **6.0.APPENDIX 1:LIST OF ATTENDEES**

<b>No</b>	<b>Name</b>	<b>Sex</b>	<b>Role</b>
<b>1</b>	<b>Audrey Ambale</b>	M	Youth
<b>2</b>	<b>Prince Rangudi</b>	M	Youth
<b>3.</b>	<b>Joshua Oduor</b>	M	Youth
<b>4</b>	<b>Lydia Situma</b>	M	Teacher

5	<b>Daniel Kuria</b>	F	Enterprenuer
6	<b>Lukas Kiama</b>	M	Parent
7	Audrine Faith	F	SAYDS fellow
8	Robert Ouko	M	Youth
9	Frederick Njoroge	M	KIKAKA Organization director
10	Belinda Atieno	F	Student
11	Elizabeth Agola	F	Coordinator,SAYDS representative
12	Gladys Njeri	F	Parent
13	Teddy Otieno	M	Youth
14	Audrey Ojiambo	F	Student and an enterprenuer
15	Frederick Ogolla	M	Teacher
16	Veronica Akinyi	F	Teenage mother
17	Cynthia Anyango	F	Student
18	Laureen Nerima	F	Student
19	Barry Oduor	M	SAYDS Fellow

20	Rone Oduor	M	Teacher
21	Tobias Ochieng	M	Youth
22	Denis Muendo	M	Youth
23	Judy Kori	F	SAYDS representative
24	Lewis Mworja	M	Volunteer at SAYDS
25	Daniel Ofudato	M	Teacher
26	Robert Odera	M	SAYDS fellow