



REPUBLIC OF KENYA



REPORT ON THE FOURTH ELIMU MASHINANI FORUM HELD IN LAVINGTON PRIMARY
SCHOOL, NAIROBI CITY COUNTY

20th January 2026



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1.1 Background

Elimu Mashinani, which loosely translates to “Education at the Grassroots,” is a Kenyan government initiative under the Ministry of Education. Aired on Citizen TV, it provides a platform for national dialogue on education policy by bringing discussions directly to communities. The forum addresses key issues such as student placement, the transition under the Competency-Based Education (CBE), examination outcomes, and education funding, ensuring that policies remain responsive and people-centered.

The program features senior officials from the Ministry of Education (MOE), including the Cabinet Secretary and Principal Secretaries, alongside other key players in the education sector. By engaging stakeholders across different counties, Elimu Mashinani highlights local realities, promotes inclusive participation, and supports the implementation of practical solutions to education challenges.

1.1.1 Fourth Mashinani, Nairobi County

The fourth Elimu Mashinani forum marked the first episode of the initiative in 2026 and was hosted in the capital city, Nairobi City County. This fourth edition of the national dialogue platform was held on 20 January 2026 at Lavington Primary School, convening a diverse range of education stakeholders drawn from across the county. Sponsored by the Kenya Education Management Institute (KEMI), Elimu Mashinani continues to serve as an inclusive and participatory platform that brings together teachers, education leaders, policymakers, unions, parents, learners, and other sector actors to engage in open dialogue on the challenges, opportunities, and solutions shaping Kenya’s education sector across all 47 counties.

The forum was graced by the Cabinet Secretary for Education, Hon. Migos Ogamba, alongside Amb. Prof. Julius Bitok, Principal Secretary for Basic Education; Dr. Beatrice Inyangala, Principal Secretary for Higher Education; and Dr. Esther Muoria, Principal Secretary, State Department for Technical, Vocational Education and Training (TVET). Their presence reaffirmed the government’s commitment to inclusive dialogue, active listening, and co-creation of community-driven solutions.

Also in attendance were CEOs, Directors, and Deputy Directors from State Ministries, Departments, and Agencies (MDAs) and the Teachers Service Commission (TSC), including Dr. Maurice Odonde, CEO of KEMI, underscoring strong institutional support for participatory

education reform. Among the lawmakers present were Nairobi Woman Representative Hon. Esther Passaris and the host Member of Parliament for Dagoretti North Constituency, Hon. Beatrice Elachi. The forum had a total of over 200 participants.

As the forum commenced, the moderator set the tone for the discussions and invited the panelists, comprising the three Principal Secretaries to introduce themselves and offer brief opening remarks. In their remarks, the panelists expressed appreciation for the Elimu Mashinani platform and reaffirmed the Government’s commitment to inclusive engagement, responsive leadership, and collaborative problem-solving in advancing education reforms and improving learning outcomes across the country. In particular, the Cabinet Secretary noted that 85% of learners who sat the Grade 9 national assessment have transitioned to Grade 10. He highlighted regional disparities, citing Mandera County as leading with over 95% transition, while Turkana County trails with less than 25%.

1.1.2 Objectives of the Nairobi County Elimu Mashinani forum

The moderator of the forum set the tone for the fourth Elimu Mashinani by setting the following objectives:

- i) To discuss the success of the first transition from Grade 9 to Grade 10 under the Competency-Based Education (CBE).
- ii) To discuss the progress and success of Competency-Based Education (CBE) implementation in Nairobi County.

2.0 Methodology

The forum featured an extensive question-and-answer session, capturing real concerns from parents, teachers, learners, and the media. In the question-and-answer session, moderated by Sam Gituku and Nimrod Taabu, several questions were asked, and responses were given immediately:

3.0 Report

The questions asked were answered as follows:

	Question	Asked by	Answer	Responded by
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1.	Underprivileged students, especially from informal settlements, have very low transition rates. What is the government doing about this?	Mohe Kimani (A teacher at Dr. Aggrey Primary and Senior School)	Research is ongoing to establish the root causes. Preliminary findings point to financial challenges such as lack of uniforms and bursaries. A clear way forward will be outlined once the report is released.	CS Ogamba
2.	Why are schools allowed to force parents to buy items like mattresses and uniforms from specific suppliers at exaggerated prices?	Kenneth Ochieng (Parent)	It is illegal for schools to compel parents to buy items from specific vendors. Parents are encouraged to report such cases so that action can be taken.	CS Ogamba
3.	Does the government truly understand the realities on the ground, given that parents often have to go public to receive help?	Sam Gituku (TV Host)	1. Government resources alone are not sufficient; we also need support in ideas and partnerships to address these challenges. 2. The government cannot work alone. It takes collective effort	1. PS Mworio 2. PS Inyangala 3. CS Ogamba

			<p>from all stakeholders to improve outcomes.</p> <p>3. The Kenya Education Management Information System (KEMIS) will serve as a single source of truth. A scholarship and support module will enhance transparency by showing who is supporting whom and where, ensuring assistance reaches those who genuinely need it.</p>	
4.	Can a learner change their area of specialization after transition?	Alphonce Owino	Learners' competencies are assessed from Grade 1. Pathways are chosen based on long-term assessment, and career teachers are guiding learners on appropriate clusters.	CS Ogamba

5.	What is the minimum requirement for a school to remain operational, and what happens to teachers in deregistered schools?	Sam Gituku (TV Host)	Schools with low enrolment will be merged or deregistered to strengthen capacity. Teachers from affected schools will be transferred to other institutions.	CS Ogamba
6.	How prepared are TVETs for CBE learners, and what is the current enrolment?	Sam Gituku	TVET curricula were developed ahead of CBE implementation. Enrolment has grown from 350,000 to 874,000 , with potential to reach 3 million learners if more institutions are established.	PS Muoria
7.	How prepared are university lecturers for CBE?	Sam Gituku	Universities are training lecturers in Innovative Pedagogy, emphasizing student-centered learning, real-world application, technology integration, and critical thinking.	PS Inyangala

8.	Do clusters 3 and 4 have adequate infrastructure to support learner movement?	Teresia (Nairobi Parent)	Government investment spans all clusters. In recent examinations, cluster 3 schools outperformed clusters 1 and 2 in university qualification rates, and most new laboratories are being built in cluster 4 schools.	PS Prof. Bitok
9.	Why do sub-county schools perform comparatively lower?	Sam Gituku	Learner entry behavior plays a major role; many entrants score 200 marks or below, which influences final outcomes.	Dr. David Njengere, CEO KNEC
10.	How does CBE assure employment without connections?	Michelle Ochieng (Grade 9 learner)	CBE focuses on skills, talent, and capability development rather than rote learning, empowering learners to pursue diverse career paths.	PS Bitok

11.	What capacity exists for learners scoring D+ and below, and can universities absorb all qualifiers?	Sam Gituku	<p>1. TVET institutions have sufficient capacity and are being positioned as a key skills pipeline.</p> <p>2. Approximately 22 billion shillings will be required for scholarships and loans, with an estimated 90% application rate for both placement and funding.</p>	<p>1. PS Mworia</p> <p>2. PS Inyangala</p>
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4.0 Challenges

The program continues to improve in all areas, with each episode addressing challenges identified in previous forums. The only issue that has persisted is inadequate time for the audience to ask all their questions and receive comprehensive answers.

5.0 Conclusion

The Fourth Elimu Mashinani National Dialogue reaffirmed the value of structured, inclusive public engagement as a catalyst for effective education policy implementation and national development. The forum not only deepened public dialogue on education issues but also enhanced stakeholder trust and institutional visibility, creating a shared space for accountability, feedback, and collective ownership of education reforms. The positive feedback from parents on the timely release of capitation funds underscored the tangible impact of responsive policy actions and highlighted the importance of efficient resource flow in strengthening school operations and improving learning conditions. Aligned with the National Education Sector Strategic Plan (NESSP) 2023–2027, the dialogue demonstrated how grassroots engagement

supports the translation of national policy priorities into practical, community-responsive actions. By deliberately engaging stakeholders at the Nairobi County level, Elimu Mashinani contributed to evidence-informed decision-making, strengthened policy coherence, and promoted equitable development across regions. As the initiative continues its national rollout across all counties, it stands as a critical platform for integrating local voices into education planning and implementation, thereby advancing inclusive growth, human capital development, and the realization of Kenya's broader national development goals.

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