



KENYA EDUCATION MANAGEMENT INSTITUTE

Ministry of Education

REPORT OF THE 1ST KEMI INTERNATIONAL CONFERENCE 2026

Theme:

“Catalysts for transformation: Re-inventing Leadership in a Sustainable and Inclusive Education Ecosystem”

13th - 17th April 2026

Safari Park Hotel, Nairobi, Kenya

Nairobi, Kenya | 2026



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ISBN: 978-9914-9484-6-2

Publisher Details

Published by: Kenya Education Management Institute (KEMI), Nairobi, Kenya

Contact information

Suggested citation

Kenya Education Management Institute (2026). *Catalysts for transformation: Re-inventing leadership in a sustainable and inclusive education ecosystem: Report of the 1st KEMI International Conference 2026*.

FOREWORD

It is my great pleasure to present the report of the 1st KEMI International Conference 2026, convened under the theme, **“Catalysts for Transformation: Re-Inventing Leadership in a Sustainable and Inclusive Education Ecosystem.”** This landmark conference underscored the central role of effective leadership and management in translating education policies and reforms into meaningful improvements in teaching, learning and learner outcomes.

Education systems are operating in an increasingly complex environment characterised by technological change, evolving labour-market demands, climate-related challenges, widening inequalities and growing expectations for accountable public service. Responding effectively to these realities requires education leaders who are visionary, ethical, innovative and capable of mobilising institutions and communities around a shared purpose. Leadership must, therefore, extend beyond institutional administration to become a catalyst for inclusion, resilience, innovation and continuous improvement.

The conference provided a timely platform for policymakers, education leaders, researchers, practitioners, development partners, civil society and private-sector actors to interrogate prevailing leadership practices and identify new approaches for sustainable education transformation. Through keynote addresses, plenary and panel discussions, research presentations, exhibitions and professional networking, participants examined how leadership can strengthen governance, enhance curriculum delivery, promote digital transformation, support teacher professional development and create learner-centred institutions.

The Ministry of Education recognises that the successful implementation of education reforms depends significantly on the capacity of leaders at all levels of the system. School leaders, institutional managers and education officials must be equipped to interpret policy, use evidence in decision-making, manage resources responsibly, promote inclusion and build partnerships that improve access, equity and quality. The conference recommendations—particularly those relating to collective leadership, evidence-based governance, pedagogical renewal, resilient and inclusive systems, and measurable implementation—are therefore highly relevant to Kenya’s education priorities.

We commend the Kenya Education Management Institute for convening this inaugural international conference and for providing an important bridge between research, policy and

practice. The participation of more than 492 in-person and over 862 virtual delegates from more than 16 countries demonstrates both the relevance of the conference theme and KEMI's growing influence as a regional centre of excellence in education leadership and management.

We also acknowledge the African Centre for School Leadership and its coordinating partners—ADEA, ESSA, FAWE and VVOB—Education for Development—with support from the Mastercard Foundation, as well as the many government agencies, universities, development partners, researchers and practitioners whose contributions enriched the conference.

This report should not be viewed merely as a record of proceedings. It is a call to action. We encourage policymakers, education leaders, researchers and partners to use its findings and recommendations to strengthen leadership practice, inform policy implementation and develop collaborative initiatives that produce measurable results.

The Ministry of Education remains committed to working with KEMI and other partners to build an education system that is inclusive, responsive, innovative and capable of preparing every learner to thrive. I commend this report to all stakeholders committed to transforming education through effective leadership.

Dr Elyas Abdi, OGW

Director General

Ministry of Education

PREFACE

The 1st KEMI International Conference 2026 represents a significant milestone in the Kenya Education Management Institute's journey towards becoming a leading regional and continental centre of excellence in education leadership and management. Convened under the theme, **“Catalysts for Transformation: Re-Inventing Leadership in a Sustainable and Inclusive Education Ecosystem,”** the conference demonstrated KEMI's commitment to advancing knowledge, strengthening professional practice and promoting partnerships that improve education systems.

The conference was founded on the recognition that leadership is one of the most important drivers of educational transformation. Effective leaders provide strategic direction, inspire collective responsibility, nurture innovation, uphold accountability and create conditions in which teachers and learners can succeed. In an era of rapid social, technological, environmental and economic change, education leaders must be prepared not only to manage institutions efficiently but also to guide them through uncertainty and continuous change.

This report documents the major activities, deliberations and outcomes of the five-day conference. It captures the insights generated through keynote addresses, plenary and panel discussions, abstract presentations, exhibitions, round-table engagements and professional networking forums. It also synthesises the principal themes and recommendations that emerged, including collective leadership, evidence-informed governance, pedagogical renewal, inclusion, resilience, technology integration and sustained multi-stakeholder collaboration.

The diversity of participation was one of the conference's greatest strengths. More than 492 delegates attended in person, while over 862 participated virtually from more than 16 countries. The involvement of policymakers, education leaders, researchers, practitioners, development partners, universities, civil society and the private sector enriched the discussions and demonstrated that sustainable education transformation cannot be achieved by any single institution working in isolation.

The KEMI Council recognises the importance of translating the conference's knowledge and recommendations into practical, measurable and sustainable action. The conference should, therefore, serve as a foundation for expanded research, continuous professional development, policy dialogue, institutional partnerships and regional knowledge exchange. KEMI will

continue strengthening mechanisms for monitoring agreed actions and ensuring that subsequent conferences build upon the achievements and lessons of this inaugural gathering.

On behalf of the KEMI Council, I express sincere appreciation to the Ministry of Education for its leadership and continued support. I recognise the strategic contribution of the African Centre for School Leadership and its coordinating partners—ADEA, ESSA, FAWE and VVOB—Education for Development—with support from the Mastercard Foundation. I also appreciate all government agencies, partners, sponsors, speakers, presenters, delegates, reviewers, organisers and KEMI staff whose contributions ensured the success of the conference.

I commend this report to policymakers, education leaders, researchers, practitioners and development partners as both an institutional record and a strategic resource. May it inspire deeper reflection, stronger partnerships and decisive action towards building education systems that are sustainable, inclusive, innovative and responsive to the needs of every learner.

Mr Mohammed Sheikh Gabow

Chairperson, KEMI Council
Kenya Education Management Institute

ACKNOWLEDGEMENT

The successful convening of the 1st KEMI International Conference 2026 was made possible through the collective commitment, expertise and goodwill of numerous individuals and institutions united by a shared aspiration to strengthen education leadership and transform education systems in Kenya, Africa and beyond.

On behalf of the Kenya Education Management Institute (KEMI), we express our profound appreciation to the Government of Kenya, through the Ministry of Education, for its policy direction, leadership and continued support. We particularly recognise the Director General, Dr Elyas Abdi, and other senior Ministry officials whose participation and guidance affirmed the importance of transformative leadership in achieving equitable, inclusive and quality education.

We are deeply grateful to the African Centre for School Leadership (ACSL) for its strategic partnership in planning and delivering this inaugural conference. We also acknowledge the invaluable contributions of ACSL's coordinating partners, the Association for the Development of Education in Africa (ADEA), Education Sub-Saharan Africa (ESSA), the Forum for African Women Educationalists (FAWE) and VVOB–Education for Development, with support from the Mastercard Foundation. Their technical, intellectual and financial contributions strengthened the conference's continental outlook and enriched its deliberations.

Our sincere appreciation goes to education-sector institutions, including the Teachers Service Commission, Kenya Institute of Curriculum Development, Kenya National Examinations Council, Kenya Institute of Special Education, Kenya National Qualifications Authority and CEMASTE. We equally recognise the universities, research institutions, development partners, professional bodies, civil society organisations, private-sector organisations, sponsors and exhibitors whose participation demonstrated the value of collective action in addressing complex educational challenges.

Special gratitude is extended to the keynote speakers, panelists, researchers, abstract presenters, daily chairs, session chairs, moderators, reviewers and rapporteurs. Their knowledge, evidence and practical experiences stimulated meaningful dialogue on transformative leadership, innovation, inclusion, sustainability, governance, digital transformation and improved learner outcomes. We also thank the 492 in-person and over 862 virtual participants drawn from more than 16 countries for contributing diverse perspectives and making the conference a vibrant platform for regional and international knowledge exchange.

We commend the KEMI Council for its strategic oversight and unwavering support. I also extend special recognition to the Conference Organising Committee, Editorial Board, Secretariat, KEMI staff, technical and ICT teams, communications personnel, volunteers and service providers. Their dedication, professionalism and attention to detail ensured the effective delivery of the conference's physical and virtual components.

Finally, we thank every participant who shared knowledge, challenged established perspectives, established partnerships and contributed to actionable recommendations. The success of this inaugural conference belongs to all who participated. KEMI remains committed to sustaining the momentum generated by translating its recommendations into measurable actions, stronger partnerships and improved leadership practices across education systems.

Dr Maurice Odondo

Chief Executive Officer

Kenya Education Management Institute

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EXECUTIVE SUMMARY

The inaugural KEMI International Conference 2026, convened from 13 to 17 April 2026 at the Safari Park Hotel in Nairobi constituted a landmark gathering in advancing scholarly and policy discourse on educational leadership and systemic transformation across the African continent. Organised under the theme “*Catalysts for Transformation: Re-Inventing Leadership in a Sustainable and Inclusive Education Ecosystem*,” the conference provided a strategically timed platform for interrogating the leadership capacities, institutional partnerships, and pedagogical innovations requisite to respond to a rapidly evolving educational landscape in Kenya, across Africa, and beyond.

Set against the confluence of curriculum reforms, technological advancement, demographic transitions, climate disruptions, and intensifying demands for equitable education, the conference was conceived to confront systemic implementation deficits and emergent leadership imperatives. Transcending conventional academic boundaries, it united education leaders, policymakers, researchers, development partners, practitioners, and private-sector actors to articulate pragmatic responses to contemporary challenges. Six interrelated objectives guided the convening: re-imagining educational leadership for sustainable, inclusive systems; bridging research, policy, and practice; fostering multi-stakeholder collaboration; facilitating regional and international knowledge exchange; strengthening leadership capacity and governance; and generating actionable recommendations to consolidate KEMI as a premier convening institution.

Delivered through a hybrid modality, the five-day convening assembled 492 in-person delegates and 862 virtual participants drawn from more than 16 countries, encompassing education ministries, government agencies, academic and research institutions, civil society organizations, and the private sector. The conference was convened by the Kenya Education Management Institute (KEMI) in strategic partnership with the African Centre for School Leadership (ACSL) coordinated by ADEA, ESSA, FAWE, and VVOB, with Mastercard Foundation support. Kenya’s principal institutions, the Ministry of Education, TSC, KICD, KNEC, KISE, KNQA, and CEMASTEAL alongside Dignitas, Chalan Foundation, Unaitas Sacco, Population Council-Kenya, COOP Trust, Riara University, Machakos Hospitality and Technical Institute, Enwealth, UNICAF, ICEA Lion Group, Gelian Hotels, Cambridge University Press, National Bank of Kenya, UNESCO Kenya National Commission, Zana Africa, and Semara Hotels, lent substantive participation.

A central conviction underpinned the deliberations: that effective leadership constitutes the critical nexus between education policy and improved learning outcomes. Educational leadership was framed not as a managerial function but as a strategic catalyst of systemic transformation—one that translates policy into practice, cultivates innovation, strengthens governance and accountability, advances inclusion, and constructs resilient learning institutions equipped to navigate the complexities of twenty-first-century challenges.

The six keynote addresses articulated a unified blueprint anchored in ethics, evidence, inclusivity, and collaboration. Mr. Albert Nsengiyumva addressed cross-sector partnerships; Ms. Louise Haxthausen emphasized leadership's influence on teaching quality; Mr. Manos Antoninis presented data-driven insights alongside the Spotlight Series Kenya Report 2025; Dr. Cleophus Mugenyi examined equity through inclusive leadership; Mr. Tom Vandembosch underscored flexible professional development; and Ms. Mutheu Kasanga reaffirmed ethical accountability as foundational to school management. Plenary and panel sessions facilitated interdisciplinary dialogue, while abstract presentations showcased scholarly perspectives on digital transformation, foundational learning, climate-responsive education, and sustainable financing. A synthesizing roundtable identified priorities for advancing inclusive, equitable, and resilient systems.

Deliberations yielded strategic insights across interconnected domains, including instructional and transformational leadership, competency-based curriculum implementation, digital transformation and artificial intelligence in education, inclusive and trauma-informed education, climate-responsive leadership, governance and accountability, education financing, and evidence-informed decision-making. Participants consistently emphasized that technology alone does not transform systems but transformation is mediated through pedagogy, leadership, and capacity, that sustained investment in professional learning and institutional partnerships remains essential for durable reform.

The conference articulated a continental agenda organised around four strategic pillars: leadership and system coherence; technology and capacity building; foundational learning, inclusion, and resilience; and financing, governance, and future-oriented redesign. This agenda aligns with the African Union's Agenda 2063, the Continental Education Strategy for Africa (CESA 2026–2035), and Sustainable Development Goal 4 (SDG 4), situating the conference's outcomes within broader regional and global policy frameworks.

CONFERENCE AT A GLANCE



Figure 1: Panel Discussion Ongoing



The 1st KEMI International Conference 2026 brought together a diverse community of education leaders, policymakers, researchers, development partners, practitioners, and private sector stakeholders to examine the future of education leadership in Africa. Under the theme *Catalysts for Transformation: Re-Inventing Leadership in a Sustainable and Inclusive Education Ecosystem*, the conference provided a platform for dialogue, knowledge exchange, networking, and the generation of practical solutions to strengthen education systems. The summary below presents the conference's key facts and highlights.



 500+ PHYSICAL PARTICIPANTS	 1,000+ VIRTUAL PARTICIPANTS	 16+ COUNTRIES REPRESENTED	 DIVERSE PARTICIPANTS Policymakers, school leaders, researchers, educators, development partners, private sector, civil society and students	 HYBRID FORMAT Physical & Virtual
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	CONFERENCE	1st KEMI International Conference 2026
	THEME	<i>Catalysts for Transformation: Re-Inventing Leadership in a Sustainable and Inclusive Education Ecosystem</i>
	HOST INSTITUTION	Kenya Education Management Institute (KEMI)
	STRATEGIC PARTNER	African Centre for School Leadership (ACSL)
	CONFERENCE DATES	13–17 April 2026
	VENUE	Safari Park Hotel, Nairobi, Kenya
	CONFERENCE FORMAT	Hybrid (Physical and Virtual)
	PARTICIPANT PROFILE	Education policymakers, school leaders, education managers, researchers, universities, development partners, government agencies, private sector organizations, civil society, and students
	PROGRAMME HIGHLIGHTS	Keynote addresses, plenary sessions, panel discussions, parallel technical sessions, research presentations, exhibitions, networking events, and policy dialogues.
	KEY NATIONAL INSTITUTIONS REPRESENTED	Ministry of Education, TSC, KNEC, KICD, KISE, KNQA, CEMASTE A
	KEY REGIONAL AND INTERNATIONAL PARTNERS	ACSL, ADEA, ESSA, FAWE, VVOB, Mastercard Foundation, UNESCO Kenya National Commission, Cambridge University Press, Population Council Kenya, Riara University, UNICAF, Dignitas, COOP Trust, National Bank of Kenya, Enwealth, Unaitas Sacco, ZanaAfrica, among others
	CONFERENCE OUTPUTS	Conference Report, Conference Proceedings, Book of Abstracts, Policy and Practice Recommendations
	OVERALL OUTCOME	Strengthened partnerships and a shared commitment to advancing evidence-informed, inclusive, and sustainable education leadership across Africa.



Figure 2:Conference at a glance

CHAPTER ONE

INTRODUCTION

1.1 Background and Context

Education systems in Kenya, across Africa, and globally are operating in an increasingly complex and rapidly evolving environment. Curriculum reforms, technological advancements, changing labour market demands, demographic shifts, climate-related pressures, and growing expectations for equitable, inclusive, and quality education are redefining the role of education institutions and those who lead them (UNESCO, 2024). These developments have expanded the responsibilities of education leaders, requiring them to navigate uncertainty, drive innovation, foster collaboration, and translate policy aspirations into meaningful improvements in teaching, learning, and institutional performance.

While governments and education stakeholders continue to implement ambitious reforms aimed at improving access, quality, and equity, many education systems face persistent challenges in translating policy into practice (UNESCO, 2021). Weak coordination across institutions, fragmented leadership structures, limited opportunities for professional learning, and insufficient integration of research, policy, and implementation continue to constrain the pace and sustainability of reform. At the same time, valuable knowledge generated by researchers, policymakers, development partners, and practitioners often remains confined within individual sectors, limiting opportunities for collective learning, evidence-informed decision-making, and coordinated action.

These realities have elevated education leadership from a managerial function to a strategic driver of education transformation. Effective leaders are increasingly expected to foster innovation, build resilient institutions, strengthen accountability, harness data for decision-making, and create inclusive learning environments capable of responding to emerging social and economic challenges. Yet despite the central importance of leadership, opportunities for sustained dialogue and collaboration among the diverse actors shaping education systems remain limited, particularly within the African context.

Against this backdrop, the Kenya Education Management Institute (KEMI) convened the 1st KEMI International Conference 2026 under the theme, “Catalysts for Transformation: Re-Inventing Leadership in a Sustainable and Inclusive Education Ecosystem.” As the national institution mandated to strengthen education leadership and management through capacity development,

research, and consultancy, KEMI recognised the need for a platform that would bring together education leaders, policymakers, researchers, development partners, practitioners, academia, and the private sector to collectively reflect on the future of education leadership and identify practical solutions to contemporary challenges.

The conference was organised in strategic partnership with the African Centre for School Leadership (ACSL), a pan-African initiative jointly coordinated by the Association for the Development of Education in Africa (ADEA), Education Sub-Saharan Africa (ESSA), the Forum for African Women Educationalists (FAWE), and VVOB - Education for Development, with the support of the Mastercard Foundation. This partnership reinforced the conference's continental outlook by drawing on regional expertise and experience in strengthening school leadership through research, professional learning, policy engagement, and collaborative learning.

More than an academic gathering, the conference was conceived as a platform for dialogue, knowledge exchange, and collective action. It sought to bridge the longstanding divide between research, policy, and practice by creating opportunities for meaningful engagement among education stakeholders across sectors and countries. Through keynote addresses, panel discussions, research presentations, technical sessions, exhibitions, and networking forums, participants examined emerging issues, shared evidence-informed practices, and explored innovative approaches to strengthening education leadership and improving learning outcomes.

The conference also demonstrated the value of convening as a strategic intervention for education transformation. By bringing together policymakers, researchers, school leaders, development partners, professional bodies, and institutional leaders within a single forum, it created opportunities for cross-sector dialogue, collaborative problem-solving, peer learning, and the development of new partnerships. These interactions not only enriched the quality of discussions but also strengthened the foundations for future collaboration, research, and professional development across the education sector.

Ultimately, the Conference reaffirmed that transformative education systems require transformative leadership. Effective leadership serves as the bridge between policy and practice, shaping institutional culture, strengthening governance and accountability, promoting innovation, and ensuring that reforms translate into improved learner outcomes. The conference therefore represented both a reflection on the current state of education leadership and a

forward-looking investment in building resilient, inclusive, and sustainable education systems for Kenya, the region, and the African continent.

1.2 Conference Overview

The 1st KEMI International Conference was convened as a strategic academic and policy forum to promote dialogue on educational leadership, management, and innovation in response to emerging social, technological, and environmental challenges. The conference provided a platform for scholars, policymakers, practitioners, and development partners to share research, evidence-based practices, and innovative approaches aimed at strengthening education systems across Africa and beyond.

Held in a hybrid format, the conference attracted diverse participants from academia, policy institutions, school and system leadership, and development organizations, enabling broad engagement and cross-national knowledge exchange. The conference successfully facilitated collaboration and reinforced the role of educational leadership as a catalyst for systemic reform and improved learning outcomes. Key deliberations emphasized transforming school leadership from policy implementation to active participation in policy design, interpretation, and evaluation. Participants highlighted the importance of collaborative professional learning, instructional leadership, and continuous professional development in driving educational improvement. Discussions also underscored the value of digital transformation, evidence-based decision-making, and the use of Education Management Information Systems (EMIS) to enhance accountability, research, and school improvement.

Uniting for Transformation: The 1st KEMI International Conference Overview



Figure 3: Overview of the 1st KEMI International Conference: Uniting for Transformation

The conference further identified equity, inclusion, resilience, and environmental sustainability as critical pillars of educational leadership. Inclusive practices for marginalized learners, as well as school-based climate action initiatives, were recognised as essential for creating responsive and sustainable education systems. In addition, participants called for stronger governance, transparent financial management, and innovative financing models, including public-private partnerships and results-based financing, to improve the impact and sustainability of education investments.

While acknowledging challenges such as limited time for deeper thematic engagement, the conference proposed enhancements for future editions, including pre-conference engagements, improved session design, and experiential learning opportunities. The event concluded with a commitment to sustained collaboration through Technical Working Groups, Communities of Practice and Learning, a Pan-African Association of Educationists, and an African Education Fellowship Programme. Overall, the conference reaffirmed the vision of a world-class, Afrocentric education system driven by empowered school leaders, data-informed decision-making, innovation, and multi-stakeholder partnerships. It marked an important milestone in advancing coordinated action toward resilient, innovative, equitable, and high-performing education systems in Africa and globally.



Figure 4: KEMI Council Chair, Mr. Mohamed Sheikh Ghabow, KEMI CEO, Dr. Maurice Odonko and Director General - MOE, Dr. Elyas Abdi, during the opening ceremony

1.3 Conference objectives

The 1st KEMI International Conference was convened to address systemic implementation gaps, fragmented sectoral efforts, and emerging leadership requirements across Africa's educational landscape. Specifically, the conference aimed to:

1. re-imagine educational leadership by providing a forward-looking platform for examining the evolving role of leadership in building sustainable, inclusive, and resilient education systems.
2. bridge research, policy, and practice by facilitating research dissemination, critical dialogue, and knowledge translation to ensure that evidence informs policy and practice while implementation experiences shape future research.
3. foster multi-stakeholder collaboration by bringing together policymakers, school leaders, researchers, higher education institutions, development partners, civil society

organizations, and the private sector to strengthen partnerships and co-create innovative solutions for education transformation.

4. To facilitate regional and international knowledge exchange by promoting professional networking, peer learning, cross-country dialogue, and the sharing of evidence-informed practices that strengthen education systems across Africa and beyond.
5. To strengthen leadership capacity and governance by examining emerging leadership competencies, institutional governance, accountability, and management practices required to support the effective implementation of education reforms and improve learning outcomes.
6. To generate actionable recommendations to inform leadership development, institutional practice, policy implementation, and future professional development programs, while positioning the Kenya Education Management Institute (KEMI) as a leading convening institution for sustained dialogue and collaboration on educational leadership.

1.4 Conference Design and Participation

The conference was designed as a multi-stakeholder, hybrid platform to facilitate inclusive dialogue, knowledge exchange, and collaboration among policymakers, education leaders, researchers, practitioners, development partners, academia, the private sector, and civil society. By combining in-person and virtual participation, the conference expanded its reach beyond geographical boundaries, enabling broader national, regional, and international engagement while promoting equitable access to the deliberations.

The conference featured keynote addresses that provided strategic perspectives on emerging issues in education, plenary sessions that explored cross-cutting themes, panel discussions that facilitated expert dialogue, and parallel technical sessions that enabled participants to engage with specialized topics. The programme also included research presentations that showcased current evidence and innovative practices, exhibitions that highlighted products, initiatives, and institutional innovations, and networking forums that promoted professional interaction and partnership building.

Participation reflected the diversity of the education ecosystem, bringing together representatives from government institutions, education agencies, universities, schools, research organizations, development partners, regional and international organizations, financial institutions, professional bodies, the private sector, and civil society. This broad representation enriched the quality of discussions by integrating diverse perspectives, experiences, and

expertise while strengthening collaboration across institutions and countries. Overall, the conference design fostered meaningful interaction between research, policy, and practice, creating an enabling environment for knowledge generation, professional learning, and strategic partnerships. The structure and diversity of participation positioned the conference as a platform for advancing dialogue and collective action towards sustainable and inclusive education transformation.



Figure 5: Delegates keenly following conference proceedings



Figure 6: ACSL panel presentation on Continental Mapping of School Leadership Initiatives in Africa Report



Figure 7: Q & A Session going on



Figure 8: Plenary Session

CHAPTER TWO

CONFERENCE PROCEEDINGS

2.0 Introduction

The 1st KEMI International Conference provided a dynamic platform for scholarly exchange, policy dialogue, and professional engagement on contemporary issues shaping education leadership and management. Over the course of the conference, delegates engaged in a rich programme comprising keynote addresses, plenary sessions, panel discussions, round table discussions, open dialogues, sessions, research presentations, exhibitions, and networking forums. These engagements facilitated the exchange of ideas, dissemination of research evidence, sharing of best practices, and exploration of innovative approaches to strengthening education systems in Kenya, across Africa, and beyond.

The proceedings reflected the conference's commitment to fostering meaningful interaction between research, policy, and practice. Discussions were informed by diverse perspectives drawn from government, academia, schools, development partners, regional and international organizations, the private sector, and civil society, creating an enabling environment for collaborative learning and evidence-informed dialogue. Collectively, the sessions generated valuable insights on educational leadership, governance, inclusion, innovation, digital transformation, climate resilience, and sustainable development. This chapter presents a chronological account of the conference proceedings, highlighting the major events, presentations, discussions, and engagements that defined the conference and laid the foundation for the thematic analyses, strategic insights, and recommendations presented in the subsequent chapters.

2.1 Keynote Speeches

The keynote speeches provided a compelling intellectual and strategic foundation for the conference, bringing together diverse perspectives on the evolving role of educational leadership in advancing sustainable and transformative education systems. The presentations articulated a shared vision of leadership that is collaborative, inclusive, ethical, evidence-informed, innovative, and responsive to the dynamic demands of contemporary education. They underscored that meaningful and sustainable education reform requires more than policy formulation; it demands strong leadership capacity, purposeful multi-stakeholder partnerships, effective use of reliable evidence, continuous professional development, and robust systems of institutional accountability.



Figure 9: Mr. Tom Vandenbosch - General Director VVOB delivering his keynote address

The keynote addresses further highlighted the imperative for education leaders to harness digital transformation, advance equity and inclusion, strengthen institutional resilience, and translate research and policy into contextually relevant practices. By connecting global perspectives with regional and national realities, the speeches stimulated critical reflection on emerging challenges and opportunities in educational leadership and management. In this regard, the keynote sessions reinforced the strategic role of the Kenya Education Management Institute (KEMI) as a leading institution for professional learning, knowledge exchange, evidence-informed policy dialogue, and collaborative action. The sessions contributed significantly to the conference's broader agenda of strengthening educational leadership and accelerating sustainable education transformation in Kenya, Africa, and beyond.

The keynote speeches are succinctly synthesized in table 1, highlighting the core message, key implications, and pertinent recommendation.

Table 1: Keynote Speeches highlighting the core message, key implications, and pertinent recommendation

Keynote Speech and Presenter	Key Message	Key Implications	Pertinent Recommendations
Transforming Education Leadership in Africa: Collaborative Approaches to Achieving Sustainable Development through Quality Education - Mr. Albert Nsengiyumva	Emphasized collaborative and strategic leadership as essential for transforming African education systems and achieving sustainable development. Highlighted multi-stakeholder partnerships, evidence-informed policymaking, digital innovation, TVET, equity, and regional peer learning.	Sustainable education transformation requires leaders to move beyond institutional boundaries and mobilize governments, development partners, civil society, private sector, and regional institutions towards shared goals.	Strengthen multi-stakeholder partnerships; evidence-based policy; invest in digital innovation and TVET; and establish regional platforms for peer learning and knowledge exchange.
School Leadership and Quality Education - Ms. Louise Haxthausen	Positioned effective school leadership as a critical determinant of teaching quality, teacher motivation, learner outcomes, accountability, and inclusion. Emphasized instructional leadership, professional development, supportive policies, and learner-centered practices.	Education reforms are unlikely to succeed without competent, empowered, and adequately supported school leaders capable of translating policy into effective institutional practice.	Strengthen continuous professional development for school leaders; enhance instructional leadership; provide supportive policies and resources; and promote inclusive and learner-centered school environments.

Presentation and Launch of the Spotlight Series Kenya Report 2025 - <i>Mr. Manos Antoninis</i>	Demonstrated the importance of reliable education data, research, and monitoring in identifying disparities in access, learning outcomes, and resource distribution and in informing education policy and planning.	Effective education reform requires data-driven, context-sensitive, and equity-focused interventions, with evidence actively used to guide resource allocation and monitor progress.	Strengthen education data systems; build leaders' data literacy; improve research-to-policy linkages; and institutionalize evidence-informed planning, monitoring, and evaluation.
Driving Global Change Through Inclusive Leadership: Fostering Educational Equality for Every Learner - <i>Dr. Cleophus Mugenyi</i>	Presented inclusive leadership as a foundation for educational equality and systemic transformation. Emphasized leadership capacity, community engagement, evidence-informed policymaking, and multi-stakeholder partnerships in addressing barriers to education.	Inclusion must be embedded across leadership, policy, resource allocation, curriculum implementation, and institutional accountability rather than treated as a separate programme.	Integrate equity and inclusion into leadership development and institutional planning; strengthen community engagement; promote inclusive decision-making; and facilitate regional exchange of successful inclusive education practices.
Shaping the Future of School Leadership through Professional Development - <i>Mr. Tom Vandenbosch</i>	Highlighted continuous, context-responsive professional development through coaching, mentorship, collaborative leadership, peer learning, innovation, digital	One-off training is insufficient for sustainable leadership development. Effective leadership requires continuous professional learning, workplace-based support,	Establish structured coaching and mentorship programmes; strengthen professional learning communities; integrate digital leadership and innovation; and develop context-responsive leadership development programmes.

	transformation, and institutional resilience.	reflection, and collaboration.	
Strengthening Leadership and Accountability for Transformative School Systems - Ms. Mutheu Kasanga	Emphasized ethical, visionary, collaborative, and accountable leadership as foundations for transformative education systems. Highlighted distributed leadership, data-informed decisions, teacher development, stakeholder engagement, and values-based governance.	Accountability should be understood as a shared culture of transparency, ethical responsibility, evidence use, and continuous improvement rather than merely compliance and control.	Strengthen values-based and distributed leadership; promote participatory decision-making; enhance transparent accountability systems; and build leaders' capacity in ethical leadership, data use, and stakeholder engagement.

The conference recommended that KEMI strengthen its role as a regional center of excellence for educational leadership and management by:

1. Expanding continuous professional development programmes in instructional, inclusive, digital, ethical, and distributed leadership.
2. Establishing stronger coaching, mentorship, and professional learning networks for education leaders.
3. Promoting evidence-informed leadership through enhanced data literacy, research utilization, and monitoring and evaluation.
4. Strengthening regional and international knowledge-exchange platforms to facilitate the sharing of contextually relevant leadership innovations and good practices.
5. Embedding equity, inclusion, and learner-centredness across leadership policies, training programmes, and institutional accountability frameworks.
6. Promoting multi-stakeholder partnerships involving governments, education institutions, communities, development partners, civil society, and the private sector.

7. Supporting education leaders to harness digital technologies and emerging innovations to strengthen institutional resilience, teaching quality, and learner outcomes.
8. Developing mechanisms for documenting, evaluating, and scaling successful leadership practices across Kenya and the wider African region.

The keynote sessions reaffirmed that transformative education systems are built through transformative leadership. The speeches therefore provided not only an intellectual foundation for the conference but also a practical roadmap for strengthening leadership capacity, advancing educational equity, improving institutional accountability, and accelerating evidence-informed education reform in Kenya, Africa, and beyond.

2.2 Panel Discussion Sessions

The conference panel discussion sessions provided a strategic platform for advancing critical dialogue on topical issues in educational leadership and management. The sessions brought together scholars, policymakers, education practitioners, and industry experts to interrogate key challenges, exchange evidence-informed perspectives, and identify practical and contextually responsive strategies for strengthening educational systems. The sessions also served as a central mechanism for thematic engagement. This enabled participants and delegates to explore the conference sub-themes through expert-led presentations, moderated discussions, and structured intellectual exchanges. Panelists drew on diverse professional and scholarly experiences to examine complex issues, challenge prevailing assumptions, and propose actionable approaches to educational leadership, governance, policy, innovation, inclusion, and institutional transformation.

A key feature of the panel discussion was the opportunity for direct interaction between participants and panelists through structured question-and-answer engagements. Following thematic presentations and panel contributions, delegates posed questions, sought clarification, shared experiences, and offered alternative perspectives, while panelists provided informed responses grounded in research, policy, and professional practice. This interactive approach promoted active participation, critical reflection, knowledge exchange, and meaningful connections between scholarly inquiry and practical educational challenges.

The panel discussion sessions significantly enriched the conference programme by fostering interdisciplinary dialogue, strengthening collaboration among diverse stakeholders, and facilitating the exchange of knowledge and innovative practices. By integrating research

evidence, policy perspectives, and professional experience, the sessions deepened understanding of contemporary educational issues, challenges, and generated practical insights to inform responsive, inclusive, and sustainable approaches to educational leadership and management.



Figure 10 : Panel discussion on Leading Curriculum Implementation: Aligning Pedagogy with Policy for Effective Learning Outcomes



Figure 11: Principals of senior school round table discussion on Leading Instructional Excellence in the CBE



Figure 12: Panel 9 on Bridging Research and Policy



Figure 13: CEO KEMI among panelists discussing “Beyond Compliance: Transforming Professional Development for School Leaders”

2.3 Abstracts Presented at the Conference

The abstracts presented at the Conference reflected diverse scholarly and practical perspectives aligned with the overarching theme of transforming leadership within sustainable and inclusive education ecosystems. The contributions addressed key areas including educational leadership, governance, teaching and learning, inclusion, innovation, technology, capacity building, and climate change education.

A substantial proportion of the abstracts examined innovative and transformational leadership practices aimed at improving institutional performance, responsiveness, and educational outcomes. Other contributions focused on policy and governance frameworks, highlighting the importance of accountability, effective decision-making, and institutional coordination in strengthening education systems. Technology-related studies explored digital learning, online and blended education, artificial intelligence, and technology-enhanced instruction as mechanisms for expanding access, personalizing learning, and improving quality.

The abstracts also examined equity and inclusion, with attention to gender, disability, marginalized populations, and inclusive policy implementation. Capacity building and professional development emerged as critical enablers of effective leadership and sustainable reform. Case studies and empirical research provided context-specific evidence and practical solutions, demonstrating the strong connection between theory, research, policy, and practice. Collectively, the scholarly contributions generated valuable knowledge and actionable recommendations for advancing educational leadership and management.

2.4 Round Table Discussions: Scholarly Contributions, Participation, and Thematic Agenda

This section presents the scholarly contributions, participation, and thematic agenda emerging from the conference. It synthesizes the research presentations, professional perspectives, and multi-stakeholder engagements that examined contemporary challenges and opportunities in educational leadership and system transformation. The section highlights the diversity of participants and institutions represented and identifies key priorities for advancing inclusive, equitable, innovative, resilient, and sustainable education systems. The thematic agenda focuses on transformational leadership, digital innovation, professional development, foundational learning, inclusion, climate resilience, learner well-being, sustainable financing, and accountable governance, while proposing future-oriented approaches responsive to Africa's evolving educational and socioeconomic landscape.

The conference discussions were anchored on the following perspectives.

1. **Scholarly Contributions:** The conference generated diverse theoretical, empirical, and practical insights on transformational leadership, governance, inclusion, technology, professional development, innovation, and climate-responsive education.
2. **Research-Policy-Practice Nexus:** Scholarly contributions strengthened connections between research, policy, and practice by providing context-specific evidence and actionable recommendations for improving educational leadership, management, and sustainable system transformation.
3. **International Participation:** The conference attracted participants from Africa and beyond, creating opportunities for cross-cultural learning, comparative perspectives, professional networking, knowledge exchange, and collaborative responses to shared educational challenges.

4. **Multi-Stakeholder Engagement:** Government agencies, regional organizations, education leaders, researchers, development partners, private-sector actors, civil society, and foundations collectively contributed to a comprehensive education transformation dialogue.
5. **System-Wide Collaboration:** Effective educational transformation requires institutional interdependence, system-wide alignment, shared accountability, and collaborative leadership across policy, curriculum, assessment, research, financing, implementation, and professional development.
6. **Digital Transformation:** Artificial intelligence, digital learning, and blended education can expand access, personalize learning, and strengthen accountability, provided investments address digital inequalities, infrastructure, digital literacy, ethical governance, and inclusion.
7. **Leadership and Capacity Development:** Sustainable reform requires continuous professional development through coaching, mentoring, professional learning communities, and context-responsive pathways that strengthen ethical, inclusive, digitally competent, and emotionally intelligent leadership.
8. **Inclusive and Resilient Education:** Educational systems should prioritize foundational learning, disability and gender inclusion, learner well-being, culturally responsive pedagogy, psychosocial support, climate education, and meaningful participation for marginalized populations.
9. **Sustainable Financing and Governance:** Transparent financing, equitable resource allocation, ethical governance, decentralized decision-making, accountability, public-private partnerships, and evidence-informed leadership are essential for resilient and effective education systems.
10. **Future-Oriented African Education:** Education systems should align with the Green, Youth, Creative, and Digital Economies, developing adaptable, innovative, entrepreneurial, climate-conscious, digitally competent learners through ecosystem-based partnerships and forward-looking curricula.

2.5 .Highlights of the conference proceedings

The defining strength of the Conference was its intentional role as a systems-level convening platform. The conference brought together a diverse range of stakeholders whose decisions and actions directly influence educational transformation at country, institutional, national, and continental levels. This approach positioned KEMI as a strategic convener and an emerging hub

for educational transformation, serving as a knowledge broker, connector between sectors, and facilitator of collaboration.

2.5.1 A Multi-Stakeholder Ecosystem

Recognizing that sustainable reform cannot be achieved in isolation, the conference built a multi-stakeholder ecosystem to address today's complex educational challenges. By integrating policy, research, practice, knowledge sharing and financing, the event convened changemakers from:

- a) Government & Policy: ~ Ministries, state agencies, and regional education bodies.
- b) Academia & Practice: ~ Universities, research institutions, and schools.
- c) Implementation & Support: ~ Developmental organizations, teacher training institutes, and civil society.
- d) Partners & Innovators: ~ Continental initiatives, including ACSL, International partners, financing institutions, and technology actors.

The participation of delegates from numerous African countries, including ACSL-LiT-LEAD beneficiaries, underscored the conference's regional significance, creating a dynamic space for cross-sector and cross-country exchange.

2.5.2 Strategic Impact of Diversity

This diverse participation was strategically significant in three ways:

- a) Breaking Silos: It disrupted institutional isolation by ensuring policy conversations were informed by real-world implementation, and research was examined through the lens of practitioner experience.
- b) Fostering systemic thinking: Rather than addressing topics such as digital transformation, climate change, and financing in isolation, it addressed them as interconnected dimensions of a single educational ecosystem.
- c) Creation of Learning: It created a platform for networking and mutual reflection, allowing participants to explore contextually relevant solutions from a variety of global educational systems.

2.5.3 Bridging Research, Policy, and Practice

A critical objective was to address the long-standing disconnects between evidence and implementation. The conference created dedicated spaces for:

- a) Scholars and practitioners to directly engage around evidence-based practice.

- b) Policy actors to interact with researchers on emerging priorities.
- c) Institutional leaders to share operational realities, ensuring they are contributors to system transformation rather than just recipients of policy thinking.

The conference highlighted that partnerships have strong multiplier effects on the development of strong education systems. Involved organizations contributed not only financial support but also technical expertise and innovative perspectives in areas such as instructional leadership, gender, and digital learning. Among these, the African Centre for School Leadership (ACSL) exemplified the value of continental collaboration by bringing together expertise in school leadership, research, professional development, and policy engagement through its consortium. Its contribution reinforced the conference's emphasis on evidence-informed leadership and cross-country learning as drivers of sustainable education transformation.

Beyond formal sessions, informal networking paved the way for future collaborations. The repeated call from participants to continue these dialogues reflects a growing recognition that transformation requires ongoing mentorship and sustained professional engagement.

2.5.4 Conclusion: Convening as Intervention

Ultimately, the conference reinforced a vital insight:

Educational transformation depends not only on policy and investment but on the strength of relationships and ecosystems that connect actors throughout the sector.

CHAPTER THREE

A STRATEGIC FRAMEWORK FOR EDUCATION TRANSFORMATION IN AFRICA

3.0 Introduction

This chapter presents a strategic framework for transforming education systems across Africa, synthesizing key insights, evidence, and strategic priorities emerging from the conference. It articulates a coherent agenda for advancing inclusive, resilient, innovative, and future-ready education systems that are responsive to the continent's rapidly evolving social, economic, technological, and environmental contexts. The framework emphasizes strategic leadership, system coherence, technological innovation, foundational learning, inclusion, sustainable financing, effective governance, and institutional capacity as critical enablers of meaningful and sustainable education transformation across Africa.

3.1 Leadership and System Coherence as Catalysts

Discussions that emerged from the conference reaffirmed that education is not merely a social service, but a public good and a foundational development infrastructure essential for long-term equity, innovation, and economic transformation across the continent.

3.2 Technology and Capacity Building in Reform

A major focus was on the role of technology, leadership, and capacity building in driving the realization of quality and efficient education systems. While participants highlighted the potential of AI, digital tools, and data-driven systems to improve administrative performance and learner engagement, they also identified persistent barriers related to ensuring effective connectivity, delivering relevant and ethically sound content, and capacities all necessary dimensions to leverage digital, AI, and ICTs for the transformation of education in Africa.

The conference underscored that technology alone does not transform systems; transformation is mediated through pedagogy. Key priorities include:

- a) Digital Literacy as Pedagogical Competence: Shifting from the mere technical use of tools toward intentional instructional design and competency-based pedagogy.
- b) Ethical Leadership & Inclusive Governance: Ensuring technology enhances rather than replaces effective teaching.
- c) Professional Learning Ecosystems: Strengthening instructional leadership through mentoring, coaching, and communities of practice.

- d) Holistic Development: Creating teacher pathways that integrate emotional intelligence, gender responsiveness, and educator well-being.

CHAPTER FOUR

STRATEGIC IMPLICATIONS

4.0 Introduction

The 1st KEMI International Conference catalyzed a broader movement toward collaborative, evidence-informed educational transformation. The deliberations moved beyond immediate reforms to identify several long-term strategic implications for the continent.

4.1 Building Collaborative Ecosystems

The conference demonstrated that sustainable transformation requires more than isolated events; it demands long-term institutional commitment and ecosystems that support continuous dialogue, professional learning, and innovation. This marks the transition from fragmented reforms toward a cohesive movement grounded in shared ownership and implementation expertise.

4.2 Systemic Leadership Development

A core takeaway was that Education and School leadership development must evolve from short-term interventions into institutionalized, coherent systems. Participants advocated for structured school leadership pathways that integrate:

- a) The Full Career Lifecycle: Pre-service preparation, induction, professional growth through mentorship, and peer learning.
- b) 21st Century skills and Competencies: Instructional and digital leadership, emotional intelligence, inclusion, climate responsiveness, and evidence-based decision-making.

Achieving this requires deep coordination between governments, training institutions, universities, and professional networks.

4.3 Mechanisms for Continuous Engagement

To sustain the momentum generated by the conference, participants emphasized the need to institutionalize collaboration through structured platforms that promote continuous dialogue, knowledge exchange, professional learning, and joint action. Rather than limiting engagement to periodic conferences, delegates proposed establishing long-term mechanisms that would strengthen collaboration among policymakers, researchers, education leaders, practitioners, development partners, and other stakeholders across Africa. The following mechanisms emerged as priority actions:

- a) **Technical Working Groups (TWGs):** Establish thematic Technical Working Groups to coordinate policy dialogue, collaborative research, and implementation support in priority areas of education reform. These groups would provide a structured platform for developing policy recommendations, sharing evidence, and monitoring progress on agreed actions.
- b) **Communities of Practice:** Develop Communities of Practice that bring together education professionals to facilitate peer learning, mentorship, experience sharing, and collaborative problem-solving. These communities would strengthen professional networks while promoting continuous learning and innovation across institutions.
- c) **Continental Professional Platform:** Establish a digital platform that connects scholars, policymakers, practitioners, and development partners across Africa to facilitate knowledge sharing, professional networking, dissemination of research, and cross-country collaboration. The platform would support continuous engagement beyond physical conferences.
- d) **African Education Fellowship Programme: Create a fellowship programme** to promote leadership development, collaborative research, mentorship, and professional exchange between emerging scholars and experienced education leaders.

The programme would strengthen institutional capacity while nurturing the next generation of education leadership across the continent.

4.4 Partnerships as Drivers of Transformation

Future transformation will rely on collaborative ecosystems, including governments, financial institutions, civil society, and technology actors, capable of combining financing, innovation, and institutional support.

4.5 Strengthening Africa's Global Voice

The agenda emphasized that African educational discourse must be contextually grounded, culturally responsive, and evidence informed. By investing in local research and leadership networks, the continent can strengthen its intellectual and professional voice in global education conversations, ensuring reforms are aligned with African aspirations.

4.6 Repositioning KEMI as a Continental Convener

The conference highlighted KEMI's evolving mandate. Beyond traditional leadership training, KEMI demonstrated its potential to function as a continental hub and knowledge broker. With established institutional credibility, KEMI is now positioned to serve as a primary connector between research and practice, facilitating regional policy dialogue and leadership innovation across Africa and beyond.

CHAPTER FIVE

RECOMMENDATIONS

5.0 Introduction

Africa's educational transformation, as articulated through the deliberations of the 1st KEMI International Conference, rests on the convergence of leadership, evidence, investment, and inclusion. The following six recommendations translate the conference's thematic priorities into actionable scholarly imperatives for governments, institutions, researchers, practitioners, and partners.

5.1 Recommendations

Recommendation 1: Institutionalise Collective Leadership as the Architecture of Reform.

Establish governance frameworks that define roles for all stakeholders, ensuring collaboration across governments, institutions, and communities. Regular review cycles and shared accountability will maintain focus and enable reform, as suggested by Ms. Kasanga.

Recommendation 2: Dismantle Institutional Silos through Sustained Co-Creation Platforms

Form national and regional platforms for policy labs and joint research initiatives. Encourage cross-border peer learning and stakeholder collaboration to generate locally relevant solutions, moving beyond isolated efforts.

Recommendation 3: Invest in Evidence-Based Governance and Leadership Development.

Develop structured programmes for leadership training, integrating coaching and mentorship within a framework of data-driven decisions, aligning with Mr. Vandenbosch and Ms. Kasanga's perspectives on continuous professional development.

Recommendation 4: Prioritise Pedagogical Renewal Centred on Foundational Learning and Practitioner Inquiry.

Empower educational leaders to act as instructional guides, fostering foundational learning through evidence-based programmes and practitioner inquiry. This draws on the insights of Ms. Haxthausen and Mr. Antoninis to strengthen classroom practice.

Recommendation 5: Build Resilient, Inclusive, and Human-Centered Systems Grounded in African Realities

Implement a resilience agenda that combines digital inclusivity, climate awareness, and psychosocial support, addressing both technological and environmental challenges through collaboration, as highlighted by Mr. Nsengiyumva.

Recommendation 6: Translate Momentum into Measurable, Monitored, and Sustained Action

Establish a system of measurable indicators and regular accountability reviews to track progress, ensuring data-driven insights guide decision-making processes, as emphasized by Mr. Antoninis and Ms. Kasanga.

5.2 Conclusion

The conference concluded with a robust and unified commitment to advancing educational transformation through visionary leadership, evidence-based policy, and robust governance. Anchored by active multi-stakeholder collaboration, participants collectively pledged to execute strategic actions, ensuring continuous engagement and shared accountability. This alliance aims to foster inclusive, equitable, and high-quality education for all learners. By integrating transformative leadership with informed decision-making and fostering partnerships across sectors, the foundation was laid for a sustainable educational future that responds effectively to both current and emerging challenges.

CHAPTER SIX

WAY FORWARD AND IMPLEMENTATION FRAMEWORK

6.0 Introduction

The conference reaffirmed the critical role of transformative leadership, evidence-informed decision-making, and collaborative action in advancing sustainable and inclusive education systems. To translate the momentum and resolutions of the conference into concrete outcomes, participants agreed on the following strategic priorities:

6.1 Re-imagining Educational Leadership and Institutional Capacity

Promote innovative, adaptive, and inclusive leadership approaches to respond to emerging sector challenges. Educational institutions will integrate agreed recommendations into their strategic work plans, prioritizing future-ready competencies, governance reforms, and targeted mentorship programmes that build resilient, transparent, and learner-centered ecosystems.

6.2 Institutionalising the Research–Policy–Practice Nexus

Establish formal mechanisms to maintain continuous dialogue between researchers, policymakers, and practitioners. Educational research must directly inform policy formulation and practical interventions, while field implementation experiences guide future research priorities—bridging the gap between evidence generation and execution.

6.3 Enhancing Multi-Stakeholder Partnerships

Strengthen collaborative frameworks across governments, educational institutions, development partners, civil society, and researchers. Focus joint efforts on co-creating, scaling, and operationalizing actionable solutions to persistent educational challenges.

6.4 Driving Knowledge Exchange and Communication

Establish structured communication platforms, forums, and communities of practice to facilitate ongoing peer learning. Best practices, lessons learned, and emerging innovations will be systematically documented and disseminated across the sector to maintain engagement and accelerate transformation.

6.5 Mobilising Resources for Sustainability

Actively explore funding opportunities and technical support to sustain initiated programmes. Stakeholders will co-develop joint, high-impact proposals to engage development partners and secure long-term financial and operational backing.

6.6 Establishing Monitoring, Evaluation, and Accountability

Develop a follow-up mechanism and tracking framework to monitor the implementation of conference recommendations. Periodic review meetings and progress reporting will be utilized to assess achievements, resolve challenges, and ensure conference resolutions yield measurable impact.

6.7 Action Plan Matrices

1. Table 2: Re-imagining Educational Leadership and Institutional Capacity

Strategic Activities	Resources	National Actors	International Actors
Develop adaptive leadership training programmes	Funding for programme development	Educational institutions (e.g., OUK)	UNESCO, Educational NGOs
Implement mentorship programmes	Experienced educators, training materials	Ministry of Education	International mentorship networks

2. Table 3: Institutionalizing the Research–Policy–Practice Nexus

Strategic Activities	Resources	National Actors	International Actors
Establish formal dialogue mechanisms	Communication platforms, coordination staff	Policymakers, research institutions	Global research consortia
Conduct joint research projects	Research funding, academic partnerships	Local universities, think tanks	International research bodies

3. Table 4: Enhancing Multi-Stakeholder Partnerships

Strategic Activities	Resources	National Actors	International Actors
Create collaborative frameworks	Facilitation tools, partnership agreements	Government agencies, NGOs	Development partners, funding agencies
Organise cross-sector workshops	Venue, communication tools	Civil society organizations	International consultants

4. Table 5: Driving Knowledge Exchange and Communication

Strategic Activities	Resources	National Actors	International Actors
Develop online platforms for communities of practice	IT infrastructure, digital tools	Local educational institutions	Tech companies, global education networks
Document and disseminate best practices and innovations	Publishing tools, content creators	Academic publishers, content developers	International media, educational forums

5. Table 6: Mobilizing Resources for Sustainability

Strategic Activities	Resources	National Actors	International Actors
Develop joint funding proposals	Proposal-writing expertise, collaboration tools	Funding bodies, educational institutions	International donors, UN agencies
Secure technical support and partnerships	Technical expertise, partnership agreements	National ICT bodies, government agencies	International tech consultants

6. Table 7: Establishing Monitoring, Evaluation, and Accountability

Strategic Activities	Resources	National Actors	International Actors
Create a tracking framework for recommendations	Evaluation tools, data analytics software	Quality assurance bodies, educational managers	Global monitoring bodies
Conduct periodic reviews and reporting	Reporting templates, data collection staff	Ministry of Education, local NGOs	Educational evaluators, international advisors

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 www.kemi.ac.ke

 info@kemi.ac.ke

 Off 6th Parklands Avenue

 +254718518422/ +254768789468