

# Embracing Agility in the time of COVID-19: The Case of KEMRI-WellcomeTrust School Engagement Programme, Kilifi Kenya.

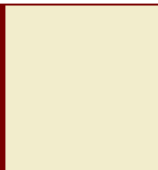
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**KEMRI** | Wellcome Trust

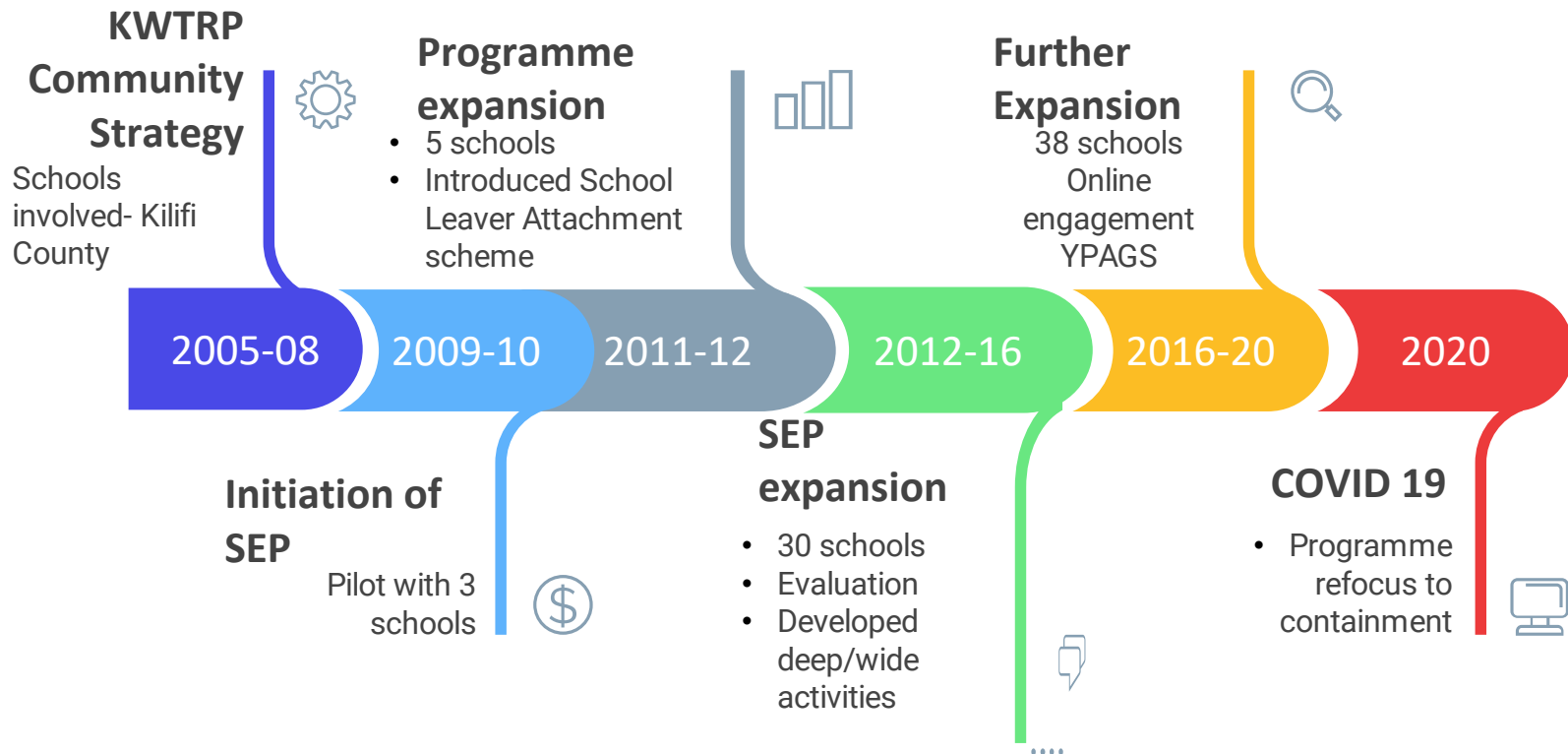
24<sup>th</sup> November 2022

The Global Health Network Conference 2022, University of Cape Town, South Africa



## Background

# Evolution of the School Engagement Programme

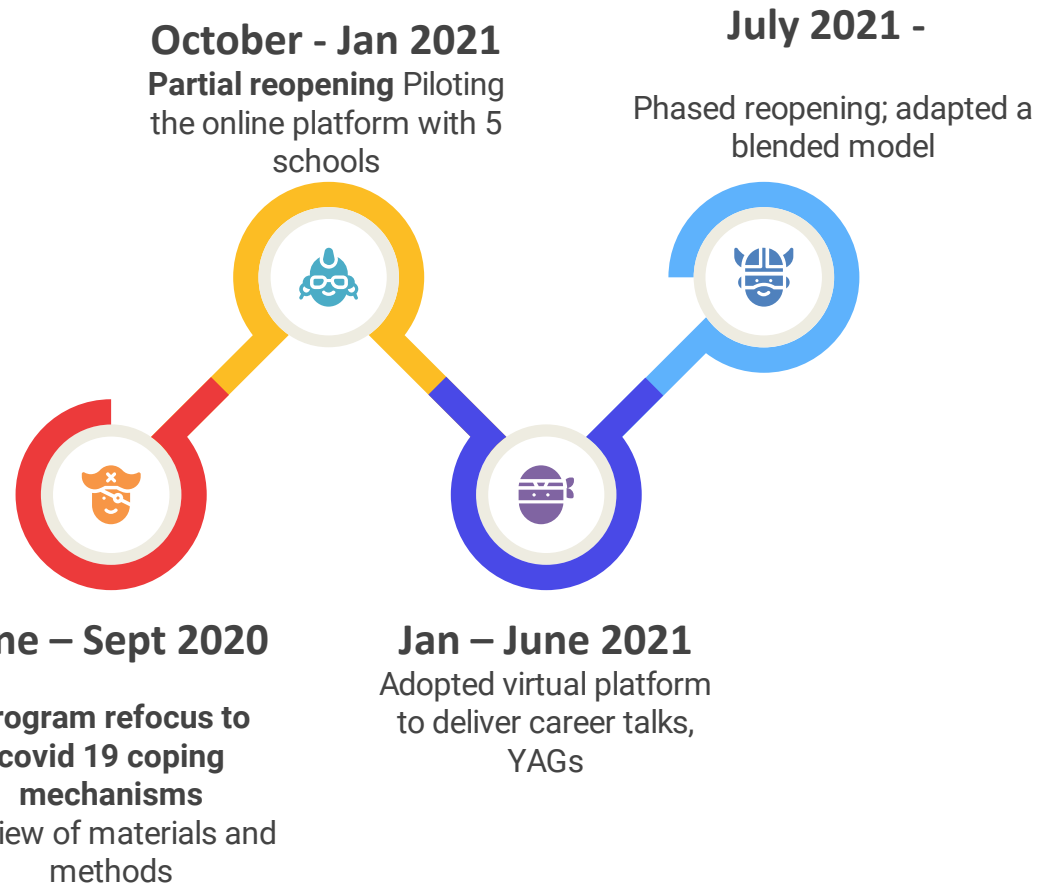


Aims to Increase interest in science among students, and nurture researchers' appreciation of incorporating young people's voices into research

# Methods

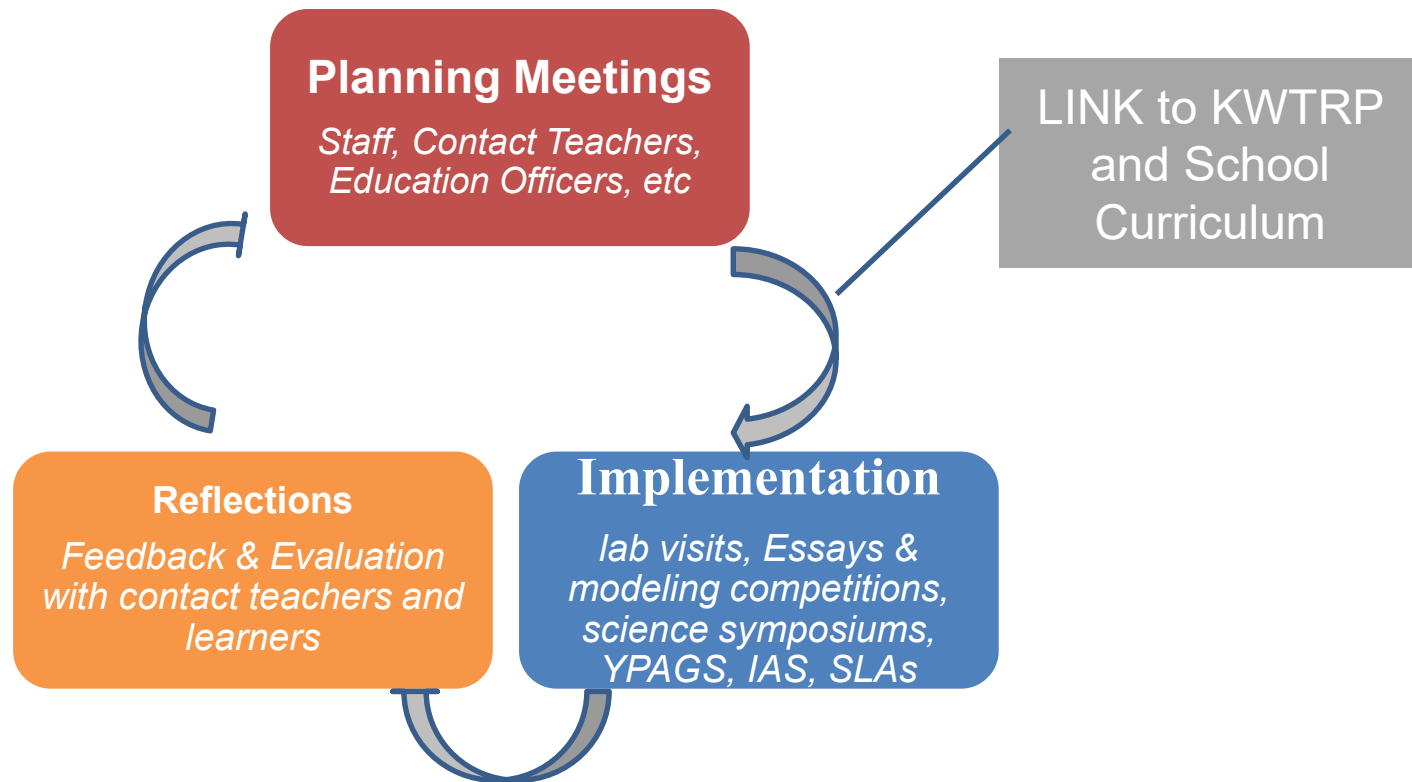
## Adopting SEP in COVID 19

- Exploring the virtual platform
- Consulting and engaging stakeholders
- Consensus building with teachers
- Conducting online sessions
- Reflection meetings

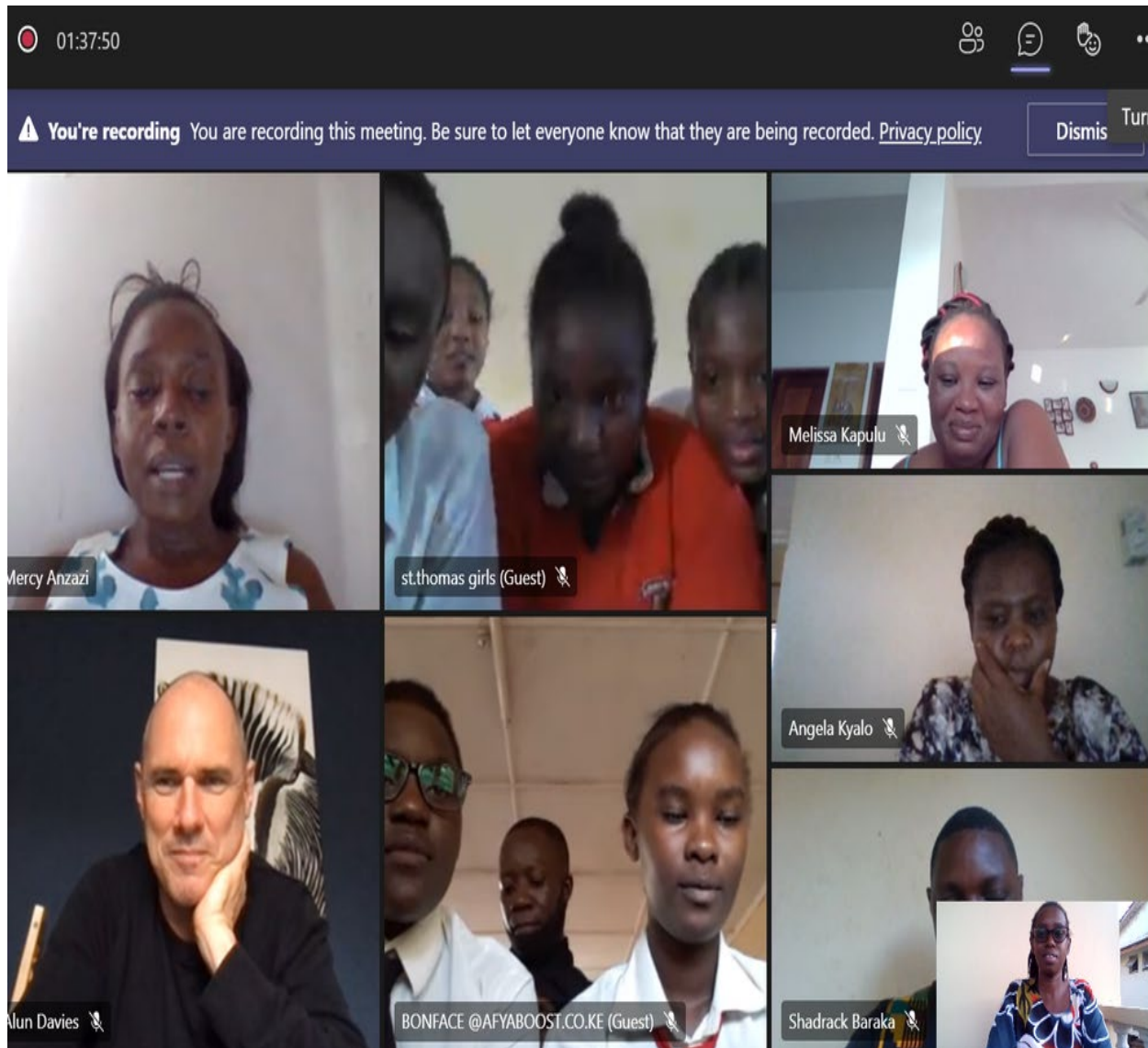


# Methods

## Participatory planning and implementation



Engagement takes the form of continuous participatory involvement. We bring on board education stakeholders, teachers, and KEMRI resource persons to plan, implement, evaluate, and reflect on the proposed interventions.



## Virtual activities leverage existing School ICT infrastructure

Career talks – 10  
Secondary schools, 500  
Students

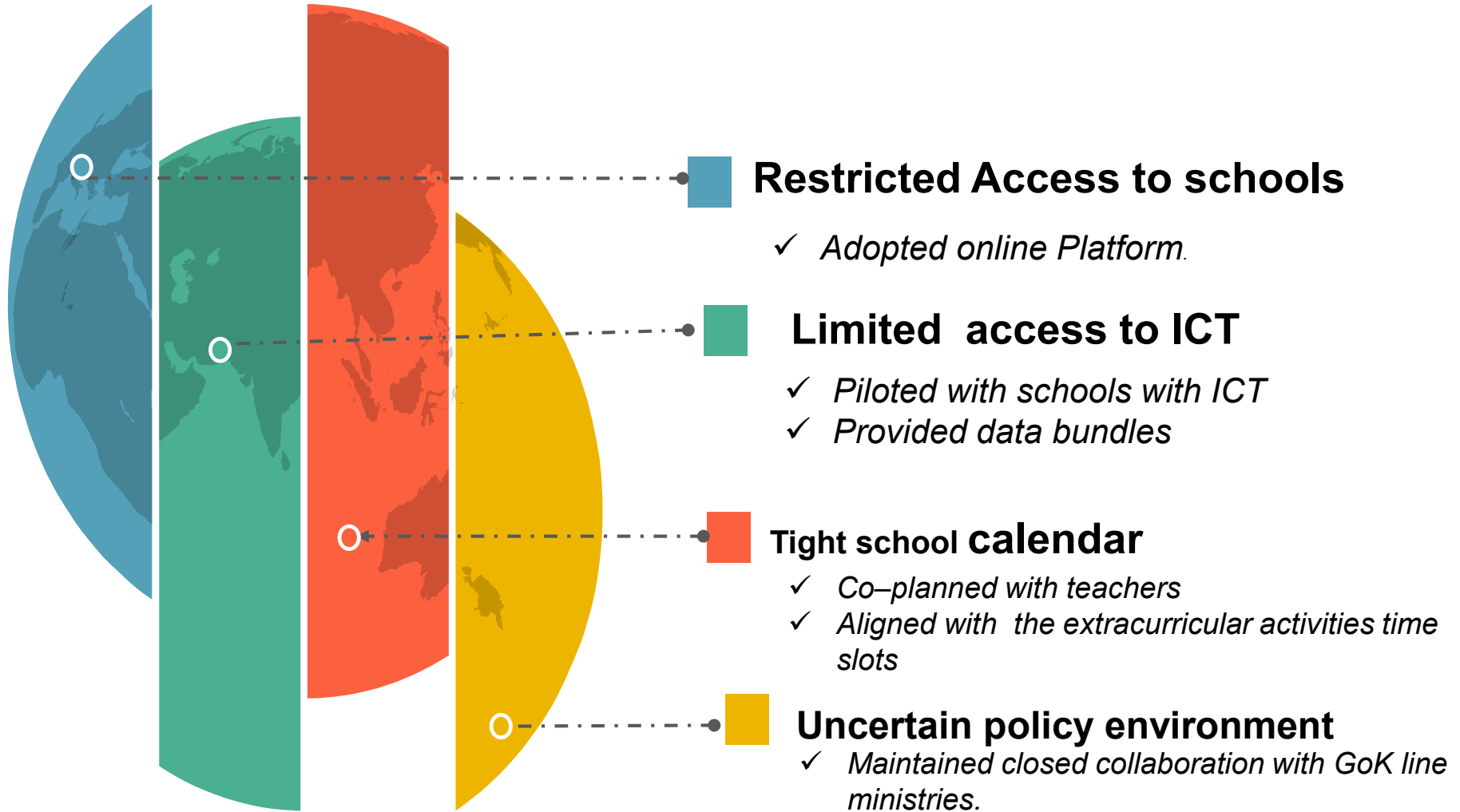
YPAG – 3 Schools – 43  
students

Essay Competition – 19  
schools; 46 Students, 19  
teachers, 2 scientists

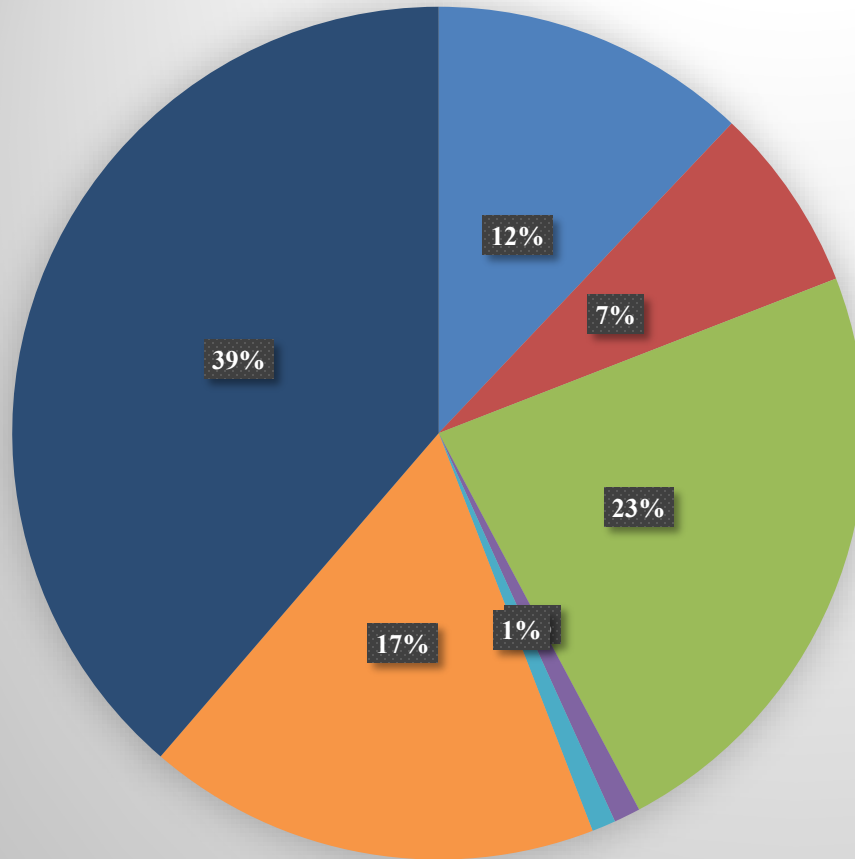
Comic Book – 4 primary  
schools, 168 students; 1  
School led activities,

Question and Answer  
session with researchers- 3  
schools

# Challenges and solutions



## Results and Conclusions



- primary school engagement sickle cell anaemia awareness - primary school
- Science & Engineering Fair - secondary school
- Secondary schools online Careers talks/ YPAGS
- Review and planning meetings with teachers
- London International Young scientist Fair
- Online Science Essay Competition
- University Engagement

## Results and Conclusions

- ❖ **Leveraging** on technology is ensured continuity of school engagement activities implementation in the context of a pandemic
- ❖ Maintaining a **blended approach** – use of both online and face-to-face creates balance of consistency as well as taking which at times is affected by policy, environment, and logistical shortcoming.
- ❖ Adopting **co-planning** with teachers improves the quality of implantation as a result of effective communication, consensus building, and ownership of program activities



## Acknowledgements

**KEMRI** | Wellcome Trust

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