

RiSE Theory of Change

If the strategies of change are well executed, i.e. co-creating, adapting and translating policy into a simple AI literacy framework and device-light tools for teachers and parents; targeted training that retools STEM teachers, school leaders and system leaders in AI literacy, life skills and values; establishing accountability structures and feedback loops that measure what learners gain; increasing and ring-fencing budgets for teacher learning, materials and curriculum implementation; and shifting power and mindsets through strategic communication with parents, communities and key players to address norms that limit girls' access to technology, then there will be improvements in the system level outcomes, including curriculum design and frameworks, quality assurance, budget and resource allocation, data and information flows, and the voice, agency, power and leadership of women and girls. This will ultimately lead to adolescents in Kenya's government schools acquiring AI literacy and future-ready skills, built on life skills and values, and reaching their full potential through improved academic performance, higher transition rates and increased agency.

Impact: Adolescents in Kenya's government schools, starting with 450,000+ students in Grades 7 to 9 in 12 of the least-resourced counties, half of them girls, acquire the AI literacy and future-ready skills to adapt and thrive in a rapidly changing world.

People Level Outcomes			
AI literacy and future-ready skills	Improved academic performance	Increased transition rates	Increased agency

System Level Outcomes in Kenya	
Ministry of Education	- Improvement of curriculum design and framework: AI literacy framework and teacher handbook adopted in the curriculum. - Enhanced quality assurance: AI literacy in the Ministry's quality assurance tool. - Budget and resource allocation for teacher learning and materials. - Improved data and information flows, by gender, disability and location. - Increased voice, agency, power and leadership for women and girls.
Kenya Institute of Curriculum Development	
Teachers Service Commission	
County governments (12 counties, then all 47)	
Government junior schools (2,250)	

Strategies

1. Co-creating, adapting and translating policy into a simple AI literacy framework and device-light tools for teachers and parents.
2. Targeted training of 7,050 educators in AI literacy, life skills and values through the RiSE Academy and government cascades.
3. Establishing effective accountability structures and feedback loops, including assessment of AI literacy.
4. Increasing and ring-fencing budgets for teacher learning, materials development and curriculum implementation.
5. Shifting power and mindsets through strategic communication with parents, communities and key players to address norms that limit girls' access to technology.

Actors	Assumptions
Ministry of Education, Kenya Institute of Curriculum Development, Kenya National Examinations Council, Teachers Service Commission, CEMASTE, Quality Assurance and Standards Officers, county governments and education offices, Blooming World International (backbone), Strathmore University, Pastoralists Women in Health and Education, Dupoto-e-Maa, Child Fund, RELI Africa members, technical partners, teacher organisations, parents and communities.	- That there is synergy and all actors at national, county and school level will work collaboratively together and with other actors. - Government remains committed to AI literacy under the competency-based curriculum and the National AI Strategy. - Resources will be available. - AI literacy can be taught and assessed reliably with few or no devices. - There is willingness to share data among different system actors. - There is a direct link between AI literacy, life skills and values and improved academic outcomes.