

## **From the Outside In: Pedagogical Innovations for At-Risk Youth and Implications for Kenya's Formal Education System**

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**Abstract:** In this paper we explore the case of a non-formal education program for marginalized youth to examine how Universal Design of Learning (UDL) pedagogies might be applied in the Kenyan context. Universal Design of Learning (UDL) is an approach designed to provide access and multiple pathways to learning for diverse students. Originally framed as teaching with “multiple means of representation, multiple means of response, and multiple means of engagement” (Rose & Meyer, 2002), UDL was originally construed as a philosophical and technological approach to engaging students through a variety of approaches which best align with students' learning styles. In many cases, these mechanisms assumed the teacher as facilitator of knowledge in the classroom and learning styles as cognitive approaches to engaging with content. In this case study, students who have completed Form IV but did not have the marks to continue on for further education are provided with financial, life skills, and vocational education. In this paper, the authors outline five pedagogical practices that youth report to have impacted them long after the program. Data drawn from three years of post-programmatic interviews with youth are used to explore the questions: What pedagogical practices used in the programming align with Universal Design criteria of: multiple means of representation, multiple means of response, and multiple means of engagement? In what ways (if at all) did these pedagogies create access to learning for marginalized youth? What pedagogical implications to such pedagogies have for formal education in Kenya? Using the UDL typology outlined by Rose and Meyer, authors provide qualitative details about pedagogical practices, their impact on youth, and the linkages which could be made to generate more inclusive practice in Kenya's secondary schools.