

PROCESSES OF ADOPTING EFA GOALS: THE KENYAN EXPERIENCE

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Seminar Presentation

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Contextualising EFA in Kenya

Long history of EFA discourse

- 1961... UNESCO sponsored Addis Ababa conference of African States on the "Development of Education in Africa" (1961) set 1980 as the year when all African states would achieve UPE (eradicate ignorance, disease & poverty)
- 1968... Education Act published -- primary education for all made responsibility of GOK
- 1970... Primary education lost to secondary, technical & tertiary education

The contribution of education to the development of skilled and educated (human resource) is particularly important for Kenya at this time. *On purely economic grounds, the development of primary education cannot be given a high priority as secondary, technical and higher education* (GOK, 1970, p.306).

- 1970-1974... Abolishment of fees in 10 ASAL districts & provision of boarding primary schools for pastoral communities increased primary school access
- 1974-79... Free primary education for all decree meant to enhance UPE
 - flopped due lack of government capitation
 - failure of alternative funding through school committees and PTAs
 - e.g. introduction of building fund was higher than school fees & militated against UPE
- 1980s... economic recession, high unemployment posed futher challenges for UPE

-1985... change from 7-4-2 to 8-4-4 education system to address school leaver unemployment

- self-reliance through self-employment

- enhance numeracy & literacy curricular for class 1-6

- vocationalise & curriculum for Class 7-8 with practical skills (e.g. metal/woodwork, carpentry, home science among others)

CHALLENGES POSED 8-4-4

- ❖ Educational costs increased impacted on family economies & government

- ❖ Need for additional infrastructure (classrooms, workshops, home-science rooms, labs...

- ❖ Training of new teachers for technical and vocational subjects

- ❖ Additional 12,000 teachers for the additional class 8

EFFECTS

- ❖ Lowered quality of basic cognitive skills ---much time in teaching vocational subjects

Impediment of EFA due to increased dropout plus low transition & completion rates

WAY FORWARD

1988... introduction of Structural Adjustment programmes (SAPS) and user fees

Cost sharing introduced irrespective of poverty levels

- ❖ Government ... provided only costs of teacher salaries, administration & limited school facilities

- ❖ Parents ... paid tuition, books, activity & examinations fees

- ❖ Communities ... provide maintain physical infrastructure

EFFECTS

- ❖ The Kenya government legitimized the death of UPE from external pressures

- ❖ Many children left school

- ❖ Need to have alternative access to schooling

- ❖ Non-formal Education (NFE) and Adult Education (AE)

- ❖ NFE compared to adult education, received little government support

NOTES

Gender as a focus in UPE/EFA did not feature until the 1980s GOK Development Plans

Special education featured from 1968 but enrolment remained less than 3%

Education Activities after Jomtien WCEFA 1990)

- 1991... National Seminar on Promotion of Basic Education and Literacy (Nyeri)
- 1992... National Seminar on Post-Literacy Strategies (Nakuru)
- 1994... National Conference on EFA (Kisumu)
- 1994... Symposium on Education for the Girl Child (Machakos)

SUPPORT FOR EFA ACTIVITIES

World Bank

UN Agencies ... World Food Programme, UNESCO, UNICEF, ILO.

CBOs and CSOs e.g. Action Aid, Children Christian Fund (CCF) and Care Kenya

DWINDLING OF EFA ACTIVITIES BY MID-1990S

- ❖ Poor government policy on EFA
- ❖ Low support from funding agencies and organizations

REAWAKENING OF EFA CONCERNS TOWARDS DAKAR CONFERENCE OF 2000

- ❖ Formulation of the Master Plan on Education and Training, 1997-2010
- ❖ EFA assessment documents prepared
- ❖ Participation in the regional EFA conference in Johannesburg
- ❖ EFA handbook produced and referred to as the 'wake up call' articulating issues and challenges facing EFA in Kenya & setting out an overall framework of approach

SERIOUS BACKFIRE

- ❖ Did not qualify for EFA financial assistance programme by the Commonwealth Education Fund and the World Bank.
- ❖ Needed
 - ❖ National EFA Plans of Action,
 - ❖ UPE Policies,
 - ❖ Sector-Wide Approach to Programming integrated to macro economic plan
 - ❖ Poverty Reduction Strategy Paper (PRSP)

KENYA ON EFA COMPLIANCE JOURNEY (2001 and 2005)

- ❖ 2003- Launched Poverty Reduction Paper
- ❖ 2003 January launched FPE --- new government honoured campaign pledge
- ❖ FPE attracts historical donor funding
 - ❖ Education sector reviews & national action plans completed
- 2004 National Conference on Education, Training and Research
- Sessional paper No1 of 2005 outlining policy framework for education research and training
- Completion of Kenya Education Sector Support Programme (KESSP) 2005-2010
- Kenya got a nod of approval from funding partners

KENYA'S NEW FRAMEWORK FOR EDUCATION PLANNING AND IMPLEMENTATION

❖ Kenya Education Sector Support Programme (KESSP)

- ❖ Framework for formulating education policies and costing through sector-wide approach (SWAp)
- ❖ KESSP steered Kenya to join fast track initiative countries (expedite realisation of EFA and MDGs on UPE)
- ❖ Growing role of Civil Society Organizations (CSOs) in adoption & domestication of EFA goals
- ❖ Formation of national coalitions and networks (Pamoja Kenya, Elimu Yetu, ANCEFA & others)

DOMESTICATING THE GLOBALLY ACCEPTED EFA GOALS ----GRIPS COLLABORATIVE PROJECT IN EASTERN AFRICA----

THE RESEARCH PROCESS

Part of a broader regional process

Identifying assistant researchers

- ❖ Two senior researchers (PhD) --female
- ❖ Four assistants (Masters), 2 female, 2 male

Training the researchers on qualitative research (One day workshop)

- ❖ Interview, observation, documentary analysis
- ❖ Familiarisation with interview guide
 - ❖ Unpacking to three separate instruments
- ❖ Interview simulation

Identifying the potential subjects

- ❖ Development of loosely defined sampling frame

Selecting potential sample

Actual sample

MoEST 5

Donors 5

CSOs 14

RESEARCH SUBJECTS

- ❖ ACTION AID... educational child rights coordinator (Male)
- ❖ AFRICAN NETWORK CAMPAIGN ON EDUCATION FOR ALL (ANCEFA)... Capacity Building Coordinator
- ❖ Civil Society Campaign On MDGS-Kenya... National Coordinator
- ❖ Commonwealth Education Fund C.E.F... Coordinator (Male)
- ❖ COMPASSION INTERNATIONAL (KENYA) Project Facilitator (male)
- ❖ CONCERN WORLDWIDE KENYA Country Director (Male)
- ❖ ELIMU YETU COALITION.. Coordinator (Male)
- ❖ Girl Child Network ... Senior Programme Officer (Male)
- ❖ KAACR ... Deputy Director (Male)
- ❖ KENYA ADULT EDUCATION ASSOCIATION (KAEA) INTERVIEW Director (Male)
- ❖ KENYA SOCIETY FOR DEAF CHILDREN Director (Male)
- ❖ MOEST Director Basic Education (Female)
- ❖ MOEST Asst. Minister Education (post primary sector) (Male)
- ❖ MoEST ... Senior Deputy Director non formal education NFE (Male)
- ❖ MoEST... Director Non-formal Education NFE (Female)
- ❖ MoEST K.I.E ...Deputy Director of schools programs (Male)
- ❖ Mothers' Rural Care Of Orphans (MORCAO)... Founder Member And In Charge Of All Projects (Female)
- ❖ REACH THE CHILDREN ...Education And Other Special Programmes (Female)
- ❖ SAVE THE CHILDREN SWEDEN ... (Male) Programme Officer Education (Sudan)
- ❖ UNHCR INTERVIEW ... Community Development officer (Male)
- ❖ UNICEF... Regional Education Adviser (Female)
- ❖ University education.. Professor (Female)
- ❖ University education... Professor (Male)
- ❖ World Bank Education Consultant (Male)

Interviews, Data Processing, Literature Review & Analysis

- ❖ Interviewing and literature review– concurrently
- ❖ Transcribing and processing data(reading scripts) – concurrently & interactively
- ❖ Preliminary manual analysis –concurrently & interactively
- ❖ Thematic coding and transforming data for NUD*IST programme
- ❖ Generating reports and data analysis (3-day workshop)
- ❖ Feedback to assistants for continued capacity building
- ❖ Appraising research process (strengths and weaknesses)

Outline of Preliminary Research Findings

- ❖ **Defining EFA as distinct concept from EFA goals**
 - ❖ Occasional confusions in distinguishing the concepts of Education for All and EFA goals
 - ❖ A couple times... EFA goals and MDGs were portrayed as synonymous in defining EFA
 - Often
 - UPE as foundation of EFA in Kenya
 - UPE, Continuing Education, life-long education
- (See KAEA, ANCEFA, CEF, WB, CEF...)

Education for all in my own understanding is (...) giving people, children, youth, adults an opportunity to learn (and) in terms of having access to enjoy the right of basic education. And we talk of basic education in the sense that if we look at those goals, they are goals that focus on basic education; actually basic education, which is the focus of EFA. (Coordinator ANCEFA)

EFA... basic education that is compulsory for children and young people both in the formal and non-formal settings (Senior Programme Officer of the Girl Child Network (GCN) and WB education consultant)

EFA cont...

Inclusive education & discourse of rights

UNHCR, Save the Children... focus on disadvantaged, vulnerable and disability

A global strategy that ensures provision of education to each and every individual as their basic right. Here we are looking at each basic education where all children, whether they have any special problem whether they have disability, whether from poor countries or poor background, they are able to access education. I think that is how I look in my own simple understanding (.EPO Kenya-based Save the Children).

I think essentially when we talk of education for all; we are talking about an all inclusive education and education that takes care of all sectors of the society, all the way from early childhood, non-formal, adult education, continuing education, primary education. So is basically that education that is inclusive and does not leave out any body. It assumes that everybody fundamentally has a right to education (Director EYC).

Basic education, (...) it is in away, is kind of a right, that we feel that it should be extended to as many, many Kenyans as possible, especially the children (...) to me is the definition of Education for All, where in this sense, education is provided irrespective of difference of community or race... irrespective of socio-economic status; that they (people) are provided with the minimum basic education (...) (KIE Deputy Director of Schools)

Rights Discourse cont...

Education for all, in my own understanding is that, every child has a right to education irrespective of gender; irrespective of ethnicity, class, any form of division or difference including disability. So... to me, what it means is that every child has a right to education (UNICEF Regional Education Advisor, ESARO).

Quality education beyond primary (Concern Ww, CEF, Compassion Intl)

(,,) we are also saying education may be broader than just primary education, and here we are looking at adult literacy and basically we are encouraging that at least we should have a literate society within the broader education goals. Basically EFA from our perspective revolves around those issues (Project Facilitator of Compassion International).

1. Data reveals that there were many points of convergence in the conceptualisation of EFA among CSOs, donors and MoEST.
points of divergence often reflected unique organisational focus and the individual mission envisaged.
MoEST also demonstrated government priorities in pursuing EFA as KIE Deputy Director of Schools explained "it (education) will vary from one country to another depending on the resources available, and also the kind of National philosophy that guide the education system"

Concept of `Education`

What is Education?

- ❖ Follow-up on concept of `education` and that of `All` **needed sensibility** to avoid eliciting annoyance, especially to subjects who had dealt with EA comprehensively
 - ❖ Education as multi-dimensional process of personal development (Life skills, knowledge, attitudes, values) through formal/non-formal settings,
 - ❖ Broad concept, focus on future possibilities, including further education...
- Preparation to fit in society as citizen
 - Development of analytical & critical mind about life
- ❖ Opportunities accorded all moments of life

Box 1: Education is, a very broad concept

Education is inclusive of the broad skills and knowledge one needs to prepare them to fit better in a society. It entails skills by way of being able to read and write, being able to do simple calculations, and more importantly being able to use those skills to (be) better fitted in society; being able to be of service, whether it will be in the field of health, in the field of agriculture, in the field of politics. It also goes beyond the formal education acquired in formal schools. It is that broad knowledge that one picks, not just academic, but one which also prepares one much better to do other things outside just being able to read and write.

Assistant Minister of Education (post primary)

Concept of 'All'

What does 'All' mean in the context of EFA?

- ❖ Inclusiveness was dominant response
- ❖ Flexibility and fluidity –walk in and out of education settings... work, have children –learning throughout life (Director Action Aid & Concern Ww)
- ❖ Minimum package to offer everybody (KIE)
- ❖ New doctrine that addresses discrimination of the disadvantaged (EYC)

'All' is like everybody... everybody... I believe that when they say EFA, means that every person should be given an opportunity to have an education (**Education and Special Programme Officer, Reach the Children**).

People of all ages from young children to adults, boys and girls, men and women, irrespective of colour, race, religion, health status ... (**Female Professor of Education**)

INTERNATIONALLY AGREED UPON EFA GOALS

Seemed to test memory, sometimes eliciting uneasiness

- ❖ Declarations of ignorance
 - “do not remember which one...”
 - “I think it is the **seventh** goal..”
 - Request to switch of the tape recorder to confess ignorance
- ❖ Most of MoEST respondents and one of the funding partners were eloquent on all the goals... even the sequence
- ❖ Twos subjects from CSOs were clear and well informed
- ❖ Tendency to focus more on the goal (s) relevant to their mission e.g.
 - KAEA.. Adult literacy
 - Girl Child Network... gender equity and equality plus UPE
 - KSDC... disability, disadvantaged, marginalised

NEWNESS OF EFA GOALS IN NATIONAL PROGRAMMES

Question required sensitivity and sensibility to avoid embarrassing subjects

- ❖ Strikingly, no respondents addressed the idea of having clear targets as new or old
- ❖ Respondents tended to talk generally rather than link the goals to their organisations
- ❖ Six respondents claimed that **EFA goals were not new**

The goals are just revised to make them a little much sharper; to make them more relevant which, to make them more timely, in the context in we find ourselves then **(Director, ANCEFA)**.

Director KAEA: Not really. I don't see any... I don't see any (goal), which is new. I have them here. (...) This is why ... in fact before this came, KAEA was there and it was still having the same (goals).

Interviewer: So there is no new goal?

Director KAEA: There is no new (...) thing. The only new thing to KAEA and which was not part of what we were doing is in MDGs. That is number... number four, which was to reduce mortality rate. That was not in our objectives. That was not in our objectives in MDGs but now we are tying it up **(Director KAEA)**

- ❖ **Essence of EFA remains**
- ❖ What is perceived as newness may be a matter of terminology, not the concept (Assist Minister)
- ❖ Old ideas are also being interpreted in new ways e.g. the goal on 'quality' not new in education policy (Director Basic Education)

Box 2: These ideas are brought again as if they are new

No, no, no, it is not new. We may not have called it EFA, but after independence (...), we all spoke about the need to have our people educated and in fact, education was one of the main services that the populations were crying for. In nineteen seventy-four, Kenyatta (First President of Kenya) declared education... free in primary. I mean education was free as away of trying to achieve that universal education. And we are doing it again. So actually we are interested in it. I mean we have been interested in it; it's just that these ideas are, you know, brought again as if they are new. And sometimes it's because maybe we want to have a common agenda as a global community. But, you know, there has been interest. The question is whether or not we are provided with resources for that; and whether or not we realize political commitment to get these ideas through. That's always a problem **(Assistant Minister of Education -post primary)**

SOME EFA GOALS ARE NEW

❖ UNICEF

- ❖ New mandate for UNICEF since Dakar 2000... through the UN Girls' Education Initiative (UNGEI)
- ❖ New ways of responding to the goals e.g. institutional goals on infrastructure

❖ INFLUENCING POLICY DECISIONS

Some respondents expressed embarrassment on the question

- ❖ Many perceived themselves as having influenced government policy and decision-making in education sector
- ❖ Few offered concrete examples
- ❖ KAACR.. Influenced FPE policy formulation (present in all sitting committees)

INFLUENCING POLICY CONT...

- ❖ Concern Ww. influencing policy through research

This year we did a big study on marginalized children in Suba (to find out what are the factors that affect children and bring about marginalization. (...) So we hope to publish that and to make recommendations out of it. Hopefully that would get to the point of not only influencing national policy (but also) at the district level where we are already influencing policy
(Director CWw.).

- ❖ KAACR influenced formulation of gender policy in education and formation of Gender Commission of Kenya

Let me say that KAARC as an organization has played a critical role; first of all in the formulation of gender policy, and finally the Gender Commission (of Kenya). But I will focus majorly on gender and for the girl child, which brought out policy on the girls (and) the readmission of girls who conceive while in school
(Deputy Director KAACR).

INFLUENCING CONT...

Policies across borders

- ❖ UNHCR claims Kenyan education policy influences refugee education policy in the camps (Curriculum, teacher capacity)
 - ❖ Teacher development for repatriation to Sudan
- ❖ UNICEF claims no influence but is changing strategy through SWAP
- ❖ KSDC claims to have influenced special needs education

That is for somebody else to evaluate. (However), you can say that we were focused on ensuring that the quality of education in Kenya, particularly for the disabled and the HI (Hearing Impaired) in particular. (...) the Ministry of Education recognizes the society as a major player in this area and we are included almost in every forum where education decisions are made (**Director KSDC**).

Difficulties influencing government policy

- Most of the CSOs claimed it was difficult to influence government policy
- Current government may be more receptive to CSOs

Programme funding

- ❖ World Bank, Dfid, UNICEF ... strongest sponsors of educational programmes under the MoEST
- ❖ IDA, OPEC, and WFP ... considerable support for specific education programmes

Textbooks is mainly (where) we have a lot of World Bank and DFID (..) UNICEF is supporting the construction of low cost classrooms in North Eastern Kenya and other places, as well as of course providing materials and supporting the girl child education very strongly. The World Bank is supporting programmes of ASAL; arid and semi-arid areas (...) DFID, World Bank, UNICEF (and) the Canadians; these are organizations that have been very, very strong, in supporting primary education. (**Asst Min Educ**)

Box 5: Mobile School Project

These (mobile) units will comprise at least a teacher or two, learning materials, a mode of transport if it is a camel, if it is a donkey; we are also providing water, and lighting. So each education kit, will, will amount to 300,000 shillings, which we have already factored into the budget. We have also done some piloting. In Wajir already we have seven mobile schools. I have already visited two of them, myself personally. I have been with the children, I have been with the parents and it's a very exiting program. **Director Basic Education**

PROGRAMME FUNDING MODALITIES

- ❖ Government capitation ... MoEST
- ❖ Internal fund-raising (subscriptions, membership)... CSOs..Self-reliance
- ❖ Grants for particular programme activities activity proposals ... MoEST, CSOs
- ❖ Bilateral funding... MoEST, UNICEF (UNGEI), UNHCR
- ❖ Multi sourcing activity/ programme... e.g. FPE, girls' ed, school feeding
-MoEST, UNHCR ('host' of CSOs, FBOs, UN Agencies- UNICEF, UNDP, WFP, WB...)
- ❖ SWAp... MoEST, UNICEF
 - ❖ (23 investment programmes in MoEST ... KESSP).

The donors are not having a field like they used to have; I think we have coordinated them in a better way so that we also avoid duplication, so that we avoid doing programmes that have been done before (Director, Basic Education).

Box 7: We fundraise for our projects

Last year, we as a regional office through the regional director, started these schools for Africa. The money has been raised by the regional office and the Germans; but also the Swiss have now joined, the Italians are joining.

(UNICEF ESARO)

Funding modalities influencing institutional operations

- ❖ Choice of funded activities through SWAP
- ❖ Accounting systems simplified
- ❖ Capacity building for SWAp

We have all agreed that we are going to have one financing modality and one procurement modality (Director Basic Education)

Our idea is that *that money is going to focus on the UNGEI* (UN Girls' Education Initiative) activities. We thought that if we put our money there; that *the money is not just DFID money, World Bank money*, it would give us a place at the table upstream (UNICEF).

we need a little bit more preparation, we need a little bit more training, but more importantly, we need much more capacity and goodwill from donors that are not used to working together under one umbrella in terms of the way they support a country.

(Asst Minister Educ)

EMERGENT ISSUES & IMPLICATIONS FOR EFA

- ❖ Linking EFA with MDGs... Critical for some e.g. MoEST & UNICEF
 - ❖ Education for refugees in camps (**Multi-cultural challenges**)
 - ❖ Parental Education on EFA & EFA goals
 - ❖ Strengthening guidance and counselling in schools & refugee camps
 - ❖ Out of school (living on street) children shall feel out of place in regular school
 - ❖ Available schools not meant for them
 - ❖ not used to regulated life
 - ❖ Address poverty reduction
 - ❖ **children will not walk to school naked. Need decent uniform; need to have their tummies full otherwise And they would rather go to streets and beg, or go to the plantations and work (Snr Dep Director NFE)**
- Lack of planning & tending to talk a lot on what we want to achieve –not much on resources
- ❖ Where are the schools? Do we have the classrooms? Do we have the teachers? Where are the special needs children? (**Asst Min. Educ**)

In brief...

- ❖ EFA goals are generally a revision of what had been agreed upon at the Jomtien Conference of 1990 with the aim of making them a little much sharper; (...) more relevant, (...) more timely, in the context in which we find ourselves
- ❖ (**Capacity Building Coordinator, ANCEFA**).

E N D

❖ Arigato Gozaimasu

❖ Asante Sana

❖ Merci

