

**COMMONWEALTH EDUCATION FUND (CEF)  
KENYA**

**STRATEGIC PLAN 2002-2005**

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&  
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## **1.0 INTRODUCTION**

A Commonwealth Education Fund (CEF) of UK £10 million was announced in February 2001 by the British Chancellor, Gordon Brown, at a meeting on child poverty. The details on the use of the fund were developed by the Department for International Development (DFID), Action Aid, Oxfam GB and Save the Children UK. The focus of the fund is to strengthen civil society input into the Education for All (EFA) process – to raise EFA profile, especially on advocacy and campaigning work on education across civil society in 17 of the poorest commonwealth countries. The fund is collaboratively managed by Action Aid, Oxfam GB and Save the Children UK.

With an initial allocation of UK£ 600,000, Kenya is one of the 17 countries earmarked to benefit from the CEF. This document is a strategic plan for guiding in the management and disbursement of the Kenyan CEF component. The plan has been developed following consultations with key civil society and government actors in the education sector, as well as through review of recent developments in EFA as it pertains to Kenya.

### **1.1 The process of Strategy development**

This strategy paper is an outcome of a series of meetings and consultations by the CEF committee and with potential beneficiaries of the Fund.

The CEF committee comprising Save the Children UK, Oxfam GB and ActionAid Kenya first met on 4<sup>th</sup> July 2002. At this meeting a draft work plan for the development of the strategic plan was consolidated. Notable activities included, convening a workshop to launch and disseminate the Fund, recruitment of a coordinator, identification of a facilitator to draft the plan and broad identification of the potential beneficiaries of the Fund in Kenya.

The CEF launching and dissemination workshop took place on the 13<sup>th</sup> of August 2002 and was officiated by the Deputy High Commissioner of the British High Commission. Over 50 participants strategically drawn from broad based education coalitions, child rights caucuses, teachers union, parents associations, youth associations, girl-child lobby groups, religious organizations and government representatives participated in the stakeholders' workshop.

The first draft strategy was developed from information gathered from this workshop and presented to the second CEF committee meeting on 20<sup>th</sup> August 2002 at AAK offices. At this meeting there was further input and restructuring of the draft strategy.

Throughout the whole process, the focus was basically on the development of activities to ensure the realization of the CEF objectives and impact on the state of the basic education in the country<sup>1</sup> as exemplified in national and district/local education plans.

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<sup>1</sup> The EFA 2000 Assessment Report for Kenya indicates that although education has been a concern of the government and other development actors, Kenya is yet to achieve the EFA goals given the increasing levels of poverty, continued implementation of SAPs and the servicing of both domestic and international debt. The poor, who constitute about 60% of the population, continue to miss out on primary education, notwithstanding the quality.

## 2.0 CONTEXTUAL ANALYSIS

### 2.1 Historical Context

Education has been, since independence in 1963, recognized as an important sector in Kenya's socio-economic and cultural development. The provision of quality education and training at all levels was a priority during independence as is evidenced by one of the first policy documents, the sessional Paper no. 10 of 1965 in which the Kenya Government committed itself to eradicating ignorance, poverty and disease. One of the major strategies of the post colonial government was to ensure Universal Primary Education (UPE). To realize this, Education was declared free from Standards 1 to 4 in 1974 as the statutory fees for lower primary were abolished. Free primary education became a reality when fees for the entire primary cycle were abolished in 1978. As a result of the free primary education, gross enrolment rose dramatically to over 100% for both boys and girls.

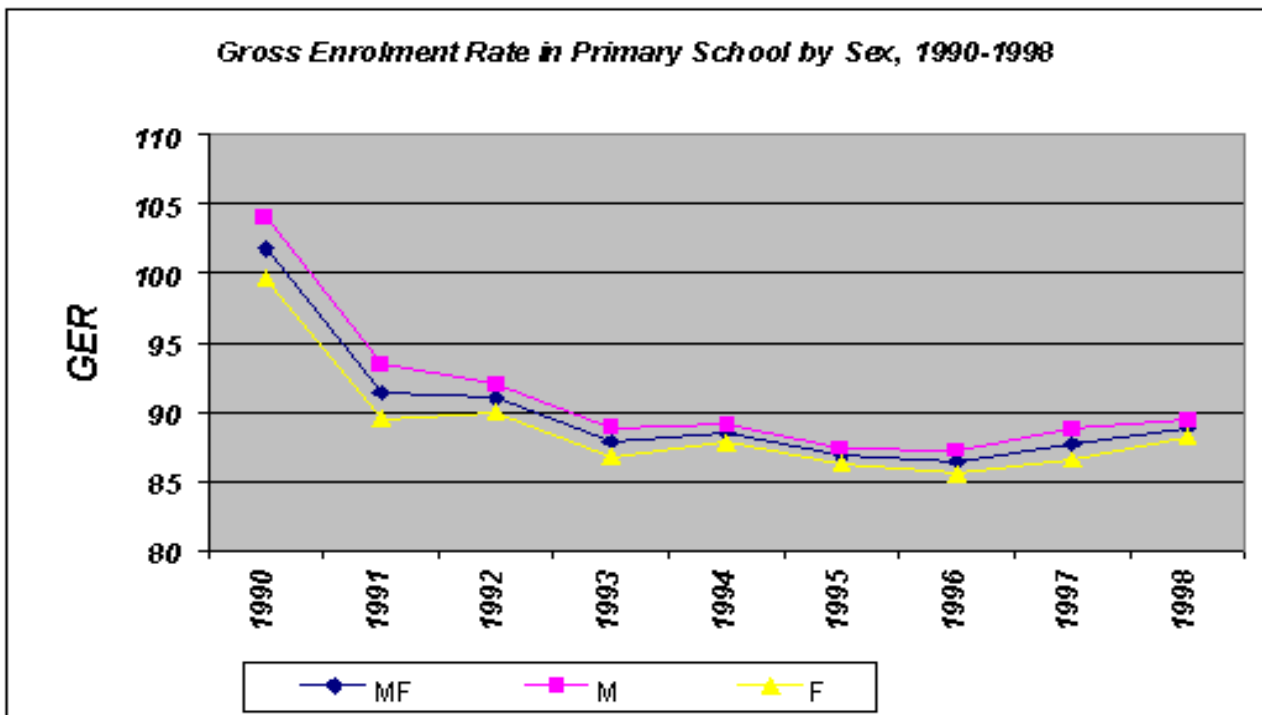
However with the introduction of Structural Adjustment Programmes which recommended cost recovery measures and consequently led to a shift of the burden of cost of education to parents, these gains were gradually eroded. (*Task force report on implementation of free education, 2003*). Communities gradually supported 80%, Government 19% and the NGO sector 1% of the education budget. As a result public schools were mainly managed by Parents Teachers Associations which set standards of the school based on the status quo. The emergence of an unregulated private schools sector in 1980 which fully developed in 1990 eventually gaining government recognition in 1996, further contributed to the increasing costs of education, creating a clear divide between the poor and the rich elite. A Non formal education sector offering flexible, alternative/complementary education at affordable rates and in some instances for free, expanded parallel to the formal system.

This reversed trend adversely affected access, equity and the quality of basic education in the entire country especially in areas worst hit by poverty such as the urban slums, rural and ASAL regions. As such, primary education has since been characterized by declining enrolments, high internal and external inefficiency (high drop-outs, low completion rates and repetition), poor transition rates particularly among girls. (*Draft National EFA work-plan, 2002*). Early Childhood Education (ECD) is equally hard hit with an enrolment of 35% of the total cohort. Whereas, in Jomtien (1990) Kenya was a success story, having achieved UPE, ten (10) years later in Dakar (2000) the reverse was the case.

Statistics in figure 1.0 indicate that primary school gross enrolment in Kenya has fallen from 101.8 percent (104% boys, 99.6% girls) in 1990 to 86.9 % in 1998 ( 88.2 boys, 85.6 girls). The GER however masks the full extent of the challenges facing education. It is estimated that out of the total number of children who enroll in Standard 1, only about 47% of the girls and 48% of boys complete school. Out of those who complete class eight only 27% proceed to secondary school (EFA handbook 2001). The proportion of average children owing to late enrolment and the rate of repetition (estimated at 15%) is high. While the GER was estimated at 86.9 %, the Net Enrolment Rate was estimated at 76%. Education in

Kenya also continues to reveal great disparities across regions and socio-economic groups and gender in enrolment, persistence and achievement. Figure 1 shows the trend in GER for boys and girls between 1990 and 1998. It is clear from the figure that the GER for girls is considerably lower compared to that of the boys. A high gross enrolment for girls in some provinces, at times even higher than that of boys, does not translate to high completion rates. The wastage rates for girls is much higher than that of boys. Some of the explanatory factors for this inequality include the preference for boy education in certain areas, the use of girls in domestic child labour, and negative attitudes associated with girls' education.

Figure 1.0: Gross Enrolment Rate (%) in Primary School by Sex



Source: UNESCO, 1999

In an effort to achieve the goals set at independence, the government has set commissions and committees to review education and make recommendations on improving it to meet not only the demand but also the changing needs at individual and national levels. To date, about ten (10) commissions have been set up to address the country's education and training needs since independence. Among these are, the 1964 Ominde Commission; the 1976 Gachathi Commission; the 1981 Presidential Working Party on the Establishment of the Second Public University, and the 1999 Koech Commission. Beyond the policies, there have been government and CSOs **intermittent** efforts related to service provision, including bursaries, text books, school feeding program, provision of desks and learning aids, teacher training, campaigns for girls education, among others. Despite all the efforts through commissions, studies and service delivery, there were over three million school-going-age [11% of 6-13 year olds] children who were out of the system by 2002. This is more pronounced in the Arid and Semi-Arid Lands (ASALs) and Coastal areas . In spite of

these numerous investments in terms of efforts and resources there is need for political will to accelerate the process in order to achieve the goals of universal primary education in respect to both boys and girls.

An operating environment characterized by high poverty levels, servicing of huge debts, corruption, deepening gap between the poor and the rich minority, an increasing gender gap, child labour and abuse, a complacent private sector, poor national economic performance, and the HIV/AIDS pandemic compounds the problems facing education in Kenya. Other issues defining the macro context of education in Kenya include negative attitudes towards schooling in the midst of dwindling opportunities, competing priorities and struggle for survival, which also demotivate parents from sending their children to school.

## **2.2 Current national position in relation to EFA/CEF goals**

Kenya's education sector is guided by an outmoded legal and policy framework with various acts guiding different levels of education. The Education Act enacted in 1968 and revised in 1980 governs primary and secondary education, but still remains inadequate and outdated. Lack of an all inclusive, flexible, gender sensitive and comprehensive education legal and policy framework that ensures inclusion of all categories of children hinders any meaningful progress towards the achievement of EFA. The Koech Commission as well as the Master Plan on Education and Training (MPET) recommended; (a) an overhaul of the entire education system for Kenya to attain EFA; (b) all legislations affecting education should be brought under one legal document; (c) increased participation of CSOs, private sector and communities in education.

In an effort to address the foregoing problems and attain EFA, the Kenya Government with CSOs participation has developed several policies including the PRSP, The MPET (1997 – 2010), in addition to the various commissions. Also enacted is the Childrens Act (2001) which was a government/CSO initiative to step down the Convention on Rights of the Child (CRC). The Act recognizes education as a right for every child and its provision as a responsibility of the government and the family of the child (Children Act 2001 and UNHCR, popular version).

District and provincial EFA plans have been developed through participatory processes with exclusive CSOs consultation. At the National level a draft national EFA plan has been developed by MOE officials with limited or no participation of CSOs. Concurrently MOE is developing a national education strategic plan which is informed by the EFA plans. Both plans stipulate a strategic direction in education for the entire country, thus duplicating efforts, which if combined can produce a quality Country Education Sector Plan.

The culmination of these efforts was the announcement by the newly elected President of the Republic of Kenya on 30<sup>th</sup> December 2002 of free primary education, with effect from January 2003. Through the declaration, the President made true the campaign message of the ruling party, which was heavily influenced by CSOs. It depicted the commitment of the newly elected Government to Universal Primary Education (UPE). Although

enrolment figures have increased by an extra one million children, as a result of free education, major challenges have emerged. Overcrowding of classes, shortage of teachers, teaching and learning materials, underpaid teaching staff and limited understanding of Free Primary Education Policy by communities and their role in it affects the program. The previously excluded category (pastoralists, children with disabilities, HIV/AIDS orphans, institutionalized children, girls and the poor), still remain out of formal school system due to various reasons ranging from, lack of school uniforms to inability to pay the small user fees charged by PTAs to pay for extra teachers amongst many other budgetary requirements not catered for by the FPE policy. Worse still Free Education does not cover Early Childhood Education and Non formal education which are crucial components if Kenya is to achieve EFA.

Nevertheless with the new government coming to power, there is evident commitment and political will to ensure that all children go to school. There is also greater space for participation of all stakeholders in ensuring that the promise and declaration of UPE becomes a reality before 2005. Civil Society engagement with government, within the current political climate is emerging and needs to be nurtured and strengthened. One important example of involvement of CSOs is the convening of meetings of key stakeholders and donors to discuss partnerships in the implementation of Free Primary Education. A task force comprising of Key CSO actors in education was established to work on modalities of implementation of the free education program. The taskforce has submitted its recommendations to the Ministry of Education, which has in turn adopted the report wholesome. Among the recommendations made, a few have already been implemented. These include setting up a private sector coordinating committee to mobilize resources for the newly established Universal Primary Education Fund in support of free education.

However, the participation of Civil Society Organizations [CSOs] should not be limited to specific needs or occasions but should be a continuous process of consultation to ensure meaningful partnership of all stakeholders to ensure inclusion of all children. The expertise and experience gained over the years by NGOs and other CSOs should enrich the process of implementation as well as the development of a strategic education plan to achieve EFA. The CEF is therefore a good opportunity for CSOs to enhance their capacities to engage and contribute to education policy formulation and implementation in a more substantive way.

### **3.0 NATIONAL LEVEL CEF PROCESS.**

#### **3.1 Agencies/stakeholders involved .**

CEF will support civil society organizations whose activities rotate around advocacy work in **establishing education policies** such as National Education policy, National Education gender policy, Non-Formal Education policy, reviewing the Education Act and ensuring implementation of developed policies among many more. CSOs involved in building the capacity of civil society groups (i.e. School Management committees, network members, & CBOs) at the local level on budget tracking will also be supported. **CEF current partners**

include Elimu Yetu Coalition (EYC), Kenya Alliance for the Advancement of Children Rights (KAACR ), Girl Child Network (GCN), Literacy for All (LIFA), Cancel Debt For the Child Campaign (CADEC), Dupoto e Maa and National Council of churches of Kenya<sup>2</sup>. More partners will be brought on board .

### 3.2 Links to the Private Sector.

CEF will make a deliberate effort to build linkages with the private sector by employing diverse strategies at the CEF level and the CEF partners level;

At the CEF coordinating level the following strategies will be employed,

- Extending Financial and technical support to partners engaging with the private sector as well as participating in the organized activities.
- **Marketing CEF to the private sector in-order to mobilize resources towards basic education.**

**At the partner level CEF will support partners to;**

- Organize tripartite meetings between the Government, private sector and the Civil Society Organizations so that the three sectors can understand their roles and responsibilities within the education sector, build consensus on each ones contribution to the free education programme and map out a way forward on all parties involvement in Education for all. EYC plans to lobby the ministry to have a standing institutionalized and structured EFA forum involving the three parties.
- Examining further areas that the private sector is undermining or supporting basic education. Such as hiring of child laborers by the private sector, girls and boys who are essentially supposed to be in school.
- Using private sector models of excellence in terms of supporting employees children's education to advocate for policies which bind employers and new developers to consider investing in social amenities especially Early Childhood centers and Primary schools in their development plans.
- Advocating for enforcement of the social amenities policy on real estate developers by the local government.
- Commissioning studies on improving the relationship between private sector, NGO and government relationships, so as to initiate debates on how best the private sector can engage in enhancing access and quality of basic education.

### 3.3 Governance and Management of CEF

CEF is jointly managed by ActionAid Kenya (AAK), Save the Children UK and Oxfam GB GB. AAK is the lead agency. A Managing Committee comprising of two representatives (the Country Director & the Education Manager) from each country office oversee CEF implementation. The Committee is mainly charged with the responsibility of discussing and approving proposals tabled in the meetings and holding joint meetings to deliberate on CEF management and strategic issues. A CEF Coordinator conducts the day to day

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<sup>2</sup> See Partner organizations profiles in the annex (appendix I)

operations of the programme and is supervised by the AAK Education Coordinator. An accountant from AAK has been attached to CEF.

## **4.0 CEF STRATEGY NATIONALLY**

### **4.1 CEF Goal**

The **goal** of the fund is to enhance the opportunity for all children to access and complete quality primary education and close the gender gap in basic education by 2005.

The aim of the Fund is to strengthen the capacity of civil society in developing Commonwealth countries, to help governments ensure that the poorest and most marginalized children are able to enroll and complete good quality primary education.

### **4.2 CEF Objectives**

The CEF will cover three broad objectives<sup>3</sup>:

- Strengthening civil society participation in the design and implementation of national and local education plans and frameworks (including education components of poverty reduction strategies - PRSPs). This should happen principally through support for broad-based national alliances and coalitions, where they exist. Particular priority will be given to supporting initiatives that can accelerate progress towards gender equity in education.
- Enabling local communities to monitor government spending on education, both at the national and local levels.
- Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, children with disability and nomadic children) are able to access quality education. This should happen within the framework of national education plans, in a way that links to the advocacy work of national coalition members.

### **4.3 ACTIVITIES FOR CEF IN KENYA**

During the stakeholders workshop held in August 2002, participants were asked to identify and prioritize the areas of focus under each of the three core CEF objectives. These are outlined in the following sections which will provide the basis for the development and implementation of the CEF initiative in Kenya over the next three years.

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<sup>3</sup> The agencies await clarification from Treasury/DFID on the issue of whether, and to what extent CEF funds would be used for development education and twinning arrangements in the North. This might best be considered in the context of the overall awareness raising, advocacy and communications strategy for the CEF.

**4.3.1 Priority 1:** *Strengthening civil society participation in the design and implementation of national and local education plans and frameworks (including education components –in other important government documents).*

The stakeholders workshop proposed that this objective be realized primarily through support to broad-based alliances and coalitions of civil society organizations that advocate for the right to basic education and realization of gender equity both at national and grassroots level.

The following broad activities were prioritized under this objective;

1. Identifying and mapping the coverage of existing national, regional and local networks and coalitions through which the CEF can most effectively achieve its objectives. Once on board capacity building should be a key component of the partnership with these coalitions, networks and organizations in order to strengthen their technical and operational capacity and ensure outreach to as many regions as possible. Some potential areas of capacity building might include, advocacy, rights-based lobbying, documentation, budget making, among others.

It was recommended that CEF's focus should be primarily on identifying and strengthening the existing coalitions rather than investing resources in the creation of new ones, unless non exist in a given thematic area. There are two reasons for this, firstly there are already a number of known CSO networks and coalitions focusing on education and children's rights. Many of these have a strong national presence and fairly good regional and local representation. Creating other networks and coalitions would require stringent justification as this might undermine those that are already functional. Establishing such structures can also be an expensive venture whose benefits might not be evident in the short or medium term.

2. Support for CSO participation in the development and implementation of the national EFA plan. Priorities will include:
  - Building knowledge and understanding amongst CSO's of key issues around access and equity in education, to ensure more effective engagement with communities and advocacy with government and donors. CSO's should also be encouraged to build consensus on key issues for effective lobbying and advocacy.
  - Critical analysis of provincial EFA plans to determine the extent to which these plans;
    - address issues of access and equity
    - are realistic and achievable
    - appear to be informed by a participatory/ consultative process
    - are based on a good analysis and assessment of the current situation with regard to education in that region.

The analysis of the provincial plans will also ensure that CEF and partners have a more comprehensive overview and a better depth in understanding of the EFA process and emerging priorities within the various regions.

- Participation in the process of consolidating the national EFA plans. The consolidated provincial plans will form the basis for the development of the national EFA plan.
  - Support for and participation in the development, implementation and monitoring of the National EFA plan.
3. Support for CSO engagement in the development and implementation of the education component of the National Plan of Action for Children following on the recommendations from the UN General Assembly Special Session on Children [UNGASS] in May 2001. CEF should ensure linkages between this and other national policies and programmes relating to children in general and education in particular.
  4. Support CSO's participation in the operationalization of the Children's Act 2001, which is the legislative framework within which the right to free and compulsory basic education is enshrined. In addition, it is recognized that the right to basic education, which is the focus of CEF, is intertwined with other contextual challenges faced by the Kenyan child.
  5. Support CSO's engagement in policy advocacy work on such issues as;
    - Lobbying for a comprehensive and inclusive/broad based primary education curriculum
    - Strategic resource planning and allocation within the sector. This issue is particularly concerned with such matters as;
      - teacher training and terms and conditions;
      - other human resource development issues within the Ministry of Education;
      - budgetary planning and allocation, including analysis of education costs, tracking of national and local budget allocation procedures and expenditure patterns and exploring alternative sources funding e.g lobbying for debt relief/cancellation on the understanding that the funds made available would be invested in the provision of social services including education.

In order to effectively work on the stated CEF priority of strengthening civil society participation, the core activity for this component is the building of linkages/networks/alliances with different actors to push for the "education and equity" agenda at local/national/international level.

**4.3.2 Priority 2:** *Enabling local communities to monitor government spending on education, both at the national and local levels (budget analysis/tracking).*

Proposed areas of focus under this objective include;

1. Support for the development of monitoring systems that ensure the active participation of local communities in tracking investment and resources allocated to basic education. The respective funds and levels of monitoring are as follows:
  - National level - allocation to basic education [pre-primary and primary level] and the Text Book Fund., National Universal Education Fund.
  - District level – District Education Board funds and *Harambee*<sup>4</sup> funds.
  - Local government authorities funds including – the Local Authority Transfer Fund
  - Funds allocated to schools by MOE within the free education policy; School level PTA funds
2. Support advocacy and lobbying to ensure that the Education Act provides legal recognition of PTA's and clearly outlines guidelines for their management and administration as well as their roles and responsibilities. This is an effective way of institutionalizing the role of local communities in monitoring education funds and resources at various levels as part of the rules and regulations in education planning and budgeting i.e. engagement and monitoring of budgets at the Provincial Education Board, District Education Board and Area Advisory Committees as well as school level.
3. CEF must provide communities through PTA,s, CBO's and other structures through which they are represented with the knowledge and skills necessary to enable them effectively engage in the issues proposed. Some potential areas for training and dissemination of information might include research, policy analysis, advocacy skills, project management and administration, budgeting and budget tracking.
4. CEF should support efforts for increased tripartite consultation and engagement between non-governmental organizations/civil society, government and private sector.

**4.3.3 Priority 3:** *Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children and nomadic children) are able to access quality education. This should happen within the framework of national education plans, in a way that links to the advocacy work of national coalition members.*

1. Those targeted under this priority include all those children categorized as being in need of special protection including nomadic children, street children, children with various disabilities, child laborers, HIV/AIDS orphans and the girl child.

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<sup>4</sup> *Harambee* means to pool resources together. It is a mobilization ideology, which has over the years been translated into a fundraising strategy among Kenyan communities. Many Kenyan children have been able to go to school as a result of *harambee*, but there are media reports of raised funds being misused. Yet the communities who should benefit from these funds rarely have a role in monitoring.

The activities under this criterion have deliberately been left open so as ensure variety and encourage innovation. However, the CEF will take initiative to advertise a clear support for innovative strategies that are clearly designed to make a breakthrough in improving accessibility of basic education to excluded children. This will include:-

- Innovative advocacy techniques that change policies to improve access for excluded groups.
  - Innovative initiatives that demonstrate how to enhance inclusion of these children in education.
  - New and effective ways of documenting good practice in this area and publicizing and disseminating this information to others.
2. The CEF management as a means of raising awareness about children's rights to education and raising the profile of the Fund will establish an annual prize for individuals or organizations demonstrating commitment to or innovation in enabling access for children traditionally excluded from formal education.

## **LINKAGES**

### **5.1 CEF Linkages with other frameworks.**

The CEF goals are closely intertwined with the Education for All (EFA) goals and the Millennium Development Goals (MDGs). CEF will contribute to the achievement of EFA goals specifically the three areas focusing on increasing access to and completion of free and compulsory education of good quality, eliminating gender disparities in primary education by 2005 and improving all aspects of quality of education. Out of the eight MDG goals two are education related and tie to CEF goals. These goals are:

- To achieve universal completion of primary schooling
- To achieve gender equity in access to education

CEF will participate in MDG forums with specific emphasis on those related to education and equity. CEF will make a deliberate effort to input into MDG implementation through its (CEF) partners so as to reduce duplication. For example, EYC, one of CEF partners is the lead agency for the Education campaign on MDG goals in Kenya. EYC will link its CEF related activities with MDGs , seeking additional support from UNDP. The difference between CEF and MDGs is twofold. First CEF focus is mainly advocacy and campaign work in Basic education while the later focuses on eight different goals, education being a small component. Secondly, CEF strives to strengthen civil society to engage in the development of national plans and frameworks, community budget tracking and monitoring and promoting innovations. On the other hand MDGs directly targets partnerships with the government, CSOs and Private sector.

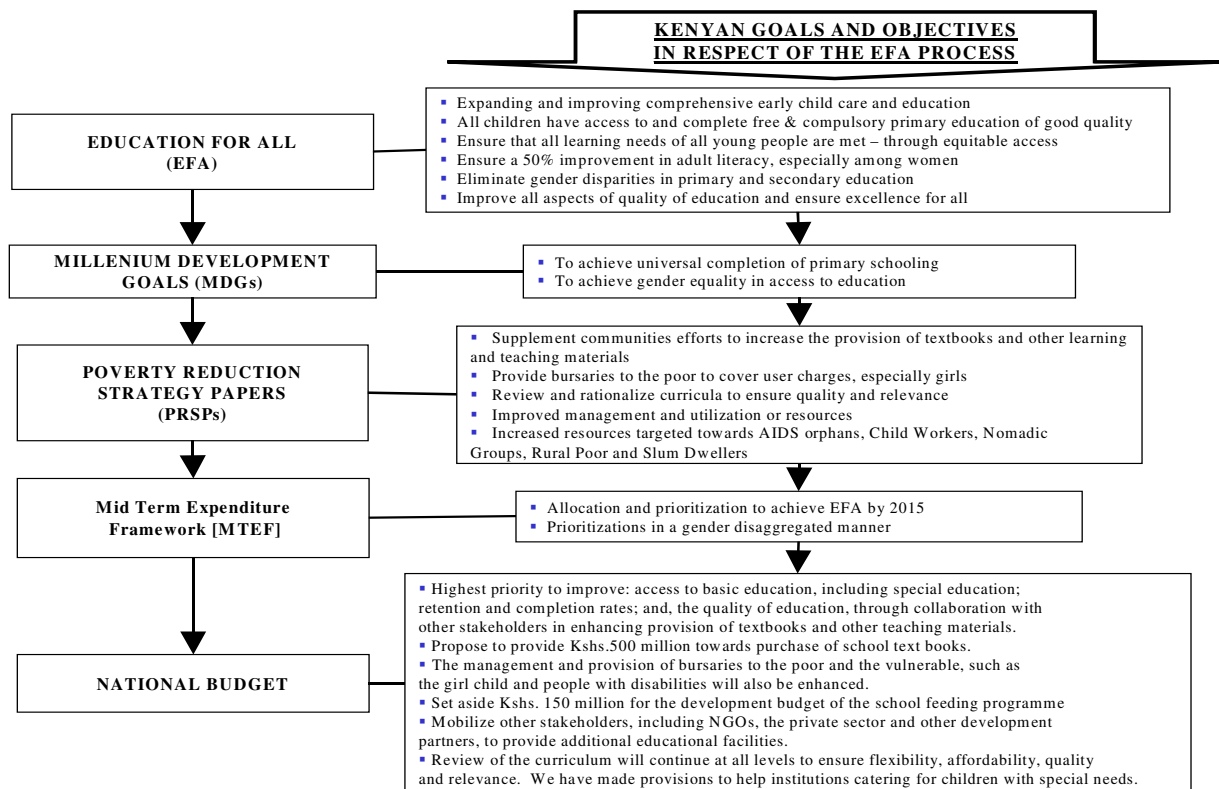
In spite of the difference, national, regional and international efforts aimed at implementing the CEF must be mainstreamed around influencing the policy dimensions of MDGs as well as other planning efforts, including EFA, PRSP, MTEF and national

budgets. This will serve to provide for policy coherence and enhance linkages within civil society, and between civil society and government, private sector, and community actors in education.

The CEF should not therefore be seen in isolation in respect to other efforts aimed at achieving the noble goals of Universal Primary Education (UPE).

As is illustrated in Figure 2.0, there are a number of initiatives that have been enunciated at the national level and international level, which have a bearing on the CEF goals and objectives.

**Figure 2.0: Linkages between CEF and Other Frameworks**



In this regard, the CEF should be seen as providing policy support.

## 5.2 CEF Links with National, Regional and International work

CEF will establish national, regional and international links,

### Indirect Links through CEF partners

Linkages with Kenyan, African and global networks will be established through CEF partners. Elimu Yetu Coalition, a key CEF Partner, is a member and at times convener of national education forums, an active member of the African Network Campaign on Education For All (ANCEFA) (both regional and sub-regional) and Global Campaign for Education (GCE). Girl Child Network is a member of the Girls Empowerment Movement.

### **Direct links with key players in education at all levels.**

CEF direct involvement will entail experiential learning and issue based discussions with other CEF Coordinators, either on email, telephone or organized meetings. Joint capacity building programs and documentation will also be explored. However the program will rely heavily on CEF UK to take the lead in bringing together all CEF country representatives in various forums. Issues of interest will include capacity building, current theoretical education underpinnings, partnership building and lessons learned in the process of implementing CEF. CEF will be represented from time to time in education forums mainly at the national level, but also at regional and global forums.

### **5.3 Gender Issues**

Gender will be an integral component of the program. All partners must take gender into consideration throughout the project cycle. Partners will be trained on gender mainstreaming in monitoring and evaluation activities such as, formulation and measurement of gender sensitive education indicators. Potential partners who propose gender based initiatives in basic education such as advocating for a national education gender policy, addressing policy issues which will remove barriers to girls and boys education will be given particular consideration. The CEF will give technical assistance to partners on gender mainstreaming in their advocacy work, as well as analysis from a gender perspective.

CEF will link up with ongoing and new gender initiatives at the national level such as the Ministry of Gender forums, Ministry of Education gender desk activities and other Civil society gender and Education forums.

## **6.0 MONITORING AND EVALUATION**

The Commonwealth Education Fund Monitoring and Evaluation process will be participatory and will take place at two levels;

### **CEF Partners level**

Each partner will be assisted to refine its organizations Logical Framework of Analysis. Based on this partners will get hands on training on the development of individual organizations comprehensive Participatory Monitoring and Evaluation plan and M&E data collection tools. Documentation of project activities in terms of quarterly reports, case studies and Lessons Learnt will be a prerequisite. Participatory Action Research will be used to document partner experiences. Partners will be brought together to develop indicators that will help them measure progress throughout the project cycle. This will assist them in monitoring activities and identifying outcomes attributed to their interventions. All partners will conduct midterm reviews and End of Project evaluations.

### **CEF Coordinating Level;**

At the CEF level a logical framework will be developed. Based on this an M&E plan will be developed, to guide the CEF Coordinator in the Monitoring and Evaluation process. M&E tools will be developed jointly with the CEF partners for data collection. The CEF Coordinator will spend 60% of her time in the field following up on partners progress, giving technical support, coaching and mentoring partners. Documentation in form of Quarterly reports, field reports, photographs, case studies and analytical reports will be given high priority. CEF will organise annual participatory reviews for CEF partners to Reflect and Record.

### **6.3 External evaluation**

The CEF will be monitored through external evaluation. This will be done through mid term peer review done by mid 2004 which will include other CEF beneficiaries . At the end of the 2005, there will be external evaluation which will look at the following outcomes:-

- That capacity of key civil society organizations is strengthened, especially those which represent the education interests of poor children
- That national and local education plans and frameworks (including education components of PRSPs) are influenced by civil society participation.
- That innovative approaches to educating the most marginalized children are developed, in a way that influences wider policy and practice.

## **7.0 RISKS AND ASSUMPTIONS**

The risks and assumptions underlying the CEF fund in Kenya are the following which were identified at the stakeholders' workshop:-

- There will be a conducive political environment for participation.
- The CEF will be funded as expected and possibly grow.
- Fair and objective assessment of proposals will be done.
- The prevailing lethargy at the local level will reduce.
- There is goodwill and political space for civil society engagement with government.
- There is genuine and effective collaboration among civil society actors.
- The ongoing constitutional review process provides new and effective systems for basic rights.
- There will be fewer disasters (both human and natural).

- There are strong community based lobby groups on which to build capacity for working with national players.
- The CEF implementing agencies will continually work to reduce the foregoing risks

The developed proposals should minimize these risks and assumptions.

## **8.0 FUNDING PROPOSAL CHECKLIST**

For organizations intending to benefit from the CEF, a proposal of the activity to be implemented will be written and submitted to the CEF Coordinator. The Coordinator will then discuss the presented proposals with the three CEF management agencies (Action Aid Kenya, Save the Children Kenya and Oxfam GB), with a view to selecting the most viable proposals for funding.

Based on the consultative forum, the following will be the criteria for selecting proposals has been divided into the two sub sections which are:-

### ***A] Necessary conditions [which every proposal must clearly bring out]***

- The proposal must fall within the CEF time frame (2003-2005)
- The proposal must be relevant to the three CEF areas of focus (civil society strengthening, community budget analysis/tracking, and innovative approaches for education and equity).
- The proposal must address one or more of the activities specified in this strategy.
- Those presenting proposals must proof their legality for accountability purposes.
- The proposal must have clear and realistic objectives.
- The proposal must contribute to the EFA goals regarding universal primary education and gender equity.

### ***B] Desirable conditions [proposals bringing with this list would have added value]***

- The proposal should be linked to policy and not to services, unless the latter directly contributes to advocacy/lobbying.
- The proposal should show links to community involvement and participation.
- For networks/coalitions, the proposal should show the potential for adding value to, or improving on the growth of the membership of the networks.
- The proposal should contribute to collaboration and networking.
- The proposal should consider issues of gender equity.
- The proposal must have clearly spelt out M & E mechanisms.
- The proposal should spell out clear reporting procedures.
- The proposal should bring out issues of sustainability of the funded initiatives.

## **9.0 BUDGET**

Kenya's CEF allocation is UK£ 600,000. Below is a block budget where the budget is divided into the three priority areas<sup>5</sup>. This is an indicative budget the final budget will depend on the proposals presented by the likely beneficiaries of the Fund. A detailed activity plan would emerge once the grant disbursement process kicks off leading to a more realistic budget.

<b>Priority area</b>	<b>Amount (UK£)</b>	<b>Total %</b>
Strengthening civil society participation	287,900.00	48%
Local community monitoring of education spending	107,900.00	18%
Innovative approaches to enhance equity	101,800.00	17%
Monitoring and evaluation costs	6,000	1%
Personnel costs [co-ordinator's costs]	36,400	6%
Administrative costs	60,000.00	10%
<b>Total</b>	<b>600,000.00</b>	<b>100%</b>

### **8.1 Budget Breakdown over the three years.**

<b>Year</b>	<b>% fund</b>	<b>Total £</b>
2002	10%	60,000
2003	30%	180,000
2004	40%	240,000
2005	20%	120,000

### **REFERENCE MATERIALS.**

1. Report of the task force on implementation of free primary education (February 2003)
2. Education for All (EFA) in Kenya; A national handbook on EFA 2000 and beyond (2001)
3. Draft national workplan for education for all, (2002)

<sup>5</sup> The rationale for allocating the bulk of the fund to the first is because it is more pertinent to the capacity building function of the fund to coalitions as exemplified by the stakeholders' workshop.

4. Children Act 2001 and UNCRC (2002)

## APPENDIX 1

### **CEF PARTNER PROFILES:**

#### **Elimu Yetu Coalition (EYC)**

Elimu Yetu Coalition (EYC) comprises of civil society organisations, professional groupings, education/research institutions and other practitioners in the education sector. The coalition which has been housed by ActionAid Kenya since inception, was formed in 1999 as part of local efforts to domesticate the Jomtien declaration and related global conventions for attainment of quality basic education for all in Kenya. Membership stands at ninety (90) Civil Society Organisations spread across Kenya (50 based in Nairobi and 40 in the provinces). EYC has built strong linkages at regional and international levels. Currently it is a member of the African Campaign Network on Education for All (ANCEFA) and the Global Campaign for Education (GCE). EYC pursues a rights based approach in its campaigns towards the achievement of EFA goals with major emphasis on universal primary education that is of high quality/relevant, free and compulsory.

With CEF support, EYC plans to advocate for the review of cost and financing of basic education; facilitate the development, review and implementation of the National Education Policy, education Act and EFA plans; and engage in tracking budgets and monitoring expenditure patterns in the education sector.

#### **Kenya Alliance For Advancement of Children Rights (KAACR)**

The Kenya Alliance for Advancement of Children Rights was established in 1989 by twelve (12) organizations working with children in Kenya. Their goal was to lobby for the implementation and domestication of the United Nations Convention on the rights of the Child (UNCRC). Although it started as a lobby group KAACR is now a fully fledged organization with its own staff and budgets. KAACR has a membership of 45 Civil Society organisations and has so far collaborated with over 100 Non Governmental organisations as well as Government Ministries, local and international agencies involved in the delivery of services to children. It is managed by a secretariat which is answerable to the Executive Board. KAACR has been able to promote Child Rights issues and influenced policies and practices of children's activities in the country.

With CEF support KAACR, plans to facilitate the establishment of a movement for girls and boys against Female Genital Mutilation (FGM) and Negative Cultural practices (NCP) so as to advance their learning opportunities; Facilitate establishment of community support groups to support education for all and build the capacity of parents teachers associations/school committees to efficiently manage school resource and support EFA goals.

#### **Girl Child Network (GCN).**

The Girl Child Network was initiated in 1995 as a result of a stakeholders consultative meeting convened by CARE Kenya, prior to the women's conference held in Beijing. GCN is a forum for community based organisations, National and international Non-

Governmental Organizations operating girl child programmes in Kenya. It is an experience sharing forum as well as a combined force to lobby and advocate for the girl child. GCN is hosted by member organizations on a rotational basis and is currently hosted by AMREF. It has a total membership of two hundred and forty two girl child related organizations countrywide. It has four established regional chapters namely Mt. Kenya region, Western, Nairobi and Coast region. GCN works through five committees<sup>6</sup> comprising of professionals working within its member organizations. GCN has been involved in advocacy and lobbying for the Girl Child rights and building the capacity of its members to become leading players in girl child programming.

With CEF support GCN plans to; conduct national research on enhancing gender equality in basic education; advocate for a National Education Gender policy, develop information, education and communication materials to support a campaign for girl child education and convene several forums for girls, education stakeholders and parliamentarians.

### **Literacy for All (LIFA)**

Literacy for All is a community based organisation registered in 2001 with the Department of Social Services. It has established Non Formal Education (NFE) centres in selected regions of Kakamega District with an enrolment of seven hundred and fifty learners (750). LIFA activities include; Setting up and managing Non formal Centres for girls and boys out of formal schools; building linkages<sup>7</sup> with like minded organizations through participation in coalitions and networks that advocate for Education for All and mobilizing communities on the importance of education especially for girls. LIFA is the host organization for Elimu Yetu Coalition in the Western Region and has so far organized successful education campaigns.

With CEF support LIFA plans to conduct research on the status of NFE in the advent of free primary education; Form and strengthen an NFE network to advocate for NFE policy development and implementation; and to mobilize community pressure to support the NFE campaign.

### **Cancel Debts for the Child Campaign (CADEC)**

Cancel Debts for the Child campaign was initiated by the Chambers of Justice in 2002. It is a collaborative campaign with a total membership of twenty two (22) national and international Non-Governmental organizations. All these partners are involved in policy formulation and management although the campaign activities are coordinated by the Chambers of Justice. The campaign seeks to lobby Kenya's foreign creditors to write off existing loans, on condition that the freed resources are directed to financing of free basic education and health care in Kenya. A blue print which is intended to be the official guide map for the entire CADEC process has been produced. Apart from providing data required and campaign strategies, the blue print sets forth a prototype framework on how

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<sup>6</sup> Namely Advocacy and Lobbying Committee, Editorial Committee, Training Committee, Research Committee and Fundraising Committee.

<sup>7</sup> Currently is a member of the Quality Basic Education Fellows Network, The Kenya REFLECT Practitioners Network (KERPNET) and the Western HIV/AIDs Network.

resources realised from debt relief will be managed and effectively appropriated towards the education and health of the child

With CEF support CADEC plans to; Establish parliamentary support group as a tool for institutionalizing the campaign, to get the campaign to parliament and make the debt relief debate a truly national agenda and to set in motion the process of developing a legal and policy framework for managing resources saved from debt relief in support of free basic education; Other activities include Public debates, media consultative meetings, international petitioning and development of media clips.

### **Dupoto e Maa (Meaning Prosperity of the Maasai)**

Dupoto e Maa is a Non-Governmental organization started in 1993 and registered in 1994. It has a membership of eighty eight (88) professionals (60 men, 28 women) drawn from pastoralist communities in Kajiado. The organisation was formed by educated Maasais to facilitate development in their home area in response to the widening gap between educated and uneducated Maasais. The organizations priority area is education, other focus areas include land and environment. Dupotos aims to promote pastoralist education and is currently supporting seventeen public primary boarding and day schools in urban and interior Kajiado District. In the preceding years, Dupoto has undertaken initiatives aimed at improving enrolment, retention, quality of education and raising the level of girls participation in education. Dupoto has sensitized pastoralist communities on the importance of educating their boys and girls, as well as supported these communities to form and strengthen eight (8) community education action groups and an umbrella network of school heads in Kajiado, to lobby and advocate for pastoralists friendly education policies and interventions.

With CEF support Dupoto plans to advocate for the formulation of a pastoralist friendly, all inclusive education policy, ensure that the government budgets and plans guarantee access to basic education for all pastoralists children of school going age and to enhance effectiveness of pastoralist based CSOs to push the pastoralist education agenda to the national level.

### **National Council of Churches of Kenya (NCCCK)**

NCCCK was registered as a religious organization in 1984. It evolved from the National Christian Council of Kenya (1963), previously known as Kenya Missionary Council (1923). NCCCK is an umbrella organization of protestant churches in Kenya, with a membership of twenty five (25) denominations, eleven (11) associates and six (6) fraternal associates. The 42 member churches and associates form the general assembly whose deliberations and recommendations are implemented by the executive committee comprise of key church leaders drawn from member churches countrywide. A national secretariat headed by a general secretary and his deputy form the core team of the council. NCCCKs activities revolve around advocacy on the rights of women, persons with disabilities, youth, children and people living with AIDs as well as Civic Education, social service delivery in education among many others.

NCKK is supported by CEF to train school committees in six (6) rural districts of Kenya per year and as a result form district budget tracking networks. NCKK will sensitize communities on their role in free education program, as well as organize quarterly forums to identify advocacy issues in education financing to facilitate its national advocacy activities. NCKK will be working in close collaboration with Elimu Yetu Coalition.