

## **KENYA**

**Civil Society Participation and the Governance of  
Educational Systems in the Context of Sector-Wide**

## **Executive Summary**

Kenya, which became independent from British rule in 1963, is one of East Africa's more politically-stable countries. The election of Mwai Kibaki's multiethnic National Rainbow Coalition (NARC) in 2002 ended nearly 40 years of KANU (Kenya Africa National Union) rule and marked an important transition in Kenyan politics. The post-2002 political landscape has created greater space for participation of civil society organizations (CSOs) and led to the emergence of a stronger civil society. Nonetheless, relations between the state and print and broadcast media in Kenya are still not entirely free. As in many other African contexts, the shift to participatory democracy and political pluralism in Kenya has been problematic because ethnic and class cleavages continue to dominate political parties (Economist Intelligence Unit, 2003, Orvis, 2001).

Furthermore, there continue to be several pressing challenges facing the country, including corruption and poverty. About 57 percent of the population lives at or below the poverty level on less than \$1 per day and Kenya's Gini index is 42.5 (UNDP, 2005), whereas its GNI per capita is US\$460 (World Bank, 2005). Kenya's Human development index (HDI) ranking is 154<sup>th</sup> of 177 countries (HDR, 2005). While poverty is predominantly concentrated in rural areas and arid and semi-arid lands (ASALs) and

quality basic education to children in especially difficult circumstances...” (MOEST, 2005a). The main challenges facing NFE relate to the low quality of education offered and lack of linkage with the formal education system. The sub-sector also suffers from inadequate teaching and learning resources, poor physical facilities and low prioritization by Government in terms of budgetary allocations (Gathenya, 2005).

Kenya’s national education sector plan, the Kenya Education Sector Support Programme (KESSP) for the period of 2005-2010, was negotiated through consultation with “all stakeholders including communities, civil society, Community Based Organisations (CBOs), NGOs, other Government institutions, development partners and the private sector” (MOEST, 2005b). While KESSP offers official recognition of the partnership role of NGOs, CBOs and FBOs,

In recent years, INGOs and NGOs in Kenya have come together to form a national coalition to advocate for educational policy that meets the needs of marginalized communities and children. The Elimu Yetu Coalition (EYC), formed in 1999, comprises about 110 civil society organisations, professional groupings, education research institutions and other practitioners in the education sector. EYC is a member of the Africa Network Campaign on EFA (ANCEFA), the Global Campaign for Education (GCE), and is one of the thirteen partner organizations of the Commonwealth Education Fund (CEF) in Kenya. EYC has been actively involved in EFA planning and monitoring and has engaged members in budget tracking and expenditure monitoring activities. The coalition also supports policy-oriented studies. We do know that CSOs, and in particular Elimu Yetu has been invited to participate in major Government of Kenya policy setting activities, and that a task force of key CSO actors in education has been formed to work out the modalities of implementing FPE (CEF, 2003; 2005). The KESSP appears to be creating a new political space for CSO engagement in the education policy process, most notably through an education stakeholder’s forum that brings government officials together with representatives from NGOs, CBOs, FBOs, Unions, and private sector service providers. However, it is not clear from the literature if the participation of CSOs is largely limited to specific reform initiatives or has become institutionalized as an ongoing process of meaningful engagement that is able to contribute to education policy formulation and implementation in a more substantive way. Nor does the literature show how representative the new coalitions or consultation mechanisms are. Similarly while there is documentation on wage disputes and teacher shortages involving the Kenya National Union of Teachers (KNUT), we could not find research documenting the involvement of teachers’ unions in advocacy issues around EFA.

In general, while organized civil society activity in Kenya expanded considerably



CAS	Country Assistance Strategy
CEF	Commonwealth Education Fund
CIDA	Canadian International Development Agency
CSO	Civil Society Organization
CBO	Community Based Organization
DFID	Department for International Development
EC	European Commission
EFA	Education for All
EFA-GMR	Education for All – Global Monitoring Report
ERS	Economic Recovery Strategy
ESDP	Education Sector Development Plan
EYC	Elimu Yetu Coalition
FBO	Faith-Based Organization
FPE	Free Primary Education
FTI	Fast-Track Initiative
GCE	Global Campaign for Education
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GOK–T5rasUce 8	

The Republic of Kenya, situated in East Africa is divided into seven provinces and the Nairobi capital area. The country occupies an area of 225,000 square miles and has a population of around 32 million people, of which approximately 88 percent lives in rural areas (U.S Department of State, 2005). The major ethnic groups are : Kikuyu 22%, Luhya 14%, Luo 13%, Kalenjin 12%, Kamba 11%, Kisii 6%, Meru 6%, other African 15%, non-African (Asian, European, and Arab) 1% and the major religions are : Protestant 45%, Roman Catholic 33%, indigenous beliefs 10%, Muslim 10%, other 2% (Department of Foreign Affairs and International Trade Canada, 2006).

Kenya became independent from British colonial rule on December 12, 1963, and the next year joined the Commonwealth as a republic. Jomo Kenyatta, who played a pivotal role in Kenya's nationalistic struggles, held presidency from independence until his death in 1978, after which vice-president, Hon. Daniel arap Moi assumed the Presidency in accordance with the Kenyan Constitution. The country was a one-party state from 1964 until 1992 when Daniel arap Moi's ruling Kenya African National Union (KANU) made itself the sole legal party in Kenya. During this time, opposition parties and civil society organizations were severely suppressed, official graft was rampant and consequently bilateral and multilateral donors started withdrawing donor aid (Ndegwa, 2003; Brown, 2004). Demonstrations and riots pressured Moi to allow for multiparty elections in 1992 and 1997, although KANU retained power in the resulting elections. Moi was finally defeated after 25 years in power in democratic elections held in December 2002, and Mwai Kibaki assumed the presidency. On July 22, 2005, Parliament voted to adopt a new draft constitution, which was put to a national referendum in November 2005. This draft constitution was rejected by a decisive 57-43% margin (Economist, 2005). The next elections will be held by early 2007.

The 2002 elections marked an important political transition in Kenya's democratic evolution because power was transferred from the single party that had ruled the country since independence to a new coalition, the National Rainbow Coalition (NARC), a multiethnic opposition group. However, this shift to participatory democracy and political pluralism has been problematic as the current government is still largely considered a "fragile coalition of disparate parties" (USAID, 2005) where ethnic and class cleavages continue to dominate political parties. Membership of NARC is diverse

and cuts across traditional boundaries of ethnicity and ideology and the resulting internal strife consequently adds to the challenge of implementing reforms (Economist Intelligence Unit, 2003, Orvis, 2001).

Nonetheless, the new ruling coalition has promised to focus its efforts on generating economic growth, combating corruption, improving education, and rewriting the constitution. Consequently, under the leadership of President Kibaki, Kenya began ambitious macro economic reform and trade liberalization programs that have renewed donor involvement in the country. The government considers privatization as an integral part of the public sector reforms required to spur the recovery of the economy. In this respect, a number of privatization measures are scheduled to be implemented as part of the country's economic recovery strategy (Government of Kenya (GOK), 2005). NARC also enacted the Anti-Corruption and Economic Crimes Act and Public Officers Ethics Act in May 2003 intended to combat graft in public offices. The progress made in rooting out corruption, in addition to anti-corruption laws and other reforms saw the IMF resume lending after a three-year gap, by approving a three-year \$250 million Poverty Reduction and Growth Facility (PGRF) and other donors commit to \$4.2 billion support over 4

nonagricultural economy includes large privately-owned light manufacturing, commercial, and financial sectors. Tea is the largest source of foreign exchange earnings. Kenya's annual per capita gross domestic product for 2002 was officially reported as \$237, with approximately 57 percent of the population living at or below the poverty level on less than \$1 per day (US Department of State, 2005). Further, Kenya is regularly ranked among the ten most corrupt countries in the world, according to the watchdog group Transparency International. Kenya's Corruption Perception Index (CPI) is 2.1, ranking it 129<sup>th</sup> out of 145 countries (Transparency International Report 2004) and



by reforming the judiciary, improving security, and reforming public administration to achieve increased transparency and accountability

The Ministry of Planning and National Development of the Government of Kenya was responsible for the Economic Recovery Strategy for Wealth and Employment Creation (2003-2007) action plan. This blueprint was intended to guide the Government's economic policies over the 2003-2007 period as part of the NARC party economic recovery strategy to revive the stagnant

**Table 3: Basic Education Statistics Kenya**

	2002	2003	2004
<b>Gross Enrollment Ratio (%)</b>			
<b>Net Enrollment Ratio (%)</b> y			
<b>Student Flow: Primary Level</b>			
<b>Student Flow: Secondary Level</b>			
<b>Repetition Rates</b>			

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Education is one of Kenya's key priority areas of spending (Table 4). One of the key pre-election promises which brought NARC to power in December 2002 was the provision of free and compulsory primary education (FPE) for Kenyan children. This agenda was largely influenced by the advocacy efforts of Elimu Yetu Coalition (EYC), the national CSO in education. NARC and EYC formed a strategic pre-election alliance around FPE. In the NARC manifesto the ruling party committed itself to:

- a. Carry out a comprehensive review of the current system of education;
- b. Provide free and compulsory primary education to all school age children;
- c. Design a system which guarantees all citizens the right to quality education and competitive edge in the global job market; and
- d. Establish a comprehensive adult and continuing education programme.

Therefore in January 2003, NARC delivered on its election promise and waived user fees for primary education. Following the implementation of FPE, 1.2 million out-of-school children were absorbed in formal primary schools and 200, 000 in Non-formal education (NFE) centres (MOEST, 2004). While the success of FPE has raised the gross enrollment rates from 88.2% in 2002 to 104.8% in 2004, there are still about one million children who are out of school (MOEST, 2006). These children predominantly come from the ASAL areas and slums, in addition, a large number of OVCs are not enrolled in schools. Enrollment levels in the ASAL are extremely low with NER of 13% ,boys, and 8% girls.

Non-Formal Education (NFE) centres in Kenya are mainly provided and managed by communities and Non-Governmental Organizations (NGOs). The MOEST defines NFE as “Flexible complementary delivery channels of quality basic education to children in especially difficult circumstances, in particular those in need of special care and protection, or children who live or work in circumstances which make it impossible for them to access education through existing conventional formal school arrangements in terms of time, space, and entry requirements” (MOEST, 2005). NFE centres and NFS therefore reach out-of-school children such as nomadic/pastoralist children, street children, orphans and in particular children who are denied access to the formal school system. For example, Oxfam in Kenya supports the non-formal education system

enabling the children of nomadic herders to attend school. It gives them the same opportunities as children who attend formal schools (Oxfam, 2005).

At present, the NFE sector is not yet fully recognized by the Kenyan government.

Part of the planned and ongoing reform (MOEST, 2005) includes:

The Government will give legal recognition to the NFE centres through the Education Act so that they can benefit from the services that those in formal education get.

Increased Government support for NFE initiatives are being developed or piloted so as to encourage greater participation and open doors for more children who have not been to school.

The Government will lead in the provision of quality inputs in NFE programmes by providing professional support in curriculum development, teachers training, monitoring and evaluation and resources sharing between formal and non-formal systems.

The main challenges facing NFE relate to the low quality of education offered and lack of linkage with the formal education system. The sub-sector also suffers from inadequate teaching and learning resources, poor physical facilities and low prioritization by Government in terms of budgetary allocations (Gathenya, 2005). Literacy for All



The more recent move towards FPE in 2003 has been hugely problematic as well because it has not only left another 1.5 million children (mostly those already marginalized) not enrolled in any form of schooling, but the sector has also been plagued by problems of inadequate funding on the part of the government, overcrowding, lack of teachers and learning materials—all of which have seriously compromised educational quality (Mukundi, 2004; Gathenya, 2005). As Mukundi (2004) further asserts, “The implementation of the UPE program in Kenya was a matter of political expediency rather than planned education reform. No situation analysis and evaluation of both the quality and extent of primary education preceded its implementation” (p.239). This has meant that the government has had to rely on external donor funding to support the primary education sector, and the added fiscal burden has also placed constraints on public funding provision in areas such as post-secondary education and health services. The Kenya Joint Review Mission (JRM) of Kenya Free Primary Education Achievements and Kenya Education Sector Support Programme visited all 8 provinces with some stakeholders (including NGOs and development partners) in September 2004 to assess the progress of FPE. While it notes that there were 1.3 million children in schools, King (2005) points out it was only mentioned in passing that there were still about one million children in private primary school, and there was no mention that the low cost non-formal primary schools in urban slums, which are mostly run by NGOs, are not covered by the FPE. While there is no doubt that the FPE has vastly improved enrollment rates as evidenced from the increase of 5.9 million in 2002 to 7.4 million in 2004, and a projected 7.5 million in 2005 (MOET, 2006), issues of access, equity and quality continue to plague the education sector.

**Table 5: Education outcomes in Kenya before and after introduction of free primary education**

	<i>2002</i>	<i>2003</i>
Number of pupils	6,314,600	6,917,553
Percent female	49.5 (2000)	49.7

Number of teachers	197,331	178,037
Pupil to teacher ratio	32	38.9
Number of classrooms	186,000	191,088
Pupil to classroom ratio	34	36
Share of national budget to education	35	39
Education budget (\$millions)	361.15	419.61
Primary education budget as a share of total education budget (%)	54.4	56.7

: National education statistics; UNESCO Institute for Statistics.

**Table 6: ODA to Kenya's Education sector**

<i>Year</i>	<i>Aid to education (US\$Million)</i>	<i>Aid to basic education (US\$Million)</i>
1999	13.7	7.1
2000	35.0	26.3
2001	19.7	0.3
2002	9.1	4.4
2003	37.7	22.9
Annual average (1999-2003)	23.0	12.2
Per capita aid to education annual average 1999-2003 (US\$)	0.7	
Per capita aid to basic education per primary school-age child Annual average 1999-2003 (US\$)		1.6

Source: UNESCO GMR 2006 [http://www.unesco.org/education/GMR2006/full/annex3\\_eng.pdf](http://www.unesco.org/education/GMR2006/full/annex3_eng.pdf)

**Table 7: Commitment to education: public spending (HDR , 2005)**

Public expenditure on education (as % of GDP), 1990	6.7
Public expenditure on education (as % of GDP), 2000-2002	7.0
Public expenditure on education (as % of total government expenditure), 1990	17.0
Public expenditure on education (as % of total government expenditure), 2000-2002	22.1
Public expenditure on education, pre-primary and primary (as % of all levels), 1990	50.3
Public expenditure on education, pre-primary and primary (as % of all levels), 2000-2002 ..	
Public expenditure on education, secondary (% of all levels), 1990	18.8



use of resources and a fragmented approach to planning and implementation and result in a more efficient utilization of resources and human resource capacity.

The MOEST takes the lead for KESSP's implementation and also leads the donor coordination process. The major donors in the education sector to the country are: World Bank, JICA, DFID, UNICEF, CIDA, and USAID. The education donor coordination group (EDCG) is presently co-chaired by Dfid and UNICEF. The World Bank/IDA (with a proposed amount of US\$50million) and DFID (US\$100 Million) are the main donors supporting KESSP through pooled funding. CIDA and UNICEF are other potential pooled fund partners. The appraisal process to be used is that of common indicators, procurement and disbursement procedures and reporting formats. CIDA suspended the Kenya country support programme in 1997, but has reinstated it as one of CIDA's 25 priority countries with bilateral and sectoral support of the priorities identified in the country's PRSP, specifically basic education, with special focus on gender equality, good governance, and anti-HIV Aids initiatives. Table 8 lists some of CIDA's education sector programs in the country.

While the GOK encourages donor partners to contribute to KESSP through a Joint Financing Arrangement (JFA), KESSP is also supported through earmarked and project-





The Ministry of Education, Science and Technology (MOEST) has ten departments: Primary, secondary, university, field services, planning and development, policy formulation and projects, inspectorate, legal matters, administration. The Ministry has eleven Semi-Autonomous Government Agencies (SAGAs). These are : Kenya







basic education and has established CADEC petitioning centers in nine provinces at the community level, hosted in Provincial Children’s offices. 500,000 Kenyans have so far signed the petition calling for debt relief and increased investment in education and health for Kenyan children. In part due to their advocacy work, in December 2003, Kenya received a debt-rescheduling by the Paris Club, and Finland and Italy cancelled public debt worth Kshs 460 million in July 2004. In 2003, CADEC won the Jubilee award in recognition of its innovation. CEF supported CADEC and Elimu Yetu Coalition to develop a proposal on building a citizens movement on unconditional aid. The proposal was funded by Comic Relief through Action Aid UK at 19,000 GBP (CEF Review, 2005).

In 2003, IDRC awarded a CAD \$77,000 grant to the National Council of Churches Kenya (NCKK) to carry out research on Civil Society's Entry Point in Kenya's Political & Economic Transition (IDRC, 2005). The NCKK has played a major role in the democratization process and in the constitutional review. The study was intended “to critically evaluate the ongoing reform process and help civil society organizations redefine their strategies for advocacy on issues of democracy, governance, peace building and reconciliation.” NCKK 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). NCKK 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 comprised 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. NCKKs 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



bursaries for girls. Another success was that of the Collaborative Centre for Gender and Development who managed to ensure the PRSPs were engendered (CEF, 2005).

#### 4. Civil society and education

Civil society in Kenya has a long history of service provision in education. Much of the educational expansion in the first two decades after independence was a result of community organizations and churches (Ogachi, 2002). The

movement was instrumental in building secondary schools, furnishing them and employing teachers, through investments by parent associations, churches and private funding.

CSOs, mainly INGOs, have taken the lead in providing NFE programs and also providing facilities and resources to primary schools in marginal areas of the country. Many of the INGOs partner with local communities in this provision. For example, Action-Aid Kenya provides school facilities and learning materials to four primary schools within the Kariobangi slums. The Christian Children's Fund has similar projects in Samburu and Plan International and Compassion International operate similar projects in Embu. CSOs also continue to strengthen advocacy and lobbying in education to mainstream the needs of marginalized communities and children. Oxfam in Kenya supports the non-formal education system enabling the children of nomadic herders to attend school (Oxfam, 2005).

In the formal primary school system there is provision for Parents-Teachers Associations (PTAs). The Kenya National Association of Parents (KNAP) is an umbrella organization which was formed in 1999 to represent the interests of parents associations across the country. KNAP, which is a member of the CEF, has a membership of approximately three hundred and twenty five (325) (PTAs) drawn from twenty five (25) Districts. First elections for national governing board officials were held in the year 2000 to serve a term of five years. Main activities have rotated around capacity building of PTAs in school management to establishing district branches (CEF Kenya Review, 2005). However, there is no mention of parent involvement in the NFE system. Given that the NFE systems









Source: Abagi, O. (2005). Commonwealth Education Fund Kenya Mid-term review report.

Table 12: Working list of leading CSOs with a stake in education

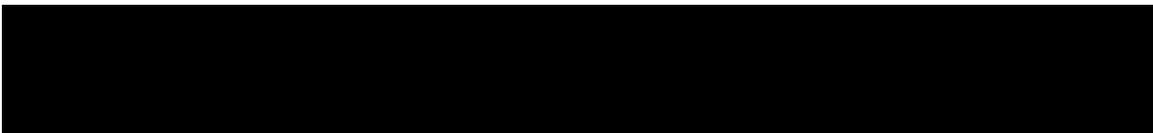
Type of Organization	CSO
Church/Faith-based	National Council of Churches of Kenya (NCKK) Bible Translation and literacy (BTL) Wycliffe Bible Translators Mennonite Central Committee World Vision Christian Reformed World Relief Committee
International NGOs	Action Aid Save the Children Oxfam Aga Khan Foundation CODE Voluntary Services Organization
Women's Organizations	Women Educational Researchers of Kenya (WERK) Federation of African women educationalist (FAWE)
Child Rights Organizations	Kenya Alliance for Advancement of Children's Rights (KAACR) Girl Child Network (GCN) Kenya Children's parliament Child life Trust African Network for the prevention and protection of child abuse and neglect
Anti-poverty organizations	Cancel debt for child campaign (CADEC)
Unions	Kenya Union for Post Primary Teachers Kenya National Union of Teachers
Research Networks	Centre for research, communication and gender in ECE
Service Delivery Organizations	PAMOJA Kenya
District or local level CBOs	Pastoralist coalition Dupoto e Maa (meaning prosperity for the Maasai)

<p>Community(village) based organizations, including PTAs, community school organizations</p>	<p>Literacy for All (LIFA)  Elimu Kwa Wanavijiji Coalition (EKWVC)  Kenya National Association of Parents (KNAP)  Autism society of Kenya  Kenya society for Mentally handicapped</p>
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## 5. Synthesis of civil society engagement

The post-2002 political landscape in Kenya has created greater space for participation of CSOs and this relatively expanded democratic space has consequently led to the emergence of a stronger civil society. Notable among these changes is the establishment of the Kenya National Commission on Human Rights. Further, the Constitutional Reform movement has witnessed Kenyans being widely consulted on how the Kenyan State could be re-constituted and has heightened interest and awareness on Constitutional issues. CSOs also played a pivotal role in the introduction of FPE as they were instrumental in meetings involving key stakeholders and donors to discuss partnerships in the implementation of FPE. Additionally, a task force of key CSO actors





would SWAPs divert funding from CSOs in service provision, and recast the government in its role as service provider? How would this affect the quality of educational services, especially in the context of an overburdened public education system as a result of FPE?

The literature suggests that the role of CSOs in KESSP is not clearly defined and their participation is still largely limited to specific reform initiatives. While CSOs have introduced several innovations to the sector, it is not clear if CSO engagement has become institutionalized as an ongoing process of meaningful involvement that is able to contribute to education policy formulation

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## ***Appendix 1***

### **Commonwealth Education Fund Partners**

1. Elimu Yetu coalition EYC)
2. Girl Child Network (GCN)
3. Cancel Debts for child Campaign (CADEC)
4. National Council of churches of Kenya (NCCCK)
5. Bible Translation and Literacy (BTL)
6. Kenya alliance for advancement of children (KAACR)
7. Literacy for All (LIFA)
8. Women education Researchers of Kenya (WERK)
9. Elimu Kwa Wanavijiji Coalition (EKWVC)
10. Dupoto e Maa (meaning prosperity of the maasai)
11. Kenya National association of parents (KNAP)
12. Autism society of Kenya
13. Kenya Society for Mentally Handicapped(KSMH)

***Potential/pending partners (The following CSOs have submitted proposals that have been shortlisted, and are presently awaiting approval)***

1. Kenya Children’s Parliament (Child to policy makers campaign for education )

2. Childlife Trust (Street children education advocacy)
3. Pamoja Kenya (Adult Education)
4. African Network for the prevention & protection on of child abuse and neglect (Early Childhood Care and Education advocacy)
5. Pastoralists Coalition ( Advocacy for pastoralist education)
6. Kenya Union for Post Primary Teachers (KUPPET)
7. Centre for Research, Communication and Gender in Early Childhood Education (ECCE)

Appendix 2

**Members of the National Council of Churches Kenya (NCKK)**

Source: National Council of Churches Kenya Website.

[http://www.nckk.org/churches/member\\_all.asp?action=new&pagenum=4&reset=10](http://www.nckk.org/churches/member_all.asp?action=new&pagenum=4&reset=10)

**Name**

**Type**

African Brotherhood Church

Member Church

African Christian Churches and Schools

Member Church

African Church of the Holy Spirit

Member Church

African Evangelistic Enterprise

Member Church

African Interior Church

Member Church

African Israel Nineveh Church

Member Church

Anglican Church of Kenya

Member Church

Bible Society of Kenya

Associate Member

Christian Churches Educational Association

Associate Member

Christian Health Association of Kenya

Associate Member

Christian Hostels Fellowship

Associate Member

Church of Africa Sinai Mission  
Member Church

Methodist Church of Kenya  
Member Church

National Independent Church of Africa  
Member Church

Overcoming Faith Centre Church of Africa  
Member Church

Pentecostal Evangelistic Fellowship of Africa  
Member Church

Presbyterian Church of East Africa  
Member Church

Public Law Institute  
Associate Member

Reformed Church of East Africa  
Member Church

Salvation Army  
Member Church

Scriptural Holiness Mission  
Member Church

St Paul's United Theological College  
Associate Member

Trans World Radio  
Fraternal Member

Trinity Fellowship  
Fraternal Member

World Vision  
Fraternal Member

Young Men's Christian Association  
Associate Member

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**Appendix 3: Multilateral and bilateral agencies in education and areas of coverage**

<b>CATEGORY</b>	<b>NAME</b>	<b>ACTIVITIES /PROGRAMMES</b>	<b>REGIONS/DISTRICTS COVERED</b>
UNICEF			
UN		Non formal education Girl child education (EFA follow up) Early childhood care and development Aids prevention education in schools	Baringo, Garissa, Kwale, Mombasa Kisumu and Nairobi
			Nairobi, Kisumu Municipality, Kisumu District, Homa Bay, Migori, Busia, Kwale and Mombasa
UNESCO			
UN		Institutional support and training Policy and advocacy .Research, monitoring & evaluation	
		National programmes	
WORLD BANK			
Multi Lateral		ECD and Strengthening of Education at Primary and Secondary levels	
		National Programmes	
JAPAN			
Bilateral			

Provision of Equipment  
and Teaching of Science at Secondary school levels  
Muranga/Maragwa, Kajiado, Kakamega/Mumias, Butere /Lugari, Kisii (Central & South) and Makueni

DFID

Bilateral

Strengthening Primary  
Education (SPRED)  
Primary School management (PRISM)  
In-service Training of Teachers

National Programmes

SIDA

Bilateral

FPE

National

CIDA

Bilateral

Through CIDA Programme  
Support Unit\*

GTZ

Bilateral

Strengthening the teaching of practical subjects in Primary Education  
Machakos/Embakasi; Busia/Bungoma/Transmara and Kilifi/Malindi

IDA

Multi-lateral

Public Universities Investment Project  
African Virtual Studies (Kenyatta University)

All the public universities through the Commission for higher Education (CHE).

Support the delivery of degree programmes through satellite and broadcast education television

JICA// JAPAN

Bilateral

Support to Jomo Kenyatta University Science & Technology  
Purchase of science equipment for KSTC & KIE)

Has supported the university since its inception. This support include capacity building as its major component.

NETHER-LANDS

Bilateral

Provision of Textbooks as a budget support effort



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<sup>i</sup> <http://www.undp.org>