

## CASE STUDY 47

# IF NOT US, WHO? IF NOT NOW, WHEN? STRENGTHENING EDUCATION THROUGH MULTI-STAKEHOLDER PROCESSES IN SAMBURU DISTRICT, NORTHERN KENYA.

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**Sector: Education**

*Cooperation is the thorough conviction that nobody can get there unless everybody gets there- Virginia Burden*

### CHALLENGE

Since 2003, the Kenya government has introduced significant reforms in the education sector. Key among these was the introduction of Kenya Education Sector Support Programme<sup>31</sup> and free primary education, which resulted in increased financial investment<sup>32</sup> to the sector by the government and development partners. Most of these funds are accessible by the sub-national level through decentralised mechanisms. One outstanding result of these reforms is increased national enrolment to 82% in primary school. However regional disparities in enrolment and gender still exists, particularly in arid and semi arid pastoralist districts like Samburu, which stands at 51.4% (59.5% boys and 43.4% girls)<sup>33</sup>. SNV conducted a school assessment in Samburu District and established that this state was caused by myriad factors. These included teachers who are not motivated, weak supervision and support of teachers and schools, poor sanitation and hygiene, disempowered parents and local citizen institutions<sup>34</sup> and lack of coordination in the district. The net effect has been a decline in quality of education, poor return on stakeholders' investment and lack of necessary accountability and transparency measures especially in management of free primary funds.

### CLIENTS

In responding to these challenges, SNV started by facilitating a *multi stakeholders' platform*<sup>35</sup> in Samburu. This was seen as a perfect vehicle through which access, performance and retention especially for girls and other marginalised and vulnerable groups would be increased by 10%. The forum also planned to enhance the quality of learning achievement by raising the District's primary school national examination mean score to at least 260 out 500 from 232.

### METHOD / SNV INTERVENTION

In order to ascertain the challenges facing education in the district, the forum, with technical support from SNV and two local capacity providers, Samburu Integrated Development Programme (SIDEP) and Diocese of Maralal *developed an assessment tool* administered in twenty primary schools. The assessment findings backed by quantitative data revealed low enrolment among girls, 55% drop out rate, high pupil-teacher ratio, an average of 25% absenteeism on monthly basis, low capacity to manage finances, limited capacity among school development committees, lack of participation of parents in school matters and lack of authentic data occasioned by poor record keeping and manipulation of existing records.

<sup>31</sup> This is a sector wide approach programme planning aimed at attaining ownership, alignment of objectives, harmonization of approaches and coherent financing arrangement through broad based stakeholder consultations from micro to macro level.

<sup>32</sup> For instance since 2003, Samburu has received Free Primary Education funds to the tune of Ksh 137,060,665 million/ (approx. Euro 1,800,000). This excludes funds received through the Constituency Development Fund, the Local Authority Trust Fund and NGOs. Other investments by the government include Ksh 17,486,247 million (approx. Euro 158,600) towards early childhood education, Ksh 8,159,130 million (approx. Euro 74,200) for bursary in Samburu West Constituency; Ksh 49,300,000 million (approx. Euro 448,200) for school infrastructure and Ksh 2,500,000 (approx. Euro 22,800) towards supporting most vulnerable children in 25 schools.

<sup>33</sup> Education Management Information Systems Statistical booklet 2007

<sup>34</sup> Parents do not understand and appreciate the value of education and engage their children in providing labour for herding. The citizen institutions too lacked capacity to effectively participate in ensuring education services are offered to the desired quantity and quality and that necessary accountability and transparency measures are enhanced and mutually reinforced.

<sup>35</sup> It comprised of 11 member organizations drawn from civil society, government line ministries and private sector as well as local authority.

Strategic planning processes then commenced with SNV providing technical support to the forum. The plan included quantitative targets and indicators, which have been useful in monitoring progress and impact.

At implementation phase, SNV and local capacity builders continued to provide technical support to the District education office to improve their data collection, analysis and management capacities. At the same time, civil society groups in the forum coalesced into a sub-group based on shared interest to stimulate citizen driven participation and change. As a group they received capacity development services in programme design, facilitation, tools development and resource mobilisation from SNV and local capacity builders, Samburu Education Empowerment Programme. The objective was to strengthen their capacity to participate in education matters and also hold service providers to account. They have facilitated parents and school committees to develop three years school improvement plans in 19 schools. Twenty sessions were conducted aimed at building the capacity of parents to participate in school matters and effectively support their children to learning in ten schools. A total of 1357 parents and school management committees were reached.

In order to improve learning outcomes, SNV together with three local capacity builders provided technical support to field officers in quality school monitoring and support and use of targets and other relevant data.

SNV provided technical support in reviewing the progress against the strategic plan and re-planning.

## OUTCOME

*Increased appreciation and sharing of education data in the sector for evidence-based planning, monitoring progress and impact in e.g. enrolment, retention, toilet ratio and performance.*

- The district continues to focus on improving the pupil-toilet ratio from 60:1 to the recommended 30:1 through the school infrastructure funds and support from stakeholders. Some of the forum members are financing joint examinations for candidate and upper classes as their contribution to improve performance. Attesting to the value of SNV's capacity development support, the following was quoted from one member of the DEB.

*"We were all working separately and haphazardly. SNV has helped us to make choices and how to act on our choices together. This has minimized duplication".* Samburu District Education Board member

- The district education office is using quantifiable targets and indicators to assess the performance of quality and standard officers. This has increased coverage of schools receiving quality supervision and support to 65% from 40%. The quality of reports has also improved making follow up more effective and resourceful.

*Social Inclusion by increasing access to education for marginalized*

- 3,000 orphans and vulnerable children are receiving support to access education through provision of school uniforms, bags, food, and sanitary towels by all stakeholders. Currently 150 children with disability are undergoing rehabilitation and integration into schools equipped to offer education to these children. A home- based outreach programme for assessing and supporting children was initiated, increasing service to over 125 children.

*".....SNV gave us something more valuable than money. We acquired skills and capacity to develop the programme for orphans and vulnerable children, capacity to network with people and organisation and raise resources locally and internationally. In one resource mobilisation effort I raised Ksh 120,000 Euros! (approx. Euro 1090)"* Grace Seneiya, Director of Samburu Health Education and Rehabilitation Programme (SHERP)-an organization working with most vulnerable and disabled children.

*Increased participation of parents in governance*

- Positive behaviour has emerged where parents now make school visits to discuss the performance of their children. Parents have started providing lighting, desks and chairs at home and allow children time for homework



Parents accompanied their children to school and had a real experience of what happens in class.

**IMPACT**

**Impact realized according to the targets set in the district education plan**

Non formal schools have been established increasing access to 566 children (287 girls and 284 boys) involved in herding. Six of the centres will soon be receiving funding from the government.

The forum achieved a 14.7% (12.2 girls and 18% boys) increase in enrolment surpassing the 10% target that had been set in the district strategic plan. Transition rate from primary to secondary increased from 49% in 2007 to 52.19% in 2009 against their target of 70%. Mean score in national primary school examination improved from 232.5 in 2006 to 254 in 2009.



Learning at night. An innovative way of providing education to children herders through shepherd school.

**LESSONS LEARNED**

- Multi stakeholder processes increase the success of interventions when organisations harmonize their expectations and harness their comparative advantages.
- Lead champions in (this case it was the education officer and two District Education Board members) are necessary drivers of change. Identify and support them to steer the processes.