

GRIPS Development Forum Seminar
Comparative Study on the Local Meanings of Educating All and the Process
of Adopting EFA Development Goals in Three East African Countries
- The Case of Kenya -

Date and Time: March 24 (Fri) 16:00-18:00

Venue: GRIPS conference room 3C

Speaker

- Guest Speaker: Dr. Fatuma Chege
Senior Lecturer and Chairperson, Department of Educational Foundation,
Kenyatta University, Kenya
- Moderator: Dr. Shoko Yamada
Associate Professor, GRIPS Development Forum

Participants

- About 25 people from Ministry of Foreign Affairs, JICA, universities, and NGOs.

Background and objective of the seminar

GRIPS Development Forum, together with a team of researchers from Kenya, Tanzania, and Ethiopia, has initiated a study to investigate the process and ways of adopting the Education for All development goals (EFA goals), which were agreed in the international arena, into the educational thoughts and programmes of these three East African countries. The study explores the range of ideas on “educating all” which is not necessarily tied to the international goals of Education for All. By doing so, the research team has tried to understand to what extent educational changes represent locally developed educational thoughts and system and to what extent these changes represent views generated through international discourse.

The research is composed of three country studies in Kenya, Tanzania, and Ethiopia, so that the team can find factors which are specific to a certain context and which are common across different contexts. The research team has interviewed key officials of the Ministry of Education, staff of NGOs and donors, who are involved in the policy-making and programme implementation in the field of education.

Dr. Fatuma Chege has been leading the Kenyan group of this project. On the occasion of her stay in Japan, GRIPS Development Forum asked her to present the interim findings from the research done by the Kenyan team. To give the whole picture of the research to the audience, Dr. Yamada of GRIPS, as coordinator of this comparative study of three countries presented the methodologies commonly used by country teams, general findings and issues to be overcome.

● Profile of the speaker: **Dr. Fatuma Chege**

Ph.D. in Education from Cambridge University, UK. Areas of specialization are: Girls' education, HIV/AIDS education, educational policy studies. Dr. Chege has much experience in ethnographic qualitative research methods, such as in-depth interview and observation.

Major works:

- "Gender and Education for All: the leap to equality – Review of UNESCO EFA Global Monitoring Report 2003/4" British Journal of Sociology of Education, Vol. 26, No. 5, 2005.
- "Life Skills and HIV/AIDS Education for Young People: A Handbook for Learners," UNICEF, ESARO, 2004.
- "Constructing Femininities and Masculinities within the Framework of Domestic Labour: The Experience of Kenyan Schoolchildren," Journal of Educational Focus, Vol. 4, 2003.

Summary of Presentation

(1) Overall explanation of the research project and presentation of general findings(document 2)

<Preliminary overall findings>

Inclusiveness vs. primary enrolment

- As many respondents pointed out, World Charter for Children's Rights declares that everybody has the right to education, regardless of age or location. On the other hand, EFA gives narrower focus to the national governments on enrolment and gender equity.

Partnership/participation

- It depends on the political situation and historical relationship between the civil society and the government to what extent the government involves stakeholders into decision-making. Ethiopia is less open than Kenya and Tanzania. There is a tendency that a few NGOs – advocacy NGOs or NGO's federation – which always represent the civil society in the dialogue with the government. But they do not necessarily speak for all NGOs. The issue which needs more investigation is whose voices are heard and whose are not heard.

Disconnection between diplomatic for a and implementation

- Relatively small number of Ministry officials are involved in tasks related to EFA and the majority of operation are consistent before and after EFA. Many respondents pointed out the need to think of the holistic development of education system, instead of concentrating on a few areas.

(2) Presentation of the Kenyan case (Dr. Fatuma Chege) (document 3)

"Education for all" and EFA

- Occasionally, EFA goals and MDGs were portrayed as synonymous in defining EFA. This means, even though the EFA have 6 goals, two of them, which were integrated into MDGs – universal primary education and gender equality – are more visible to people

than the remaining four.

- Long history of “education for all” in Kenya (document 3: pp. 1-3)

What ALL means in EFA?

- Inclusive education and discourse of rights – When people are asked what they think “ALL” means in the context of education for all, many people talked about inclusiveness, from early childhood to adult, non-formal and formal. It is also mentioned to be one of human rights. There are occasionally mismatches between what people conceptualize “education for all”, which is very inclusive, and what people perceive as EFA goals.

What is new about EFA goals?

- Some respondents claimed that EFA goals were not new. See for example the quotes in page 9, document 3.
- What is new is the new ways of responding to the goals e.g. institutional goals on infrastructure

Stakeholders’ influence in the policy process

- Generally, external stakeholders have more chances to influence policy decision than before – various forms of influence (see page 10-11, document 3).

Emergent issues and implications for EFA

- Linking EFA with MDGs
- Education for refugees in camps
- Parental education on EFA and EFA goals
- Strengthening guidance and counseling in schools and refugee camps
- Out of school children should be attended
- Need to address poverty reduction
- There is a lack of planning and tending to talk a lot on what we want to achieve but not much on resources

Main points of discussion

Scope of analysis of this research

There are suggestions about the kind of issues which this study can look at and about the kind of data we can integrate to strengthen the argument of this study:

- To illuminate the process of formulating sector development policy with focus on NGOs and other stakeholders’ participation
- To examine the trends of external influences over time (longitudinal analysis)
- To expand the scope of study to include the interviews with rural individuals who are the beneficiaries of EFA policy
- To integrate statistical data; for example, argument about quality of education can be back-upped by regional common examination scores such as SAQMEC.
- To integrate the data on governmental expenses to education sector to see the trends of governmental focus

- In response to these questions about the scope of the study, the researchers responded:
- (1) the process of participation of different stakeholders is exactly one of the issues which this study is concerned about. In fact, the interview data from Kenya tells very eloquently who were included and who were excluded from the decision-making process and how it happened. Since our analysis is still at the preliminary stage, we were not ready to present it well today, but that is one of the issues which will be covered in the final paper
 - (2) Statistics and other kinds of data will be integrated when we present our findings. It is a matter of presentation and quantitative data will be useful to backup our argument, but analysis itself should be done with the qualitative data which is collected by the research team through interviews.
 - (3) The research team had decided to focus on the central policy-making level at this stage. We may look at the local government officials or final beneficiaries in later stage of this study, but we decided it is not a good idea to mix up data from different levels.

Academic contribution of this study

This study is policy study, which utilize various kinds of useful research methods regardless of narrow disciplinary framework. While we basically rely on qualitative data from interviews, it is important to triangulate the analysis from one research methods with others so as to ensure the quality of analysis. Multi-disciplinary approach is suited to get a holistic picture of the issues we are investigating, and policy-study itself is a distinct academic field.

Situation of community participation

From the floor, there was a comment that SWAPs may sideline the community with its stronger control of financial resources and by not releasing the funds for school construction to the communities which are, according to the government's judgment, ready for its responsibility.

Response 1: On the side of the government, too, there is a financial motivation of involving community and parents. Outsiders tend to assume that government takes care of all costs about public basic education, but in many developing countries which are rushing to achieve universal primary education, the governments have far less financial capacity than they need to maintain the expanding system. Therefore, community participation is counted on as an important financial source.

Response 2: Without involving parents and communities, EFA cannot be achieved. Raising parents' awareness about importance of education is crucial.