

PARTNER ORGANIZATION WORKSHOP

EDUCATION PROGRAMME PLAN (EPP) KENYA 2008-2010

April 2008

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APPENDIX

LIST OF ABBREVIATIONS

CBO	Community Based Organisations
EF	Edukans Foundation
EPP	Education Programme Plan
FBO	Faith Based Organisations
GoK	Government of Kenya
HIV/AIDS	Human Immuno Deficiency Virus/ Acquired Immune Deficiency Syndrome
ICT	Information Communication Technology
KAACR	Kenya Alliance for the Advancement of Children Rights
LCD	Liquid Crystal Display
L&A	Lobbying and Advocacy
LEC	Local Expertise Centre
M&E	Monitoring and Evaluation
NGO	Non governmental Organisation
OAIC	Organisation of African Instituted Churches
ICCO	
OVC	Orphan and Vulnerable Children
TIVET	Teaching, Industrial, Vocational and Entrepreneurship Training
TNA	Training Needs Assessment

1.0 INTRODUCTION

This report summarizes the three day proceedings of the Education Programme Plan Workshop which took place at The Naro Moru River Lodge starting on 23rd to 25th April 2008.

2.0 BACKGROUND

2.1 Edukans Foundation

The Edukans Foundation (EF) has supported educational projects for underprivileged children and youngsters in Kenya for about 10 years (since 1998). During the last few years more funds were allocated with a geographic focus on 3 main regions in Kenya which are (North) Rift Valley, Nairobi and western Kenya (Western and Nyanza Provinces). In addition, with the incorporation of the Ex-Change programme within EF Kitui district has been added.

A shift towards programme development is taking place, including capacity building and advocacy & lobby activities, providing local implementing partners the time and resources required to develop 'local solutions' to achieve the goal of Education for All. The main areas of intervention are: access to relevant and good-quality education, with special attention for skills training, the girl-child, Hiv/Aids, and education for marginalised peoples.

2.2 The Education Programme Plan process

This draft Education Programme Plan (EPP) is based upon the Country Strategy Paper 2006-2007 for Kenya and is being developed with input from partners in the South. The various fact-finding missions in the past few years have contributed valuable information to developing this draft EPP 2008-2010.

The purpose of the workshop was to provide a forum where the draft EPP would be presented to and reviewed by the partners in Kenya in a 3-day workshop. It is planned that during the years 2008-2010 this document is yearly updated and revised where necessary in consultation with the partners in the South

2.3 Terms of reference

In order to reach our programme goals, defined in the draft Education Programme Plan Kenya 2008-2010 a workshop for all relevant Kenyan partners was held on **23, 24 and 25 April 2008** in Nairobi. The workshop was organized by Edukans Foundation and Undugu Society of Kenya (USK) in Kenya and facilitated by Mr. Daniel Sitati.

Based on the outcomes of the mapping conducted in October 2005, the Educaids mapping conducted in April 2006 and the various Consultation, Planning, Monitoring and Evaluation visits conducted thereafter, a Country Strategy Paper for Kenya was written in 2006. Based upon the experiences gained in 2007, the first year of the MFS Education Programme, this Country Strategy Paper 2006 was updated into a draft Education Programme Plan (EPP) Kenya for the period 2008-2010.

The draft EPP 2008-2010 document was presented at the workshop and the partner organizations present were invited to discuss, fine-tune, and finally to approve and commit themselves to this EPP 2008-2010.

Key to this EPP 2008-2010 is the establishment of a Local Expertise Centre (LEC) to increase the quality of the partnerships between Edukans Foundation and the various partner organisations and the programmes and projects implemented. During this workshop the criteria for a LEC was discussed.

2.4 Purpose

The objectives of the workshop are twofold: reach an agreement about (1) the EPP 2008-2010 for Kenya (e.g. overall goal, main objectives, thematic and geographical focus, focal points, partnerships, result agreements, M&E) and (2) the establishment of a LEC (draft MoU).

2.5 Scope

The workshop covered 2 topics:

1. Commitment to the Education Programme Plan Kenya 2008-2010 by partner organizations;
2. Commitment to the concept of a LEC by partner organisations.

2.6 Methodology

The workshop comprised several presentations e.g. introducing 'old' and 'new' partner organisations to each, presentation of the draft EPP 2008-2010 document, presentation of the LEC concept and group work i.e. discussing and fine-tuning the EPP based upon the thematic and/or geographical focus on the partner organisations, discussing and fine-tuning the criteria for the LEC. The workshop was carried out in an informal setting and applied participatory approaches. Presentations were made using LCD technology, flip charts and gallery walks.

Emerging issues were clarified through question and answers sessions. After every group discussion sessions, presentations on specific topics were made to the workshop team. This ensured that all participants were able to contribute to proposed issues/way forward. Participants were given opportunity to comment on the issues at hand before moving to the next item. Charts were used mostly by the facilitator to document outcomes of the discussions and presentations on the floor.

2.7 **Outputs**

1. A workshop report, prepared by Daniel Sitati and distributed to all participants of the workshop by 15th of May 2008
2. A finalised EPP 2008-2010 for Kenya prepared by Sabine Mastwijk by 1st of June 2008
3. A MoU for the LEC in Kenya prepared by Daniel Sitati by 1st of June 2008

All documents will be distributed to all participants present and possible relevant stakeholders not present at the workshop upon finalization.

2.8 **Workshop Objectives**

- Common understanding of Educans Foundation and each Educans Foundation partner organisation and the project being implemented
- Agreement on overall goal of the Kenya EPP 2008-2010
- Agreement on main objectives of the Kenya EPP 2008-2010 based upon agreement on thematic programmes
- Agreement on focus of thematic programmes including role of each partner organisation.
- Agreement on targets thematic programmers including M&E
- Introduction of the Local Expertise Centre(LEC) concept
- Agreement on overall goal and objectives of LEC

3.0 **WORKSHOP PROCEEDINGS**

3.1 **Opening and Introductory Session**

The Mr. Sitati and Ms Sabine welcomed participants to the workshop. Sitati led participants through the programme, objectives and ground rules of the workshop. Participants were also given a chance to introduce themselves¹ and share their expectations of the workshop as have been enumerated below.

3.2 **Participants expectations** (As indicated by participants)

- To share experiences (best practices and challenges) and learn from each other
- To develop a working coalition
- To meet other EF partners and share experiences
- Understand the rational for the LEC/TNA of organisations to carry through LEC
- Internalize the EPP and explore the fit with individual organisations
- Develop and conclude goals and objectives of LEC

¹ Vide Annex 'List of Participants'

- Increase effective and efficiency in implementation/ explore on area of sustainability of programmes (community carrying forward)
- Translate into a powerful voice to advocate for marginalised groups
- One participant expressed need for EF to issue certificate of attendance for the workshop
- Explore possibility of student exchange programmes
- Be able to link with each other beyond the workshop

3.3 Ground Rules (As agreed upon by workshop participants)

- Mobile phones off or on vibrate alert
- Respect each other opinion and diversity
- constructive interruption
- Punctuality/ proper time management
- Speak loud and clear
- Active participation

3.4 Roles

Time keeper: Teresia Kagendo
Welfare: Nancy Wamwea
Energizer: Wycliffe Ouma
Prayer: Augusta Muthigani

4.0 PARTNER'S PRESENTATIONS OF THEIR ORGANISATIONS

Partners were given an opportunity to present brief backgrounds of their organizations with specific reference to the Education and Training programmes which were been funded by Edukans Foundation. (*Refer to the appendix on organisation's background.*)

5.0 PRESENTATION ON EDUCATION IN KENYA POLICY EVOLUTION²

Mr. Sitati took participants through a presentation on Sessional Paper No. 1 of 2005. He explained that the policy embraces Kenyan's Education for All goals as articulated in the Jomtein meeting and millennium development goals. He further, explained that the long term objective of GoK was to provide all Kenyans with the opportunity of basic quality education and training. On adult Continuing and Non-Formal Education he outlined some of the key challenges facing the sub-sector and proposed some strategies to address the same which included the implementation of a national system for assessment and certification for ACE and NFE and formal registration of NFE centres.

² For more information please vide annex 'Presentation Sessional Paper 1 of 2005'

He also reviewed the TIVET (Teaching, Industrial, Vocational and Entrepreneurship Training) sub-sector. He shared the objective of TIVET which is to promote and provide life-long education and training for self-reliance. He further, outlined the major challenges facing the sector which include lack of effective coordination of training and the disproportionate duplication in the production of skilled personnel across the entire economy. Some proposed strategies towards addressing these challenges include the establishment of a national TIVET authority to oversee the national skills training system. Finally, he sought to understand the definition of Basic Education from the plenary which enlisted a discussion.

Plenary comments/inputs

After discussions, participants agreed that the key components of basic education are:

1. An education that is holistic(including life skills)
2. An education that encompasses both literacy and numeracy skills
3. An education that encompasses vocational skills training.

6.0 PRESENTATION ON DRAFT EPP 2008-2010 CONCEPT³

Ms. Sabine took the participants through the draft concept 2008-2010. She explained that ICCO Alliance works in 6 countries but it was Educans and Prisma only were present in Kenya. Prima is a membership organisation working in Western Kenya and will in the future collaborate with Educans to work in other parts of Kenya. She further explained that 75% of the alliance's budget came from Netherland's Ministry of Finance and 25% for other sources.

The Overall goal of draft EPP concept 2008-2010 is '**Support Kenya's effort to enhance Education for All' as human right'**. It focuses on 3 thematic areas which are further also subdivided into geographical areas for. These are namely:

1. Education for work
2. Education for marginalised people
3. Education for HIV/AIDS
4. Education in post conflict situation. These thematic areas will only be undertaken in Uganda.

She further explained that the all Kenyan programmes form the bigger EPP programme.

The EPP draft concept was developed after data was collected form partners in Kenya and subsequently, a country's strategy paper 2006-2007. The EPP is currently at its implementation phase and thus the reason for this meeting for input from partners before its finalization.

³ For more information please vide presentation on 'Draft EPP 2008-2010 Concept'

Plenary Discussions:

Participants at plenary raised the following issues after the presentations.

- That the issue of advocacy is key however, there needs to be a balance in all the strategies.
- That not all organisations need carry out all the strategies.
- That tracking of all the funds needs to be carried out by all partners. Participants were informed that especially LATIF needed to be tracked at the grassroots.
- That FBOs (Faith Based Organisations) needed to be involved in advocacy initiatives
- The need to the community to seek their own solutions and claim for their rights was imperative in advocacy.

After the presentation participants carried out a group exercise in which each group looked at overall goal and objectives of the draft EPP concept. During group presentations participants were in agreement over the overall EPP goal: “Support Kenyan’s efforts to enhance Education For All as a human right”

However the same did not apply to the objectives. Mr. Sitati and Ms. Sabine were tasked to consolidate and fine tune the EPP draft concept objectives and share this with participants the following day.

7.0 OVERALL GOAL AND OBJECTIVES OF THE EPP

The objectives of the EPP draft concept as agreed upon by all participants are as follows.

Overall Goal of EPP concept

Support Kenyan’s efforts to enhance Education For All as a human right.

Objective 1.

Increase access and equity of *basic education and skills training* in marginalised areas.

Objective 2.

Improve quality and relevance of basic education and skills training.

Objective 3.

Strengthen the organisation and management skills of *basic education and skills training* Management committees and other stakeholders.

8.0 THEMATIC LOG-FRAME MATRIX

Participants, in working groups, reviewed the objectives, specific objectives and key activities, targets and indicators of the three thematic

sub-programmes. The log-frame matrix for each thematic group is as follows.

Thematic sub-programme: Education and Work			
Overall objective: <i>Improve access to quality and relevant livelihood skills for disadvantaged youth in marginalised areas</i>			
Specific Objectives	Key activities	Targets	Indicators
1. To support youth to acquire skills for wages and/or self employment	<ul style="list-style-type: none"> -Skills training for out of school youth -ICT training in vocational institutions, primary and secondary schools -Student ex-change programmes -Infrastructure development -Curriculum development and review -Design and develop training and learning materials -Provision of learning materials -Linking trainees with relevant job market -Research, documentation and dissemination of information -Policy influence(L&A) -Monitoring and evaluation 	<ul style="list-style-type: none"> -1960 youth -3,000 youth -4,000 youth -At least 3 reviews -1960 youth -1,000 youth -At least 6 researches -Continuous -Continuous 	<ul style="list-style-type: none"> -At least 60% of youths trained are either in wages or self-employment -Improved income levels for the youth -No. of trainees earning income from relevant skills
2. To strengthen capacity of training providers and other stakeholders for effective and efficient delivery of training	<ul style="list-style-type: none"> -Training of CBOs -Training of service providers -Research, documentation and dissemination of information -Monitoring and evaluation 	<ul style="list-style-type: none"> -70 CBOs -315 trainers -Continuous -Continuous 	<ul style="list-style-type: none"> - At least 70% of youth doing examinable trades pass their exams -Number of CBOs/FBOs taking up skills training with their communities.
Thematic sub-Programme: Education and HIV/AIDS			
Overall Objective: <i>Support education stakeholders in HIV/AIDS prevention, mitigation and care and support programmes</i>			
Specific Objectives	Key Activities	Targets	Indicators
To provide preventive education	- Develop a common training/information	- 4,500 simplified copies and policies and legislation	-Increased level of usage of laws and legislation to enhance

<p>on HIV/AIDS</p>	<p>pack on HIV/AIDS -Carry out peer to peer education on HIV/AIDS through creative art -Disseminate relevant information and facts on HIV/AIDS -Train various stakeholders on prevention.</p>	<p>- 9,000 copies of children news letter -2,000 copies of children Act 2001, children right clubs and adolescent Reproductive health booklets -3 newspaper supplements -360 youth(Nairobis) -18 radio programmes recorded and aired -Upto 1,000 copies of Best Practice -200 child rights clubs -12 training modules</p>	<p>adolescent health and HIV/AIDS information in the target schools - Increased awareness on adolescent health and HIV/AIDS -Increased awareness on adolescent health and HIV/AIDS - 3 active movements of girls and boys on education, HIV/AIDS and ADH established.</p>
<p>To improve welfare of OVCs(infected and affected children)</p>	<p>-Train various stakeholders on care and support -Support sponsorship of OVCs at school level -Support school feeding programmes</p>	<p>-100 head teachers trained -100 teachers facilitators trained -100 PTA, SMC and religious leaders trained -120 peer leaders trained -100 youth leaders trained -60 boys and girls provided</p>	<p>-Establishment of a pool of 30 teachers as TOTs on education of HIV/AIDS and adolescent reproductive health.</p>

	<p>-Lobby for government/other stakeholders support to increase FPE funding to included the dignity kit and feeding programme</p> <p>-Lobby the government to extend the FPE funding to ECD</p>	<p>with educational support</p> <p>-300,000 dignity kits distributed to children</p>	
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Thematic sub-programme: Education for marginalized people			
Overall objective: To enhance access, equity, relevance and quality education for communities in marginalised areas			
Specific objectives	Key activities	Targets	Indicators
To increase access and equity to education for marginalised communities/groups	<ul style="list-style-type: none"> -Improvement of physical infrastructure -Feeding programmes -Provision of essential non-learning materials -Community meetings to sensitise on importance of education -Establish community sponsorship -Radio programmes 	<ul style="list-style-type: none"> 114 Beds 73 Classrooms 56 Renovated of classrooms 17 Pit latrines 3 dormitories 3 Administration Blocks 7 Dinning halls 15 ECD centres 4 Kitchen 6 Water tank 	<ul style="list-style-type: none"> - No. and type of items provided. -No. of children receiving food Quality and quantity of food being offered -No. of children that receive school uniforms -No. of meetings held -No. of and type of participants

	-IEC materials	2 Solar energy 3 Desks/ chairs -900 children in Feeding Programme -63 uniforms distributed -310 meetings -34 scholarships -Radio programmes-24 -36,000 IEC materials	Level of participation -No. of students assisted -No. of media broadcasts -No. IEC materials
To improve quality and holistic education for marginalized communities	-Refresher courses -Training of ECD teachers -Exchange visits and peer reviews -Provision of learning materials Promotion of model schools	-61 teachers -30 ECD teachers -ECD teachers -12(4 exchange visits and 3 peer review forums in 7 schools	-No. of visits -No. of people -No. of school -No. of students -No of models -No. of trainings conducted -Total No. of participants -No. of teachers trained -No. of advocacy forums -No. of participants -No. of teachers
To strengthen the capacity of education management committees and other stakeholders	-Training of school management committees and other stakeholders -Equipping of guiding and counselling with life skills -Hold advocacy stakeholder forums	-8 schools -4 model schools -80 school management committees/stakeholder -72 Teachers -9 Forums	

9.0 ROLES OF EPP PARTNERS

Ms Sabine and Mr Sitati led participants through a presentation on the Local Expertise Centre concept and the roles of partners as follows;

9.1 EDUCANS FOUNDATION

Roles:

- Strategic Financing
- Link organisations
- Capacity building
- Programme M&E
- Thematic
- OD&S

9.2 FUNDED PARTNERS

Roles:

- Implementation
- Share experience
- Network & collaboration
- Programme M&E
- Combined reporting

9.3 Plenary Discussions

After the presentation on the LEC concept some concerns that need to be addressed to ensure success of the LEC concept were raised at plenary as follows;

- Values and Principles of partners
- Greed and hunger (fringe benefits, what is in it for me)
- Accountability and transparency- resources
- Work ethics
- Clear understanding of roles and mandate of the coordinating organ
- Attempt to institutionalize or NOT-new structures
- Disconnect between coordination point ad members
- Tribal factor
- Competition among partners/ desire to control
- Poor planning and communications
- Pyramids of power-for service or control?
- Conscious of the process-To enhance service
- Listen, learn and think together.

Following the above concerns participants were tasked to work in groups towards addressing the following key issues.

1. Values and principles of EPP partners
2. Structure of LEC
3. Agreement on way forward for LEC

9.4 Group Work Presentations

A. Group A

Roles of partners

- Attend and participate in the EF meetings
- Provide and share best practice
- Identify and communicate institutional capacity gaps

Roles of Coordinating/Focal organisation

- Facilitating linkages, learning and sharing of experience and best practice
- Coordinating capacity building for partners
- Coordinating reporting for the whole programme
- Liaison with EF to raise needed resources

Structure

- Educans Foundation
- Host to provide coordination
- Task Force (3 organisations)
- Secretariat
- EF Partners

Values and principles

- Non-interference/ respect for diversity
- Selfless service and commitment to the work of the partnership and target groups Solidarity with the disadvantaged(OVCs, the poor and marginalised)
- Readiness to learn form the experience of other partners-sharing
- Non-discrimination pf partners on geographical location, size, capacity finance etc
- Integrity, transparency, accountability ad endurance
- In the best interest of the child and community- spirit of true partnership at all levels(donors, partnership and our target groups)
- Results-orientated implementation ad reporting
- Empowerment and sustainability

B. Group B.

Values and Principles

- Respect for diversity

- Preservation of organisation identity
- Commitment to EPP goal
- Learning and linking
- Freedom of opinion and expression
- Integrity, honesty, transparency and accountability
- Result oriented

Roles of coordinating point

- Organize and facilitate forums for inter-partner learning and linking
- Facilitate disseminate of relevant information to partners

Roles of partners

- Participate on organised joint forums
- To provide effective communication and feedback
- Active engagement among partners

Structure

- Desk in one partner organisation

C. Group C

Values

- Respect for diversity
- Commitment to the target groups
- Openness to each other(partners)
- Inclusiveness
- Transparency and accountability

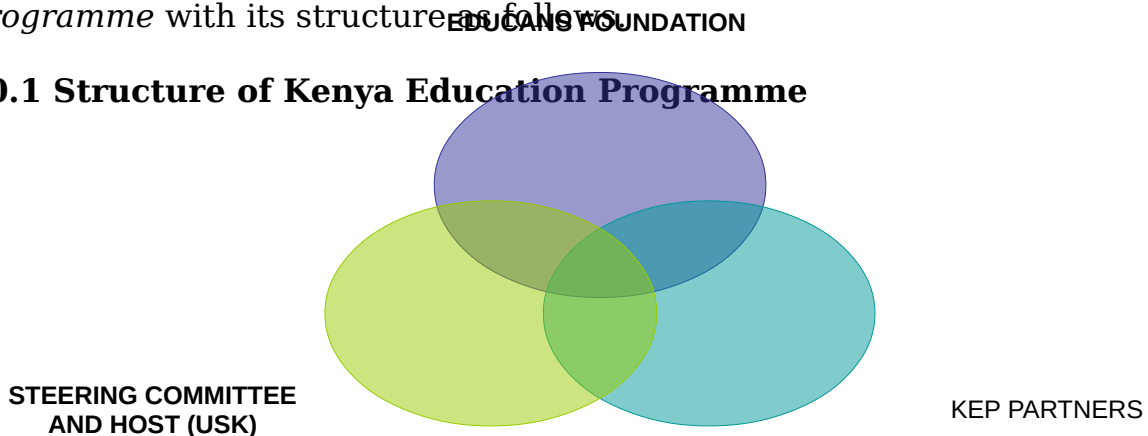
Roles of Coordinating Agency

- Administration support to the EPP (organised joint activities/ meetings)
- Maintain database.

10. AGREEMENT ON STRUCTURE OF THE KENYA EDUCATION PROGRAMME

It was agreed upon that LEC would be renamed to the *Kenya Education Programme* with its structure as follows

10.1 Structure of Kenya Education Programme



It was agreed upon that the steering committee would be made up

1. NAIROBITS (Education and Work)
2. KAACR (Education and HIV/AIDS)
3. NCKK (Education and Marginalised communities)

11. WAY FORWARD

Participants resolved that Ms. Sabine and Mr. Sitati would fine tune the log-frame matrix and circulate a workshop report to all as soon as possible.

12. CLOSURE OF WORKSHOP

The workshop came to a close with by a presentation by Mr. Henk Haring (Vide attached presentation). He emphasised on the power of pulling together and attaining a common goal for Education for All.

Mr. Aloys Opiyo, Executive Director; Undugu Society of Kenya (USK), gave closing remarks. He thanked all participants for making time to attend the meeting. He also commended the facilitators for their good facilitation. He urged everyone to promote peace around the country and noted with concern that the education sector had been affected by the post election crisis. He foresaw that the impact of this would have long-term effects to the Kenyans' goal of Education for All by 2015. He therefore, asked all partners to urgently, look into sustainable interventions of addressing the negative impact of the crisis especially on the education sector.

Mr Raphael Makokha of the Organisation of African Instituted Churches-Kenya Chapter (OAIC) closed the workshop by thanking all participants for their active participation and Undugu Society of Kenya for coordinating the workshop. He urged partners to keep focus on the goal for Kenya Education Programme and work towards it realisation. Nancy (USK) led participants in a word of prayer after which Sitati invited everyone to lunch and pronounced the workshop closed.

APPENDICES

1. WORKSOP EVALUATION

Education Programme Plan (EPP- Kenya) Workshop

Venue: Naro Moru

Date: From 23rd April to 25th April 2008

PARTICIPANTS' EVALUATION & RECOMMENDATIONS

The EPP workshop was well attended and rated by a majority of the participants as successful. 52% of the participants rated the workshop as having exceeded their expectations. The rest rated it as having met its objectives as expected.

Majority of the participants (14 out of 21 respondents) indicated that the timing of the workshop was about right while the rest suggested that more time was required. The reading and workshop aid materials were rated as adequate by 67% of the participants. The choice of venue was assessed as appropriate and conducive by an overwhelming 95% majority. However, a few participants (2) observed that there was need to check on accommodation, space the sessions, and change working groups' composition to allow for more interactions. The overall feedback on the workshop was rated as Very Good (76%) and Good (24%).

The workshop content was rated as being useful by all participants and they were able to identify topics of great importance to them and their organizations. Selected participants' comments on applicability of the workshop content were as follows:

- i. The workshop would help them improve both at individual and organization levels;
- ii. An opportunity to learn and share from others,

- iii. Improve on proposal writing,
- iv. Know and understand EF partners,
- v. Strengthen their organization structures,
- vi. Link objectives to targets hence better results and develop workable plans,
- vii. Focus on capacity building and advocacy,
- viii. Improve on coverage areas and linking with other strategic partners.

There were some emerging issues at the conclusion of the workshop. Many participants expressed the need to organize similar workshops regularly. Some members (3) suggested the need to involve local universities by inviting their lecturers as independent facilitators in the workshop programme.

The facilitation, participation, and administration process of the entire workshop was rated effective and excellent; The process involved all participants and took note of varied areas of interests, brought critical points to the fore line and presentations were clear and guiding to the point.

The workshop evaluation report is a clear indicator that the EPP workshop achieved its objectives. Below find the detailed evaluation feedback report and the evaluation sample form for your information.

DETAILED WORKSHOP EVALUATION REPORT

1. GENERAL ASSESSMENT

1.1 Expectations

Rating	Response
Better than Expected	11
As Expected	10
Failed to meet Expectations	NIL

1.2 Duration

Rating	Response
Too long	2
Too short	3
About right	14
Suggested Duration- 3 Days	2

1.3 Workshop Materials

Rating	Response
Very Adequate	5
Adequate	14
Not Adequate	2

1.4 Choice of Venue (Appropriate & Conducive?)

YES	20
NO	1

1.5 Suggested improvements

- a) Have the workshop at a central place
- b) Change grouping for more interactions
- c) Space the sessions
- d) Check on accommodation
- e) Communicate early to organizations
- f) Make workshops shorter
- g) Give notice of the venue in time

1.6 Overall Workshop Assessment

Very Good	16
Good	5
Poor	0

2. WORKSHOP CONTENT

2.1 Useful Topics

- a) Developing of values and structure
- b) Linking objectives to targets
- c) Coordinating and partnership roles
- d) Learning and linking
- e) Planning together for joint interventions
- f) Partners presentations
- g) Financing objectives and activities
- h) Education & work
- i) Objectives, targets, & indicators
- j) LEC-KEP-EF
- k) Thematic sub programme
- l) All areas

3. APPLICABILITY OF CONTENT

3.1 Of what help was the workshop to participants

- a) Knowing more about other organizations
- b) Getting an exposure on other organizations for improvement
- c) Getting to know all EF partners
- d) Ability to strengthen participant's organization
- e) Sharing experience of other organizations
- f) Improved proposal writing
- g) Better understanding of EPP
- h) Given an opportunity to network
- i) Systematic planning of activities and implementation

3.2 Impact of the workshop to participant's job

- a) Streamlining of organization structure
- b) Work on proposals efficiently
- c) Able to link with other partners
- d) Improved personnel monitoring
- e) Focus on capacity building and advocacy
- f) Skillfully implement health projects
- g) Improve on coverage areas
- h) Physical interactions
- i) Focus on objectives of PCEP

4. RECOMMENDATIONS AND OTHER COMMENTS

4.1 General organization and planning

- a) Organize everything in time
- b) Avail all documents for discussion
- c) Link and learn from each partner
- d) Organize similar workshop programs regularly
- e) Involve independent facilitators from higher institutions of learning especially universities
- f) Listen from smaller organizations too
- g) Increase the duration for such a workshop by a day or more
- h) Disseminate the workshop's objectives prior to its commencement

4.2 Facilitation, participation and administration of workshop

- a) Effective facilitation and participation (1)
- b) Cared for participants areas of interests (3)
- c) Very clear and guiding to the point (4)
- d) Brought critical points to the fore line (1)
- e) Excellent (9)
- f) Very articulate facilitation (2)
- g) Brief and fluent (1)

4.3 Suggested ways of improvement

- a) Avail more time for the workshop (1)

- b) Ask participants to carry their plans (2)
- c) Involve local universities (3)
- d) Exchange of partners internationally
- e) Create more interaction time

4.4 Other Comments

- a) Avail more time for the workshop (1)
- b) Ask participants to carry their plans (2)
- c) Involve local universities (3)
- d) Create more interaction time (1)
- e) Exchange of partner internationally
- f) Sustain encouragement by Edukans Foundation (1)
- g) Keep it up (8)
- h) Excellent (4)

2. WORKSHOP PRESENTATIONS

Educaids Partners in Kenya - Betty Mwakelemu-Tole - KAACR

- Educaids is a network of Southern and Northern NGOs that work in the field of education and HIV/AIDS in - currently - sub-Saharan Africa.
- It aims at effective HIV prevention through education as well as mitigation of the negative impact of HIV/AIDS on education.
- Educaids sees local civic driven solutions based within education as a starting point for tackling the problem of HIV/AIDS, while linking to the meso and macro levels in order to have impact at a larger scale.

Vision

- Educaids believes that the spread of HIV/AIDS can only be stopped when strong and qualitatively sound education systems and school environments are in place that are able to contribute to the prevention of HIV/AIDS and that are capable of coping with the negative impact of the epidemic.

Mission

- The mission of Educaids is to mobilize the Education sector in the fight against HIV/AIDS. Educaids strives for improving and enabling school systems that fight HIV/AIDS through scaling-up, linking and learning and lobby and advocacy.

Membership of Educaids

- Undugu Society of Kenya (USK)
- Life Skills Promoters (LISP)
- Kenya Episcopal Council (KEC)

- International Child Support (ICS) Africa
- Kenya AIDS NGOs Consortium (KANCO)
- National Council of Churches of Kenya (NCCCK)
- Organization of African Instituted Churches (OAIC)
- Kenya Alliance for Advancement of Children (KAACR)
- Adventist Development and Relief Agency (ADRA) Kenya
- Rural AIDS Prevention and Development Organization (RAPADO)

Background of Educaids

- The partnership brings together organizations working in the field of HIV/AIDS and Education.
- The partnership began as a Consortium in 2006, after a workshop for organizations funded by ICCO, Edukans, Prisma and Kerkinactie (Netherlands) from Ethiopia, Uganda, Kenya and Malawi that was held in Nairobi.
- The partnership solidified after a teambuilding training held in May 2006. At the training, partners presented their organization's ideas on a potential joint project proposal.
- The partners resolved to develop a joint proposal to undertake a six-months pilot project in two regions of Kenya (where most of them already had undergoing projects) i.e. Nairobi and Western Kenya.
- The intention was to scale up ongoing activities but with increased partnership with one another, and at the end of the project be able to embark on a longer-term project with Educaids in 2007.

Project Goal

- To enhance the capacity of teachers, children, youth, SMCs and communities to address HIV/AIDS and Education issues in Kenya.

Project Objectives

- To scale up CP activities through clubs and empowerment of the target groups so as to strengthen HIV/AIDS intervention in schools
- To strengthen existing care and support structures for OVCs in the communities
- To strengthen capacity of partners through trainings, establishment of management systems and mechanisms for coordination, monitoring and evaluation

The Results Framework

Enhancing the Capacity of children, young people, teachers, school management committees and communities to address HIV/AIDS and their impact on education in Kenya.'

R 1: scale up child participation activities through clubs and empowerment of teachers, young people and school management committees so as to strengthen HIV/AIDS intervention in schools

R 2: strengthen existing care and support structures for OVCs in the communities

R 3: strengthen capacity of partners through training, establishment of management systems and mechanisms for coordination, monitoring and evaluation

LESSONS LEARNT AND OPPORTUNITIES FOR LINKING

Specific expertise and Lessons learned

- The specific expertise developed during the project was the importance of networking with like-minded partners to accomplish a common goal i.e. enhancing the capacity of teachers, children, youth, school management committees and communities to address HIV/AIDS and education issues in Kenya. Through the project, we benefited from each others' expertise in the areas of child participation, peer education, life skills, advocacy and lobbying, project management, HIV/ADS at micro, meso and macro levels, conflict resolution skills and building partnerships.
- We were also able to work closely with school communities to promote their understanding of HIV/AIDS and how to address the issue

Strengthening Capacity of Partners

- Working in partnership has a synergetic potential for support and strengthening among organizations and for greater impact on the lives of the target group.
- There is need to clearly define the roles and responsibilities of each partner organization and how they relate to one another.
- Partners in the project need to plan together to ensure all expectations are put in context and observe timelines

Strengthening Child participation

- Children are experts in their own way and adults should learn to seek children's opinions on the issues affecting them.
- Child to child approaches can help bring out issues that are affecting them especially in the area of HIV/AIDS.
- There is need to improve the linkages and forums for information sharing between children, teachers, school administration and community leaders.

- Need for more capacity building forums for teachers to effectively engage in discussion with boys and girls on HIV/AIDS, child rights and their role in creating an enabling environment for realization of child rights.

In 2007

- The partners developed a proposal whose focus is on linking and learning, and lobby and advocacy in view of the new vision for the bigger Educaids which is to promote linking & learning, scaling-up and lobby & advocacy as the key strategies to better quality of programs, reaching out to more children and communities and holding governments responsible for carrying out their duties.
- The project will mobilize national actors implementing HIV/AIDS projects through education in order to come up with effective and common approaches in addressing the epidemic.
- The partnership will seek to create linkage between the issues arising from the grassroots project implementation at micro and meso level to the macro level programmes, policies and legal provisions.
- The project will also build the skills of partners in advocacy, networking, monitoring and evaluation of programmes, child participation in HIV/AIDS issues and rights based programming through collaboration locally with one another and with Educaids partners in the South and the North.

Specific Objectives

- To strengthen partnerships, networking and collaboration among actors in HIV/AIDS and education.
- To advocate for enactment and implementation of at least four child friendly laws and policies on HIV/AIDS and education namely HIV and AIDS prevention and Control Act 2006, Children Act 2001, the National Policy on Orphans and Vulnerable Children and the KNASP.
- To strengthen management and coordination of the partnership

Implementation strategies

- Lobbying and advocacy
- Documentation of best practices
- Dissemination of information
- Capacity building of partners
- Exchange visits with Educaids partners within Kenya and partners in the North and South
- Media campaigns

SHAREFRAME WORKSHOP

- Currently, we are planning a workshop on **SHARE FRAME: Sexual development, Hiv/Aids and Reproductive health Education FRAMEwork.**
- This Framework is an initiative aimed at establishing a common framework for future interventions and consistent communication messages in the area of sexual reproductive health & rights and HIV/AIDS.
- The framework will enhance networking and linking and learning among the Educaids partners in Kenya. SHARE FRAME follows the principles of the Intervention Mapping protocol, a methodology based on the use of sound theories and evidence.

Sessional Paper nos. 1 of 2005 - Policy Framework for Education, Training & Research - Sitati Makhandia

Introduction

- The sessional paper no. 1 of 2005 embraces the Education for All and Millennium Development Goals.
- The provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy.
- The long term objective of the government is to provide every Kenyan with basic quality education and training
- The realization of universal access to basic education and training ensures equitable access to education and training for all children including the disadvantaged and vulnerable groups.
- Education is necessary for the development and protection of democratic institutions and human rights.

Rationale

- The government is committed to the provision of quality education and training as a human right for all Kenyans
- This is in accordance with the Kenyan law and the international conventions, such as the EFA goal, and is developing strategies for moving the country towards the attainment of this goal.
- Implementation of Free Primary Education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of the EFA goal

Education Policy goal

- The overall policy goal for the government is to achieve EFA in order to give every Kenyan the right to education and training no matter his/her socio-economic status.
- This will be achieved through the provision of all-inclusive quality education that is accessible and relevant to all Kenyans

- This vision is in tandem with the government's plan as articulated in the Economic Recovery Strategy (ERS) paper.
- The EARS policy framework therefore provides the rationale for major reforms in the current education system in order to enable all Kenyans to have access to quality life long education and training.

Situational Analysis

- The government recognizes the strategic importance of improving the overall education level of Kenyans within the context of poverty reduction and economic growth.
- In this regard education is not only a welfare indicator per se, it is also a key determinant of earnings and, therefore, an important exit route from poverty.
- As a result , increased investment in human capital including health and education is identified as one of the four pillars of the government's overall economic recovery strategy.

MOE Policy Statement

- MOE is determined to take advantage of the positive changes the country is undergoing to improve access, equity, quality and relevance of education through better management of service delivery to all learners

Education in National development

- Education is an investment in human capital and empirical evidence, based on endogenous growth models, shows that human capital is a key determinant of economic growth.
- Sustainable development is only possible if there is a critical mass of skilled people.
- Studies on poverty in Kenya show that education is an important factor in poverty reduction.
- There is a strong positive relationship between human capital and earnings as well as the overall productivity that is well captured by measures of human capital returns.
- Recent studies of human capital returns in Kenya show that capital returns increase as the level of education goes higher. There are also studies showing that individuals benefit a great deal from the education of others

Philosophy

- For equity, it will be necessary to take affirmative action to compensate for historical and emerging inequalities and disparities in all areas of our national life.

- Ultimately there is need to offer Kenyans education and training that promotes sustainable development, peace and social justice.
- Education and training integrates social responsibility, including nurturing our cultural heritage, spiritual values, developing positive attitudes to work, promoting gender equity etc
- Education and training must embrace equity issues such as equal opportunities for all, access, retention and completion.
- All institutions to provide all the necessary facilities, including those that serve the co-curricula needs of the learners

Vision & Mission

- The government's vision for education is to have "Quality Education and Training for Development." Translated to kiswahili this is "Elimu Bora kwa Maendeleo."
- This makes the purpose of our education and training focus on the development of an individual's personality to her or him to fit in the society as a productive and civil individual.
- Education and training, therefore, seeks to offer equal opportunity to all learners.

Policy Evolution

- Since independence, the government has addressed challenges facing the education sector through commissions, committees and taskforces.
- The sessional paper No: 10 of 1965 on African Socialism and its Application in Kenya, formally adopted the Ominde report as a basis for post independence educational development.
- The report of the National Committee on Educational Objectives and Policies (the Gachathi Report, 1976), focused on redefining Kenya's educational policies and objectives.
- The Report of the presidential Working Party on the second University in Kenya (the Mackay Report, 1981), recommended establishment of Moi University, the 8.4.4 system of education and the commission for Higher Education.
- Based on the recommendations of the Working Party in 1988, the government produced sessional paper No: 6 on education and training for the Next Decade and Beyond. This led to the policy of cost sharing between government, parents and the communities
- The Commission of Inquiry into the Education System of Kenya (the Koech Report, 2000) recommended Totally Integrated Quality Education and Training (TIQET)
- Recent policy initiatives have focused on the attainment of EFA and, in particular, Universal Primary Education (UPE).

- The key concerns are **access, retention, equity, quality and relevance, and internal and external** efficiencies within the education system

Key Observations

- At independence (1963), the government recognized education as a basic human right and a powerful tool for human resource and national development.
- The government is fully committed to an education system that guarantees the right of every learner to quality and relevant education.
- Through the sessional paper no. 1 of 2005, the government commits itself to develop sector policies and implementation strategies that will ensure the provision of relevant and quality education and training to Kenyans.

Adult & Continuing Education

- The government recognizes the role played by Adult and Continuing Education (ACE) as a vehicle for transformation and empowerment of individuals and the society.
- The ACE and NFE offer opportunities for those outside the formal school system to benefit from education and training.
- For this reason, ACE and NFE programmes are consciously designed to meet specific learning needs.
- One of the benefits of a successful adult education system is that once parents become literate, they will value taking their children to school.
- Consequently, this will facilitate the
- Currently the government is providing support to non-formal schools that comply with the Ministry's requirements on accountability.
- The Government is also selectively providing teachers to ACE programmes.
- Teaching and learning materials have been developed for accelerated learning. Under both NFE and ACE, the Government is carrying out a needs assessment to determine the level of literacy amongst Kenyans.
- In addition the Government is working in partnership with stakeholders to develop an Open & Distance Education (ODE) policy framework.
- The Government has developed a post-literacy curriculum and an accelerated curriculum for those wishing to re-enter the formal system of education.

Challenges of ACE

- Despite the interventions and initiatives above, access and equity in ACE and NFE are characterized by low participation rates and

regional and gender disparities that arise from a long history of neglect.

- The quality and relevance of ACE and NFE are affected by lack of clear transition mechanisms, inadequate resources, unqualified teachers who often employ inappropriate methods, lack of teaching mechanisms, and an **un-coordinated** large number of service providers.

Policy Statement

In order to address these challenges, the Government will:

- Develop a national qualification framework that will provide opportunities for linkage with the formal education and training systems, thus creating re-entry at all levels.
- Harmonize all legal provisions dealing with education. Including ACE and NFE, children's Act and the Board of Adult Education Act.

Strategies

To implement these policies, the government will employ the following strategies:

- Promote learning and training opportunities to ensure adequate access by all learners, including adults, children, out-of-school youth, and other hard-to-reach groups;
- Develop and regularly review ACE and NFE curriculum;
- Implement a national system for assessment and certification for ACE and NFE;
- Register all NFE centers, offering formal curriculum to learners, with MOEST&T and monitor their activities;
- Develop a legal framework for the establishment of a coordinating mechanism that embraces all aspects of education under the auspices of MOEST.
- Work with other stakeholders in the establishment of a new and comprehensive policy on ACE and NFE;
- Mobilize resources and stakeholders for support to support to ACE and NFE;
- Collaborate with other stakeholders to develop the necessary capacities for the development of a national qualification framework to provide opportunities for linkage with the formal education at all levels;
- Conduct regular literacy surveys to establish literacy status in the country;
- Work with other parties to develop and implement special ACE and NFE programmes to cater for the un-reached and hard-to-reach, such as nomadic groups, people with special needs, and prisoners.;

- Partners with other stake holders to improve existing supporting infrastructure, for example, use of solar power to facilitate the use of ICT in areas not served by the national power grid;
- Introduce other models of delivery including ODL;
- Build the capacity of the ACE providers to ensure quality in service delivery and management of ACE programmes and provide orientation in ODL;
- Integrate quality assurance services to an overall national quality assurance system;
- Strengthen research, evaluation and monitoring of ACE programmes; and
- Register all eligible learners in NFE centers for purpose of national examinations

Teaching, Industrial, Vocation and Entrepreneurship Training (TIVET)

Objective

- The objective of TIVET is to provide and promote life-long education and training for self-reliance.

The challenges facing this sub-sector include

- Inadequate facilities and capacities to cater for those who complete primary and secondary education and wish to undertake TIVET.
- Managing TIVET under various government departments has posed a challenge to the sector, leading to disparities in the training standards due to lack of effective capacities.
- Lack of effective co-ordination of training and the disproportionate duplication in the production of skilled personnel across the entire economy.
- Mismanagement of scarce resources
- Unnecessary duplication of efforts;
- Conflict of jurisdiction; underutilization of available training facilities; wasteful and unnecessary competition; And costly and irrelevant training programmes.
- The immediate task is, therefore, to undertake the development of a **National Skills Training Strategy** and to implement the necessary reforms along with a legislative framework for a comprehensive TIVET system.
- The current TIVET curriculum is inflexible and not responsive enough to the changing needs of the labor market.
- There is a mismatch between the skills learned in training institutions and skill demands from the industry.
- Some of the teachers are inadequately trained and the mechanisms for quality assurance are weak due to lack of adequate support in inspection and supervision services.

- Equipment and physical facilities used for training are inadequate, old and outdated.
- Most of the training and reference materials and textbooks are sourced from overseas, which makes them costly hence unaffordable.
- In addition, there is a general feeling that private sector is not adequately represented in the curriculum design and development process.

Policy Statements

In order to address the challenges in the sub-sector, the Government will:

- Involve all relevant stakeholders in the development of a comprehensive national skills training strategy;
- Devise mechanisms and apply appropriate incentives to promote private sector investments in the development of TIVET facilities;
- Provide scholarships and other merit awards for staff and students in order to promote excellence in creativity and innovation in the field of science and technology;
- Provide loans and bursaries TIVET taking special account such as female students handicapped:
- Require secondary schools that have infrastructure, equipment and staff to offer industrial and technical training curriculum;
- Place skills training institutions under one coordinating Ministry in order to make them appropriately staffed and equipped to provide credible TIVET programmes; and
- Rehabilitate facilities in public TIVET institutions to ensure quality training.

Strategies

To implement these policies, the Government will employ the following strategies:

- Provide an alternative path for TIVET graduates to access higher education and training up to degree level;
- Mobilize resources to rehabilitate TIVET institutions at all levels from youth polytechnics to national polytechnics;
- Create opportunities for national polytechnics to offer degree level qualifications while retaining their present mandates;
- Give national polytechnics autonomy;
- Establish a national TWET authority to oversee the national skills training system;
- Collaborate with stakeholders to create necessary linkages and credit transfers between tertiary institutions and with universities;
- Review the current training delivery mechanisms to include mandatory on-job training to enhance quality and relevance of training as part of the academic programme;

- Develop TIVET institutions in under-served areas of the country and enhance capacity of Higher Education Loans Board (HELB) to provide loans to TLVET trainees;
- Establish financing mechanisms through bursaries, and scholarships for persons with special needs;
- Institutionalize affirmative action for female students and those from vulnerable groups;
- Regulate quality of training at all levels through the proposed TIVET Authority in collaboration with CHE;
- Support the development of appropriate physical infrastructure for students with special needs;
- Provide incentives to private investors to encourage them to expand existing institutions or establish new TIVET institutions;
- Continuously take stock of the existing and anticipated demands for skilled labour in the short term and long term so as to ensure the provision of relevant training;
- Undertake rigorous audit of existing Institutional capacity in order to rationalize academic programmes offered in TIVET institutions to reflect their competitive edge and comparative advantage;
- Utilize secondary schools with facilities for industrial arts to offer secondary technical education in order to prepare the form four graduates for careers in TIVET;
- Regularly review training delivery mechanisms to include on and off-the-job training to enhance quality ODL, ICT and e-learning for life-long training;
- Base admissions to TIVET institutions on academic and skill qualifications only subject to the desires of the applicants while securing training opportunities for gifted students;
- Require each TIVET institution of higher learning to maintain a record of academic productivity including publications, awards, patents and royalties as well as funds obtained from third parties;
- Require every TIVET institution of higher learning to develop an evaluation mechanism for its academic programmes and management and subject the same to TIVET Authority, CHE and peer review;
- Provide mechanisms for linkages and credit transfers to facilitate horizontal and vertical mobility;
- Undertake regular labour market skills' surveys and training needs assessment in collaboration with the industry in order to develop manpower development
- Allow national polytechnics to operate more independently in order to enhance efficiency, flexibility and resource mobilizations; and
- Review and update the existing (8-4-4) technical education curriculum to make its content more relevant and its implementation more flexible so as to respond to the changing needs of industry and general trends in the labour market.

