

*IIEP-UNESCO and UNICEF Policy seminar on
Decentralization in Education: Overcoming challenges and achieving
success –The Kenyan experience*

26-27 November 2012

Introduction to the Policy Seminar
By: Mukirae Njihia



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning



KENYATTA UNIVERSITY
Elimu ni Nguvu

Background of the studies

- ✓ In the last three decades, many countries have embarked on the path of educational decentralization;
- ✓ Decentralization move driven by the desire for a more efficient education system and quality education.
- ✓ The International Institute of Education Planning (IIEP) in collaboration with the ministries of education has been conducting research on the practice in Africa, South and East Asia.
- ✓ The purpose of this research is to draw general lessons and yield policy recommendation for better practices.

District Education Offices in Kenya: Roles and challenges in a context of decentralization

✓ Study conducted between 2008-2009; Similar studies in Lesotho and Uganda.

Objectives:

- i. identify the different models of decentralization that countries in Eastern and Southern Africa have implemented;
- ii. examine the constraints and challenges faced by district education offices under the different models;
- iii. identify good practices and, on this basis, the strategies that could accompany decentralization policies to increase their chances of successful implementation.

Methodology:

Scope:

- ✓ Four District Education Offices were studied in Kenya.
- ✓ Selection of districts based on several characteristics including geographical and topographical, population size, number of schools and economic activities.

Qualitative Study:

- ✓ Study entailed conducting in-depth interviews with key actors: DEO head, QASOs, AEOs, Auditors, human resources officers, school principals and teachers and locally elected officers/councillors.

Improving school financing: The use and usefulness of school grants

- ✓ Study conducted between 2011-2012 by Mukirae Njihia & John Ndiritu, Kenyatta University in collaboration with Lawrence Barasa & Charles Khayira, MoE.
- ✓ Similar studies conducted in Uganda, Ethiopia, Malawi & Lesotho. Just commenced studies in South East Asia and Pacific countries

Objective:

- ✓ This research was informed by the realization that the actual impact of school grants on quality and equity needs deeper investigation because this depends on a series of factors related to the design and implementation of school grants, and is not guaranteed by the simple existence of these grants.

Methodology:

- ✓ Study combined both quantitative and qualitative methods.
- ✓ Study covered 150 schools in two districts and the 2 District Education Offices.
- ✓ Qualitative data were collected through interviews with different stakeholders in 13 schools (South 7; North 6) and in the two District Education Offices (DEO).
- ✓ Quantitative data covered 150 schools.
- ✓ Following categories of stakeholders interviewed: (school level) head teacher, school management committee (SMC), parents, teachers, and pupils; (district level) District Education Officer (DEO), the District Quality Assurance and Standards Officer (DQASO), the District Schools Auditor (DSA), and the Area Education Officer (AEO)

Objectives of policy seminar:

Based on lessons learnt from the research, the seminar will:

- ✓ Share research findings with policy makers and other educational stakeholders;
- ✓ Discuss the main challenges faced in the implementation of decentralization of education in Kenya;
- ✓ Identify strategies for successful implementation of the decentralization policy.

Importance of the seminar

- ✓ Kenya adopted a new constitution in 2010;
- ✓ New constitution devolves power to 47 Counties;
- ✓ New constitution expected to be fully operational after 2013 General election;
- ✓ Education sector will have to grapple with challenges of devolution;
- ✓ Seminar should help shed light on the path to devolution and decentralization in education

Design of the seminar:

- ✓ The seminar will be highly interactive.
- ✓ There will be brief presentation of key research findings for each of the two studies.
- ✓ The presentations will be followed by group discussions which will pay specific attention to the role played by central and local level actors in the decentralization process (with a focus on District Education Offices and schools), and to one critical policy (the Free Primary Education grant).
- ✓ The experiences of the participants will be critical when interrogating the research findings and should guide the discussions to a fruitful summary and conclusion.

Related activities:

- ✓ FPE grant study has been disseminated in two forums:
 - i. Regional dissemination seminar-Addis Ababa, Ethiopia, March 2012;
 - ii. KEPSHA annual conference, Sept 2012, Mombasa

THANK YOU