



Building Resilience in Non-formal Education: the case of Kenya

by

Anne Shabaya

Presentation outline

1. Definition of non-formal education and resilience
2. Background of education in Kenya
3. Impetus of non-formal education in Kenya
4. Target demographic for non-formal education
5. Challenges facing non-formal education sector in Kenya
6. Ways of building resilience in the sector
7. A success model case

Definition of terms



Non-formal Education

- organized educational activities ([Unesco, 2022](#)) which are experiential in nature, and they foster developmental skills and knowledge ([dothegap, 2018](#)).

Referred to as:

- community education, alternative education, lifelong education or skills training

Resilience is the ability [for an individual] to withstand adversity and bounce back from a difficult life event ([Hurley, 2020](#))

Background



- Kenya is committed to disseminating education to all its citizens because it's a signatory to international conventions like:
 - ✓ 1948- universal human rights
 - ✓ 2003- Education for All (EFA)
 - ✓ 2000- Millennium Development Goals (MDGs)
 - ✓ 2016- Sustainable Development Goals (SDGs)

Background cont...ed

- An effort by the government of Kenya to enable all citizens to get an education led to the institution of policies like:
 - ✓ Free primary education(FPE) - 2002
 - ✓ Education for All (EFA) – 2005
- Ironically, not all citizens have take advantage of that free formal education offer.

Failed policy

- A few years into its institution, FPE policy failed to realize anticipated outcomes.
- Below, lets have a look at its failure time-line

2002- FPE instituted

2017- 27% of students registered in primary schools dropped out.

2019- 10.1 million exited primary school

2020- 3.26 million proceeded to secondary schools

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$$10\ 100\ 000 - 3\ 260\ 000 = 6,840,000$$

Wastage rate:

➤ **6,840,000** of learners exiting basic education did not proceed to secondary education.

- That is a huge number of school dropouts!
- For them to contribute positively to the economy, they need to be skilled.
- Yet, this astronomical figure is only representative of those who did not join secondary schools.
- There are others who never completed primary schools or just never went to school at all.

Intervention by the government



- SDG goal 4 suggests equipping vulnerable individuals with relevant skills, including technical and vocational skills (Sharma, 2022).
- In 2013, the government of Kenya responded to that suggestion by offering technical and vocational education and training (TVET) for those with school certificates.
- What about those who had no certificates?
- who was to take care of those who needed rehabilitation?

A gap in government intervention attempt

- Rehabilitation was needed, but the government was not offering it.
- Before education, there was need to meet these individuals basic needs .
- There was a need to stop them from engaging in a menacing means of earning livelihood .
- After rehabilitation, there was need to train them and provide a tangible, respectable and sustainable means of livelihood.

Alternative education

- The huge number of students who did not proceed to secondary schools meant that there was a need for an alternative education.
- An alternative was needed because students exiting primary schools do not usually have training, entrepreneurial or employability skills.
- Non-formal education was a viable alternative.

Target demographics for Non-formal education

- Primary school graduates or dropouts
- High school dropouts who for some reason may not join tertiary education but are without employability skills
- Disabled persons who failed to fit in the regular school system.

Challenges of Non-formal Education

- Globally, it is on the fringes of marginalization (Pasino, 2021).
- It lacks framework, structure or curriculum like that of formal education.
- Its not institutionalized, but rather its done in an ad hoc manner.
- Its usually run by well wishers, Churches, or NGOs.

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- It has no trained trainers.
- It is not allocated any budgets or funding by the concerned government ministries which may include Education, Youth, Gender, or social affairs.
- The individuals are not considered for any government bursaries, grants or loans to cater for training.
- It is stigmatized as an education for the lowly, poor or disabled.

Building resilience in non-formal education

Identifying existing gaps

What are the gaps?

- ✓ Lack of purpose and direction in life.
- ✓ Ignorance and lack of motivation in life.
- ✓ irregular attendance owing to learners other commitments.
- ✓ poverty leading to:
 - inability to meet their personal needs
 - Inability to meet their family needs
 - inability to fund their education
 - Need to do odd menial jobs which interfere with any learning commitments
- ✓ Lack of trained trainers

Bridge the gaps

- Bridge gaps that impede learning by:
 - ✓ Creating programs to:
 - mentor individuals
 - create learning awareness
 - motivation and rehabilitation potential learners
- To address attendance issues:
 - Offer flexible timings (flexi-time)
 - Offer individual not group programs
- ✓ Train the trainers to improve training and efficacy.
- ✓ Offer a stipends to cater for trainee needs like commuter fees, resources for training, other upkeep.
- ✓ Extend funding in form of bursaries, or learning loans or grants reminiscent to those in formal education.

Prepare students before training

- Create community support groups.
- Pair learners with community mentors
- Offer rehabilitation services as needed.
- Offer life skills which include:
 - ✓ Communication skills & collaboration
 - ✓ Negotiation skills
 - ✓ Self-discipline & Time management
 - ✓ Integrity and honesty
 - ✓ emotional intelligence,
 - ✓ work ethics
 - ✓ positive attitude

**A model of success:
building resilience**

A model to emulate



- Seeing the suffering endured by young people in its neighborhood, Embakasi parish rose to the occasion and began to alleviate the needs of poor youth in their community.
- They began by identifying vulnerable youth and then rehabilitated them.
- They also identified skilled individuals from whom the youth could learn skills under them.
- The church solicited funds from well wishers to enable the individuals to carryout training.

- These youth received 'on the job training' - (**OJT**)
- Training included skills like:
 - Masonry
 - carpentry and joinery
 - welding and fabrication
 - tailoring

etc
- beauty related activities like:
 - cutting hair
 - braiding hair
 - basic beauty spa activities

etc

- After developing the skill under the **OJT** program, a certification of proof of skill is required.
- The parish organized for the trainees to acquire them.
- Such certificates are offered by technical and vocational education training schools (**TVETS**).
- assessments were done, then upon meeting assessment criteria for each skill, certificates were given to the trainees.

Building resilience!



- The individuals being enabled by the church can't get these skills formally elsewhere because they lack formal academic credentials.
- Through the church assisted programs, they are enabled to follow a non-formal education which uses hybrid arrangement where necessary, to formalize the skills (certification in TVET and licensing to meet regulatory authorities requirements).
- In the past, the government has supported the program by sponsoring some of the trainees in the program through 'Youth Fund', but its not enough to sponsor all available individuals.

Achievements of the church-aided program

- The trained members have formed various support groups.
- They look out for each others needs to avoid regression into substance abuse and depression or other bad habits.
- They form small scale cooperatives and money savings and lending schemes.
- Some members have proved to be gifted so they find their way back to formal training and into higher national certificate courses and polytechnics.

Benefits of the church based program

- Training is skill based.
- It offers individuals with highly needed skills.
- It gives hope and a means of livelihood to a neglected segment of the society.

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- Participants are trained in skills like masonry, carpentry, welding, plumbing and general building construction skills where their abilities can be utilized and enumerated.
- Participants get enabled, and they excel in the training.
- They are able to find jobs in the informal sector, which is popularly known as jua-kali in Kenya, while others become self-employed.

Future approach to enhance the program



- Train the trainees in the use of modern communication technology to market their skills and communicate with their customers.
- to learn to operate and use more modern and more sophisticated machinery like those for welding, cutting and joinery.

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- Use of media tools and applications like computers, mobile phones, Face Book, Internet, WhatsApp etc to enhance their enterprise.
- To learn basic business skills like budgeting, book-keeping and marketing.
- To develop life skills and self-management and discipline.

Conclusion

- Building resilience in non-formal education is possible.
- Potential students and its gaps in the sector are identified
- Resilience is build through developing a framework for the course of study.
- Funding is found.
- Flexibility is needed when dealing with the students.
- Slow but sure steps achieve success.