

Allies or Adversaries

Governments throughout the developing world have witnessed a proliferation of nongovernmental, nonprofit organizations (NGOs) providing services like education, healthcare and piped drinking water in their territory. In *Allies or Adversaries*, Jennifer N. Brass explains how these NGOs have changed the nature of service provision, governance, and state development in the early twenty-first century.

Analysing original surveys as well as interviews with public officials, NGOs and citizens, Brass traces street-level government–NGO and state–society relations in rural, town, and city settings of Kenya. She examines several case studies of NGOs within Africa in order to demonstrate how the boundary between purely “state” and “nonstate” actors blurs, resulting in a very slow turn toward more accountable and democratic public service administration. Ideal for scholars, international development practitioners, and students interested in global or international affairs, this detailed analysis provides rich data about NGO–government and citizen–state interactions in an accessible and original manner.

Jennifer N. Brass is a professor at the School of Public and Environmental Affairs at Indiana University, Bloomington. Brass was a 2015 recipient of the Indiana University-wide Outstanding Junior Faculty Award, and has received awards from the African Politics Conference Group at the American Political Science Association and from the International Society for Third-Sector Research. Brass has completed field research in Senegal, Kenya, Djibouti and Uganda, and has conducted trainings for the US State Department, the US armed services, and the private sector.

Allies or Adversaries
NGOs and the State in Africa

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For Betty

Contents

<i>List of figures and tables</i>	<i>page</i> ix
<i>Preface</i>	xi
<i>Acknowledgments</i>	xv
1 NGOs and state development	I
2 Theorizing NGOs and the state: territoriality, governance, capacity, legitimacy	28
3 Kenya as case study: historical portraits of NGOs and the state	60
4 Territoriality: NGOs and the broadcasting of state power	95
5 NGOs' role in governance: changing patterns of policymaking and implementation	121
6 NGOs, service provision, and administrative capacity: Isomorphism through learning in the civil service	152
7 Have NGOs decreased perceptions of state legitimacy over time?	175
8 NGOs: increase state legitimacy or undermine popular support?	189
9 Conclusion: blurring the boundaries between NGOs and the state – a comparative analysis	216
<i>Appendix A: Programs or projects by NGO interviewed</i>	236
<i>References</i>	243
<i>Index</i>	269

Figures and tables

Figures

3.1	Growth of NGOs in Kenya	<i>page 67</i>
3.2	National distribution of NGOs by sector	81
3.3	Sectoral distribution of NGOs by district	84
3.4	Percent of respondents having sought out an NGO in the year prior to the survey	92
4.1	Map of Kenya illustrating NGOs per capita for each district	114
5.1	NGO signboard outside an office, and plaque giving credit to an NGO donor who funded the building of a community school's classroom structure	137
8.1	To what extent do various organizations have the interests of the people in mind?	198
8.2	Relationship between economic class and legitimacy in rural districts	203

Tables

1.1	Characteristics of Machakos and Mbeere districts	23
2.1	Defining four elements of stateness	33
2.2	Determinants of NGO – government relationship	46
3.1	NGO activity areas and types of programs involved	80
3.2	Primary social service provision by type of organization	86
3.3	Tangible and intangible impacts of NGOs represented in interviews	90
3.4	Respondent opinions on density of NGOs in their area	93

x	<i>List of figures and tables</i>	
4.1	Theories and hypotheses on NGO location	97
4.2	Variable descriptions and sources of information	103
4.3	Descriptive statistics of variables in regression analysis	104
4.4	Determinants of the number of NGOs per district	108
4.5	Predicted effects on the number of NGOs per district	111
7.1	Variable description and measurement	179
7.2	Descriptive statistics of variables in regression analysis	180
7.3	Impact of time on legitimacy in Kenya	182
7.4	Relationship between NGOs and moral legitimacy in Kenya	184
7.5	Relationship between NGOs and procedural legitimacy in Kenya	185
7.6	Changes in predicted probabilities for variables in Table 7.4	186
8.1	Variable descriptions and measurement	193
8.2	Descriptive statistics for variables in regression analysis	195
8.3	Survey responses to organizational legitimacy questions	196
8.4	Respondent confidence in various organizations	199
8.5	Effect of NGOs on moral legitimacy of government	200
8.6	Predicted effects of variables on moral legitimacy of government	202
8.7	Effect of NGOs on procedural legitimacy of government	204
8.8	Mechanisms explaining NGOs' relationship to government legitimacy	205
8.9	Respondent views on responsibility to provide public services	213

Preface

In 2002, at the age of 24, I moved to Nairobi, Kenya to work for a small local NGO. Africa was not completely new to me: as an undergraduate, I spent a year studying abroad in Dakar, Senegal, where I lived with a local family, took classes at the university, interned with the US Peace Corps, and traveled in nearby countries. Afterwards, I graduated with a degree focused on African Studies, then worked for an international development-focused NGO in Washington, DC. I felt it was time to try working in Africa. An opportunity arose in Nairobi and off I went.

The NGO where I worked was located in one of the city's industrial-area slums – “informal settlements,” as they are known in the development industry, or “villages,” as local residents call them. In these areas, large factories stand interspersed with unauthorized neighborhoods where residents live in makeshift houses of corrugated iron sheets, wood, plastic, and sometimes cardboard; open sewage and muddy laneways create a hopscotch pattern of solid land to negotiate during the rains; and microentrepreneurs sell shoes, clothes, household goods, and foodstuffs along each path.

In the midst of these conditions, a young Kenyan woman started the organization in the early 1990s. She wanted to help address the lack of schools in the area, where only nine government schools served approximately 140,000 children. As the program grew, she also aimed to assist members of the community in dealing with the HIV/AIDS epidemic. To do so, the NGO operated a nonformal primary school, eventually serving more than 950 children, 40 staff members, and the nearby community. At the school, pupils were taught the government curriculum, participated in extra-curricular activities, and ate a nutritious meal each day. Alongside the school services, the NGO also provided financial support, counseling

by a trained social worker, nutrition training, and enterprise development for a women's group whose members were HIV-positive.

Armed with only a primary school teaching certificate and a healthy supply of gumption, the founder began by hiring four other teachers at a wage of about \$10/month, and coordinating with a local church to use their hall for classrooms. Not long after, a European NGO looking for projects to fund in the slums noticed the informal school and offered aid. The European organization helped the school settle onto unclaimed land, build corrugated iron and wood structures to serve as classrooms, and register with the government – as a “testing center” for the Kenya Certificate of Primary Education, the exam required for students to enter secondary school.¹ The school's international funder also paid teacher salaries and administrative costs, and managed the NGO's accounts and hiring.

After a few years, the European NGO was unable to continue its support. It helped the fledgling Kenyan organization find a second international NGO supporter, this time an American one, which funded nearly all of the school's annual budget of \$80,000 for the next five years. At that point, however, the American NGOs' headquarters announced global priority changes, and it stopped supporting the Kenyan NGO after only three months. The founder then sent out an SOS to every foreigner who had been involved with the NGO, asking for assistance. Two colleagues of mine and I obtained financial support to cover our expenses, and headed to Kenya.

Over the next eight months, we successfully implemented a financial management plan, accounting system, and human resources manual, and we worked to find cost-cutting measures and new donors. Today, the NGO is funded in part by three different European NGOs, an American NGO, several individuals from around the world, and school fees from the students. Some summers, it hosts 10–12 European volunteers who act as teaching assistants and run training seminars for the staff and students. To our surprise, the Kenyan government has at times embraced the NGO as a “showcase” nonformal school, visited and displayed by Ministers of Education as a success story in the slum. Yet it still receives almost no money from the Kenyan government – though Ministry of Education

¹ The school registered as a testing center, and not a primary school, because of its informal nature and the lack of official training by much of the staff. At the same time, the Head Teacher was invited to Head Teachers' meetings at the local Division and District Education Office, and the pupils were invited to participate in extra-curricular events at the Division, District, Provincial and National level with government and formal private schools.

officials have been in very slow-moving talks with the NGO for several years regarding partial public funding for teacher salaries.

The story of this NGO is not unique. Wherever I traveled in Kenya during 2002, I noticed signs for this NGO and that one, met people working for big international NGOs and small local ones, and witnessed vehicles emblazoned with NGO logos driving up and down the country. Prosperous suburbs of Nairobi were full of foreign and local NGO workers and offices, and have become known as “NGO centers.” Traveling back and forth to the slum by local minibus *matatu* transport, pop or hip-hop music blaring and diesel fumes filling my head, I reflected on the state of affairs. Where was the government in this situation? What had brought all of these organizations to Kenya? What were they achieving? Wasn’t a lot of what they did supposed to be done by the government, particularly the core service of education – which even Adam Smith, granddaddy of the free market, believed the “watchman state” should provide? Were NGOs letting the government off the hook in their duty to provide? And were they making service provision decisions that might normally reside in the realm of the state? Did any of this matter to regular people – did it change how they viewed their government?

During 2002, and many times in the years since, Kenyans have told me that NGOs have been a blessing to the country, providing things that they could not rely upon the government to deliver, helping out when they did not trust the government to come through. In 2002, people seemed to view NGOs with hope; the government, with disillusionment. But what does it mean when people drop their expectations of their government? Does it lower government legitimacy in their eyes to see these other nonstate actors – often foreigners – provide basic services? And how has the situation changed since 2002, when the country experienced its first multi-party elections in decades?

These are the settings, experiences, and thought processes that formed the impetus for this book. The idea for this research came out of an enriching personal experience in Kenya, yet one that left me frustrated and disappointed with the Kenyan government. Over the course of conducting this research, however, I’ve discovered that – as is often the case – there are two sides to the story. In many ways, NGOs have actually had a positive impact on government, and their existence helped to make the Kenyan state stronger. Despite the conclusions of many recent books on African politics proclaiming the weakening of the state in Africa, I came to believe that NGOs helped support, encourage, and bolster a more able state in Kenya.

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xvii

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