

POST-COVID19 INTERVENTIONS BY THE FRENCH EMBASSY TOWARDS ECONOMIC RECOVERY IN THE TEACHING OF *FLE* IN KENYA

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Abstract

Covid-19 broke out worldwide in early 2020 and no country and its sectors were spared. Even here in Kenya, the French sub-sector saw disruption in its operations with losing almost a year of teaching and learning. To salvage the situation, the French Embassy in Kenya tried to come up with interventions to overcome and stem the effects of this ravaging disease. With physical learning being suspended, the Embassy implemented remote learning to avoid professional isolation of teachers of French as well as to deal with the new normal. With this in mind, this study desires to demonstrate interventions put in place in the French sub-sector to circumvent the ravages of the pandemic where teachers of French were at risk of professional isolation. The study seeks to investigate what the stakeholders in the French sub-sector did to overcome the negativity of covid-19 hence return to normal despite the aftermath of the pandemic. This study has been a library research with the researchers doing qualitative research and gathering information from emails and reports obtained from the French Embassy as well as from the author's own personal experiences. As a result of the investigations done, the author discovered that the French Embassy in Kenya put in practical measures by implementing various practical activities to deal with the pandemic leading to a smooth transition to normalcy after the effects of the disease had subsided. In conclusion, the results of the study show that the Embassy and its various organs have been of help to the Government of Kenya (GoK) in helping the French sub-sector recover academically and economically in the post Covid-19 era. This study is not exhaustive. Covid-19 also led to job losses in the French sub-sector. Indeed other studies can be done to investigate the effects of Covid-19 in other areas for instance the psycho-social sphere of the French sub-sector.

1.0 Introduction

The Covid-19 pandemic affected almost all the sectors of the Kenyan economy the education sector included. Educational institutions were shut down indefinitely in March 2020 due to the pandemic including institutions where French is taught. This resulted in a backlog that the Education Ministry has tried to get rid of in the last 2 years or so, in order to resume to normal operations in educational institutions by January 2023. In 2022 alone, in order to catch up there were 4 academic terms for nursery, primary and secondary schools instead of the normal 3 terms. Here at Chuka University, in 2022, we had 3 semesters from January to December, in order to recover the time lost during the Covid-19 period. Even at Alliance Française, which is the French Embassy's teaching and learning institution in Kenya,

steps were taken to recover the lost time including online and blended learning programmes. In view of all this, the study seeks to answer the following questions.

1.1 Research questions

- i) What are the interventions that the French Embassy in Kenya has put in place in order to help the teaching and learning of French as a Foreign Language (**Français Langue Étrangère – FLE**) recovers both academically and economically?
- ii) What mitigation strategies has the French sub-sector implemented practically through the French Embassy to circumvent the negative effects of Covid-19 in order to catapult the sector back to normalcy?

- iii) What practical activities organised by the French Embassy for FLE teachers helped them avoid ‘professional isolation’ during and after the pandemic?

With these research questions in mind, the study has the following objectives.

1.2 Objectives

- i) This paper seeks to investigate the interventions that the French Embassy in Kenya has taken in order to help the teaching and learning of FLE to recover not only academically but economically too.
- ii) It takes steps to show the mitigation strategies that the French sub-sector took in the form of practical activities that the French Embassy in Kenya organised for teachers of French in order to overcome the negative effects of Covid-19 as the world transitioned from the devastating effects of that period back to normalcy.
- iii) It also demonstrates how the practical activities that the Embassy offered to FLE teachers helped them overcome ‘professional isolation’ during and after the pandemic.

With these objectives in mind it would be imprudent to assume that Kenya alone suffered from the ravages of Covid-19 and that other studies on the effects of the pandemic have not been done. Indeed this study has not been unique to the teaching of FLE in Kenya alone. As mentioned in the introduction, this was a global problem and different scholars the world over came up with their own studies on mitigation strategies that have been put in place as well as dealing with the lack of preparedness of teaching online as described by Schaffner et al (2022) in their article entitled “**The impact of the COVID-19 Pandemic on Language Teaching in Higher Education, CercleS survey**”. In their article they have dwelt on various issues regarding challenges of teaching during and after the pandemic whether that teaching was synchronous and/or asynchronous online teaching. Then there is Stollhans (2021) who did a study too in the United Kingdom (UK) where she investigated the challenges that the Covid-19 pandemic produced for languages in higher education. This was observed in the

teaching and learning as well as assessment of languages and the effects of the pandemic investigated thereof. The study undertook to demonstrate the impact on language teaching and learning by moving to online classes from physical classes. Jucks et al (2021) have carried out a study on the effects of Covid-19 on language and communication with their research taking a psycho-social angle. All these studies then go ahead and investigate mitigation strategies that have been implemented to deal with the aftermath of Covid-19.

It is within the backdrop of these kinds of situations that reverberated worldwide including here in Kenya that this study investigates to see what interventions have been put in place in the French sub-sector in Kenya.

Before embarking on the results found the study desires to explore the methodology put in place to analyse the findings.

2.0 Methodology

This study has been a library research and has used qualitative research with information gathered from personal experiences as well as documents provided in the form of emails and reports obtained from the French Embassy in Kenya. The information collected shows how different organs of the Embassy have tried to help the French sub-sector in Kenya in dealing with the negative outcomes of Covid-19 as well as its after effects. Various interventions have been described as well as the practical activities that were carried out in order to tame the pandemic and hence come out strong, victorious and capable in the post Covid-19 period. The study will now go ahead and discuss the results of its findings.

3.0 Results and Discussions

3.1 Interventions by the French Embassy as a result of the pandemic

In order to recover from the ravages of Covid-19 and to cushion players in the teaching and learning of French, the French Embassy in Kenya, in conjunction with educational organisations linked to it, as well as collaborating with the Ministry of Education, tried to put in place interventions to help the teaching and learning of Français Langue Étrangère (FLE) translated into English as French as a Foreign Language

(FFL) to recover from the aftermath of the Covid-19 pandemic.

One of the interventions put in place by the French Embassy during the Covid-19 period was working online from home (known as “télétravail” in French). This was implemented in the education sector too and affected the SCAC (Service de Coopération et d’Action Culturelle), an educational organ of the French Embassy, as well as Alliance Française hitherto mentioned as the Embassy’s teaching institution. With the “télétravail” in the education sector, the French Embassy continued an intense support for the existing networks in place for assisting French teachers including, and not limited to, training and resources. This was done within the framework of the new FSPI (“Fonds Solidaire de Projets Innovants”) an organ for financing educational projects of the Embassy hence give economic respite to the education sector due to the effects of the pandemic. This fund supported a project called EFIP « *Enseignement du Français, Innovation et Plurilinguisme* » (roughly translated in English as “*French Teaching, Innovation and Multilingualism*”). This project’s first steering committee meeting was held in June 2020. More specifically, the project saw the launch of IFProf (Institut Français Professeurs) an intervention measure by the French Embassy (currently with more than 500 members). This is a digital platform full of resources in French as well as a forum for French teachers to interact digitally and teach digitally. Several activities were steered by the French Embassy and several webinars were held during the pandemic thanks to IFProf. The project also continued to support FLAAP (“*French Language As A Priority*”) the latter of which is a network of schools in Kenya that have partnered with the French Embassy to promote French in schools in the country e.g., the Mĩtahato French Village in Githunguri, Kiambu County.

Another intervention was a programme the French Embassy started that comprised of English language assistants where young Kenyans (mainly university students, or students at Alliance Française, who have

excelled in the French language) would be employed to go and teach English in schools in France and in other French speaking countries that belong to France. These students would of course work on their skills in French as they teach English. This has been an iconic project and as of 2021 a total of 390 students had left Kenya for France and its constituent countries (mainly islands that are part of the French metropolis) to carry out this project. However, due to the Covid-19 pandemic, this programme was hampered and made difficult by the crisis.

In a discussion paper commissioned by the government of Kenya (GoK) on economic recovery (“*Building Back Stronger: Transforming the Kenyan Economy Post-Covid-19*”), the Ministry of Education notes that this crisis has highlighted the need to offer more flexible educational services adapted to different types of audiences. In other words, another crisis should not cripple the country like what we experienced with Covid-19. The aforementioned educational services are for example online learning. Whilst affluent schools continued with learning digitally during the pandemic, rural schools unfortunately were disadvantaged because they did not have the necessary infrastructure like their counterparts in most private and international schools. As for universities, the GoK provided free internet bundles to lecturers through KENET and in association with Telkom Kenya in order to facilitate online teaching. This arrangement continued in the post Covid-19 period up to early 2023. Lecturers continued with online classes regardless of the fact that physical teaching resumed in early 2021 thereby offering blended learning.

With the reopening of schools in January 2021, the Ministry of Education considered a catch-up plan (shortening of holidays and lengthening of school days) so that by January 2023 the academic year in schools would have normalised. In addition, the Ministry had a plan to invest more in educational technologies. In order to do this, the Ministry of Education relied on Kenya Institute for Curriculum Development (KICD) and its educational service tools on the Internet, radio and television

(“*Educhannel*”). These interventions could go a long way in mitigating a crisis like what the country experienced in the education sector due to Covid-19.

It is in this context of challenges and educational experimentation that the French Embassy supports Kenyan teachers of French as an intervention strategy. With the new FSPI EFIP, an extra injection into linguistic cooperation, the project would develop the skills of Kenyan teachers of French by long distance learning through but not limited to it. This would help develop their (that is teachers of French) network as well as the sharing of resources especially digital ones. The new FSPI also puts emphasis on strengthening of ties and more dialogue with the Ministry of Education and its agencies (regarding its programmes and also when it comes to evaluation) as demonstrated by the first steering committee of 22nd June 2020.

This leads to the question - what practical activities did the French Embassy carry out in order to help French teachers go through the pandemic?

3.2 Strengthening the network of Kenyan teachers of French by numerous online training activities

The French Embassy put in place strategies to train French teachers with more emphasis on digital resources. In order to support and motivate the over 500 Kenyan teachers of French in the country, this project can fall back onto the structured networks of years of educational and linguistic cooperation thanks to FSP (Fonds de Solidarité Prioritaire) which is a predecessor of FSPI. This support has been to 20 Kenyan regional centres of French spread out in the country under the umbrella organisation known as CRKF (Centre de Ressources Kényans pour le Français). The latter refers to the name given to French media libraries that have been opened by the French Embassy in the last 10 years or so approximately numbering about 20 of them here in Kenya. Other stakeholders are like Kenya Association of Teachers of French (KATF), the school network known as FLAAP (French Language As A Priority), CFTD (Centre for Training and Documentation) located at Kenyatta University, the latter of which is a

member of AUF (Agence Universitaire de la Francophonie). In addition, there is the two Alliance Française institutions in Nairobi (with the latter encompassing the Eldoret Annex) and the other in Mombasa. Through the exclusive use of digital technologies, the ACPF [Attaché(e) de Coopération pour le Français] and the VI [Volontaire International(e)], who are the French Embassy’s staff responsible for educational cooperation, saw both of them working online during the pandemic (“*télétravail*”). These two personnel (ACPF and VI) made their input at several levels during the pandemic by disseminating information and they helped in the organisation of trainings for teachers of French on one hand and on the other hand networking with and aiding in withdrawal from ‘professional isolation’ of the same teachers. To offer a safety net to the teachers from the economic after effects of Covid-19, the French Embassy ensured that the teachers of French got data bundles of KShs1000 every week in order to access the modules being taught online. In addition, the French training courses were offered free of charge by the French Embassy so that any teacher of French would be able to attend even if they did not have the money to pay. This was an economic intervention that was very welcome and highly appreciated. Better still, French teachers who registered to do the DALF level C1 (Diplôme Approfondi de la Langue Française level C1) obtained a fee waiver for the examination in March 2021. Then, for universities doing FOS (Français sur les Objectifs Spécifiques) the French Embassy offered free courses and paid the costs of exams taken by French teachers (B2 level) and their students (A2 level) for the DFP certificate (Diplôme du Français Professionnel). All these interventions were means of helping teachers and students of French in order to protect them from the negative economic effects of the post Covid-19 period. It was a way to achieve economic recovery.

Regarding the trainings, it is worthy to mention the following interventions financed by the new FSPI EFIP project:-

- a) In May 2020, a first online training module was organised by the French Embassy called “Concevoir et animer une formation en Français Langue Étrangère (FLE) en ligne”. This roughly translates as “Creating and teaching an online lesson in French as a Foreign Language”. This online training had about 12 trainees of teachers of French in schools as well as FOS (Français sur Objectifs Spécifiques), the latter of which roughly translates as “French for specific objectives” which can be referred to, in layman terms, as Professional French. The latter involves university lecturers of French teaching tourism and hotel management as well as international relations. This training was organised from France and was hosted by Adrien Payet who is a freelance trainer.
- b) In May-June 2020, an educational training known as “Créer une Webradio” (roughly translated as “Creating a Webradio”) was organised by the French Embassy for approximately 30 teachers of French at all levels. This training was hosted online from France by a journalist-cum-trainer known as Thierry Riera.
- c) A linguistic training in April/May 2020 was organised by the Alliance Française Mombasa with the aim of enhancing and/or improving the skills of teachers of French in the FLAAP network.
- d) In collaboration with CFTD, online courses were proposed for future teachers of French at primary school level in line with the back to school programme in January 2021. This was an important milestone as it marked the launching of French as an LVE (Langue Vivante Étrangère) option in our primary schools, roughly translated as French as a “Modern Foreign Language” (MFL).
- e) From around November 2020 to date, CFTD has also been offering online trainings for teachers during their school holiday breaks. Prior to this, these courses were offered physically at Kenyatta University (KU) but since the emergence of Covid-19, the lessons have been (and still are) online.

In order to contribute to online hosting of

French trainings, the SCAC linguistic team created several online groups:-

- a) A general group for Kenyan teachers of French with approximately 500 members.
- b) A second one for university lecturers.
- c) A third one for FLAAP teachers.
- d) Another one for teachers of professional French (FOS – Français sur les Objectifs Spécifiques and FS – Français de Spécialité).
- e) Apart from these WhatsApp groups, a Facebook page was created which is updated daily with numerous resources easily accessible to teachers of French and for those who are francophone and francophile in general. (<https://www.facebook.com/francophonieKE/>)
- f) A newsletter and a Padlet (a French digital resource) were also created to complete these information channels and to enable the reinforcement of educational material as well as availing accessible and adapted content.

All these have been interventions to keep French ‘alive’ during and after the pandemic.

After being renamed last year, (formerly known as “pilot schools”), the FLAAP network of schools, mentioned earlier, consists on its own of about 70 teachers of French spread out in 40 partnering schools. During the Covid-19 pandemic, the French Embassy reinforced its communication with the teachers by increasing the frequency of issuance of the newsletter mentioned above while at the same time adding educational material, advice, webinars as well as free MOOCs (Massive Open Online Courses). The WhatsApp group created for these participants allowed not only the participants but it also enabled the SCAC linguistic team to reunite and mobilise.

In addition, SCAC organised “educational cafés” (these were Zoom meetings held every two weeks) destined for the general fraternity of teachers of French with the goal of journeying with the teachers during the Covid-19 crisis. These meetings were well appreciated by the teachers and they served to stimulate teachers’ efforts and forestalled what could be referred to as ‘professional isolation’. Even Ministry of

Education agents took part in them. They also served as a good precursor to the re-opening of schools in January 2021.

Another significant milestone was the launch of the IFProf platform in Kenya in June 2020, whose implementation followed the training of three trainers of Kenyan origin (a teacher each from the two Alliance Française institutions in Nairobi and Mombasa respectively as well as the Coordinator of CRKF who is a lecturer at University of Nairobi). Even if the uptake of IFProf was not fast, it would be good to remain optimistic as far as its success is concerned, the current thought being appreciating the desire by the more motivated teachers to join the IFProf platform. This new educational tool, indeed a new technological innovation by the French educationists, allows, alongside other measures, the implementation of policies on digital material and to integrate digitalism in public policies of domains relevant to Francophonie, as is recommended by the OIF (l'Organisation Internationale de la Francophonie). The latter is translated into English as the International Organisation of the Francophonie. To date, IFProf has over 500 members of teachers of French in Kenya which is a good number. Finally, schools in CRKF, in conjunction with the French Embassy's partnership with **eKitabu** (a non-governmental organisation), were connected in their learning institutions and were also able to have access to digital material via inclusive and innovative solutions. This again is a practical example of interventions that have been implemented by the French Embassy to actively involve teachers of French during and after the pandemic. This begs the next question as to what the cooperation of both France and Kenya envisages to do with FSPI to promote the teaching of French locally.

3.3 The France-Kenya implementation of the new FSPI and the promotion of Francophonie

For the French Embassy, the priority of FSPI EFIP is to revitalise the teaching of French (training, quality, innovation and multilingualism) in a sustainable manner as part of its partnership with the Kenyan government. It is a post Covid-19 intervention

to ensure French is still vibrant, after the ravages of Covid-19, in order to recover both academically and economically and especially to help the teachers of French to emerge from 'professional isolation' after the closure of educational institutions.

The first meeting of the steering committee, prepared as a virtual meeting by the stakeholders, finally took place on 22nd June 2020 as has been stated earlier in this paper. Present at the meeting were representatives of the Ministry of Education and its main institutions KICD and KNEC (Kenya National Examinations Council) on the one hand and the Alliance Française on the other. This first steering committee allowed the participation of the French Embassy's partners in the implementation and adjustment of the Embassy's objectives.

The following pertinent issues came up:-

- a) The introduction of French as an option at primary school – confirmed postponement to January 2021.
- b) The revision of French tests in the final KCSE (Kenya Certificate of Secondary Education) examination. KNEC observed that the tests are too difficult vis-à-vis the required level in the Kenyan education system which leads to students rarely opting for French at KCSE level.
- c) The encouragement to acquire certification in FLE (French as a Foreign Language).
- d) The enhancement of francophonie – KATF expressed the desire to be more involved in the organisation of the next national francophonie day (the one slated for March 2020 did not take place because of Covid-19) on condition that the association benefits from the financial resources. The French Embassy intimated then to its partners that it was going to revise its schedule of activities from June 2020 up to the end of 2020, (some of these events were cancelled in March 2020), with the aim of celebrating the 50th anniversary of the Francophonie. These activities included:-
 - i) Francophone literary conferences in liaison with IFRA (Institut Français de Recherche en Afrique) known in

- English as the French Institute for Research in Africa.
- ii) The short films festival in partnership with Alliance Française.
 - iii) The “Machine à Bulles” exhibition which was also scheduled during the “Novembre Numérique” occasion.

All these were interventions to keep teachers of French busy lest they suffer what has been referred to before as ‘professional isolation’.

Besides the KATF, the Embassy has made promising ties with FNK, Francophone Network of Kenya, whose website address is <https://francophonetworkofkenya.org>. This is a new Kenyan NGO based in Kiambu County and whose objective is the promotion of French teaching in Kenya. Its main proponent is Mr. Chris Mburu, who is of Kenyan nationality and who is the Resident Coordinator of UNO (United Nations Organisation) in Congo-Brazzaville. He was introduced to francophone ambassadors in Kenya, with the aim of having a discussion on the role of the Francophonie at the United Nations (notably the UN office in Nairobi – UNON) and Kenya’s interests therein, the latter of which is a non-permanent member of the CSNU (Conseil de Sécurité des Nations Unies), known in English as the United Nations Security Council. The aim was in order to better understand the OIF. All these efforts were ways and means of maintaining the vibrancy of French during the pandemic and it also saw culmination of the Language Assistant programme as an intervention to circumvent the ills of the pandemic especially apathy.

3.4 The Language Assistant programme affirms its success with Kenyan youth during Covid-19

In spite of the corona virus crisis in 2020, the Language Assistant programme, which was launched when President Emmanuel Macron, the President of France, visited Kenya in 2019, is still on-going. The programme is two-pronged. This is a chance for Kenyan youth who speak French to be able to be in a francophone environment in order to perfect their skills in the language. This is the linguistic objective. Secondly, the young Kenyans also get to earn a salary

while teaching English to French youth in schools hence reaping from the economic benefit of getting paid and having a source of livelihood. This is welcome especially in today’s challenging world of securing a good job and more so after the effects of the post-Covid-19 period where many people lost their jobs and suffered economically. However, this was amidst a lot of uncertainty and the French Embassy kept monitoring very closely administrative conditions and the personal situations of the Language Assistants in liaison with FEI (France Éducation Internationale) and its academies.

Being the maiden cohort that President Macron met in March 2019, 53 of the 59 assistants, who started their mission in October 2019, were still in France by the time this report was being released. With a regrettable near exception, (an affected assistant at the Guadeloupe Academy), the assistants had all their contracts with the MENJ (Ministère d’Éducation Nationale et de la Jeunesse), roughly translated into English as the “Ministry of National Education and Youth”, extended from end of April 2020 to the end of June 2020 (indeed of July 2020 for two of them). These language assistants returned home to Kenya during summer. For the second group of the year 2020/2021, the French Embassy enlisted 70 Kenyans in February 2020. They were trained remotely in order to prepare for their departure and they also benefited from a preparation seminar at the French School in Nairobi. In 2021/2022 the French Embassy envisaged 135 assistants and it expects a good turnout for the year 2022/2023 too.

In reciprocation to this Language Assistants’ project, two assistants of French nationality came to beef up French in 2021. They were attached to University of Nairobi and Technical University of Kenya in order to support the lecturers in those two universities. This move was still another way of keeping French ‘alive’ in the wake of the pandemic. This also saw the following mitigation strategy whereby the French Embassy played a role in ensuring female students learning French would not drop out school due to early pregnancies and it

was a ray of light for the beneficiaries as well as a good gesture by the Embassy to offer community service.

3.5 Support for civil society via the association known as PISCCA (Projets Innovants de la Société Civile et Coalition d'Acteurs)

Apart from teachers of French being the focal point in the various interventions mentioned above, the French Embassy did not leave out French learners and they benefited too from the Embassy's philanthropy and good will during the pandemic.

PISCCA, (roughly translated as the Innovative Projects between Civil Society and Stakeholders), is a French government financial sponsor of civil society. During the covid-19 pandemic, young girls were prone to the risk of leaving the school system completely due to early pregnancies. As a result of dropping out of school, girls are more exposed to gender-based violence notably of sexual nature. The number of young pregnancies increased further due to closure of schools as a result of the Covid-19 crisis. This closure of schools prevented such young girls from continuing with their education. In addition, economic difficulties, which have increased in many homes due to the corona virus pandemic, have also led to the rise in child labour hence dropping out of school whilst they were still young. In light of this desperate situation, the French Embassy in Kenya, proposed a project financed by MEAE (Ministère de l'Europe et des Affaires Étrangères) roughly translated into English as Ministry of European and Foreign Affairs. This project was entitled "El'imu" which is a mixture of the French word "elle" (meaning "she") and the Swahili word "elimu" (meaning "education"). This project is dedicated to supporting Kenyan civil society projects that focus on the education of young girls and young women and it mainly revolves around the following four sections:-

- a) Technical and professional training
- b) Promotion of long distance learning
- c) Health in education
- d) Promotion of sports education

These are interventions to help young teen-

age mothers so that they can improve their academic levels as well as being economic solutions after the Covid-19 crisis. These measures showed that the Embassy has the plight of the girl child at heart due to her vulnerability and it felt the need to include her in its various recovery strategies to deal with the pandemic. However, that was not the end and the French Embassy had other philanthropic activities as observed below.

3.6 Le Partenariat Mondial pour l'Éducation, PME, (roughly translated into English as "The World Education Partnership")

France is the 4th most important contributor to the PME. She has donated \$11 million and other financings are in the pipeline. The \$11million dollars financial aid is in response to the health crisis created by covid-19 and the money goes to support:-

- a) The expansion of access to and supply of online content to all pupils who are in primary school via radio, TV, 'cloud' and mobile telephony.
- b) The training of teachers and supervisors of programmes using the long distance method of teaching.
- c) The installation of an integrated system of follow-up and evaluation of distance learning.
- d) The involvement of parents and different stakeholders in the supervision of pupils' education.
- e) The implementation of protection and security measures for learners, especially girls, during the school holidays.
- f) A gradual transition towards the return to normalcy has been evident thanks to school feeding programmes and mentoring for girls, online psychosocial support services, as well as information on prevention of gender-based violence targeting teachers, parents and pupils.
- g) Strengthening of Ministry personnel capacities when it comes to organizing virtual meetings during the corona virus pandemic and indeed in the post Covid-19 era.

4.0 Conclusion and Recommendations

In conclusion, these are some of the interventions that have been implemented in the French sub-sector. The French Embassy and its organs have been instrumental in helping the Government of Kenya (GoK), through the Ministry of Education, to help deal with the effects of Covid-19. This has helped the teaching and learning of FLE to recover not only academically but economically too during the pandemic itself and the period after it.

Hence, it is desirable that the GoK, through the Ministry of Education, maintains a good working relationship with the French Embassy as regards bilateral cooperation since the Embassy has proven to be a viable, reliable and committed partner for sustainable solutions and/or policies. The latter two have helped the Ministry circumvent challenges it faced in the French sub-sector during the Covid-19 pandemic as well as the post-Covid19 period especially economically. Indeed this study is not exhaustive. There is still need for studies to be done on other effects of the pandemic especially psycho-social. Covid-19 led to job losses and the French sub-sector was not exempted. Other researchers can take that angle to see the aftermath of the pandemic.

Keywords: Covid19, economic recovery, French Embassy in Kenya, interventions, FLE, pandemic, online teaching, French sub-sector.

5.0 Reference

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APPENDIX I - ABBREVIATIONS

1. SCAC: Service de Coopération et d'Action Culturelle
2. FSPI EFIP: Fonds Solidaire de Projets Innovants
3. FLAAP: French Language As A Priority
4. FSP: Fonds de Solidarité Prioritaire
5. CRKF: Centres de Ressources Kenyans pour le Français
6. AUF: Agence Universitaire de la Francophonie
7. ACPF: Attaché(e) de Coopération Pour le Français
8. VI: Volontaire Internationale
9. LVE: Langue Vivante Étrangère
10. MOOC: Massive Open Online Courses
11. CSNU: Conseil de Sécurité des Nations Unies
12. L'OIF: Organisation Internationale de la Francophonie
13. FEI: France Éducation Internationale
14. MENJ: Ministère de l'Éducation Nationale et de la Jeunesse (France)
15. PISCCA: Projets Innovants de la Société Civile et Coalitions d'Acteurs
16. MEAE: Ministère de l'Europe et des Affaires Étrangères
17. PME: Petites et Moyennes Entreprises
18. ONG: Organisation Non Gouvernementale