



AT THE HEART OF THE SYSTEM: REFRAMING TEACHER WELFARE, STRUCTURAL REFORM, AND EMERGING ISSUES IN KENYA'S EDUCATION SECTOR

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Abstract:

Teachers constitute the cornerstone of meaningful educational transformation, yet their welfare, professional identity, and structural positioning often remain overlooked in reform processes. In Kenya, debates around the Competency-Based Curriculum (CBC), teacher recruitment, professional development, and welfare reforms have intensified in recent years, underscoring the urgency of aligning systemic change with teacher empowerment. This conceptual paper contends that teacher welfare is not a peripheral concern but the cornerstone of sustainable reform. Drawing on global comparative cases—Finland, Rwanda, and Singapore—the study explores how structural reforms, recruitment models, gender equity, professional development, and governance arrangements influence teacher morale, retention, and instructional quality. The Kenyan case highlights tensions within the Teachers Service Commission (TSC), whose central role in employment, licensing, and regulation both stabilizes and constrains the profession. Using a conceptual-policy analysis, the article demonstrates that reforms which prioritize recognition, professional autonomy, gender equity, and systemic coherence yield stronger education outcomes. Comparative evidence shows that while Finland achieves high retention through trust-based professional autonomy, Rwanda leverages targeted professional upgrading to bridge teacher capacity gaps, and Singapore sustains excellence through structured professional growth and leadership pipelines. In contrast, Kenya's fragmented reforms, contractualization of teachers, and underfunded professional development risk undermining teacher motivation and retention. The article concludes by recommending a recalibration of Kenya's education reforms to position teacher welfare and empowerment as central pillars. Specific proposals include adopting

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inclusive professional development financing, expanding recognition systems, addressing attrition through talent management, enhancing equity in leadership promotion, and aligning TVET and higher education pipelines with school needs. Lessons from global comparators suggest that investing in teacher welfare is not a cost but a strategic foundation for national development.

Keywords: welfare, structural, Competency-Based Curriculum (CBC), professional development, attrition, gender equity, comparative

1. Introduction

Teachers are central to Kenya's educational transformation, yet their welfare often lags behind structural reform initiatives. This paper interrogates the interplay between teacher welfare, professional development, and systemic reforms, focusing on the role of the Teachers Service Commission (TSC). Drawing on human capital theory, organizational justice, and labour relations frameworks, it analyzes contemporary challenges—including contract-based employment, delocalization policies, compulsory professional development, and digital transformation—that influence teacher motivation, retention, and instructional quality. Comparative perspectives from global contexts, including Finland, Rwanda, and Singapore, are integrated to highlight best practices in teacher welfare and professional preparation. The paper argues that sustainable educational reform in Kenya requires aligning welfare provisions, career pathways, and systemic coherence, ensuring that teachers are not merely implementers of policy but empowered actors within the education ecosystem. By foregrounding teacher-centered approaches, the study provides insights for policymakers, unions, and educational institutions seeking to strengthen professional identity, enhance retention, and advance equitable learning outcomes.

This study pursues three interrelated objectives:

- 1) To historicize teacher welfare in Kenya and situate it in regional and global contexts.
- 2) To analyze structural reforms—such as the Competency-Based Curriculum (CBC), decentralization, and TSC professionalization mandates—through the lens of welfare.
- 3) To examine emerging issues under TSC that affect teacher motivation, retention, and professional dignity.

The argument advanced is that sustainable educational transformation in Kenya is unattainable unless teacher welfare is reframed as the “heart of the system” rather than a peripheral concern. This re-centering is critical for aligning reform, welfare, and outcomes in ways that advance equity, quality, and sustainable development.

2. Teacher Welfare in Kenya: Historical and Contemporary Perspectives

Teacher welfare in Kenya has evolved across distinct historical epochs, each leaving an imprint on professional identity, motivation, and institutional frameworks. From the colonial period to the post-independence years, through the turbulence of structural adjustment programs (SAPs), and into the constitutional reforms after 2010, welfare has oscillated between state recognition and systemic neglect.

2.1 Post-Independence Trajectories

In the immediate post-independence period, teaching emerged as one of the most prestigious professions. Teachers were among the first African professionals integrated into government service, enjoying structured pay, pensions, housing allowances, and opportunities for advancement. The creation of the Teachers Service Commission (TSC) in 1967 centralized teacher management, promising equity in remuneration, promotion, and deployment. Teaching became a channel of upward mobility and social prestige, with morale relatively high.

However, the gains of this era were undermined in the late 1980s and 1990s by SAPs imposed by international financial institutions. Hiring freezes, wage stagnation, and shrinking education budgets eroded welfare. Overcrowded classrooms, limited instructional resources, and stalled career progression became the norm. Teachers, once symbols of social mobility, became symbols of discontent, with major strikes in 1997 and the early 2000s spearheaded by the Kenya National Union of Teachers (KNUT). This marked the beginning of long-running tensions between welfare needs and state austerity.

2.2 Contemporary Welfare Structures

In the present, teacher welfare is organized under several provisions, though persistent dissatisfaction remains:

- 1) **Salaries and Allowances:** Teachers are classified by job groups with incremental scales. Despite periodic reviews, debates over pay parity compared to other public-sector professionals persist.
- 2) **Medical Insurance (AON Minet):** Teachers are covered under a national medical scheme, yet many cite inadequate hospital networks, slow claims processing, and insufficient benefits.
- 3) **Housing and Pensions:** Affordable housing remains elusive, especially in urban centers where teachers spend up to 40% of their income on rent. Transition to contributory pension schemes has further heightened anxiety about retirement security.
- 4) **Performance-Based Appraisal:** The Teacher Performance Appraisal and Development (TPAD) system, intended to link welfare with accountability, is widely perceived as punitive and bureaucratic rather than supportive.

These structures illustrate that welfare is not reducible to paychecks; it is deeply connected to professional dignity, job satisfaction, and the ability to navigate reform pressures.

2.3 Comparative African Contexts

Regionally, Kenya occupies a middle ground. Uganda's low pay has normalized moonlighting and attrition, while Tanzania's investments in teacher colleges are offset by high pupil-teacher ratios. South Africa offers relatively better pay but faces union militancy and persistent inequities. Kenya's TSC framework is comparatively robust, but welfare disputes remain a flashpoint in education politics.

The conceptual framing underscores that welfare is both a financial and existential question: it determines not only livelihood but also the professional legitimacy and reform capacity of teachers

2.4. Teacher Welfare, Professional Pressures, and Systemic Reform

Teacher welfare cannot be disentangled from the broader ecosystem that produces, deploys, and sustains teachers. While the TSC is central to recruitment, promotion, and regulation, upstream reforms in higher education and technical and vocational education and training (TVET) profoundly shape the supply, preparedness, and professional orientation of teachers entering the system. In other words, addressing welfare requires a systemic lens that links pre-service preparation with in-service realities.

2.4. Higher Education and TVET Reforms

Parallel reforms in universities and TVET institutions are redefining teacher education and labor market dynamics. In Kenya, universities remain the dominant pathway for teacher preparation, while TVETs are increasingly positioned as hubs for competency-based training aligned with the Competency-Based Curriculum (CBC). Yet, these reforms often unfold in isolation, producing mismatches between graduate preparation and classroom demands.

Universities emphasize theoretical, research-oriented instruction but underinvest in practical pedagogy, digital skills, and adaptive teaching. TVET reforms emphasize employable skills but are insufficiently integrated into national teacher education strategies. The result is a paradox: schools face acute shortages, yet thousands of graduates remain unemployed or underemployed. This incoherence undermines welfare, as poorly prepared teachers struggle with stress and burnout, and reforms falter due to inadequate professional grounding.

2.6. Global and Regional Lessons

2.6.1 Comparative Global Case Studies

2.6.1.1 Rwanda: Teacher Motivation and Digital Pedagogy

Rwanda's post-genocide recovery placed education at the center of national transformation. The government pursued reforms emphasizing digital pedagogy,

professional motivation, and performance-based career structures. According to Rubagiza (2020), Rwanda's "Smart Classroom" program provided teachers with laptops and training, directly addressing digital gaps that hampered effective delivery. Salaries, though modest compared to global averages, are consistently paid, and additional incentives are provided for teachers serving in rural or hardship areas (Munyaneza, 2022). This has reduced attrition in critical regions.

Furthermore, Rwanda invested in structured mentorship networks linking novice teachers with experienced peers, institutionalizing collaborative professional development (Uwizeyimana, 2021). While challenges remain in financing, Rwanda demonstrates how systemic alignment between welfare, digital infrastructure, and professional growth can yield steady improvements.

2.6.1.2 Singapore: Professional Pathways and Systemic Coherence

Singapore provides perhaps the most compelling comparative case in teacher policy reform. Teachers are treated as nation-builders, recruited from the top third of the academic cohort, and offered competitive compensation equivalent to other graduate professions (Tan, 2019). Professional pathways—Teaching Track, Leadership Track, and Specialist Track—allow educators to grow without leaving the classroom, ensuring talent is not lost to administrative roles alone.

Professional development is fully state-financed, with teachers entitled to 100 hours annually of structured CPD (Goh & Tan, 2020). Licensing is tied to clear standards, but unlike Kenya's compliance-heavy model, it is embedded in a culture of mentorship and empowerment. Teachers' voices are represented in policymaking through unions and professional councils, which strengthens trust between practitioners and policymakers (Ng, 2021).

Singapore's reforms illustrate the importance of aligning welfare with career progression, embedding continuous learning within professional identity, and ensuring systemic coherence across recruitment, training, and retention.

Table 1: Comparative Summary of Teacher Welfare and Reform Models

Dimension	Kenya (Current)	Finland	Rwanda	Singapore
Recruitment & Entry	Multiple models (permanent, contract, internship); shortages in JSS (TSC, 2023)	Master's-level training; selective, prestigious	Bachelor's-level training; digital readiness emphasized	Top-third academic recruits; competitive, prestigious
Compensation & Incentives	Modest salaries; regional disparities; hardship allowance inconsistently applied	High salaries; parity with professionals	Modest but consistent pay; rural incentives	High salaries; parity with professionals
Professional Development	Fragmented, teacher-financed CPD; licensing burdens	Fully state-funded CPD, integrated mentorship	Mentorship-driven, digital training focus	100 hours CPD annually, fully financed

Leadership Pathways	Limited progression; gender inequities	Transparent, equity-focused leadership	Peer mentoring and collaborative structures	Clear teaching, leadership, and specialist tracks
Teacher Status & Identity	Declining morale, high attrition, brain drain	Highly respected; strong trust in teachers	Growing recognition, linked to national rebuilding	Teachers regarded as nation-builders
Systemic Coherence	Misalignment between training, deployment, curriculum	Strong coherence; research-driven policy	Alignment of welfare, ICT, and mentorship	Strong integration of welfare, pathways, and policy

Source: MoE, Rwanda. (2022). Sahlberg, P. (2018). Tan, C., & Goh, C. (2019).

2.7. Implications for Kenya

For Kenya, welfare is inseparable from preparation quality. Without alignment, new teachers face early attrition, disillusionment, and industrial unrest. To mitigate this:

- 1) Joint curriculum councils involving universities, TVETs, and TSC must be institutionalized.
- 2) Credit transfer systems should ensure upward mobility between training pathways.
- 3) Practicum-intensive training and digital pedagogy must become standard.
- 4) Benchmarking with global best practices should inform welfare and professional development.

By reframing higher education and TVET reforms as interdependent rather than parallel, Kenya can simultaneously advance teacher welfare, strengthen professional identity, and sustain systemic reforms.

3. Structural Reforms in Kenya's Education Sector

Structural reforms have defined Kenya's educational trajectory, often reflecting global trends, domestic politics, and socioeconomic pressures. Teachers—both beneficiaries and implementers—remain at the heart of these transitions.

3.1 From 8-4-4 to Competency-Based Curriculum (CBC)

The introduction of 8-4-4 in 1985 reflected a push for practical skills but soon became associated with content overload, inequities, and resourcing gaps. The shift to CBC in 2017 aimed to reposition learning around creativity, critical thinking, and competency. Yet, the reforms significantly increased teacher workload, retraining demands, and administrative responsibilities. Without commensurate welfare adjustments, CBC risks overburdening the very teachers charged with its success.

3.2 Governance and Constitutional Mandates

The 2010 Constitution elevated TSC into an independent commission, reducing direct political interference and enhancing professional accountability. Yet, this autonomy has

generated new tensions, especially in relation to unions and collective bargaining. Policies like delocalization have sparked pushback, highlighting the need for welfare-sensitive governance.

3.3 Professionalization and Accountability

Professional reforms emphasize registration, licensing, and continuous professional development (CPD). While these raise standards, they impose financial and workload pressures. Unless supported by meaningful welfare incentives, reforms risk being perceived as coercive.

3.4 Higher Education and TVET Reforms

As previously noted, higher education and TVET reforms directly intersect with structural reforms. Misalignment between training and school needs produces systemic incoherence, undermining both welfare and reform outcomes. Structural reforms must therefore be designed in tandem with teacher preparation pipelines.

3.5 Contradictions and Opportunities

Kenya's reforms are ambitious but under-resourced. Welfare gaps threaten their sustainability. However, reforms also provide opportunities to elevate teaching to a globally benchmarked profession—if welfare is reframed not as a cost, but as an investment in national transformation.

4. Emerging Issues Affecting Teachers under the TSC

This section analyzes key emerging issues shaping teacher welfare and professional life in Kenya.

4.1 Mental Health, Motivation, and Professional Burnout

Teacher welfare is increasingly recognized as central to education sustainability. In Kenya, while the Teachers Service Commission (TSC) has formally acknowledged psychosocial support needs (Circular 11/2021), interventions remain underfunded and stigmatized. Workload pressures, oversized classes, administrative demands, and modest remuneration exacerbate burnout and attrition. A holistic approach—combining psychosocial support, gender-sensitive welfare policies, and systemic workload reduction—is critical for sustainable reform. Without such measures, well-being initiatives risk remaining symbolic, undermining professional resilience

4.2 Recruitment, Employment Models, and Attrition

Kenya's teacher recruitment landscape reflects a mix of permanent contracts, renewable contracts, and internship programmes designed to mitigate shortages, particularly during the Competency-Based Curriculum (CBC) rollout. While these models expand access, they also produce uneven outcomes. Contractualization often fuels job insecurity,

restricts career mobility, and weakens professional identity, leaving many teachers demotivated. Attrition—driven by stagnant pay, workload pressures, and limited advancement—exacerbates shortages, while brain drain to better-resourced systems undermines Kenya’s public investment in teacher training. Current strategies remain overly transactional, emphasizing salary adjustments without addressing professional growth and recognition. Comparative experiences illustrate similar challenges: Uganda struggles with attrition linked to low pay, Tanzania faces high pupil-teacher ratios despite training investments, while South Africa offers higher pay but contends with union militancy. For Kenya, reframing recruitment and retention through a holistic talent management model could not only stabilize the teaching force but also position the country as a regional benchmark for sustainable teacher workforce reform.

Table 2: Employment Models and Implications for Teacher Welfare in Kenya

Employment Model	Features	Implications for Welfare
Permanent contracts	Long-term stability; pension benefits	Strong identity but limited career dynamism
Renewable contracts	Medium-term; contingent on performance and budget	Job insecurity; moderate professional growth
Internship program	Short-term, low pay, heavy workloads	Weakens identity; fuels attrition

Source: TSC Annual Report (2023).

Unless Kenya adopts a comprehensive talent management model—integrating welfare, recognition, and structured professional growth—attrition will remain normalized and undermine CBC implementation.

4.3 Deployment Inequities and Patronage

Persistent regional disparities highlight inequitable teacher deployment, with urban counties such as Nairobi enjoying favorable ratios while ASAL regions face chronic understaffing (1:70). Deployment decisions remain vulnerable to patronage, nepotism, and political interference, undermining fairness and organizational justice. Decentralized promotions and transfers have similarly been criticized for favoritism and impropriety, with Transparency International Kenya (2022) reporting that over 60% of teachers perceive decisions as influenced by personal or ethnic ties. Addressing inequity requires data-driven, transparent systems combined with incentives—housing, hardship allowances, and community integration—for rural placements.

4.4 Professional Development, Licensing, and Preparedness

Teacher retention is deeply connected to how the profession supports career growth and preparedness. Yet Continuing Professional Development (CPD) in Kenya remains fragmented, costly, and largely teacher-funded, fostering perceptions of compliance rather than professional growth. Linking teacher licensing to CPD completion has reinforced this sense of pressure, reducing motivation and weakening its intended

impact. The transition to Junior Secondary Education (JSS) further exposed structural gaps, as many teachers lacked appropriate qualifications for assigned subjects, leading to mismatches that compromise instructional quality. Sustainable reform requires a nationally coordinated and publicly financed CPD framework that reduces financial barriers and emphasizes empowerment over regulation. Such a model should blend digital and face-to-face delivery, incorporate mentorship networks, and provide targeted subject upgrading, especially for JSS teachers. Comparative experience offers lessons: Rwanda's state-funded CPD enhances equity and consistency, while Finland's publicly financed, teacher-driven professional learning strengthens trust and autonomy. For Kenya, adopting a similar approach is central to sustaining teacher dignity and advancing learner outcomes.

4.5 Digital Divide and ICT Integration

Kenya's digital transformation agenda has suffered from infrastructure gaps, with 70% of rural schools lacking reliable electricity or connectivity. COVID-19 further exposed these divides, as many teachers lacked devices or training to integrate ICT into pedagogy. Even where devices exist, localized content and pedagogical training are limited, exacerbating inequities between urban and rural schools. Without structured welfare support—such as subsidies for connectivity, device provision, and digital pedagogy training—ICT initiatives risk deepening inequality rather than driving inclusive transformation.

4.6 Gender, Equity, and Leadership Representation

Despite women constituting over 60% of Kenya's teaching workforce, fewer than 30% hold headship positions. Structural barriers include opaque promotion criteria, unconscious bias, and inadequate family leave policies. Teachers in ASAL regions, many of them women, also face compounded inequities due to insecurity, poor housing, and cultural barriers. Gender-responsive promotion practices, transparent selection systems, and inclusive mentorship programs are critical for equity. Empowering women in leadership not only addresses fairness but also strengthens diversity and decision-making within Kenya's education sector.

4.7 Union Politics, Labour Relations, and Policy Implementation Gaps

The decline of KNUT and the rise of KUPPET reflect shifting labour dynamics, with TSC accused of exploiting recognition politics to weaken collective bargaining. Industrial disputes remain common, often exacerbated by poor consultation in policy design—73% of teachers report exclusion from policy processes. Implementation gaps in key initiatives such as TPAD and the Induction, Mentorship, and Coaching (IMC) Policy further entrench cynicism. Labour relations must move toward genuine dialogue, co-creation, and functional bargaining structures to restore trust and enhance reform outcomes.

4.8 Integrative Narrative

Teacher welfare in Kenya reflects both structural opportunities and systemic contradictions. As Table 2 shows, employment models range from permanent contracts with stability and pension security to renewable contracts tied to performance and budgetary constraints, and short-term internships characterized by low pay and heavy workloads. While permanent contracts foster professional identity, they often limit career dynamism. Renewable contracts and internships, on the other hand, exacerbate job insecurity, undermine morale, and contribute to attrition (TSC, 2023; Kariuki, 2022).

Placed in a global perspective (Table 1), Kenya's challenges stand in contrast to the coherent and well-resourced teacher welfare models adopted in Finland, Rwanda, and Singapore. In Finland, welfare reforms emphasize high entry standards, full state-financed professional development, and parity in salaries with other professionals, which collectively sustain teacher status and retention. Rwanda, emerging from a post-conflict context, has pursued consistent pay, ICT-focused professional development, and mentorship systems that support national rebuilding. Singapore combines competitive recruitment, clear leadership pathways, and comprehensive welfare incentives, reinforcing teacher identity and systemic integration.

Comparatively, Kenya struggles with misaligned policies, fragmented professional development (often teacher-financed), inequitable promotion systems, and weak incentives for teachers in hardship areas. These contradictions reduce teacher motivation, widen gender inequities, and exacerbate attrition. The global cases underscore the importance of systemic coherence, transparent leadership pathways, and sustained state investment in teacher welfare as levers for reform. For Kenya, drawing lessons from these models offers an opportunity to recalibrate welfare systems, strengthen teacher status, and align reforms with Vision 2030 and SDG 4.

5. Discussion: Teacher Welfare, Reform, and Educational Outcomes

The intersection of welfare and reform reveals systemic paradoxes. Welfare neglect undermines reform success, while reforms without welfare appear extractive.

- 1) **Human Capital Perspective:** Teachers as investments must be supported through adequate pay, training, and health benefits.
- 2) **Organizational Justice:** Perceived unfairness in promotions or deployment demotivates teachers, reducing effectiveness.
- 3) **Labour Relations:** Without functional collective bargaining, disputes escalate into strikes that disrupt learning.

Globally, research shows that teacher motivation strongly correlates with student performance (OECD, 2021; UNESCO, 2020). In Kenya, CBC's effectiveness is compromised where welfare gaps persist. Sustainable development goals demand aligning reform ambitions with teacher welfare, ensuring reforms are not imposed but co-created with teachers.

6. Conclusion and Recommendations

Teachers remain the cornerstone of Kenya's education system, yet their welfare continues to lag behind ambitious structural reforms. As the analysis demonstrates, sustainable progress cannot be achieved by treating welfare and reform as parallel silos; rather, they must be integrated to reinforce teacher motivation, retention, and instructional quality. The Teachers Service Commission (TSC) occupies a pivotal role in navigating this balance, and its policies must increasingly harmonize accountability with equity, transparency, and professional recognition. Drawing lessons from global comparators such as Finland, Rwanda, and Singapore, Kenya should prioritize coherent career pathways, equitable incentives, and state-supported professional development as non-negotiable pillars of reform. Ultimately, addressing teacher welfare alongside systemic innovation will determine not only the success of Vision 2030 and SDG 4 but also the future of Kenya's human capital and national development.

6.1 Policy Implications for Kenya

Drawing from the comparative analysis, Kenya faces urgent imperatives to realign teacher welfare and structural reforms with the demands of the Competency-Based Curriculum (CBC) and Vision 2030 aspirations. The Finnish, Rwandan, and Singaporean experiences illustrate that sustained investment in teacher welfare, state-supported professional development, and coherent career pathways are critical to both quality and equity in education. For Kenya, this means moving beyond piecemeal interventions toward a systemic model that integrates fair compensation, transparent leadership opportunities, and robust professional recognition with curricular innovation. Without such alignment, CBC risks being undermined by demotivated teachers, attrition, and policy incoherence, but with it, Kenya can harness teachers as catalysts of human capital growth and national transformation.

6.2 Institutionalizing Comprehensive Talent Management

The reliance on temporary contracts and internships should evolve into a holistic talent management framework, integrating recruitment, welfare, professional development, and retention. As Singapore demonstrates, coherent pathways sustain teacher morale and reduce attrition.

6.3 Equitable Financing of CPD

Financing professional development through teacher contributions is unsustainable. Kenya can adopt Rwanda's model of nationally supported CPD, leveraging digital platforms to reduce costs while broadening reach.

6.3.1 Embedding Gender-Responsive Leadership Policies

Transparent promotion criteria, equitable parental leave, and deliberate mentorship programs for women are critical to closing leadership gaps. Finland's equity-driven models provide strong templates.

6.3.2 Strengthening Teacher Identity and Professional Voice

Rebuilding trust between the TSC and teachers requires structured avenues for teacher input in policymaking, akin to Singapore's professional councils. This fosters legitimacy and ownership.

6.3.3 Regionalized Incentive Models

To address inequities in ASAL areas, Kenya can adapt Rwanda's rural incentive schemes, coupling financial allowances with housing, security, and professional support measures.

6.3.4 Data-Driven, Coherent Reform

Finally, Kenya must ensure reforms are driven by systematic data collection, evaluation, and alignment between universities, TVET institutions, and school-level demands. Fragmented reforms risk perpetuating incoherence.

Review Welfare Frameworks, expand medical insurance coverage, provide housing allowances, and ensure pension security, support CPD: Subsidize training, integrate CPD into working hours, and provide digital resources, promote equity, offer hardship allowances for ASAL teachers, promote gender equity in promotions, and strengthen inclusivity, digital Support, provide ICT allowances, infrastructure, and teacher-friendly training, Industrial Relations, rebuild trust between TSC and unions, revive meaningful collective bargaining, transparent promotion and deployment: institutionalize merit-based systems, reduce patronage.

6.4 Areas for Further Research

- 1) Comparative welfare studies in Sub-Saharan Africa.
- 2) Impact of CBC on teacher motivation and workload.
- 3) Mental health of teachers in low-resource contexts.

Reframing teacher welfare as central rather than peripheral ensures that reforms are sustainable, equitable, and impactful. At the heart of Kenya's education system lies the teacher: empowering, motivating, and sustaining them is the surest path to quality education.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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