DSPACE

https://dspace.org/

FINANCING OPTIONS FOR UNIVERSAL FREE EDUCATION IN KENYA

Owino, Jean Okolla

2011-04-19
http://hdl.handle.net/10539/9539

Downloaded from a DSpace repository. https://dspace.org/

FINANCING OPTIONS FOR UNIVERSAL FREE EDUCATION IN KENYA

Jean Okolla Owino

A research report submitted to the Faculty of Management, University of the Witwatersrand, Johannesburg, in partial fulfillment of the requirements for the Degree of Master of Business Administration

Johannesburg, February 2010

ABSTRACT

When the Kenyan government abolished primary school fees in 2003, it was hoped that low enrolment and high dropout rates would be reversed. However, soon after its introduction, the classrooms were overflowing with new entrants, significantly exacerbating teacher: pupil ratio. The quality of education in the public schools has diminished and enrolment rates are dropping with the number of years spent in school. Some children of school-going age are still out of school. There is still marked shortage of schools, classrooms, teachers and learning materials, despite the fact that parents, donors and government have pulled together resources for the free primary education programme. Using a rich source of literature and secondary information from the Ministry of Education and Planning as well as information from the World Bank Library, this study sought to determine financing options for the free primary education in Kenya. It found out that there are still inadequate schools and classrooms that call for additional funding from government, donor community and households. It further found out that there are micro-factors such as poverty, gender, community and rural specific disadvantages that still keep children from these backgrounds out of school. Moreover, corruption and inefficiency of funds allocation at the Ministry of Education lead to leakages of funds that would otherwise have been put to better use. It recommended that the government and the donor community should continue to fund the construction of schools, training and employment of more teachers as well as devoting some funds to specific schools and households that are severely deprived. It further recommended that corruption at the Ministry of Education should be stamped out to recover some funds for the programme.

DECLARATION

I, Jean Okolla Owino, declare that this research is my own, except to the extent indicated in the acknowledgements. It is being submitted in partial fulfillment of the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree of examination in this or any other university.

_____

Jean Okolla Owino

Signed at ……

On the …….. day of …… 2010

DEDICATION

This work is dedicated to my family members who remained supportive and understanding during the time of writing this report.

ACKNOWLEDGEMENTS

It would not have been possible to successfully complete this report without help of the following;

- God, who gave me the resources and conviction at critical stages of this study.
- My supervisors Prof Collins Miruka and Ms Courtenay Sprague for their leadership.
- Ministry of Education (Kenya) staff that provided some of the information.
- Mr Aloyo Ogweny and Mr Kennedy Aduda for their time in editing the report.
- My employer, World Bank, for giving me the time to study.

List of Tables **Page**

Table 1 19

Table 2 37

List of Abbreviations and Synonym

AEOs	Area Education Officers
EFA	Education For All
CIDA	Canadian International Development Agency
DEOs	District Education Officers
DFID	Department for International Development
FDI	Foreign Direct Investment
FPE	Free Primary Education
GDP	Gross Domestic Product
GTZ	***Deutsche Gesellschaft für Technische Zusammenarbeit*** (German Technical Cooperation)
Harambee	Swahili word which means “pulling together”
IGO	Intergovernmental Organisation
IMF	International Monetary Fund
JICA	Japan International Cooperation Agency
MDGs	Millennium Development Goals)
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
Narc	National Rainbow Coalition
NGOs	Non governmental Organisation
OPEC	Organisation of the Petroleum Exporting Countries
SAP	Structural Adjustment Program
SIDA	Swedish International Development Cooperation Agency
SMC	School Management Committee
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
WFP	World Food Programme

TABLE OF CONTENTS

ABSTRACT ii

DECLARATION iii

DEDICATION iv

ACKNOWLEDGEMENTS v

LIST OF TABLES vi

LIST OF ABBREVIATIONS AND SYNONYM vii

CHAPTER ONE: INTRODUCTION 1

1.1 Research question 4

1.2 PURPOSE OF THE STUDY 4

1.3 Context of the Study 5

1.3 Problem Statement 6

1.3.1 Main Problem 6

1.3.2 Sub Problems 6

1.4 Significance of the Study 6

1.5 Delimitations and Limitations 7

1.5.1 Delimitations 7

1.5.2 Limitations 7

1.6 Assumptions 7

1.7 Outline of the Research 8

CHAPTER TWO: LITERATURE REVIEW **9**

2.1 Economic Theories on Financing of Education 9
2.2 Some Benefits of Primary Education 15
2.3 International Agitation for Free Primary Education 16
2.3.1 Universal Declaration of Human Rights, 1948 17
2.3.2 Millennium Development Goals (MDGs) 18
2.4 Towards a Model of Funding Options for Free Primary Education 18
2.5 Challenges Facing the Implementation of UPE 24
2.5.1 Limited Funding of UPE 24
2.5.2 Ineffectiveness and Inefficiency of Education Systems 24
2.5.3 HIV/AIDS Scourge 25
2.5.3 Conflicts 25
2.6.1 Lower Enrolment Rates 26
2.6.2 Gender Imbalance 26
2.6.3 Social Exclusion 26
2.6 Conclusion 27
CHAPTER THREE: RESEARCH METHODOLOGY 30
3.1 Research Design 30
3.2 Research Methods 31
3.3 Limitation of the Research 35
3.4 Conclusion 36
CHAPTER FOUR: RESEARCH FINDINGS AND ANALYSIS 37
4.1 Towards the Implementation of Free Primary Education in Kenya 37
4.2 Process of Allocation of Resources at School Level 39
4.3 Accountability Programmes and Public Transparency 40
4.4 Challenges Facing FPE in Kenya 41
4.4.1 Corruption at the Ministry of Education 41
4.4.2 Weak surveillance systems 42
4.4.3 Lacklustre community Participation 42

4.4.4 HIV/AIDS Pandemic 43
4.4.5 High Enrolment Rates 43
4.4.6 Weak management systems at schools 44
4.4.7 Vested Interests 45
4.4.8 Delay in the Disbursement of Funds to Schools 45
4.4.9 High Dropout Rates 45
4.4.10 Larger number of girl-child dropouts 46
4.8 CONCLUSION 47
CHAPTER FIVE: CONCLUDING REMARKS 49
REFERENCES 56