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EDUCATION AS A GOLDMINE IN AFRICA: A CASE STUDY OF EASTERN AFRICA

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ABSTRACT

As both a fundamental human right and an engine for growth, education is a key tool for enhancing sustainable development throughout sub-Saharan Africa. Despite unprecedented economic advancement, the region lags in educational success. Sub-Saharan Africa continues to face complex barriers that impede improvement of a stronger educational infrastructure, ranging from inadequate learning material and infrastructural decay to overcrowded classrooms. Education plays a key role in politics, this is because prominent leaders in Africa have benefited from leadership positions as a result of education, this is because at the time of Independence, they were the one to take leadership role in Africa. The prominent families who took leadership positions in Africa have enriched themselves through various

means. Most of the companies in East Africa that produce products and services consumed by the common citizens such as Brookside, AMACO insurance are owned by prominent families who have been in leadership. The families also own large properties and land at the expense of the common citizens. The consequences of educational disparities are seen to elevate inequalities by reducing the capacity of the disadvantaged groups like pastoral to take advantage of ways of improving their welfare attributed to education such as competing favorably for employment opportunities with other communities. The rising demand for education and regional disparities in its access within communities coupled with commitments to world declarations on education and human rights inspired various approaches to address inequality in educational access

in nomadic communities in East Africa. The importance of education has led to more parents investing in education since they view education as a key to wealth attainment, more so in Africa where every person wants to be employed in the public sector since they view the sector as key to wealth attainment. In the previous years in Kenya, there had been scramble for form one vacancies due to the limited vacancies available in secondary schools. The parents did all they could including bribing the schools' administration for their

children to be admitted in good schools especially the former national and provincial schools. It can be concluded that education as a gold mine has led to parents investing all their efforts to enable their children have a bright future.

Key Words: *demand for education in Africa, the role of education in politics, hunger for education by nomadic communities in East Africa, education as a goldmine in East Africa, education as a goldmine in Kenya, role of education system in combating poverty*

INTRODUCTION

Organizations face multiple challenges and threats today. They could be threats to effectiveness, efficiency and profitability; challenges from turbulent environments, increased competition and changing customer demands; and the constant challenge to maintain congruence between organizational dimensions such as strategy, culture and processes. Individuals in organizations likewise face multiple challenges such as finding satisfaction in and through work and fighting obsolescence of one's knowledge and skills, such challenges and threats can be solved through implementation of ODI.

French et al (2000) describes organization development as the prescription for a process of planned change in organizations in which the key elements relate to (1) The nature of the effort or program (2) The nature of the change activities (3) The target of the change activities and (4) The desired outcome of the change activities. According to Porras, Robertson and Goldman (1990) OD is "aimed at the planned change of the organizational work setting for the purpose of enhancing individual development and improving organizational performance, through the alteration of organizational member's on the job behaviours". Beer (1980) posits that the aims of OD are "developing new and creative organizational solutions; and developing the organization's self-renewing capacity". Bennis (1969) describes OD as a response to change and an educational strategy intended to change beliefs, attitudes, values and organization structure- all directed toward making the organization better able to respond to changing environmental demands". Cummings and Worley (1997) posit that OD is a planned long-range behavioral science strategy for understanding, changing and developing the organizations work force in order to improve its effectiveness.

The OD process is implemented through application of action research or diagnostic research model which is linear sequential and originates from the identification of a problem. The problem usually manifest in quantifiable and qualitative indicators (Meyer & Botha, 2000).

An appropriate intervention is identified to bring focus to the change process. Gibson et al (2000:455) posits that OD interventions should be classified according to their targets of change such as techno structural interventions which are focused on structural change or human process intervention which are focused on behavioral change. Some situations may require a combination of interventions which are referred to as multi-related or multi-targeted approaches (Meyer & Botha 2000).

The Conceptualization of this Study was anchored on the theory advanced by Kraut et al., (1989) who theorized that effective managers must process multiple skills. This study was also grounded on system theory by Lewin (1946) which models organization as three overstepping and independent subsystems (Gersick, 1997). The theoretical foundations on which organization development and action research are based on include organizational learning theory (March & Sutton, 1997) and organization development theory and Dynamic capabilities theory (Teece et al., 2007).

These are underpinned by other theories such as industrial organization economics theory (Mason, 1939; Bain, 1956), knowledge based theory (Senge, 1990) resource based theory (Barney 1991 and upper echelons theory Hambrick & Masan 1984). Action research which was conceptualized by Lewin (1946) forms the basic premise on which the process of OD is grounded. Action research which is a collaborative approach follows a scientific and cyclical process (D' souza & Singh, 1998). Lewin (1946) also pioneered sensitivity training which he conducted with colleagues at MIT. It has been found to improve interpersonal relationships, increase self-awareness and understanding of group dynamics among participants (French & Bell, 2001). Another pillar of OD is the survey research and feedback pioneered by Rensis Likert. It uses structured questionnaire surveys for diagnosing organization problems (French & Bell, 2001).

The banking Industry in Kenya has experienced challenges since 1990s. First due to the government borrowing heavily from the domestic market which was as a result of the country's poor relationship with the Bretton Woods Institutions and bilateral development partners. Secondly banks adopted an aggressive provisioning policy to provide for non performing loans (NPL).The provisioning policy Resulted in Kenya Commercial Bank announce a pre-tax loss of Kshs 4.2 billion in 2002 the biggest in Kenya's corporate history. The bank formulated a turn-around strategy that was implemented between 2004 to 2009. This strategic plan was to reconfigure the entire business of KCB and make it more robust, customer focused and growth oriented. The strategic plan included developing capacity to support technology based products and implementation of strategic Human Resource Development Programs to upgrade and enhance general managerial skills of bank executives within KCB. This study aimed to determine the effect of organization development interventions implemented to enhance the general managerial skills of bank executives.

STATEMENT OF THE PROBLEM

Sub-Saharan Africa continues to face complex barriers that impede improvement of a stronger educational infrastructure, ranging from inadequate learning material and infrastructural decay to overcrowded classrooms. At the school level, ensuring adequate

access, quality and relevance may be costly and inefficient. On the bureaucratic level, governance and financing have been slow and, in many cases, corrupt. Therefore, despite policies directed to benefit the poor and investments in resources, access to education remains strongly associated with household wealth; children from the poorest households in sub-Saharan Africa are approximately three times more likely to be out of school than their economically advantaged counterparts (Drew & Nearing, 2013). This is due to an unusually perfect storm of factors: an inability to meet the cost of education, high opportunity cost of losing child labor in subsistence-oriented rural communities, and the distance travelled to school. Targeted discrimination further exacerbates both the causes and consequences of the disparities in sub-Saharan Africa. Marginalized groups such as disabled students are denied education because of a lack of access, specialist facilities, and cultural stigmas. Young women face cultural norms such as early marriage, teenage pregnancy, gender-based violence, and discriminatory education laws and practices that prevent millions of them from the opportunity to benefit from education (Orodho, 2009). Challenges that stymie sub-Saharan Africa's educational development cannot be divorced from the impeding ramifications of ethnicity. If a government is hijacked by one or more ethnic groups, state machinery can be manipulated to ensure "upward social mobility whereby clientelism and nepotism are used as yardsticks in the acquisition of state contracts and tenders". In regards to education, ethnic differences can lead to discriminatory practices or curricula that can impede learning for certain groups (Berenice & Anne, 2008).

RESEARCH OBJECTIVE

The objective of the study was to establish whether education is a goldmine in Eastern Africa.

LITERATURE REVIEW

Demand for Education in Africa

While disagreement persists over the actual realized benefits of educational expansion and investment on economic growth, many argue that there is a significant body of rigorous evidence proving the far-reaching effects and benefits of education, especially at the household level. Hypotheses supporting this case include claims that the expansion of education promotes economic growth, raises personal incomes, reduces social inequalities and discrimination, improves social indicators, encourages democratic politics, and reduces conflict (Creswell, 2012). Furthermore, the status of primary education as a basic universal human right, and its prominent standing as one of the Millennium Development Goals (MDGs), has made the promotion of education a major policy focus both in the developing and developed world. This literature review is organized around the debate in the literature over the most effective way to successfully promote educational attainment, specifically whether it is investment in the supply of education, or policies promoting demand for education, which should form the central policy focus (Gall, Gall & Borg, 2015).

Plans to prioritize education, most notably through the United Nations 'Millennium Development Goals, have galvanized unprecedented efforts to provide universal primary education. While the Education Goal has not been fully achieved, the developing world has

witnessed an impressive surge in global gross primary school enrollment rates, while an acknowledgment of the need for basic education has become universally paramount. Sub Saharan Africa observed the largest increases in the primary adjusted net enrollment ratio, from 59 percent in 1999 to 79 percent in 2012 (UNESCO, 2013).

The increase in primary enrollment rates is laudable, and a rising number of children are able to enroll in secondary education, but overall retention is remarkably low. At its current trajectory, lower-secondary completion in sub-Saharan Africa is not expected to reach 100 percent for another hundred years (Irby, Brown & Jackson, 2013); of the 128 million students graduating from primary school, only half will acquire basic literacy and math skills to live productive lives. This reality potentially reflects poor quality at the primary level that halts students from succeeding past the compulsory primary education. Secondary school student retention rate is one indicator of the quality of primary education provided. Secondary education is a pivotal developmental stage that encourages for fostering transferrable skills to create an active, educated citizenship, and is an essential for crossing the bridge into university. Secondary school and university education, in turn, is crucial for training primary school teachers (Suzanne, 2014).

The quantitative expansion of primary or secondary education enrollment rates in Sub-Saharan Africa is an important metric of education progress. As one might expect, countries with low enrollment rates at the primary level are expected to have lower enrollment rates at the secondary level, implying an overall failure of the system for its students. The students who do enroll in secondary education may not be able to stay in school because they have not been adequately equipped from primary. Enrollment gives a general idea of a school system's overall quality; even more telling, though, is the number of years spent in school. Geographic and economic disparities push many children, who would otherwise be able to enroll, out of the education system after a short period of time (Suzanne, 2014).

The Role of Education in Politics

Education plays a key role in politics, this is because prominent leaders in Africa have benefited from leadership positions as a result of education, this is because at the time of Independence, they were the one to take leadership role in Africa. The importance of education has led to more parents investing in education since they view education as a key to wealth attainment, more so in Africa where every person wants to be employed in the public sector since they view the sector as key to wealth attainment. The prominent families who took leadership positions in Africa have enriched themselves through various means. The wealthiest families in Kenya such as Jomo Kenyatta, Daniel Moi, Mwai Kibaki were president. In Uganda Yoweri Museveni has ruled the country for over 20 years. In Zimbabwe president Mugabe ruled the country for over 20 years. There is great correlation between politics and wealth attainment especially in Africa where more than 80% of the wealth of a country is controlled by 20% of the population. East African countries especially Kenya and Uganda are ranked among the most corrupt countries and Nigeria is ranked the most corrupt in the world. Through this evidence every parent would wish that his/her child attains education so as to enable him escape from poverty (Jowi, 2013).

Most of the companies in East Africa that produce products and services consumed by the common citizens such as Brookside, AMACO insurance are owned by prominent families who have been in leadership. The families also own large properties and land at the expense of the common citizens. Jomo Kenyatta was a Kenyan statesman and the dominant figure in the development of African nationalism in East Africa. His long career in public life made him the undisputed leader of the African people of Kenya in their struggle for independence. In the modern political history of Africa very few of the representatives of African peoples have had the opportunity for a sustained position of leadership. The lack of a Western education and the limiting horizons of tribal politics hindered the rise of an African political elite, especially in the British East African possessions, in the years before World War II. Kenyatta is one of the outstanding exceptions of this process; his public career of over 40 years established him as one of the most significant African leaders of the twentieth century (Jowi, 2013).

Jomo Kenyatta studied English at the Quaker College of Woodbrooke and at Selly Oak in Birmingham. In 1936 Kenyatta enrolled at the London School of Economics as a postgraduate student. In the course of his studies he presented a series of papers to the seminar directed by the eminent anthropologist Bronislaw Malinowski. The education of Jomo Kenyatta helped him dominate over other citizens at his time since ordinary citizens like Dedan Kimathi could not take any leadership role although they fought for independence. People viewed that uneducated people could not be able to lead the country since there was need for control and huge management of resources at the time. It was well known that even Jaramogi Odinga stated that he could not become the president of Kenya until Jomo Kenyatta was released and even stepped down for him since he viewed him as an elite. Hence there is a link between education and political control and power (Oriwa, 2013).

In the modern political history of Africa very few of the representatives of African peoples had the opportunity for a sustained position of leadership. The lack of a Western education and the limiting horizons of tribal politics hindered the rise of an African political elite, especially in the British East African possessions, in the years before World War II. Kenyatta is one of the outstanding exceptions of this process; his public career of over 40 years established him as one of the most significant African leaders of the twentieth century. Kenyatta's achievement in education was impressive. Adult illiteracy, which at independence stood at 50 per cent of the population, fell steadily. Gross secondary school enrolment grew from two per cent in 1960 to a peak of 28 per cent of secondary school age children in 1991. The first university, the University of Nairobi, was established in 1970. Kenyatta also encouraged the churches to continue playing an important role in the development of education. Churches introduced vocational training institutions, commonly called village polytechnics. The Church also established badly needed special schools, such as schools for the blind, the deaf and the physically handicap (Oriwa, 2013).

Mwalimu Nyerere was born on 13th April 1922 in the small village of Butiama among a minority ethnic group in Tanzania. He grew up in typical African village surroundings, and later on in life became the embodiment of the African struggle for freedom and national independence and a symbol of people's aspirations for social emancipation and human

fulfilment. It was at the age of 12 that he started going to school, and only after coming of age was he confirmed to Christianity. From Tabora School, the citadel of African education at the time in the then Tanganyika, he then proceeded to Makerere College in Uganda to acquire a Diploma in Education. From Makerere, he proceeded to do a Master's degree in History at the University of Edinburgh in Scotland. After he left Makerere, he stated the following:

“I wonder whether it has ever occurred to many of us that while that 80 pounds was being spent on me (or that matter on any of the past or present students of Makerere) some village dispensary was not being built in my village or some other village. People may actually have died through lack of medicine merely because eighty pounds which could have been spent on a fine village dispensary was spent on me, a mere individual, instead. Because of my presence at the college, (and I did nothing to deserve Makerere) many Aggreys and Booker Washingtons remained illiterate for lack of a school to which they could go because the money which could have gone towards building a school was spent on Nyerere, a rather foolish and irresponsible student at Makerere. My presence at the college therefore deprived the community of the services of all those who might have been trained at those schools, and who might have become Aggreys or Booker Washingtons. How can I repay this debt to the community? The community spends all that money upon us because it wants us as lifting levers, and as such we must remain below and bear the whole weight of the masses to be lifted, and we must facilitate that task of lifting.”

From the above statement its clear that the Tanzanians citizens invested a lot in Mwalimu Nyerere who later became the president and a key political figure in East Africa. Through education other citizens could not be able to take leadership positions like Mwalimu Nyerere who was able to articulate the development ideas of the nation at the time. Its also clear there was a huge gap in terms of wealth and ownership of resources between the educated lot of Nyerere and other un education citizens since the community invested a lot in educating some citizens who later held powerful position while depriving the others resources. Its clear the that education was important at the time since it empowered people (Oriwa, 2013).

Apart from Jomo Kenyatta and Julius Nyerere there are other key political personalities in East Africa and especially Kenya who were able to take political positions and differentiate themselves from other citizens who lacked education. The examples include people like Jaramogi Odinga who became the first prime minister of Kenya and later became the vice president. He played a key role in Kenya's politics and development. Daniel Moi struggled to educate himself but was able to complete his education and later became a teacher before engaging in politics. He later rose to become the vice president of Kenya and later the longest serving Kenya's President. Other key personalities like Tom Mboya, Dr. Robert Ouko and J.M. Kariuki were key in Kenya's politics until their time of assassination. Education enabled them rise in politics and thus rule ordinary citizens. The list of East African leaders who benefited from education is too long to mention (Oriwa, 2013).

Hunger for Education by Nomadic Communities in East Africa

Pastoralism has long been the dominant feature of the East African regional economy, and it will remain so for the foreseeable future. The relationship between pastoralism and education is widely acknowledged to be problematic. This way of thinking continues to exert a profound influence on East Africa governments and development agencies; its implication is that the attainment of education for all and gender equity in education provision is not possible among pastoralist communities. Pastoral communities like Maasai, the Turkana, Somali, Boran, Ndorobo, and others across Eastern Africa who were not able to receive quality education from the time of independence compared to other communities at the time do experience problems of poverty and other challenges compared to other communities thus there being an assumption that the continued pursuit of pastoralism is inconsistent with the provision of education (Ngome, 2013).

The consequences of educational disparities are seen to elevate inequalities by reducing the capacity of the disadvantaged groups like pastoral to take advantage of ways of improving their welfare attributed to education such as competing favorably for employment opportunities with other communities. The rising demand for education and regional disparities in its access within communities coupled with commitments to world declarations on education and human rights inspired various approaches to address inequality in educational access in nomadic communities in East Africa. Literacy among nomadic parents in East Africa is low and is seen to be another possible dimension contributing to the low participation by the region in education (Ngome, 2013).

However, there has been strides to improve their education through various empowerment programs especially when it comes to the girl child education since girls experience various challenges that hinder their education such as FGM and early marriages. Pastoral communities in East Africa who did not receive education as a priority in their lifestyle in the beginning but at present, they are taking their children to school in masses as well as willing to sell whatever they have in order to "buy" education to their children. They are going to the extent of selling their valuable assets in form of cows, sheep and land so as to educate their children. Educating pastoralist is one of the way to improve their human capital: increasing their skills improves their ability to compete for better life while contributing to the economy of the country. Once educated, pastoralist are expected to manage their livestock and the environment well, participate in democracy and benefit from other services. It is therefore against this background that educating nomads needs to be given a priority. While contributing the economic growth, investing in human capital helps directly to empower the masses to stand up for their rights as well as that of others (Oluniyi, 2011).

The pastoral communities have started taking political roles in East Africa and especially in Kenya. For examples the nomination of senator Naisula Lesuuda in the previous parliament who went ahead to win a parliamentary seat in Samburu West. These shows how at present how education can enable someone achieve dreams which could have not been achieved earlier without education. She stated that "education remains my number one priority. Research has shown that where you invest in education, you invest in the entire community.

It is in this regard that I am putting all efforts to personally meet the school fees of the needy students who did well in Standard 8 and have no means to go to high school as we await CDF allocations from treasury”. Another key female personality who has achieved a lot through education is former MP Linah Jebii Kilimowho is an avid crusader against female circumcision and currently chairs Kenya’s Anti-FGM board. She stated that FGM was deeply entrenched in some communities. As such, they face many challenges in the fight but this does not stop them from fighting especially for those girls who don’t want to go through this rite of passage (Oluniyi, 2011).

Education as a Goldmine in East Africa

Inclusive education in East Africa has its foundation in the values and norms of the society, where every person regardless of the differences has dignity, equal opportunity to education and respect. A study done in East African countries of Rwanda, Burundi, Tanzania, Kenya and Uganda by Ombati and Ombati (2012) stresses that, inclusive education aims to build a society that promotes equal opportunities for all citizens to take part in and play their role in development of the nation. Based on principles of indigenous customary education and traditional African socialism, everybody was included and was assigned roles according to their abilities. Those principles and values have been emphasized in East African countries development plan.

East African countries have embraced inclusion education that provides quality education for all children, youth and adults through targeted support to specific or vulnerable groups; moving away from the traditional view of inclusive education as “providing education for children with special needs”. Other than their inclusion, education is thus considered a fundamental right to every citizen and is provided free of charge in primary and secondary schools to all learners in public schools. An alternative secondary curriculum has recently been developed to cater for learners who attend non-formal schools where science laboratories are not in place. The Government has put in place mechanisms to help mainstream gender, marginalized groups, Children in Especially Difficult Circumstances (CEDCs) and other excluded categories (Ombati & Ombati, 2012).

Special attention is directed to women, children, the youth and disabled persons. Implementation of (UPE) Universal Primary Education was geared towards the realization of those principles and values. Through these policies the doors were opened to all school aged children. Such opportunity was available during the precolonial education but became restricted during the colonial period with the introduction of an elitist school system and importation of separate institutions for children with disabilities. There are many challenges which are associated with its implementation and achievement. The inclusive education model above gives some of the challenges towards the implementation of inclusive education (Dhillon, 2009).

There is less commitment among teachers. Teaching in primary schools is stressful to most teachers. Teachers do not have commitment in teaching because they are being given low salaries and they are not respected by the society. This makes them not to play a good role for their responsibility. This becomes a big challenge when it comes to the implementation of

inclusion in primary schools. There is lack of proper knowledge towards inclusion. Most teachers in primary schools lack the knowledge of inclusive education that makes it difficult for them to implement it. Lack of adequate knowledge makes them fail to adapt inclusion. If the teacher lacks the inclusive knowledge he or she may face another problem of poor classroom management. In line with this Dhillon (2009) give advice that children should be provided learning opportunities during non-school hours.

Infrastructure and classrooms are not adaptive for the needs of the students. For example, some of the buildings in primary schools have stairs which limit mobility of students with physical and visual impairment. Inadequate teaching and learning resources is another challenge in primary schools. The cost of buying teaching and learning materials is high. For example, braille machines and textbooks are costly; hence, it becomes a problem to implement inclusive education Mmbaga (2012) argues that, “schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor”. Therefore, this makes it difficult for the school to plan effectively for their development and hence, teachers face problems in implementing inclusion.

There is lack of awareness, among teachers, parents and the guardians about inclusion education. This is because in East Africa inclusion has not been advocated that much so it becomes difficult to implement it. This makes most teachers not to discover the uniqueness of the students which could help them to assist the learners based on their uniqueness. Despite the above challenges, parents go an extra mile and sell their properties so as to enable their children have quality education. They go ahead and take them to private school since they view education as a gold mine and recognize that by investing in Children education there will be more leaders like Julius Nyerere, Thomas Mboya, Jomo Kenyatta etc across the region (Mmbaga, 2012).

The private schools in East Africa have increased over the years an indication that the economy of the country is booming and the private schools continue to perform well compared to the public schools. The teachers strike which forces the closure of all public schools as well as the general elections which see majority of the public schools used as polling stations is cited as one of the factors affecting the performance of public schools. Private schools are not used as polling stations and the teachers in these schools do not go on strike. Since the introduction of free primary educations in some countries, there has been an increased enrollment in children in public schools but their performance in national examinations has been declining. Majority of the children from poor background study in public schools and allowing public schools to perform dismally is condemning the children of the poor to failure (Msuya, 2015).

Education as a Goldmine in Kenya

Since independence in 1963, the Government recognizes education as a basic human right and a powerful tool for human and national development. Nearly 73 per cent of the governments social sector spending and about 40 per cent of the national recurrent

expenditure go to education. This translates to 7 per cent of the Gross Domestic Product (GDP). The number of students enrolled at various levels has substantially increased especially over the last six years. At the Early Childhood, Development and Education (ECDE), enrolment grew from 483,148 children in 1982 to 1.69 million children in 2007(814,930 girls and 876,163 boys). Enrolments in formal public primary schools grew from 891,533 pupils in 1963 to 5.9 million in 2002 and 8.2 million pupils in 2007 (4.01million girls and 4.19 million boys) while at secondary level, enrolments grew from 30,000 students in 1963 to 1, 180,268 students (540,874 girls and 639,393 boys) in 2007. At the university level the numbers rose from 59,195 in 2000/01 academic year to 133, 710 in 2007/08 academic year (female 36,603 and male 97,107) (Government of Kenya, 2017).

The overall education policy goal of Government of Kenya is to achieve EFA by 2030 in tandem with the national and international commitments. This is to be achieved through specific educational objectives and programmes designed for the provision of all-inclusive quality education and training that is accessible and relevant to all Kenyans. The Vision of the Ministry of Education is, “to have a globally competitive education, training and research for Kenya’s sustainable development” while the mission is to “provide, promote, coordinate the provision of quality education, training and research for the empowerment of individuals to become responsible and competent citizens who value education as a lifelong process”; and are guided by the understanding that quality education and training contributes significantly to economic growth, better employment opportunities and expansion of income generating activities (Government of Kenya, 2017).

Recent Government policy documents and programmes have focused on the importance of education in eliminating poverty, disease and ignorance. These include: Economic Recovery Strategy for Wealth and Employment Creation (ERSWC) 2003-2007; the Sessional Paper No. 1 of 2005 on Education Training and Research; policies on the HIV and AIDS and Gender in Education (2007); the Non-Formal Education sub-sector and the Nomadic Education sub-sector policies currently being developed; and the most recent Kenya’s Vision 2030, which aims at turning the economy into a middle-income country in twenty years (Government of Kenya, 2017).

In the previous years in Kenya, there had been scramble for form one vacancies due to the limited vacancies available in secondary schools. The parents did all they could including bribing the schools’ administration for their children to be admitted in good schools especially the former national and provincial schools. However, unlike the past where the admission was done at the school, there has been digitalization of the recruitment process which is done by the Ministry of education and the students’ just need to check their form one admission schools’ in the ministry website. The government has also gone ahead and increased the capacity of schools so as to accommodate higher number of pupils. As at mid-January 2018 Already, 794,366 candidates out of the 993,718 who sat the KCPE examination last year had taken up their slots in secondary schools translating to an 80% translation rate from primary to secondary schools (Government of Kenya, 2017).

The Daily Nation on January 9, 2018 reported that learning in secondary schools across the country is headed for a crisis as the institutions grapple with overstretched facilities and shortage of teachers in the wake of increased admission of Form One students. The runaway congestion, which has seen some students learning in tents while some schools create extra classrooms in dining halls and dispensaries, has brought a logistical nightmare to institution managers and put to the test the quality of education. Principals in Kakamega and Vihiga counties complained that teachers were being overworked while resources had been overstretched. Principal Janet Omondi said the high enrolment will affect performance, owing to overstretched facilities and shortage of teachers. Kagumo Boys' High School in Nyeri County has been forced to increase its streams from six to seven to accommodate an additional 50 students. A nationwide survey conducted by the Sunday Nation established that some secondary schools had as many as 90 students in one classroom, double the recommended class size of 45 students.

It is clear from above that that the translation rate to secondary schools have increased generally in the country compared to the past thus enabling students to have adequate knowledge and thus alleviate them from poverty. Parents are doing everything to enable their children access education and they are investing in their properties including land and thus its true that education is a gold mine of Africa. However, the low number of pupils who reported for Form one this year in Coast Province has been a cause for concern across the Coast region. Education stakeholders have convened a crisis meeting with acting Education Cabinet Secretary Fred Matiang'i to discuss the poor enrolment in Form One in all the region's counties. The poor enrolment has been blamed on terror attacks and poverty. In Kilifi for example, only 10,654 of the 28,796 students who were admitted to secondary school had reported by the deadline day for reporting. In Kwale, some students have not reported because they were admitted to day schools hundreds of kilometres from their homes. This was compounded by a mix-up in admissions (Waweru, 2016).

There have been cases of cheating in exams in Kenya, since the students do all they can to enable them pass their exams as they view education as the key to their future success. The cheating in exams led to many students having their exams cancelled and although there are still cases of cheating, the cases have reduced over the years. According to the Kenya National Examinations Council (KNEC), teachers and candidates colluded to beat the system, while others used mobile phones to transmit exam related material. Other candidates were also found to carry unauthorised material into the examination room. KNEC Chairperson Goerge Magoha criticised "teachers" for sneaking wrong answers to examination rooms, which ended up misleading candidates to cancel their correct answers (Waweru, 2016).

In year 2017, there were no cases of malpractices in the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) exams. There have been tough rules issued by the Ministry of Education to curb exam cheating. The Kenya National Examinations Council has issued tough guidelines on managing national tests set, as it moves to eliminate malpractices. Some measures include that during the third term, no non-academic activities will be allowed in schools. There will also be no prayer sessions during

the term, a move aimed at avoiding unnecessary contact between candidates and outsiders during the exam period (Waweru, 2016).

However, the government has made efforts to enhance the quality of education in public schools so as to make them competitive compared to private schools. For years, parents have been trooping to private schools with their children because of their good performance in national exams. This myth is finally being busted as the good grades posted by pupils from public schools in the 2017 KCPE proved that Government-owned schools are just as good as those run by private individuals. Learners who go to public schools even with lower marks end up performing better in secondary schools and universities since they are used to a tough learning environment. Unknown to many people, the current average teacher in a public school is more equipped with knowledge and skills since most of them have furthered their education. As competitiveness in Kenya increase, there has been demand of certificates especially in the top positions such as for the governors one must have a degree. Other positions like those of the MCAs require form four certificates. These demands have necessitated the rise for fake certificates (Waweru, 2016).

Kenya's education system has evolved in the recent past, starting in 1984 when the 7-4-2-3 structure was replaced with the 8-4-4 structure. This introduced a broad-based curriculum that was meant to offer learners pre-vocational skills and technical education. The system was intended to make education more relevant to the learners by making them more self-reliant and prepare them for the world of work. However, between 2002 and 2005 vocational subjects were removed from regular primary and secondary schools following the review of the curricula. The current system encompasses Early Childhood Development Education (ECDE), Primary Education (8years), Secondary Education (4 years) and University Education (4 years minimum). Other programmes include: TIVET; Special Needs Education (SNE); Adult and Basic Education (ABE); and Non-Formal Education (NFE), all of which are catered for in the Kenya Education Sector Support Programme (KESSP) (Government of Kenya, 2017).

However, in this year 2018 a new system was introduced to replace the 8-4-4 which is 2-6-3-3 Curriculum. The system will only involve students below Standard Six. The system, which places emphasis on continuous assessment tests (CATs) over one-off examinations. In 2019, the system is expected to be rolled out in Standard Four to Six and in 2020 it will cover Standard Seven, Eight and Form One. In 2021, the system will be extended to Form Two only and in the following year it will cover Form Three. In 2023, it will be rolled out in Form Four. A National Basic Education Curriculum Framework (NBECF) implementation plan developed by the Kenya Institute of Curriculum Development (KICD) shows that the last Standard Eight candidates to sit the Kenya Certificate of Primary Education (KCPE) examination will tackle the exam in 2019, while the last Form Four to sit the Kenya Certificate of Secondary Education (KCSE) examination will write the papers in 2022 (Waweru, 2018).

Kenya Institute of Curriculum Development (KICD) is expected to develop learning materials and teaching guides for pre-primary and Class One to Six, also known as Grade 1 to

Grade 6. In-service re-tooling of current pre-primary and G1 to G6 teachers in the competence-based curriculum content, competencies, instruction and assessment will be done in 2017. After its implementation starting January 2018, KICD will embark on retraining upper primary teachers (Grade 4 to Grade 6) on the new system's demands and requirements. In 2018, KICD will concentrate on developing learning materials and teaching guides for G7 to G9 which is Lower Secondary. Teachers teaching Grades 7 to 9 will be trained on the new system starting 2019 during which period KICD will also complete the development of learning materials and teaching guides for senior secondary covering grades 10 to 12 (Sifuna, 2016).

Role of Education System in Combating Poverty

East African countries have identified relevant and quality education as a means of elimination of poverty, disease and ignorance. The Governments underscored the correlation between poverty and illiteracy especially among adults who are the producers and custodians of the country's wealth. Basic education and adult learning are key to any strategy for poverty reduction and economic recovery. Economic Recovery Strategy plans, also asserts that education is a key determinant of earnings, hence, an exit route from poverty as it improves people's ability to take advantage of the opportunities that can improve their well-being participate effectively in the communities. It notes that education, including adult literacy for mothers in particular, significantly affects the health status of the entire family (Olembo, 2015).

The emphasis in most of the Government policy papers and strategies has been on improvement of access and equity. While efforts to improve access and equity are laudable, these on their own are not sufficient to address poverty alleviation without factoring in the relevance of the education being offered to labour market. The Government is addressing this mismatch and has challenged the University subsector to be on the lead. The revision of the primary and secondary curriculum have reduced number of subject and consequently education costs, leading to poverty reduction at the household level. The inclusion of emerging issues such as HIV and AIDS, child labour, social responsibility, drugs and substance abuse etc. into the curriculum during this revision, aimed at empowering learners with the necessary knowledge and skills to enable them cope with the challenges (Olembo, 2015).

Early Childhood Education has for a long time been constrained by various factors that include: limited teaching and learning materials; inadequate ECDE centres; inadequate community participation; inadequate nutrition and health services; inadequate number of trained teachers; and low and irregular salaries for ECDE teachers. These challenges inevitably impact more negatively on the poor people. On the other hand, due to low participation in ECDE, most learners from poor families feel excluded when put in the same class one in primary, with those who attended pre-primary education. Lessons learnt indicate that there are aspects of curriculum implementation that may lead to the exclusion of children and youth affected by poverty from learning processes and opportunities (Olembo, 2015).

CONCLUSIONS

Education plays a key role in politics, this is because prominent leaders in Africa have benefited from leadership positions as a result of education, this is because at the time of Independence, they were the one to take leadership role in Africa. The importance of education has led to more parents investing in education since they view education as a key to wealth attainment, more so in Africa where every person wants to be employed in the public sector since they view the sector as key to wealth attainment. Various educational initiatives have struck the continent without resounding results: there has been a ten percent increase in out-of-school children over the past 15 years and one in four people in developing countries is completely illiterate. The increase in primary enrollment rates is laudable, and a rising number of children are able to enroll in secondary education, but overall retention is remarkably low. At its current trajectory, lower-secondary completion in sub-Saharan Africa is not expected to reach 100 percent for another hundred years. The consequences of educational disparities are seen to elevate inequalities by reducing the capacity of the disadvantaged groups like pastoral to take advantage of ways of improving their welfare attributed to education such as competing favorably for employment opportunities with other communities. The overall education policy goal of Government of Kenya is to achieve EFA by 2030 in tandem with the national and international commitments. This is to be achieved through specific educational objectives and programmes designed for the provision of all-inclusive quality education and training that is accessible and relevant to all Kenyans. The emphasis in most of the Government policy papers and strategies has been on improvement of access and equity. While efforts to improve access and equity are laudable, these on their own are not sufficient to address poverty alleviation without factoring in the relevance of the education being offered to labour market.

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