

*Review*

# The issue of poverty in the provision of quality education in Kenyan secondary schools

Ndiku J. Mualuko

Masinde Muliro University of Science and Technology, P. O. Box 190, Kakamega- 50100, Kenya.  
E-mail: [ndikuyuda@yahoo.com](mailto:ndikuyuda@yahoo.com)

Accepted 12 June, 2018

Poverty which can be defined in terms of extreme, moderate and relative poverty is a threat to existence of humanity in modern times especially in the developing world. Worst hit are countries in Sub - Saharan Africa. The millennium development agenda set to reduce poverty by a half by the year 2015. This expresses the global commitment in ensuring that the living standards of mankind. In Kenya the wish to alleviate poverty has been articulated since independence through various sessional papers, commissions, taskforces and development plans. Several proposals have been made in these documents on how to reduce poverty. However, the challenges of poverty still abound in Kenya. These challenges threaten provision of social services among majority of Kenyans who total about 56%. One of the basic social services which are highly threatened is the provision of quality education. This paper articulates the issue of poverty in provision of quality education. Causes, characteristics, and effects of poverty in Kenya are discussed. Indicators of quality education are discussed along with the government's efforts to reduce poverty and realize provision of education to most of the deserving citizens. Conclusions are drawn from the discussions and recommendation made on how best to address the affects of poverty in the provision of quality education.

**Keywords:** Poverty, education, quality education, access.

## INTRODUCTION

Poverty is the world's current greatest threat to peace and stability more than terrorism and other highly publicized struggles. According to (Sachs, 2005) more than eight million people around the world die each year because they are too poor to stay alive. Their plight is hardly articulated because the public hardly comments about it. The poorest of the poor currently stand at about one sixth of humanity. They live in extreme poverty and struggle daily for survival. In the year 2001, the World Bank estimated roughly 1.1 billion people were living in extreme poverty down from 1.5 billion in 1981. Of these people, about 93% live in three regions; East Asia, South Asia and Sub-Saharan Africa. Poverty has been on the increase in sub- Saharan Africa while in East Asia and South Asia it has been decreasing. For instance, in Sub-Saharan Africa almost half of the population is deemed to live in extreme poverty and this proportion has been rising over the period. In Kenya, poverty has been on the increase. For instance in 1994 the welfare monitoring survey estimated the poverty index at about 47.2% while

in 2004 it was estimated at about 56%. This is against government of Kenya's commitment at the time of independence in 1963, to fight illiteracy, disease, ignorance and poverty with a view to eradicate them and achieve sustainable development. A policy on poverty reduction was stated in sessional paper No. 10 of 1965 on African socialism and its application to planning in Kenya, (GOK, 1999; Republic of Kenya, 1999). Several National development plans, sessional papers, presidential commissions, Task forces and studies in Kenya have ever addressed the issue of poverty, (Republic of Kenya, 1999). To date poverty is still a challenge and it is recognized as a major threat to a very significant section of Kenyan households, with worrying follow-on consequences for the security and economic well-being of those with surplus income and good services.

When most countries in sub- Saharan Africa attained independence, there was heavy investment in education at all levels in order to develop adequate manpower for national development and provide solutions to problems

facing society, poverty included. Consequently higher budgets were allocated to education to realize these goals. In Kenya, for example, the recurrent expenditure on education at all levels is estimated at about 30% (G.O.K 1993). Despite the heavy investment in education not all Kenyan children have been able to access education because of poverty. Thus, poverty threatens the very means meant to reduce or eradicate it. With pressure from the World Bank and the International Monetary Fund, through the structural adjustment policy which introduced cost sharing, budgets for education in many countries in the region have been reduced so that other key national sectors such as health, housing, transport, agriculture and communications can be given attention. This worsened the situation of access to education in Kenya. On top of increasing the drop out rate in schools, provision of quality education in Kenyan schools was affected because of the provision of quality of facilities and materials has declined (GOK, 1999). Despite the free primary education policy introduced by the government in 2003 which saw an increase in the enrolment of primary school going children, not all have been able to access education because of some costs which the parent has to bear. At secondary school level, cost sharing in financing of education is the current policy in Kenya where the government bears the cost of hiring teachers as families and house holds bear the costs of recurrent and capital expenditure in schools estimated at about 2/3 of the total cost of secondary education (GOK 1999). To assist the poor the government allocates bursaries to secondary schools. Though the bursaries have been able to assist some of the poor students, not all have benefited. The current ranging debate in the political circles to offer free secondary education as from 2008 and the already promised tuition waiver by the current government are indicators of the much burden families bear in financing secondary education. These are welcome moves to in as far as access to secondary education is concerned. This is because secondary education in Kenya caters for primary school leavers in the 15 - 18 years age group. This is an important sector in national and individual development for two major reasons. One, at the end of its four-year learning period, one may be selected for university, or middle level colleges or professional training such as primary teaching, medical nursing, vocational and technical careers. Two, secondary education plays an important role in creating the country's human resource base at a level higher than primary education. Access to secondary education in Kenya is therefore critical.

Although secondary education has expanded considerably since independence, 1963, access to this sector of learning remains restricted. For instance, only 47% of pupils who complete primary level education are selected for entry in the secondary level (Republic of Kenya, 2003). This percentage represents only 27% of the eligible age group. The restricted transition rates of less than 50% are due to many challenges. This scenario mili-

tates against government's determination to achieve EFA goals for the Kenyan citizenry.

Among the challenges encountered include, inability to absorb all primary school graduates into secondary schools (Low transition rates between primary and secondary schools), high dropout rates especially in the last two years of secondary education, HIV/AIDS scourge due to loss of parents and guardians, insecurity, cultural practices, and geographical disparities in some parts of Kenya (Achoka et al., 2007)

Secondary school education, which is the last step of the basic education segment, suffers dropout rates ranging from 10 to 50%. The highest dropout value for the girls was 50% in the 1997-2000 cohorts while for the boys was 30% in the 1992 to 1998 to 2001. These rates are very high. They represent youngsters who: Have no access to complete secondary education; are youth aged between 15 - 18 years; are not able to positively contribute to their individual, community and national development of the 21<sup>st</sup> century. Have bleak future in the global village of Hi-Tech.

Moreover, as a nation, Kenya incurs a loss whenever there is a dropout in any educational sector. The dropout signifies unfulfilled aim, goal and objective for the individual, community, and nation. For example, any dropout at this level marks the country's loss of potential man-power for industrialization in the year 2020 (Republic of Kenya, 1988). In addition, Kenya also incurs shortfall in her aim to provide EFA by the year 2015 which is also the year for realization of Millennium Development Goals (Achoka et al., 2007).

Accumulated effects of lack of access to secondary education by many youths may be reflected in various ways such as:

- (a) Increased crime
- (b) Impoverished persons
- (c) Drug addicts
- (d) Semi-literates
- (e) Unskilled persons
- (f) Low life expectancy rate

These and other impacts of low or lack of access to secondary education in Kenya point to the urgent need to alleviate the situation. As the world focuses to reduce extreme poverty by a half by the year 2015 as stated in the Millennium Development Goals, provision of quality education is paramount.

This paper discusses the issue of poverty in Kenya, highlighting its causes, characteristics and effects in society. The effects of poverty in provision of quality education at secondary school level are discussed. Strategic

interventions to overcome financial impediments in provision of quality education are discussed conclusions and recommendations are made.

### **Poverty defined**

It is not easy to have a universal definition of poverty this is because there is intense debate about poverty by researchers and some institution. However, according to (Sachs, 2005) it is generally agreed that poverty can be defined in terms of three distinguishable degrees. These are: extreme poverty, moderate poverty and relative poverty. Extreme poverty means that households cannot meet basic needs for survival. Such people are perpetually hungry, unable to access health care; they lack amenities of safe drinking water, and sanitation. They can not afford education for their children; they lack basic shelter for their families and some articles of their clothing such as shoes. Extreme poverty occurs only in developing countries. Moderate poverty on the other hand generally refers to conditions of life in which basic needs are met, but just barely. Relative poverty is construed as a household income level below a given proportion of average national income. In high income countries they lack access to cultural goods, entertainment, recreation quality health care, education and other perquisites for upward social mobility. The World Bank has been defining poverty in statistical terms of income of one US dollar per day per person, measured at purchasing power parity to determine the number of extreme poor around the world. Further to measure moderate poverty, income between one to two US dollars per day has been used. These measures have been widely used by government and they are mostly documented in policy documents. These figures to define poverty have evolved heated debates about the definition of poverty. As (Sachs, 2005) reports, the World Bank relies on household surveys while other researchers rely on national income accounts. The debate is not the focus of this paper. The base line is that poverty in its extreme nature manifests itself in terms of lack of basic standards of health, nutrition, water and sanitation, shelter, and other minimum need for survival, well-being and participation in society.

In Kenya poverty has been defined in terms of the condition in which poor people find themselves in. For the purposes of this paper, poverty will be defined in its multi-dimensional nature where it includes inadequacy of income and deprivation of basic needs and rights, and lack of access to productive assets as well as to social infrastructure and markets (GOK, 1999). According to the poverty reduction strategy paper for the period 2001 - 2004, qualitative approach of measuring poverty defines the poor as those who can not afford basic food and non-food items while the qualitative approach defines poverty as the inability of people to meet their basic needs. It is associated with features as lack of land, unemployment, inability to feed oneself and family, lack of proper housing

sing, poor health and inability to educate children and pay medical bills.

### **Causes of poverty in Kenya**

As reported in the poverty reduction strategy paper for the period 2001 – 2004 and the second participatory poverty assessment study in Kenya (GOK, 1997, 1999), the following are the causes of poverty in Kenya.

- Low agricultural livestock productivity and poor marketing. Mostly caused by traditional farming methods, low soil fertility, drought and floods, poor and inadequate extension services, high cost of inputs, low quality seeds, lack of credit facilities, lack of pasture and water, animal disease, lack of information and opportunities on marketing.
- Insecurity – e.g. banditry, hijacking, raiding, stock theft, robbery and looting, physical injury, mutilation, rape and murder.
- Unemployment and low wages coupled with lack of infrastructure for self-employment.
- Bad governance – lack of transparency and accountability in management of resources and funds meant to benefit communities.
- Land issue – Landlessness, squatterdom, communal ownership customary laws governing land and fragmentation.
- Inadequate roads – poor road network which causes lack of access to schools, markets and hospitals.
- Cost of social services – health, education etc.
- HIV/AIDS – Young and energetic die leaving the old, widows and orphans. Causes high dependency and wastage of time caring for the ill.
- Gender imbalance – e.g. lack of ownership and control over productive assets such as land by women, lack of authority to decide on economic activities at family level by women, lack of access to credit due to lack of collateral. This makes female headed families vulnerable.
- Disability – Disabled people are denied access to public utilities, good health care, basic education and vital information leading to lack of employment opportunities.
- Personal causes – Laziness and social breakdowns.

### **Characteristics of poverty in Kenya**

Defining poverty in Kenya in terms of social mapping and wealth ranking where people have been categorized as rich, average (poor) and very poor, (GOK, 1997,1999), the following status characteristics are likely to be found anywhere in Kenya Table 1.

### **Dynamics and effects of poverty in Kenya**

Surveys on poverty undertaken by the government and Non-Governmental Organizations (NGO) in Kenya (GOK, 1999) have combined quantitative and contextual analyses in order to show the nature of poverty. The reports

**Table 1.** Status characteristics found in Kenya.

Rich	Average (Poor)	Very Poor
1. Steady job or income generation opportunities	1. Casual jobs and small scale business.	1. No job security, illicit business such as commercial sex, illicit brew.
2. Many material possessions e.g. land, livestock, houses, plots	2. Some material possessions e.g. household items, some animals, and some land.	2. Usually landless, few household items, no livestock.
3. Easy access to services, such as health, schools for children, credit etc	3. Limited access to services. Pay bills with difficulty.	3. Very poor access, if any, to health, education and other services. No credit.
4. Behaviour which reflects arrogance and ostentation.	4. Behaviour is mainly in line with established norms and values.	4. Stressed behaviour associated with begging, stealing, violence, abuse, loneliness, some laziness, talk to self while walking, some work hard, humble and religions.
5. Neatly dresses, healthy.	5. Fairly neat in dress	5. Very untidy in dress and habitation.
6. Viewed positively in terms of status.	6. Seen as average, normal	6. Viewed negatively.
7. Have prospects for improving their conditions to be richer.	7. Aspire to join the rich by associating with them.	7. Inability to plan their lives – no hope of imposing their condition.
8. Have few children who continue to higher education.	8. Children drop out of school to seek employment.	8. Large family size. Breeding street children.

show that for instance the poor are not a single group with only a single problem of lack of money but poverty has many dimensions- shortened lives, illiteracy and social exclusion and lack of material means to improve family circumstances. Further these dimensions can overlap in different combinations where for example men view poverty differently from women.

Human and income poverty generally go hand in hand though not at all times. For example some small farm households can maintain reasonable incomes until their lack of effective access to health services, because of long distances or through local services deficiencies leaves them ill and vulnerable. For others, coping with the loss of expected farm income as a result of too much or too little rain and trying to find alternative crops to plant or additional sources of livelihood is their highest priority.

Equally poverty presents itself in a periodical manner. Poverty may be seasonal in rural areas; lean periods and low income availability coincide with periods of endemic disease. Seasonal rains destroy rural roads and physically isolate the rural poor from markets and essential services. Among the urban poor, times of economic hardship fall at the middle of the month when salaried employees run out of funds.

Some poverty is structural. It systematically excludes a portion of the population from full national and social participation through hunger, inadequate income, powerlessness, poor education and disease. For example, if a parent is poor, the chances of the children becoming non poor are limited. The parent who is poor has no land to give, lacks money to educate the family and has a large family that is inadequately provided for. Other poverty is more transient and reflects asset of vulnerabilities for income, assets and entitlements. In this context poverty means the absence of security and so affects a very wide

spectrum of Kenyan families. They may have adequate income for some time but may be highly vulnerable to changes, hazards and misfortune.

The poor generally do not benefit the national procedure for service provision. The poor can not compete in the liberalized environment. They can not raise fee for school building levies, are unable to buy drugs basic farm inputs etc. Thus they are likely to sink further into poverty.

Failure to maintain social integration or build hope for poverty reduction leads to violence against property and persons. This in turn impacts negatively on the economy and welfare of both the poor and non poor. For example there adverse effects on tourism and low income groups fear the breakdown of social order through insecurity.

From the foregoing characteristics, causes and dynamics of poverty, the following can be summarized the effects of poverty in society: Decline in quality of life; underdevelopment; stress; crime; violence and family break up; famine; lack of essential social services; prostitution; environmental degradation as the poor engage in poor farming practices, burning trees to make charcoal poor sewage disposal etc; consumption of illicit brew; drug abuse and death.

### Trends in poverty

Poverty in Kenya is on the increase over time. Based on the welfare monitoring survey – 1997 overall national index of absolute poverty was estimated at 52% up from 49% in 1994. Currently it is estimated at about 56%. The number of poor is estimated to be 15 million with three quarters of them living in the rural areas. The poverty levels per province according to the 1997 welfare monitoring survey are as follows: Table 2.

**Table 2.** Poverty level.

Province	% Poverty level
Central	32
Coast	63
Eastern	60
Nyanza	63
R. Valley	51
Western	58
NEP	58

The varied nature of the percentages depicts that poverty prevalence is different in the different Kenyan provinces. The highest incidences of poverty are found in the arid and semi-arid districts of North Eastern province (NEP). The poor in these areas tend to be physically isolated, have inferior access to basic goods, services and infrastructure and rely on an uncertain resource base.

### **Vulnerability**

Women and children are more vulnerable than other ages and sex groups. This is because women do all household work, care for the sick and run small scale businesses. Children are vulnerable because they are cared mostly by women. The youth compared to adults are vulnerable because they lack employment, have less access to credit as they own no property. Equally the rich and the average are vulnerable because of the high level of dependency in the African set up. They usually take care of their relatives and neighbours who are unable in society, either want to appear to be good or gain popularity or due to fear of criticism.

### **Poverty and provision of quality education**

Since independence education was recognized as a basic human right and a powerful tool for human resource and national development. Policy documents have reiterated the importance of Education in eliminating poverty, disease and ignorance. To date the Kenyan government is fully committed to provision of quality education to guarantee the right to every learner an education that offers a competitive edge in a global market.

Such commitment has been realized through the Government's efforts in financing education, reviewing the education sector, seeking community, development partners and other stakeholders to make substantial investments in education. Despite such efforts, provision of quality education has remained elusive due to inadequate financial resources and other inputs in education, especially at school level where the cost sharing policy is in force.

The most affected are usually the poor in society, the urban poor and the rural poor mostly in marginal districts.

The resultant effect is that schools mostly located in poverty prone districts tend to be disadvantaged hence offering less quality compared to schools in better endowed regions.

### **Quality education**

The term quality has different meanings and has been variously defined; as excellence (Peters and Waterman, 1982), Value (Feigenbaum, 1951), Fitness for use (Juran and Gryna, 1988), Conformance to requirement, defect avoidance (Crosby, 1979) meeting and/or exceeding customers' expectations (Parasuraman et al, 1985) etc cited in (Cheng and Tam, 1997). ISO 8402 defines quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

Similarly, education quality is a rather vague and controversial concept. To different people, the definition may be different and so the indicators used to describe education quality may be different. Some may emphasize quality of inputs to the education systems whereas others emphasize the quality of processes and outcomes. Education is a complex system embedded in a political, social, cultural, and economic context. It focuses on learning which strengthens the capacities of children to act on their own behalf through acquisition of relevant knowledge skills, and appropriate attitudes. Borrowing from total quality management and system approach (Cheng and Tam, 1997) quality education can be defined in terms of the fitness for use, the satisfaction the needs of strategic constituencies (Policy makers, parents, school management committee, teachers, students etc) or conformance to strategic constituencies requirements and expectations by meeting their explicit and implicit expectations.

### **Indicators of quality education**

Within the input, process output framework borrowed from the systems theory, the following are the indicators of quality education.

### **Inputs**

In a school set up the inputs refer to the quality of the learners; their health, nourishment, their readiness to participate and learn and the support given to them to learn by their families in terms of financial and psychological support. The financial inputs usually facilitate provision of instructional materials, textbooks, physical facilities and equipment like laboratories, classrooms, latrines /toilets, boarding facilities, stationery, co-curricular facilities, seats, desks and other instructional facilities.

These facilities should be gender sensitive and comfortable to all assuring health and safety. Water and sani-

tation, class size, psychological elements such as peaceful safe environment are key inputs. The quality of the content also matters. A student centered and non-discriminatory curricular that has unique content covering all areas of numeracy, literacy, life skills and peace education are indicators of quality inputs.

Human resources in form of teachers, support staff, principals and Head teachers their experience, professional development, adequacy especially of teachers in terms of pupil teacher ratio is crucial are key inputs. The extent of care for the teachers especially those with special needs are paramount.

Time resources refer to the concern for time by the members, utilization of instructional contact hours, management of meetings and quality of time spent on co-curricular activities.

Other inputs are in terms of quality assurance procedures. Quality assurance refers to the process of ensuring that learning and teaching resources are put into proper and maximum use to achieve desired outcomes. In schools it refers to use of inspection, monitoring implementation of the school curriculum through external and internal inspection, external in-servicing of teachers and other support staff, recording, rewarding, promoting and grading staff according to well-defined quality system standards.

## **Process**

Process refers to co-ordination of the school wide activities to bring about achievement of intended goals. Curriculum implementation process of teaching and learning is paramount in the school processes. The broadness or narrowness of the school curriculum, the subject options, effectiveness in time tabling, quality of teacher planning of daily programmes are crucial along with the school examination policy and modes of student evaluation. Key in the effective management of the processes is the management support including professional and supportive evaluation. Ability of students to understand the medium of communication is yet an indicator of quality processes.

To be considered in the process are the teaching processes, and appropriateness of the teaching approaches. The use of homework, quality of teacher dialogue, quality of pupil learning process, their motivation and their progress in learning are crucial along with their personal responsibility for learning, for instance, independent thinking and participation in learning and student to student interaction in and out of class. The contribution of the non-teaching staff in learning is also part of the processes which need not be forgotten.

Communication with parents in relation to support of learning and teaching process is of importance along with the quality of the information given about pupil's progress. Student support processes of pastoral care, guidance and counseling, attention given to students with special needs and placement of students' educational need

need not be forgotten.

Lastly in the process is school ethos. Ethos refers to the school's tradition in relation to students' behaviour and the relationships maintained in school as well as the link with the community.

## **Output**

Output refers to attainment. Attainment is the success in reaching or achieving something. The interventions put in place to achieve school's mission and vision are considered, the class size, the retention rate at school, the evaluation policy and process in the school, attainment in public examinations, performance in co-curricular activities and acquisition of useful social and practical skills. Community related outcomes including knowledge of human rights and the ability to analyze social situations, demonstrate autonomy in learning and exercise responsibility towards others are important indicators of quality education.

Critically analyzed the above indicators of quality education cannot be achieved without proper inputs in terms of finances, time and human energy. Owing to challenges posed by poverty in provision of quality education where inputs are not adequate leading to interference with the processes and outputs, innovation and creativity on the part of the players in provision of education is paramount. Innovation in seeking alternatives in financing education at school level comes in handy.

## **Effects of poverty on provision of quality education**

Having articulated the indicators of Quality Education in schools, it is worthy to note that all aspects of quality cannot be achieved because of the effects of poverty in financing education in Kenya which include:

1. Limited provision of school facilities, equipment and materials. Such affects the quality of teaching and learning.
2. Less staff development and training opportunities.
3. Poor nutrition and feeding habits in schools
4. Poor health among some students.
5. Poor time management especially when learning is interrupted as students are sent for fees in some schools.
6. Exposure of students and staff to indiscipline.
7. Exposure of students, parents and staff to stressful situations.
8. Creation of poor relations between the school and some parents.
9. Creation of strained relations with the community
10. Poor working relations in schools
11. Lack of development of certain skills in students due to inadequacies of the curriculum some schools adopt.
12. Increase school drop out.

The list of the effects is long depending on the nature

and type of school and the environment in which the school is situated. For instance schools in the arid and semi arid areas are more vulnerable compared to schools in high and medium economic potential areas. Equally, schools attracting students from among the urban poor are more susceptible to poverty compared to school children of the well to do in society. Worst affected are girls in some communities where they may be denied education in favour of boys. In other situations the girls may be married off to counter the perennial poverty in their home as the parents hope to be paid some dowry. Day schools are most affected especially schools in the low income areas. Other school, attract very few students such that they can not enjoy economies of scale in financing educational activities and programmes.

Where the average poor struggle to educate their children putting almost all the family income in financing of the education of their children, the poorest of the poor do not access this service. Contrary, the non poor appear to be benefiting from the cost sharing arrangement in financing secondary education hence the escalation of the gap between the rich and the poor in society.

The school is the most important functional point for achieving the educational goals. School leaders should embrace school based management and develop the knowledge base associated with efficiency and effectiveness in school management for the purposes of achieving the educational goals for the learners. Owing to the effects of poverty in provision of education, school governing structures should strategize on the school aspects which need more emphasis compared to others to meet the expectations and interests of the most important constituent – the student.

### **Strategies to reduce poverty**

Since independence the Government of Kenya identified illiteracy, disease, ignorance and poverty as the main problems to be addressed in order to attain sustainable development. This was aptly articulated in the Sessional paper No.10 of 1965 on African Socialism and its application on planning in Kenya. It was noted that there were regional and gender dimensions to the problem. The through various development plans has attempted to address the concerns of the disadvantaged groups. Poverty alleviation has been a subject of subsequent development plans, sessional papers, commissions and task forces. The government of Kenya is also a signatory of the Copenhagen protocol of March 1995 where leaders committed themselves to goals of eradicating poverty, universal primary education, aspects of health for all and social integration of disadvantaged groups (1999). The National Poverty Eradication Plan was prepared on the lines of the Copenhagen Summit. It focuses on poverty eradication, reduction of unemployment, social integration and creation of an enabling economic, political, cultural and legal environment for social development. The

poverty reduction policy documents and the Economic recovery strategy for wealth and employment creation 2003 – 2007 articulate strategies to alleviate poverty, create wealth and employment for sustainable development. Worthy mentioning are the government efforts in provision of free primary education, increased bursary allocations to secondary schools, increased provision of science equipment for secondary schools especially in arid and semi arid districts and allocation of grants to some schools and disbursement of the constituency development funds. The recent proposal to waive tuition fees in all public secondary school as from the year 2008 is a further welcome effort in financing secondary education to ensure access to education by the poor. These moves are acknowledged and welcome. However, more efforts need to be made especially in the financing of education.

### **Conclusion**

Education is widely accepted as the main exit route from poverty. It is the backbone of growth and development of individuals and the nation. However, its achievement continues to elude many Kenyans who are poverty stricken. This has perpetuated the vicious circle of poverty so much that the gap between the rich and the poor has kept on widening as the extreme poor are denied access to education. Equally access to quality education among some of the poor has constantly been affected by poverty in that some access education that is marred by lack of the right instructional facilities and equipment, poor processes of delivery, in-conducive and unattractive learning environments etc . These render them too uncompetitive in the job market. However, the efforts by the Government of Kenya to avail educational opportunities to the poor are welcome especially the proposed tuition waiver in secondary schools. Because this will not fully solve the problem of the poor in accessing secondary, the educational stake holder should further augment government efforts in financing education.

### **Recommendations**

The government and school managers may consider the following in the financing secondary education to reduce the burden of financing education among the poor.

- Waiving duty on learning and teaching materials.
- Encouraging industry to assist in financing of education especially through scholarships.
- Encouraging community initiatives in financing of schools.
- Setting up of education insurance for the poor especially the orphaned and other vulnerable groups.
- At school level, schools should be encouraged to diversify the income generating activities by for example setting up production units in the workshops and laboratories.

- Encourage clubs and to start of income generating activities.
- Setting up endowment funds.
- Sale of raffles.
- Schools should be encouraged to keep good relations with the communities to attract well wishers who would wish to give some assistance.
- Mounting training courses to community members with the resources available in schools e.g. workshops, computer laboratories, home science rooms, sick bays etc may be new ways to raise funds for school.

Diversification of the income generating activities requires some amount of input in terms of finances which otherwise which may not be readily available in most poverty stricken schools. Approaching financial institutions to advance loans to finance feasible income generating activities may be explored.

## REFERENCES

- Achoka JSK, Odebero SO, Maiyo JK, Ndiku JM (2007) Access to basic education in Kenya: Inherent concerns. Paper presented in the first KAEAM conference. Eldoret, Kenya April 9<sup>th</sup> - 11<sup>th</sup>.
- Cheng YC, Tam WM (1997) "Multi-models of Quality education". In Quality assurance in Education Vol. 5 No.1
- Commonwealth Secretariat (1993), Monitoring school effectiveness. London: Commonwealth Secretariat
- Government of Kenya (2003) Economic Recovery strategy for wealth and employment creation 2003 – 2007, Nairobi; Government Printer.
- Government of Kenya (1999) First Poverty Report in Kenya, Nairobi; Central Bureau of statistics and Human Resources and Social Services Departments.
- GOK (2001) Poverty Reduction. Strategy Paper for the period 2001 – 2004, Nairobi: Government Printer
- GOK (1999), National Poverty Eradication Plan 1999 – 2015, Nairobi: Government Printer.
- Government of Kenya (1997) The Second Participatory Assessment Study, Nairobi: Human Resources, Social Science Department and the Ministry of Planning and National Development.
- James P (1996) Total Quality Management. An introductory Text., London: Prentice Hall
- Ministry of Education Science and Technology (2003), National Action Plan on Education for all, Nairobi: Government Printer.
- MOEST (2003), Draft Education Sector Plan 2003 – 2007, Nairobi: Government Printer.
- MOEST (2003) National Conference on Education and Training Report on Meeting the challenges for the Education and Training in Kenya in 21<sup>st</sup> Century. Nairobi MOEST.
- Republic of Kenya, (2004) Draft Sessional Paper on Policy framework for the Education Sector, Nairobi: Government Printer.
- Sachs JD (2005) The end of poverty, Economic possibilities of our time, New York: The Penguin press.
- UNDP, (1998) Progress Against Poverty in Africa, New York: UNDP