PUBLIC-PRIVATE PARTNERSHIP IN EDUCATION: THE ROLE OF NZOIA SUGAR COMPANY IN THE DEVELOPMENT OF SECONDARY SCHOOLS IN BUNGOMA COUNTY, KENYA

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JUNE, 2013
DECLARATION

This research project is my original work and has not been submitted/presented for a degree in any other university or any other award.

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To the Almighty God for protection and guidance

And

To all my family members and especially my wife Elizabeth for the Love,

Care, Encouragement and Support in my studies
ACKNOWLEDGMENT

This project would not have been completed without the help, cooperation and contribution of many people, some of whom I wish to acknowledge for their valuable assistance. Profound gratitude goes to Dr. Mary A. Otieno and Dr. S. M. Njihia, my project supervisors who guided me through the entire project process.

Special thanks to academic and non-academic staff members of the school of education, the library staff and my colleagues M.ed class (Economics of education) of 2009 for the discussions, valuable suggestions and contributions.

My heartiest thanks go to my family members for the support, understanding and encouragement for my quest for higher education.
ABSTRACT

The purpose of the study was to investigate public-private partnership in education. The researcher specifically sought to investigate the role of Nzoia Sugar Company, through its corporate social responsibility, on development of secondary schools in Bungoma County by analyzing the corporate social responsibility policy of the company; evaluate specific assistance to secondary schools by the company and to compare the financial assistance to secondary schools against other social responsibilities of health, water, infrastructure and environment. The study was guided by the Classical Liberal Theory and Social Darwinism. Literature was reviewed under the following main topics: Public-private partnership in education around the world, Public-private partnership in education in Africa and Public-private partnership in education in Kenya. The target population of the study comprised of 124 head teachers of public secondary schools in the Nzoia sugar belt and a management representative of the company. Stratified random sampling technique was used to select a sample of 81 head teachers from the target population. The study used a survey design to collect data. Two sets of questionnaires were used to collect the data, one for head teachers and another for the company management. To determine reliability of the instruments, piloting was done using 5 head teachers who were not included in the main study. Data was analyzed using both qualitative and quantitative methods. Frequency distribution tables, percentages and graphs were used to analyze the data. The findings indicated that although the company has a corporate social responsibility policy towards education, very few secondary schools in its sugar belt have received support to set up physical facilities or repair and maintain existing infrastructure in the last 5 years. The company also has not, for the last 5 years, offered any scholarship/sponsorship to needy but bright students in its sugar belt. A further analysis of the assistance given by the company to secondary schools revealed that the company does not lay emphasis on the teaching/learning facilities like computers and laboratory equipment/apparatus which constitute the key requirements/inputs in secondary education. Recommendations arrived at after analyzing the data were as follows: The management and administration of secondary schools in the Nzoia Sugar belt should develop specific project proposals and present to the Company. The Company should in turn prioritize the projects according to available resources to assist the schools appropriately. Secondly, education stakeholders should work closely with the Company to understand the operations of the Company and the educational areas it can assist. This will help reduce general or blanket condemnation of the Company when it fails to honor requests from schools in any particular year. This can be through forums such as seminars, annual ASK shows, farmers education days or any other forum that bring together the company management, farmers and education administrators and finally, the Kenya government should develop a public-private partnership policy framework especially on education to guide corporate/business organizations’ involvement in public secondary school education in the country.
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ABBEVIATIONS, ACRONYMS AND SYMBOLS

AKDN- Aga Khan Development Network
AKF- Aga Khan Foundation
CBS- Central Bureau of Statistics
DEO- County Education Officer
DFID- Department for International Development
EFA-Education for All
FPE-Free Primary Education
FDSE- Free Day Secondary Education
GDP-Gross Domestic Product
GEP- Gross Enrolment Ratio
GNP-Gross National Product
GOK-Government of Kenya
IBRB-International Bank of Reconstruction and Development
IMF- International Monetary Fund
IPAR- Institute of Policy Analysis and Research
KANU-Kenya Africa National Union
KIPPRA-Kenya Institute for Public Policy Research and Analysis
KNBS- Kenya National Bureau of Statistics
Kshs- Kenya shillings
KS$-Kenya Pounds
MDG- Millennium Development Goals
MSPE-Multi-Stakeholder Partnerships in Education
NGO-Non-Governmental Organization
OECD-Organization for Economic Co-operation Development
PfE- Partnership for Education
PPP- Public-Private Partnerships
ROK-Republic of Kenya
SAP- Structural Adjustment Programmes
SPSS-Statistical Package for Social Sciences
T.S.C-Teachers Service Commission
UN-United Nations
UNDP-United Nations Development Programme
UNESCO-United Nation’s Educational Scientific and Cultural Organization
UPE- Universal Primary Education
USD-U.S. Dollars
WERK-Women Education Researchers of Kenya
CHAPTER ONE

1.0 Introduction
This chapter comprise of the background to the study, statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, assumptions of the study, theoretical and conceptual framework and definitions of central terms.

1.1 Background to the study
Education for All (EFA) has been an ambition of the international development community since universal primary schooling was declared by UNESCO regional conference of ministers in Asia (1960) and Africa (1961) nearly fifty years ago. Enrolment increases have been steady, at times spectacular, but population growth has masked progress, keeping out-of-school numbers dramatically high. Since the 1990 World Conference on Education for All organized by UNDP, UNESCO, UNICEF and the World Bank in Jomtien, Thailand, Education for All has been the highest education priority for governments all over the world, for international co-operation at bilateral and multilateral level, and for an increasing number of dedicated, powerful and active non-governmental organizations. The 2000 World Education Forum in Dakar, Senegal, partners (strengthened by UNFPA as an additional convener) renewed and reinforced the 1990 commitments with a number of monitoring, resource mobilization and collaboration mechanisms to EFA and partnerships that can support it.

Progress is being made, but there remain at least 72 million children out of school around the world (EFA Global Monitoring Report, 2008). There are also huge and hard-to-count numbers of children who leave school without the minimum skills basic education should provide, because
their schooling is of poor quality, because they leave too early, because they attend too irregularly to benefit or because of lack of space. So they will probably become adults without minimal literacy skills, joining the 774 million adults already in this situation, a figure that all agree is a low estimate (EFA Global Monitoring Report, 2008).

Secondary education is the second cycle of the system of education and the transition stage between primary and higher education, training and the world of work. Secondary education is looked upon as the gateway to social and economic development because of its placement between primary and tertiary sectors in structure and content. The stage of youth development (14-18) years prepares them for responsibilities of adulthood by providing relevant skills that will enable them to contribute positively to the development of society.

While education in general was perceived as being necessary for national development right from independence, secondary education was highly stressed. This level was needed to produce the required manpower to replace the expatriates, further, the Ominde Commission (1964) recommended for the expansion of secondary and tertiary level of education. This was also stressed in the National Development Plan (1966-1970); the highest priority in education was rapid expansion and diversification of secondary and tertiary levels of education. This engineered high gross enrolment levels for secondary schools right after independence.

In the 1980’s the Word Bank and International Monetary Fund (IMF) started sponsoring structural Adjustment Programs (S.A.Ps). The two ushered in cost sharing policies that affected the education levels. In line with these, the Kamunge Report (1988) advocated for increased cost
sharing in education sector where costs in education were to be met through partnerships between key players in financing education i.e. the government, NGOs, religious organizations, Development partners, communities/households/parents/individuals, multilateral support and the private sector. Despite these, education has continued to consume an increasing share of the government budget and other stakeholders’ resources.

The fact that educational investment took an increasing share of the national budget has reflected the high “priority” given to education. The Kenya government like other developing countries believed it would promote economic growth and provide the skilled manpower needed for development. In line with this, Jallade (1973) predicted that educational expenditures would absorb a growing share of both the budget and Gross National Product (GNP) of developing nations a few years to come. This did not take long to happen.

Based on the high resource allocation to education, the National Development Plan (1989-1993) cautioned that the increasing load of the education system on the country’s resources would adversely reduce the resources available to meet the growth target of the plans. Despite this caution, the share of recurrent expenditure going to education by 1990 amounted 36% of the total government recurrent expenditure (ROK, 1992). This share represented 6% of Gross Domestic Product (GDP) that was noted as a very high proportion by any global standard. The share of recurrent expenditure going to education in Kenya stood at 7% of GDP in 2006 (World Bank, 2010).
Despite the high resource allocation to the education sector in Kenya, gross enrolments are still low especially in secondary education as indicated in Table 1.1 below.

**Table 1.1: Education Data and Statistics**

<table>
<thead>
<tr>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Enrollment, preprimary (% gross)</td>
<td>109.8</td>
<td>110.0</td>
<td>109.8</td>
<td>115.0</td>
</tr>
<tr>
<td>School enrollment, primary (% net)</td>
<td>92.5</td>
<td>92.9</td>
<td>91.4</td>
<td>95.7</td>
</tr>
<tr>
<td>School enrollment, secondary (% gross)</td>
<td>42.5</td>
<td>45.3</td>
<td>47.8</td>
<td>48.8</td>
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</table>


Although investment in education has continued to claim considerable share of national resources in most developing countries, the poverty of such states makes the provision of education services a relatively more burdensome exercise in terms of finance and human capital than it is in developed states.

Classical methods of conceiving and implementing educational goals through the public sector have encountered intractable problems, thus increasing public sector motivation for benefiting from the private sector’s creative impetus, additional resources and implementation capacity (Berstch et. al, 2005). As a result moves to create and expand partnerships for development to include the private sector, including business, foundations and a wide range of civil society organizations, have gathered strength in recent years (Draxler, 2008).
The 1990 World Declaration on EFA (World Conference on Education For All, 1990) recognized the difficulty of attaining universal education, and came out strongly in favour of new partnerships. International conferences on other subjects during the 1990s carried the same message (UNEP, 1992).

A number of global initiatives and institutions have been established in the recent years to support Public Private Partnerships (PPPs), including the UN Global Compact office, the World Economic Forum’s Global Education Initiative (GEI), the Global Business Coalition (GBC), the G-8 DotForce, the Institute for Public Private Partnership, the Partnership Initiative among others. Regional initiatives and institutions in the developing world are also active, most but not all supported principally with funds from development agencies (Draxler, 2008).

Public Private Partnerships for education have been created for innovative delivery of education in both institutional and non-institutional settings (World Economic Forum, 2005), to design purpose built technologies intended to expand learning opportunities for poor children (Negroponte, 2007) and to prepare young people for the labour market (International Business Forum, 2007). Such partnerships are seen, including by UNESCO and World Economic Forum, as having enhanced potential for success because they cover a large range of stakeholders and are thus likely to reflect the interest and needs of the broadest spectrum of them.

The basic concept for PPPs is to identify the common ground between the private and public sectors and to combine the skills and expertise of the private sector with the public sector’s legitimacy and knowledge of development issues. Partnerships focus on the many areas where the private sector actors and public institutions can engage in “win-win” relationships, such as health, education and community development (The UN Global Compact, 2007). The PPP
instrument provided fresh impetus and ideas to German development co-operation. It generated innovative initiatives that serve as models for bilateral development co-operation, intensified the dialogue with the private sector on development issues and mobilized resources for development tasks (German Development Institute, 2003).

In education, the private sector is generally involved in creating and maintaining the basic infrastructure of educational systems through contracts for buildings, materials, energy among other issues. The sector also supports improved learning environments through philanthropy that ranges from providing IT for schools, to distribution and supplies to scholarships. Building on existing experience and expertise through PPPs should hold out the possibility of “significant private sector competencies being applied effectively to high need areas in the education system” (World Economic Forum, 2006) as evidenced in Namibia and Costa Rica.

In 2005, Namibia’s Information and Communications Technologies (ICTs) in Education Initiative, TECH/NA! was established as part of a Sector-Wide Approach. TECH/NA!’s main goal was to equip, educate and empower educational institutions with hardware, software, connectivity, curriculum, content and technical support as well as educate administrators, teachers and learners in ICT literacy and integration, and to empower communities. Support for this initiative came from many local and international partners. In addition to the funding by the Namibian government, various development partners, NGOs, civil society organizations, and public and private partners provided and keep providing financial and in-kind contributions (Brannigan, 2009). The most striking and tangible result of these partnership was the full integration of the TECH/NA! implementation plan into the Namibia’s national education plan and The Global e-Schools and Communities Initiative (GeSCI) continues to view the Namibia’s
TECH/NA! Initiative as its flagship project and actively invites stakeholders to share their experiences internationally.

In Costa Rica, the Omar Dengo Foundation (ODF), Wal-Mart, the Ministry of Public Education, the Ministry of Justice and Microsoft joined efforts and established Explor@ in order to offer children and youth at social risk a set of non-formal learning experiences aimed at developing their creativity, productivity and health recreation. Spanning a 4-year period (2006-2010), Explor@ achieved the following between 2006 and 2007: launched two campaigns to support the initiative; 216 organizations affiliated (NGOs, Universities, Youth Council, the Childrens’s office and others); 45 training courses given to facilitators all over the country; 906 facilitators trained for the execution of the program; building of computer labs and classrooms for training facilitators and teachers at ODF facilities and by December 2007, more than 5000 children and youth had benefited from the implementation of the project (Global Knowledge Partnership, 2007).

Shakil, 2003 observed that in an environment where the public sector is facing a crisis of service delivery and where the government is responsible for delivering on the EFA targets, there is usually a serious dilemma of how private sector efforts can be channeled towards achievement of equity (EFA) while ensuring quality. In such cases, Shakil, 2003 reiterated that the public sector may have to strengthen its role in providing guidelines for oversight and regulation for minimum quality standards while encouraging the private sector to fill critical gaps. Hence the public sector system need to explore ways to become more flexible to encourage innovation within its own system to improve simultaneously its quality and outreach to the marginalized. The private
sector, through carefully attuned partnership arrangements, can play an important role in bringing change in the public sector system as was witnessed in India.

With the education sector in India facing a crisis: schools highly understaffed, enrolments and literacy rates extremely low, and a large unregulated private sector, the Aga Khan Foundation (AKF) through the Aga Khan Education Service, India (AKES,I), a public private partnership, undertook to improve the quality of schools in Andhra Pradesh and Maharashtra states (Shakil, 2003). The AKF and AKES, I supported the development of innovative approaches for improving the quality of education by influencing teaching, training, school management, and community and parental participation processes in schools. Through these partnership arrangements, the AKF and AKES, I helped to address national educational needs in India through quality enhancement programmes in government and private/community schools. The AKF covers about one million students in nearly 1000 government schools and 85 AKES, I schools, from pre-primary through higher secondary, in Andhra Pradesh, Gujarat and Maharashtra, and in the development of an international centre of excellence in Mumbai (Shakil, 2003).

Governments in developing countries, Kenya included, should therefore embrace public-private partnerships for advancing EFA goals for purposes of pooling and managing resources, as well as the mobilization of competencies and commitments by public, business and civil society partners to contribute to expansion and quality of education (Draxler, 2008) so as to meet the growing demand for education as well as reduce government expenditure on education.
Developing countries face the twin challenge of increasing access to, and improving the quality of education. LaRocque (2010) observed that despite considerable progress in lifting enrollments in education, a number of countries are at a risk of not achieving the universal primary education MDGs by 2015. A number of governments have responded to these challenges by making greater use of the private sector and public-private partnerships (PPPs) as a means of improving both the financing and delivery of education.

Research by the Asian Development Bank and the World Bank, among others, has documented the wide range of education PPP models in place including voucher and scholarship programs, the private management of public schools and post-secondary institutions, contracting with private providers for the delivery of educational services, public-private infrastructure partnerships and contracting with the private sector for the delivery of professional and ancillary services (LaRocque, 2010).

Latham (2002) identified public-private partnership arrangements in education that both developed and developing countries can embrace so as to improve access to and quality of education. This included the Voucher system, Contract where the government hires private organization to run school, Grant (government subsidizes private schools as a whole or per student), Lease where the government lease its facility for use as a private school, Free market (traditional private school), Self service (home schooling) among other forms of arrangement.

The percentage of pupils missing placements at secondary level has continued to remain high in Kenya. Out of 746,080 candidates who sat K.C.P.E examinations in 2010, approximately
206,282 did not proceed to secondary education due to limited space (Daily Nation, January 11\textsuperscript{th} 2011). Although this represents a transition rate of 72\% as compared to the MDGs target of 70\%, the number of pupils missing Form 1 places in Kenya is still high. Such situation is very discouraging and needs to be addressed urgently. Lack of access to secondary education because of inadequate places calls for solid public-private partnerships in education to expand the existing educational infrastructure.

The introduction of FPE by the Kenya government in the year 2003 saw primary schools move from educating about six million children in 2002 to 9,857,900 children 2011 (KNBS, Kenya Facts and Figures, 2012). And with the subsequent introduction of FDSE in 2008, at least 4,000 new classrooms, the equivalent of 250 schools, are required to accommodate the 1.4 million pupils expected in public secondary schools during 2008 (Oyaro, 2008). This calls for “new and revitalized partnerships at all levels including planning, finance, labour, communication and other social sectors; partnerships between government and NGOs, the private sector, local communities, religious organizations and families” (World Conference on EFA, 1990) to expand, renovate or establish new educational institutions to meet the increasing demand for educational opportunities.

Although Corporate Social Responsibility (CSR) is a relatively new concept in Kenya (One 4 All, 2011), the limited facilities for sustainable quality free secondary education and the growing government financial deficits (Ohba, 2009) underscore the need for more private and corporate sector involvement in educational development. For example, in Bungoma County, there are 804 Primary Schools against only 207 secondary schools (Bungoma County education office). The introduction of FPE and FDSE has seen an increase in the number of school-going children in both
primary and secondary schools, which requires expansion of existing schools or establishment of new ones. Given the country’s low economy, the government may not be able to fund the expansion or establishment of more secondary schools in Bungoma County hence the need for the government to encourage public-private partnerships in secondary education.

1.2 Statement of the problem
Lack of financial and managerial capacity impedes many governments’ ability to meet obligations in regard to their national educational systems (Bertsch et. al, 2005). In order to make meaningful improvements in education, governments may have to consider alternative methods such as public private partnerships so as to meet their commitments to education. Establishing PPPs with the private sector especially corporations who possess valuable financial and material resources and expertise can assist governments to expand and improve the quality of education services hence meet EFA goals.

The education sector in Kenya faces many challenges (financial, physical and human resources) especially after the introduction of FPE in 2003 and FDSE in 2008. Despite these challenges the government has not fully embraced Public-Private Partnership (PPP) in education. The private sector and general business community’s involvement in education is usually limited and associated with philanthropy.

Any attempt by the Kenya government to increase budgetary allocations towards the education sector would generate greater imbalance in the development of the country’s social economy. It is essential, therefore for the private sector and general business community in Kenya to compliment government efforts through their corporate social responsibilities, to provide funds
for the expansion as well as establishment of new physical infrastructures, provision and maintenance of facilities, equipment and instructional materials to secondary educational institutions. There was need therefore to determine the extent to which the public-private partnership initiatives have assisted to expand secondary education opportunities in Kenya.

The study investigated the role of Nzoia Sugar Company, through its corporate social responsibility, towards the development of secondary schools in Bungoma County. This was through physical facilities established/expanded, donation of teaching/learning materials, improvement/maintenance of facilities and scholarship/sponsorship programmes. In addition, the study identified ways secondary school education stakeholders can apply to strengthen the company’s involvement in the growth and expansion of secondary education in the County.

1.3 Purpose of the study
The purpose of the study was to investigate the role of Nzoia Sugar Company, through its corporate social responsibility, on development of secondary schools in Bungoma County.

1.4 Study objectives
The study was guided by the following objectives:

a) To analyze the corporate social responsibility policy of Nzoia Sugar Company.

b) To evaluate specific assistance to secondary schools by Nzoia Sugar Company.

c) To compare the financial assistance by Nzoia Sugar Company to education against other social responsibilities of health, water and environment.

d) To establish problems (if any) encountered by Nzoia Sugar Company when discharging its corporate social responsibility towards secondary schools and possible solutions.
e) To establish measures that secondary school education stakeholders can utilize to strengthen Nzoia Sugar Company’s involvement in secondary education in Bungoma County.

1.5 Research questions
The research sought to answer the following questions:-

a) What activities are undertaken by Nzoia Sugar Company under its Corporate Social Responsibility policy?

b) What specific assistance has Nzoia Sugar Company given to secondary schools under its CSR?

c) What is the ratio of financial assistance by Nzoia Sugar Company to education compared to other corporate social responsibilities of health, water etc?

d) What problem(s) does Nzoia Sugar Company encounter during its execution of corporate social responsibility towards secondary education in the County?

e) What measures can secondary school education stakeholders apply to strengthen Nzoia Sugar Company’s involvement in secondary school education in Bungoma County?

1.6 Significance of the study
The study was significant in that:-

a) The research findings and recommendations of the study would assist educational planners and policy makers to:

i. Identify, test and apply principles and models for successful educational partnerships involving the private sector, civil society and the general business community.
ii. Promote the value of multi-stakeholder partnerships in education (MSPEs) and the specific benefits of private sector and business community involvement in these partnerships.

b) The study would add more literature to the existing body of knowledge on economics of education especially on public-private partnership in education.

c) The research would provide information on the role the private sector and general business community can play to expand secondary educational opportunities in the country through corporate social responsibility.

d) The study would be significant in its attempt to identify ways that secondary school education stakeholders can initiate to enhance corporate/private sector involvement in the development of secondary education in Kenya.

1.7 Assumptions of the study

The researcher carried out the study on the following assumptions:

   a) Public-private partnership in education constitute a key component to progress towards EFA goals in Kenya

   b) The respondents participated without bias.

   c) Inadequate places in secondary education are a major challenge facing the education sector in the country.

   d) Secondary schools in the Nzoia sugar belt face the same challenge of inadequate educational infrastructures.
1.8 Limitations of the study

a) Nzoia company sugar belt is large and the public secondary schools are equally far apart hence the study consumed a lot of time.

b) Due to financial constraints, the researcher only conducted the study on corporate social responsibility of Nzoia Sugar Company towards secondary school development in Bungoma County although a wholistic study for the entire private sector and general business community would have been more appropriate.

c) Since the study was carried out only in Bungoma County, the findings may not be representative of all private/corporate sector and general business community involvement in education in Kenya.

1.9 Delimitations of the study

The study had the following delimitations:

a) The study was confined to public secondary schools in Bungoma County although the company may have extended its assistance to private secondary schools and primary schools.

b) There are other private sector and business organizations in Bungoma County that may have provided financial and other forms of assistance to public secondary schools in the County but this study only focused on assistance accorded to public secondary schools by Nzoia Sugar Company.
1.10 Theoretical framework

The theoretical framework of the study was centered on the application of the Classical Liberal Theory.

The Classical Liberal Theory of equal opportunity and Social Darwinism asserts that each person is born with a given amount of capacity. Thus education systems should be designed to remove barriers of any nature (economic, gender, geographic) that prevents students from taking advantage of their talents. Social Darwinism emphasize that every person should be given, through education, the social status that entitles him/her to inherited aptitudes (OECD, 1975). Thus, the theory observes that provision of formal equity of access to education, by putting everybody on the “scratch” guarantees that the ensuring run is a just one.

In Kenya, several policies have been guided by this theory. By introducing Free Primary Education (FPE) in 2003 and subsequent introduction of Free Day Secondary Education (FDSE) in 2008, the Kenya government hoped the handicaps of the poor had been removed thus enhancing their access to education. The provision of bursaries and grants to poor and academically able students, especially at secondary level by the government is in line with this theory.

However, continued reports of many students missing out on secondary education due to inadequate places in Kenya’s secondary education system denies many children a chance to realize their talents in accordance with Classical Liberal theory. For example, an estimated 206,282 (28%) of pupils who sat K.C.P.E in 2010 did not go to form one in 2011 because there were no places for them (Daily Nation January 11th 2011). This calls for the government to
consider and identify alternative methods such as PPPs for the expansion, renovation as well as establishment of new secondary schools to enhance access by all learners completing their primary education.

The Classical Liberal theory was found relevant to this study because by establishing partnerships with the private sector especially corporations, the Kenya government can tap into valuable financial, and material resources and expertise in order to expand the breadth of the educational system in addition to quality. Public Private Partnerships can immensely assist the government to expand places in Kenya’s education system thereby minimizing the barrier to accessing education and advancing EFA goals thereby ensuring that students take advantage of their talents that accelerate them to social promotion.

1.11 Conceptual framework

Quality of and access to public secondary education in Kenya suffers from lack of resources, including a lack of classrooms, teachers and proper, updated educational materials. Furthermore, the government does not have the resources to construct and staff new schools.

Partnerships bringing together the public sector, business and the civil society are additional mechanisms that can provide enhanced expertise, synergy, resources and response to educational needs. Corporations, possessing valuable financial and material resources as well as expertise in a number of areas (including administration, organization, and even academic services), represent an important resource the government can tap to expand secondary education services.

As indicated in the model below, public-private partnership generally include the participation of two main agents- educational authorities (the government) and corporations – who work in
concert with NGOs, international organizations, and civil society to bring educational projects to fruition.

The public/government’s role in the partnership includes:

1. Encouraging participation by corporations through establishing regulatory measures that facilitate corporate involvement.
2. Provide infrastructural inputs-classrooms, land etc.
3. Provision of teachers
4. Administration and management among others.

The role of the private/corporate sector includes:

1. The primary corporate involvement in education focus on financing. While corporations do not necessarily have expertise in the domain of education, they do have financial resources that they can contribute to educational partnerships.
2. Resourcing, provision of services and monitoring. Businesses also contribute to education by providing a wide range of resources and materials e.g. building new school facilities/classrooms, supplying electricity or internet access, providing computers, television, new textbooks and other course materials. Businesses can also provide services including school or partnership administration, teacher or principal training sessions, and help monitor programs by conducting impact evaluations or student academic assessments.
3. Improvement of schools infrastructure through repairs and maintenance.
4. Provide financial support through scholarships etc.
Government cooperation with businesses and other civil society members can significantly improve the national education system as such partnerships lead to expansion of educational infrastructure in schools ultimately resulting into increased access to education, improvement in the quality of education, achievement of MDGs and EFA goals among other outcomes (Bertsch, et. al, 2005; Draxler, 2008).
Figure 1.1: Public-Private Partnership in Education Model

PUBLIC-PRIVATE PARTNERSHIP IN FINANCING OF SECONDARY EDUCATION

PUBLIC SECTOR/GOVERNMENT
- Regulatory framework/measures for partnerships.
- Professional development of teachers.
- Teacher remuneration.
- Provision of physical infrastructure.
- Administration and management.
- Bursaries and scholarships.

CORPORATE SOCIAL RESPONSIBILITY
- Financing physical infrastructure development.
- Improving school infrastructure (repair & maintenance).
- Provision/donation of educational teaching & learning materials.
- Financial support through Sponsorship/scholarship programmes.
- Monitoring.

- Expansion of physical infrastructure.
- Renovation and repair of existing schools.
- Establishment of new secondary schools.
- Enough teaching/learning facilities/materials.
- Adequate teaching manpower.

- Increased access to secondary education for at least 95% of primary school leavers.
- High quality secondary education.
- Achievement of MDG and EFA goals.
- Education for employability.
- Equity, equality and relevance of secondary education.
1.12 Definition of operational terms

**Corporate social responsibility** - the way organizations integrate social, environmental and economic concerns into their values, culture, decision making, strategy and operations in a transparent and accountable manner and thereby establish better practices within the organization to create wealth and improve society they reside in.

**Donors** – organizations that make a financial or other resource (human and material) contribution to an activity, in this study, education.

**Education opportunity**- a chance of being able to gain access to school irrespective of where one resides.

**Enrolment**- number of students admitted in an institution and who actually report for school programmes

**Enrolment ratio**- the proportion of the population aged between 13 and 17 years enrolled in secondary schools.

**Multi-stakeholder partnerships**- Pooling and managing of resources, as well as mobilization of competencies and commitments by public, business and civil society partners to contribute to the expansion and quality of education.

**Private secondary school**- a secondary school that is owned and maintained by a group of individual or religious bodies but does not derive any assistance from the government.

**Private sector** - Those organizations that do not fall directly under central or local government. In this study, the researcher focuses on the private profit making enterprises,
households and non-profit making organizations involved in the development and growth of secondary education.

**Secondary school** - a school that caters for educational needs of those children who have completed primary education. In this study, those who have sat for K.C.P.E.

**Stakeholders** – those interested or affected (positively or negatively) by an action (Gerrad et al., 2006). The way they are affected may be direct (learners) or more remote and long-term e.g. donors, philanthropists, taxpayers etc.

**Transition**- the flow of pupils to secondary level of education and is an indication of balanced development of education between the two levels, primary and secondary levels.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter outlines the literature that is based on studies that have been carried out and related directly or indirectly to this study. Literature related to public-private partnership in education was reviewed internationally, regionally and locally.

2.1 Public-private partnership in education around the world.

Since 1990, UNESCO has given priority to Education for All. Recent years have seen the acceptance by all sectors of society that human rights, good governance and an educated citizenry are the best and strongest hope for human development, economic growth and stability (UNESCO/World Economic Forum, 2008).

In Jomtien (1990), participants acknowledged the need to expand and strengthen broader partnerships than those bringing together donors and recipient governments. “New and revitalized partnerships at all levels will be necessary: Partnerships… including planning, finance, labour, communication and other social sectors, partnerships between governments and non-governmental organizations, the private sector, local communities, religious groups and families” (Article 7) (World Conference on EFA, 1990).

It is on the above understanding that recent years have witnessed a growing interest in cross-sectoral collaboration in education. UNESCO in the past few years has expanded its partnership to the public sector beyond national governments to include regional governments, mayors and
parliamentarians. It has also reached out to and accepted the hand offered by the private sector, and has seen a rich experience and new resources for educational development grow from it (UNESCO, 2008).

Early 2007, UNESCO and the World Education Forum launched a new programme, “Partnership for Education (PfE)”. The PfE aimed at creating a global coalition for Multi-stakeholder Partnerships for Education (MSPEs), including the private sector, in order to advance progress towards EFA. It promotes new multi-stakeholder partnerships for education that will harness and help deliver effective private sector and business contributions to EFA (Draxler, 2008).

Ever since the PfE programme was launched, moves to expand partnerships for development to include the private sector; including business, foundations and a wide range of civil society organizations, have gained strength in recent years. Classic methods of conceiving and implementing development goals through the public sector have encountered intractable problems, thus increasing public sector motivations for benefiting from the private sector’s creative impetus, additional resources and implementation capacity (Draxler, 2008).

Although governments in many countries are the primary providers and financiers of educational investments, they have increasingly encountered some key constraints in their abilities to finance the investment and to manage the ever-growing educational systems efficiently.

As governments struggle to meet educational demand, Corporate Social Responsibility (CRS) is becoming more and more important for the image of business; some businesses are seeking to exercise this responsibility through partnership arrangements. Such businesses see partnerships,
among other things, as useful for risk management, image, for cost sharing of investments in the health and education of workforces, and for capitalizing on the complementary skills and resources of partners to open up new opportunities and enable a better understanding of the operating environment (Altenburg, 2005, World Economic Forum, 2005b).

LaRocque (2010) indicated that many countries face the twin challenge of access to, and improving the quality of education. Despite considerable progress in lifting enrolments at the primary and secondary school level, a number of countries are at risk of not achieving the universal primary education MDGs by 2015. Hence, a number of governments have responded to these challenges by making greater use of public-private partnerships as a means of improving both the financing and delivery of education.

Therefore, with majority of governments around the world faced with constraints in mobilizing additional public resources to meet the high costs of expanding access to quality education, the option left to the governments is to establish partnerships with other stakeholders thus work in concert with private actors who have not been involved in education, like businesses, the media, NGOs, as well as continuing to work with others who historically have been involved, such as the religious sector and the communities in a way in which the governments can meet EFA goals (Bertsch, et. al, 2005). This can help to expand access and improve the quality of education.

Research by the Asian Development Bank and the World Bank (2010), among others has documented a wide range of Public-Private Partnership (PPP) models in place in both developing and developed countries. For example, voucher and scholarship programs, the private management of public schools and post-secondary institutions, contracting with private providers
for the delivery of educational services, public-private infrastructure partnerships and contracting with the private sector for the delivery of professional or ancillary services.

Malik (2010) found that because of the inability to accomplish the gigantic task of providing quality education and meet MDGs and EFA alone, the government of Pakistan supported the use of public-private partnerships in an effort to improve the equity and quality of the education system. Evidence from the Punjab Education Foundation indicated that the marriage between public and private sector through PPPs has been extremely successful due to a combination of private sector efficiency and public sector funding. The combination resulted in better learning outcomes, fewer dropouts, less absenteeism among teachers and reduced truancy among learners. Initiatives undertaken by the Punjab Education Foundation included the Foundation–Assisted Schools (FAS), the Continuous Professional Development Program (CPDP), the Teaching in Clusters by Subject Specialists (TICSS) program and the Education Voucher Scheme (EVS).

In Dominican Republic, the Falconbridge Dominicana, a subsidiary of the Canadian mining company, has been involved since 1990 in sponsoring schools under the Falconbridge Foundation School Sponsorship Program. It currently reaches about 100 schools and nearly 80,000 pupils. The corporation showed concern for long-term improvement of educational environment and educational quality, with focus to community participation. The specificity of the partnership lies in the role of the community. Needs assessment are carried out by the communities themselves and Falconbridge sponsors the schools (Bertsch et al, 2005).

In the 1980s, the school system in Chile underwent a reform program. The government decentralized the administration of schools, transferring the responsibility of public school management from Ministry of Education to municipalities. Further, the government altered the
financing of public and most private schools. Public schools continued to be funded centrally, but municipalities began to receive per student voucher for every child attending their schools. Most importantly, not-for-profit private schools began receiving the same per student voucher as the public schools. This reform sparked a massive re-distribution of students across public and private schools, reducing the strain on the physical infrastructure in public schools (Elacqua et al, 2007). This implies that a public-private partnership (Voucher system) arrangement between the government and private providers of education in Kenya especially the not-for-profit private schools can lead to re-distribution of students/pupils across public and private schools thereby reducing the strain on the physical infrastructure and manpower in public schools.

Because of the crisis facing the education sector in India, the Aga Khan Foundation (AKF) in a public-private partnership with the Indian government formed the Aga Khan Education Service, India (AKES, I) with the aim of improving the quality of schools in Andhra Pradesh and Maharashtra states. The AKF and AKSE,I addressed national educational needs in India through quality enhancement programme, in government and private/community schools, including those run by AKES,I. The programme covers about 1 million students in nearly 1000 government schools. The AKES, I programmes through grantee institutions, runs school improvement programmes, and provides financial assistance, scholarship programmes and counseling services (Shakil, 2003).

In an attempt to improve girls’ education, the national network for girls’ education in Peru (1998-2002) began the New Horizons Project where two principal corporations, the Organization of Women in International Trade, Peru 2021 and CONFIEP were engaged in the partnership. The Peruvian government was actively involved as well as different civil society groups such as
NGOs, religious authorities and local communities in facilitating partnership activities such as financing, technical support and coordination. There was significant improvement in girls’ education situation in the areas where the partnership activities took place (Bertsch et al, 2005).

In Romania, secondary graduates increased more than 20% a year during the 1980s. This increase stimulated an enormous pent up demand for higher education that led to the appearance of more than 60 private universities, since such institutions became legal (World Bank, 1999). This implies that greater involvement by private providers of education can improve secondary education access in Kenya.

Chevron Corporation through its corporate social responsibility contributes to the economic and social well-being of people in more than 100 countries where it operates because it recognize that business success is deeply linked to society’s progress. The corporation believes that investments in communities also are investments in the long-term success of the company. To accomplish that, it has invested more than $700 million since 2006 to fund initiatives that strengthen and invigorate the communities where it works. Chevron partners with host governments, non-governmental organizations and aid agencies to assess and understand local needs and the reasons behind them. Its efforts to improve education focuses on the areas of science, technology, engineering and mathematics (STEM). As such, Chevron collaborated with Project Lead the Way, one of the leading providers of STEM programs for middle and high school students in the United States. Its contributions help the organization, which currently reaches about 400,000 students, expand in areas in California where Chevron has significant operations. Funds provided were used to start engineering programs at 15 high schools in the state and trained 30 teachers to teach 800 students (Chevron, 2011). Thus, if the Kenya
government develops mutual public-private partnerships with local and international business organizations, it can tap into their resources meant for corporate social responsibilities for educational development in the country.

In Iran, tertiary enrolment expanded when the private Islamic Azad University was established in 1983 and currently enroll more that 30,000 or 40% of higher education enrolments in the country. This shows that the public-private partnership initiatives can help improve access to various levels of education and in the case of this study, in secondary education.

The national scale partnership, the Girls’ Education Association in Guatemala was launched in 1991 in order to improve girls’ school enrolment and school completion rates, particularly in rural areas. Participating corporations included the coffee and sugar growers foundations (FUNDAZUGAR), Association of Coffee Growers and Firms specialized in coffee (FUNRURAL), Philips Van Heusen (PVH) as well as Cordova Foundation. Other actors such as the USAID and NGOs contributed significantly to the partnership achievements. The partnership played a significant role in partly improving the condition of girls’ education in Guatemala (Bertsch et al, 2005).

In Costa Rica, the Omar Dengo Foundation (ODF), Wal-Mart, the Ministry of Public Education, the Ministry of Justice and Microsoft joined efforts under the Explo@ Partnership programme to offer children and the youth at social risk a set of non-formal learning experiences aimed at developing their creativity, productivity and healthy recreation. The partnership spanning a 4-year period (2006-2010) benefited approximately 20,000 children and youth all over the country. During the implementation of the programme, 261 organizations were affiliated to the partnership programme (NGOs, Universities, the Youth Council, the Children’s Office and
others) (Global Knowledge Partnership, 2007). Thus, if the Kenya government harnesses the resources of corporate and other educational stakeholders through public-private partnerships, access to education can be enhanced thereby reducing significantly the number of KCPE candidates missing secondary education.

The Aga Khan Development Network (AKDN) Education Programme in partnership with the Afghanistan government since mid-2002 helped to develop and deliver a reform plan that focused on quality improvement in the existing public education system. The programme pursued an approach that directly reflects the government’s policies and sectorial plans, aiming to assist the public education sector after years of war to improve access and quality of basic, secondary and tertiary education in order to make it more relevant, effective and efficient. Specifically, the AKDN aimed to improve the quality of teaching in all government schools through strengthening education training institutions and the provincial and county departments of education; improving local support structures/systems for schools through increased community involvement; and ensuring a safe and healthy environment for students through the rehabilitation of destroyed infrastructure. Under the partnership, the AKDN undertook the construction of 16 schools and a hostel at the Pul 1 Teacher Training centre, and assisted with refurbishing the centre, supplying furniture, and establishing and resourcing a library and a computer centre (Shakil, 2003).

The Jordan Education Initiative (JEI), a public-private partnership involving the Government of Jordan, the international private sector, the local private sector, NGOs and donors under the auspices of the World Economic Forum’s Global Education initiative brought together 45 partners and spend approximately $22 million either through financial contributions or in kind
payments. The initiative focused around improving education in 100 Discovery schools, developing the technology industry and providing life-long learning for Jordanian citizens. Through the initiative:

a) The Jordanian Ministry of Education gained expertise on implementation of technology based learning solutions.

b) There was acceleration in the deployment of internet connectivity and computers in schools.

c) The e-curricula drew attention to the blending of traditional learning resources and exposed teachers to new ways of teaching and raised awareness of the potential of using ICT to enhance learning and improve the quality of learning experiences (Mckinsey, 2005). This implies that public-private partnerships in Kenya can help improve access and delivery of education as well as enhance the quality of education through effective use of technology.

In order to tackle the problem of high dropout rate and bring in out-of-school children, the Indian government took a series of measures to make schooling more attractive to all children in the age range of 6-14 years by introducing policies like mid-day meals, school adoption programs (by better off private schools) and inviting the private sector (particularly in ICT) to participate in the endeavour. A Minimally Invasive Education Experiment (MIE- the Madangir Project) was effective in providing access to computers to children who could not access them at home or at school. Tooley, 2001 observed that “the delivery of education is an industry, not an office of the government” and this industry can deliver effectively by “harnessing the power of the private sector to reach the poorest through modern technology”. Therefore, with appropriate inputs from both the private and public sectors, enormous resources and opportunities can be put at the disposal of the education system (Jha, S. & Chatterjee, S., 2005). In replication, a public-private
partnership in Kenya has the potential of optimizing existing resources, as the public sector plays the role of enabler and facilitator, and the private sector contributes its expertise, technology and management practices.

As part of its corporate social responsibility in regions where it operates, Kenya Airways (KQ) in partnership with Rotary Club extended its support to Ghana by committing to support Dzorwulu Special School for the mentally challenged children in Accra. The project saw Kenya Airways construct a 2-classroom block fully equipped with educational materials, desks and sanitation facilities (KQ CSR, 2008).

In Brazil, Alfasol, an NGO launched a literacy program “Solidarity in Literacy program” in 1997 targeting about 4 million non-literate adults and implemented on a large scale covering both rural and urban populations. The program involved a series of different partners including private citizens financing student education, private and public companies, state and federal administrations, efficiently managing available resources to cover program costs (UNESCO, 2004).

2.2 Public-private partnership in education in Africa.

The World Bank report (1988) asserted that for nearly all African countries in the years to come, the biggest challenge with respect to secondary education would be expansion and how to satisfy the increasing demand for limited number of secondary school places (World Bank, 1988: 15). The rapid expansion of primary education in African countries after independence resulted into a greater number of primary school leavers, many of whom could no longer find jobs in the modern sector that they had come to expect. The scramble to fill the limited number of secondary school places generated political pressures for expansion. Generous public subsidies
increased the demand for secondary school places (World Bank, 1995). Today, this demand still exists and the demand greatly surpasses the supply.

Investment in education has high pay off in promoting both growth and equity. Now, governments in developing countries are still the primary providers and financiers of such investments. However, governments have increasingly encountered some key constraints in their abilities to finance the investment and to manage the ever-growing educational systems efficiently to adequately meet the demand.

Benavot (2000) suggested that access to secondary education could be improved if secondary school systems are expanded. Taking into account that there are no special additional resources available to many African countries to be injected into their education systems, the option left to the governments is to establish partnerships with other stakeholders that will help address expansion, financing and resource requirements to expand access and improve the quality of education systems in African countries. In an attempt to enhance access and equity in education, governments have embraced the declaration of the 1990 World Conference on Education for All in Jomtien, Thailand, on the need to expand and strengthen broader partnerships than those bringing together donors and recipient governments in the development of education systems.

As mining became sophisticated, workers needed high levels of literacy hence Lonmin, one of the largest platinum producers in South Africa and which drew its labour from 29 local schools, partnered with Microsoft Partners in Learning and the South African Department of Education to gain a framework for giving students the ICT skills they needed. The partnership created 25 computer labs within 6 months that reached over 15,000 students through 500 teachers, using local resources for sustainable community development (Draxler, 2008:68).
In 1999, the “Bridge Program” was founded in Morocco under the Business-Education Partnership Association (BEPA) to support the country’s development via improvements in girls’ education. The scale of the partnership was national and benefited from fairly large scale corporate sector participation i.e. 16 banks of the *Groupement Professionel des Banques du muro* and approximately 1,600 members of the *Confederation Generale des Entreprises marocaines (CGEM)* including small, medium and large enterprises. The program targeted rural schools and aimed at involving the private sector, establishing quality-controlling system, planning fundraising and giving technical assistance to increase the school completion rates of girls (Bertsch et al, 2005).

Due to its believe that education is an important factor in the economic growth and well-being of the communities in which it works, Chevron partnered with the Discovery Channel Global Education Partnership (DCGEP), in advancing the quality of education in developing countries through technology, video programming and innovative teacher training. Schools with DCGEP learning centers reported an increase in student learning, improved teacher effectiveness and an increase in overall community access to information. Through the partnership, Chevron contributed more than $5.3 million to establish 65 learning centers in Angola, Brazil, Nigeria, South Africa and Venezuela since 2002. These centers serve an estimated 104,000 students, 2,400 teachers and 312,000 community members. The program gives under-resourced schools a television, DVD player and a library of educational videos. These tools, together with extensive teacher training, are making a proven, positive impact on student learning and teacher effectiveness (Chevron, 2011).
In 2000, an NGO named READ together with the South African Department of Education started the “Learning for Living”, an educational partnership aiming to improve the quality of outcomes of primary schooling in South Africa. Reaching about 898 primary schools and over 1 million pupils all over South Africa, it was financed by Business Trust. The partnership was an example of strong commitment of the corporations, which provided approximately $20 million (US) towards the educational partnership. Through the partnership, repetition rate among pupils was reduced by 50% and there was general improvement in reading and writing skills for more than 1 million pupils (Bertsch et al, 2005).

In Tanzania successful applicants to public secondary schools represented 11% of primary school leavers in 1970 but only 1% of primary school leavers in 1984 because Tanzania neither permitted private secondary schools nor expanded public ones due to its socialist system. But when Tanzania began licensing private schools in the mid 1980s enrolment mushroomed and now exceeds those in public schools. This leap demonstrated the previously unmet demand for secondary education (Word Bank, 1995). This means that greater private sector involvement would curb the demand-supply gap in Kenya’s secondary education and a policy-enabling environment may contribute greater participation of the private and corporate sector in the provision as well as expansion of secondary education to meet the ever-growing demand.

The Discovery Channel Global Education Fund Learning Center Project was established in 1996 covering 9 countries in Africa, Asia and Latin America. The organizations involved included the Discovery Channel, Chevron Texaco, Motorola, MultiChoice Africa, Globus, Genesis Investment Bank-Zimbabwe and others. The Project equipped under-resourced schools with TV, VCR and satellite technology, teacher training and video programming to increase access to
information and educational opportunities. Covering about 144 schools, the program reached more than 270,000 children and more than 5,000 teachers were trained (Bertsch et al, 2005). This project implies that harnessing the public-private partnerships can assist the Kenya government pool resources together to help under-resourced educational institutions as well as develop sustainable media hub that meets local educational needs.

2.3 Public-private partnership in education in Kenya.

Secondary school education needs in Kenya are on the increase but the expansion, financing and resource requirements continues to be the greatest challenge to the government and other stakeholders. An estimated 206,282 (28%) of pupils who sat K.C.P.E in 2010 did not go to form one in 2011 because there were no places for them (Daily Nation January 11\textsuperscript{th} 2011). Although this represents a transition rate of 72 % as compared to the MDGs target of 70%, the number of pupils missing form 1 places in Kenya is still high.

Kande (2007) noted that consistent increase in enrolment in private secondary schools is evidence enough that demand for secondary education far outstrip supply and with the introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008, this will even rise to magnitude levels. There is therefore greater need for the government to collaborate with the private sector, civil society and the business community to expand the existing places to improve access to secondary education in Kenya.

Owing to the ever-rising demand in secondary school education, the long-term goal for the government has been massive expansion and improvement of national, provincial and district schools to avoid situations where tens of thousands of primary school pupils compete for only
4,000 places in 18 national schools (Daily Nation, Jan. 12\textsuperscript{th} 2011). The Ministry of Education, due to intense pressure from the expanded pool of primary school leavers occasioned by the FPE, upgraded about 100 provincial secondary schools to national schools status so as to raise the number of national schools to 118 and each County to have two national schools.

However, despite grand financial plans to cater for the newly established national schools, the government spends almost 95% of secondary education budget on teacher’s salaries and other benefits leaving only 1.4% of total secondary education budget allocation for operational costs, laboratory equipment and physical facilities (KIPPRA, 2007). Taking into account that there are no special additional resources to be injected into the education system, the proposal for new national secondary schools require radical reforms to address expansion, financing and resource requirements to avoid the proposed national schools becoming decadent “jua kali” national schools lacking academic excellence (Standard Newspaper, Feb.2011). These require the government therefore to explore and strengthen alternative financing options for secondary education such as public-private partnerships.

Corporate social responsibility (CSR) is a relatively new concept in Kenya. Since government authorities alone are unable to combat poverty and ensure sustainable development, international organizations, local NGOs and national and international companies need to support them in their efforts. United Nations programs were among the first to introduce the concept of CSR to Kenya. They include the UN Global Compact, the UNDP Growing Sustainable Business Initiative and the UNIDO project for the electrification of rural areas (Lighting up Kenya) (One 4 All, 2011).
In a developing country like Kenya, the onus of development lies mainly with the government, which faces the predicament of multiple demands and limited resources. This leads to a situation where even fundamental objectives such as basic literacy for all are not met. On the other hand, there exists a vibrant private sector and business community, which has resources and desire to undertake social responsibility (Jha and Chatterjee, 2005). Although the concept of CSR is gaining some prominence within policy debates in Kenya, it is not applied widely and is usually associated with philanthropy. However, there are many private sector-related initiatives that might be described as expressions of CSR as well as public-private partnerships (Kivuitu et al, 2005).

Through Corporate Social Responsibility, Kenya Airways (KQ) helped in supporting the renovations of 14 classrooms and administration block of Farasi Lane Primary School located in Lower Kabete, Nairobi. Kenya Airways also helped in replacing windows and doors, painting and plastering of walls and in addition new floors were constructed and the entire school was painted. The technical team donated used furniture and talks are under way to construct a kitchen and dining hall. Kenya Airways also commissioned a secondary school project in Kisii town as part of its Corporate Social Responsibility. The airline also fully renovated classrooms, administrative block and staffroom and installed a gate to improve security at a cost of Kshs 2 million for Riobara PAG Secondary School in a bid to improve learning facilities for about 250 students and staff (Kenya Airways CSR, 2008).
In 2007, Telkom Kenya in her pursuit of Social Responsibility supported the Good Neighbors Foundation, a programme by State House Girls’ School parents and students to cater for the needy students in the school.

In Kenya, Kenol/Kobil (a multi-national oil corporation) engages in a number of long-term corporate social responsibility projects. These include the long-term rehabilitation and capacity-building programme for Mama Ngina Children’s Home, and the Kenol Scholarship Fund that was set aside to enable bright children from underprivileged families to acquire quality education. The company has since been offering employment opportunities for bright graduates of its CSR projects.

In 2010, the Equity Group Foundation (of Equity Bank) under its corporate responsibility programme partnered with the MasterCard Foundation to launch a 9-year Shs.4 billion comprehensive secondary school education fund to assist academically gifted students from poor backgrounds to pursue secondary education. In 2011, the programme received support from UKaid, the Wings to Fly programme, which extended scholarships to 1,200 students who performed well in the 2010 K.C.P.E but who come from poor backgrounds. The Wings to Fly programme hopes to reach 5,600 deserving children in the next 9 years (Daily Nation, 2011).

In order to connect and bond with the local communities as well as create awareness of its brand through CSR, the management of the Bank of Africa initiated CSR activities in 2010. The initiative witnessed the bank donate text books to the Sacred Heart School for the needy based at the Baba Dogo Catholic Church, Ruaraka in Nairobi among other CSR activities (Bank of Africa, 2011).
The Co-operative Bank exercises its social responsibility through its Co-operative Bank Foundation. The current flagship project of the Foundation is an education scholarship scheme for bright but less endowed children who are facing difficulties in paying school fees for secondary education. The scholarship beneficiaries are selected every year from the eight provinces of the country, and enjoy a full 4-year secondary education scholarship. The Scholarship Program began with the Form 1 class of 2007. As at April 2011, 1,512 children from all over Kenya have benefited. The program will continue in the days ahead, to enable the children achieve their full potential (Standard Newspaper, 2011).

2.4 Summary

From the reviewed literature, it was evident that countries around the world faced with limited public resources to finance educational systems (and in line with recommendation of Article 7 World Conference on EFA, 1990 in Jomtien, Thailand), have embraced public-private partnerships as one option of expanding access to and quality of education.

Demand for secondary education in Kenya has been on an upward trend since independence and even more so after the introduction of FPE in the year 2003 and FDSE in the year 2008. On the other hand the government’s effort to meet the rising demand for secondary education has been low due to budgetary constraints creating an imbalance in the demand and supply of secondary education in the country.

Lack of financial and managerial capacity by the Kenya government towards meeting its obligations in regard to the national educational systems requires the government to consider alternative methods to meet its commitments to education. Establishing partnerships with other
education stakeholders is one way in which the government can meet EFA goals and work in
close concert with private actors who have not been involved in education, like businesses, the media,
NGOs, as well as continuing to work with others who historically have been involved, such as
the religious sector and the communities (Bertsch et al, 2005).

Encouraging participation from all these actors is important; however, this study sought to
identify the particular significant role played by corporations/businesses (in particular the role of
Nzoia Sugar Company in secondary education development in Bungoma County) since the
private sector has important resources that the government may lack. Corporations possess
valuable financial and material resources in a number of areas (including administration,
organization and even academic services) which the government can tap into in order to expand
the breadth of its secondary school educational services in addition to quality.

It is also important to note that although public-private partnerships in education are becoming
more and more common today, research on them is still insufficient thus academic and/or
independent research and evaluations on the subject are not easily available/accessible (Bertsch
et al, 2005:15). Hence this research in addition to building on the existing minimal literature on
PPP especially in Kenya and Africa in general, will help to understand the role played by the
corporate sector within the frame-work of different partnerships and thereby assist the Kenya
government develop appropriate Multi-Stakeholder Partnerships in Education (MSPEs) models.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the procedure and strategies that was used in the study. Research design, study locale, target population, sample and sampling procedures, data collection procedures and methods of data analysis are all discussed.

3.1 Research design

The researcher used a survey design for this study. Survey design is usually aimed at studies set to determine the state of a given situation. According to Lovell and Lawson (1970), a survey design is concerned with gathering of facts or to obtain pertinent and precise information concerning the status of phenomenon and whether possible to draw conclusions from the facts discovered. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases.

When analyzing political, social or economic conditions, one of the first steps is to obtain facts about existing state of events. Orodho (2009:12) alludes that survey is the most frequently used method for collecting information about people’s attitude, opinion, habits or any of the variety of educational and social issues.

Simple survey design was found appropriate for the study because the study aimed at getting information regarding physical facilities established/expanded with the company’s help, donation of teaching/learning materials, maintenance of facilities and scholarship/sponsorship
programmes; such information are obtained from the school records usually kept by the school principals / administrators and the company management.

3.2 Study locale

This study was carried out in Bungoma County of Western Province of Kenya. The County covers an area of 2,068.5 square kilometers or a quarter of the province and lies between latitude $0^0 35'$N and longitude $34^0 35'$E. The County borders the Republic of Uganda to the west and Trans-Nzoia to the north. It borders Kakamega County to the east, and to the southeast, it borders Busia County.

The land in the County generally slopes from the foot of Mt. Elgon from the north where the altitude is over 2000 metres above sea level falling to the lower lying south and south west of altitude1200 metres above sea level. Five major rivers drain the County and include rivers Nzoia, Lwakhakha, Chwele, Kuywa and Khalaba. The County has a population of 1,630,934 (National Census, 2009) and inhabited mainly by the Bukusu, a sub-tribe of the Luhya community.

The main economic activity is subsistence agriculture with maize, sunflower, sugarcane, coffee, tobacco, potatoes, beans and some cattle being the main crops. The County has a two-season rain regime, the long rains covering March to July while the short rains start in August to October with the north and central regions receiving a higher amount. The County is endowed with well-drained, rich and fertile arable soils. Main factories in the County are Nzoia Sugar Company and Pan Paper Mills (under receivership).
The study was carried in Bungoma County because one of the key challenges facing education in the County is expanding secondary school education opportunities. With 60% of the population living below the poverty line (Social-Economic Indicators, 2006), household, community or individual contributions to educational development is minimal. This combined with inadequate government resources to expand secondary education calls for increased measures to encourage public-private partnerships for educational growth and development in the County.

3.3 Target population

The study involved all public secondary schools in the County that lie in the Nzoia sugar belt. According to Bungoma County education office, there are 124 public secondary schools (46 boys’ schools, 37 girls’ schools and 41 mixed schools) in the sugar belt that formed the population of the study. The head teachers were the only ones involved in the study, as they are the school managers. Moreover, this study involved the company administration executes the corporate responsibility mandate.

3.4 Sampling technique

Slavin (1984) observed that due to limitations in time, funds and energy, a study can be carried out from a carefully selected sample to represent the entire population. Orodho (2009: 136) indicated that one could not collect data for all schools (primary and secondary) in the country, particularly when the population is infinite or extremely large.

Guided by Slavin (1984)), head teachers from the 124 public secondary schools (46 boys’ schools, 37 girls’ schools and 41 mixed schools) in the Nzoia sugar belt were selected through stratified random sampling for the study. Three strata; Boys’ schools, Girls’ schools and Mixed
schools were formed. Twenty seven (27) head teachers were selected from each stratum through simple random sampling.

Stratified random sampling technique was found appropriate for the study as it ensured that certain sub-groups (boys’ schools, girls’ schools and mixed schools) in the population were represented in the sample. The researcher allocated the sample size using the equal allocation method where samples were selected in equal numbers per stratum.

3.5 Sample size

Based on stratified random sampling technique, the researcher used simple random sampling to draw samples from each stratum whereby a total of 81 head teachers were selected representing 65.3% of the target population of 124 in the Nzoia sugar belt. A sample of 65.3% was guided by Gay (1992) who postulated that as the sample size approaches the population size, the more representative it is.

To select individual respondents, the researcher applied the random number table (Appendix VI). The population from each stratum (46 boys’ schools; 37 girls’ schools and 41 mixed schools) were listed and assigned a two digit number. Thus, for boys’ schools (01-46); for girls’ schools (01-37) and for mixed schools (01-41). Using the random number table, 27 respondents were selected from each stratum as follows:

For boys’ schools, the schools were listed and assigned numbers between 01-46, the researcher, starting with the first row in the random number table and going across, taking two digit number sequence, selected the numbers up to the required 27 (sample from the stratum). Numbers that
exceeded the population in the stratum (in this case 46) were ignored. Similarly, if a number appeared that had already been selected, it too, was ignored, since a single school from the same stratum could be included twice in the sample. After selection, the numbers were compared with the boys’ school list and those schools whose number on the list corresponds with the number selected from the random number table were included in the sample.

The process was repeated for girls’ and mixed schools, with the researcher ensuring that rows in the random number table used to select samples in one stratum were not used to select samples in subsequent stratum. Further, one management representative was selected to represent the company. The entire sampling matrix yielded a total sample size of 82 for the study. Table 3.1 below shows a summary of sampled schools.

*Table 3.1 sampled schools and sample size*

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys schools</td>
<td>27</td>
</tr>
<tr>
<td>Girls schools</td>
<td>27</td>
</tr>
<tr>
<td>Mixed schools</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
</tr>
<tr>
<td>Company management representative</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand total sample size</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>
3.6 Research instrument

Two questionnaires were used. The first questionnaire titled ‘Head teacher’s questionnaire on assistance from Nzoia Sugar Company’ (Appendix I) was used for this study. Nafukho (1991) advocated that a questionnaire is the best suited for a study of this nature because it involves a survey of the data that have already been documented. The questionnaire was administered to the 81 head teachers of the public secondary schools in the Nzoia sugar belt.

The questionnaire was divided into 2 sections. Section A comprised items that sought general information on the schools’ background as well as items on enrolment, human and physical resources available in the schools. Section B comprised items on assistance received by the public secondary schools from Nzoia Sugar Company.

The second questionnaire titled “Nzoia sugar company: Management questionnaire” (Appendix II) was administered to the company’s management representative. It comprised items on assistance extended to secondary schools by Nzoia Sugar Company.

The researcher used the questionnaires because it required no field assistant, costs are relatively low and accessibility is high.

3.7 Piloting

A pilot study was conducted before the actual study. Five (5) head teachers from the public secondary schools were selected through simple random sampling to assess the reliability and validity of the research instrument. The 5 head teachers were from public secondary schools located in the same sugar belt but were not part of the final study. This was to establish the clarity of each item in the tool; assess the validity and reliability of the items and to gain basic
administrative experience in conducting the research in preparation of the actual study. The piloting also enabled the researcher to ascertain whether there were errors and shortcomings in the instrument. According to Gatumu (2002), the results of the pilot study should identify misunderstandings, ambiguities and inadequate items. Additional items may be implied and mechanical difficulties may be identified.

Mugenda and Mugenda (1999) further observed that any measuring instrument must be subjected to a pre-test for its validity and reliability to be established.

3.8 Validity

According to Mugenda (1999), validity is the success of the scale to measure what it sets to measure. The difference between individual’s scores can therefore be taken as representing true differences in the characteristics under study. Neumann (2007) observed that one way of establishing the validity of a research instrument is through judgment by the scientific community.

The supervisors from the school of education’s department of educational management, policy and curriculum studies by consensus agreed that the instrument really measured the construct validity (areas of CSR). The content also measured all categories of assistance that public secondary schools can receive from Nzoia Sugar Company. The items were assessed and ascertained that they measured what they were purported to measure.

3.9 Reliability

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To ascertain the reliability of the research instrument, the test- retest
method was used. The researcher gave the 5 head teachers the questionnaire then after two weeks, the researcher re-administered a similar instrument after which a correlation co-efficient for the two scores was determined using the formula below:

\[ r = \frac{\sum xy - (\sum X)(\sum Y)}{N} \]

\[ \sqrt{\sum x^2 - (\sum x)^2} - (\sum y^2) - \sum y^2 \]

A Spearman-Brown correlation co-efficient of 0.85 was realized. According to Mugenda (1999), a correlation co-efficient of 0.8 and above is sufficient to ascertain the reliability of instruments. A co-efficient of 0.85 was therefore good enough indicating that the instrument was reliable.

**3.10 Data collection procedures**

After receiving the legal consent from the Permanent Secretary (Ministry of Education), the researcher personally visited the schools to administer the questionnaires, as no Research Assistant was required. This took place in the 1st term of the school calendar in the month of March/April 2012.

During the time of administering the instrument, the researcher explained to the head teachers the importance of the study and any complex items in the research tool that could not have been identified during piloting. Further, an appropriate date for collecting the completed questionnaire was arrived at with each head teacher.
3.11 Data analysis and presentation

After the data collection, the researcher organized the completed questionnaires then converted into percentages and averages to ease computer manipulation. The study employed both qualitative and quantitative techniques for analysis.

The Statistical Package for Social Science (SPSS) was used to analyze the data. This is because the package gives a comprehensive and detailed report on data analysis.

Data was analyzed using descriptive statistics (especially frequency distribution tables, percentages and graphs). Data from Section B, which involved items on company allocations/assistance to education, health, infrastructure and environment, were coded and entered into the computer for analysis.

3.12 Logistical and ethical consideration

Careful planning of the research work was done. The researcher developed a work plan, developed an instrument and pre-tested it, obtained a research permit (Appendix V) after proposal writing, familiarized self with geographical area under study, was courteous and created rapport with the respondents. The researcher maintained regular consultation with supervisors.

Before data collection commenced, the researcher obtained research authorization from the office of the Permanent Secretary, Ministry of Higher Education, Science and Technology. The Bungoma County Officer was informed and consulted on the categories of schools in the sugar belt.

Some ethical considerations were also observed. Data obtained was presented honestly and was not used for any other purpose other than purposes of research. Confidentiality and privacy was
highly observed. The researcher conformed to the principle of voluntary consent where respondents voluntarily participated in the study.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents and analyses data gathered from the study on public-private partnership in education: the study focused on the role of Nzoia Sugar Company in the development of secondary schools in Bungoma County, Kenya. The first part of this sub-section presents method of data analysis. Next, the main data results were treated under each of the research questions raised in chapter one and finally major investigations were discussed under pertinent research questions.

The study was based on the following objectives: to analyze the corporate social responsibility policy of the company; evaluate specific assistance to secondary schools by the company; to compare the financial assistance to education against other social responsibilities of health, water and environment. Other objectives were to establish problems (if any) encountered by the company when discharging its corporate social responsibility towards secondary schools and establish measures that secondary school education stakeholders can utilize to strengthen the company’s involvement in secondary education in Bungoma County.

4.1 Method of Data Analysis.

Data were analyzed both qualitatively and quantitatively. The qualitative data from open ended questions were analyzed by grouping the data into different categories depending on the responses given by the respondents. Those categories helped in establishing themes based on
research objectives. The quantitative data which were categorical were coded and entered into the computer.

Through the use of the statistical package for social sciences (SPSS) program, the data were analyzed using descriptive statistics including percentages, frequencies and presented in tables and graphs where appropriate. Finally the researcher gave suggestions and recommendations for future action based on the findings. Out of the 81 questionnaires distributed, 77 (95.1%) were properly filled and returned, 4 (4.9%) were not returned.

4.2 Results
This section presents the findings of the study based on the objectives.

4.2.0 Background Information on Research Results
This study involved the head teachers who are in the best position to give information on the public-private partnership in education as they are the school managers. Moreover, this study involved Nzoia Sugar Company administration which is one of the Companies whose Corporate Social Responsibility mandate is in line with UNESCO that the private sector should reach out and offer resources for educational development and embrace multi-stakeholder partnerships for education that will harness and help deliver effective private sector and business contributions to EFA (Draxler, 2008).
4.2.1 Overview of Schools

An item was included in the questionnaires which sort for information on when the schools were established. In response, Table 4.1 presents the findings:

Table 4.1: School’s Year of Establishment

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970 or Earlier</td>
<td>11.7</td>
</tr>
<tr>
<td>Between 1971-1980</td>
<td>16.9</td>
</tr>
<tr>
<td>Between 1981-1990</td>
<td>23.4</td>
</tr>
<tr>
<td>Between 1991-2000</td>
<td>19.5</td>
</tr>
<tr>
<td>2001-date</td>
<td>28.6</td>
</tr>
</tbody>
</table>

According to Table 4.1, majority 28.6% of the schools were established the most recent, that is from 2001. This was important to this study as this was to help determine whether some of the schools were established through public-private partnership arrangements.

4.2.2 School Size

In a bid to establish the size of the schools, an item was included in the questionnaires which sought for information on the size of the streams in each school. In response to this question, Figure 4.1 presents the findings.
The size of the school is usually determined by the number of students it can accommodate (enrolments). Thus enrolments compared with adequacy of available teaching/learning facilities indicate the quality of education offered. According to Figure 4.1, majority (44.6%) of the schools had double streams, followed by 39.8% which were single streams. Some respondents indicated that single steamed schools converted to double stream due to increasing demand for secondary education. However, respondents added that limitations of teaching/learning facilities hinder majority of single and double streamed schools to convert to double and triple streams respectively.

These findings were in line with the findings of Kande (2007) who noted that there is consistent increase in enrolment in secondary schools and that demand for secondary education in Kenya
far outstrips the supply. In addition, this finding concurs with the Ministry of Education’s concern that owing to the ever-rising demand in secondary school education, the long-term goal for the government should be massive expansion and improvement of national, provincial and district schools (Daily Nation, Jan. 12\textsuperscript{th} 2011).

There is therefore greater need for the government to collaborate with the private sector, civil society and the business community to expand the existing places to improve access to secondary education in Kenya. Such collaboration will be supported by LaRocque (2010) who observed that many countries at a risk of not achieving the universal education MDGs by 2015 are making greater use of the private sector and public-private partnerships (PPPs) as a means of improving both the financing and delivery of education.

4.2.3 Number of Teachers in Schools

An item was included in the questionnaires which sought for information about the number of teachers each school had. The results were as shown in Figure 4.2:
The teaching staff in any educational institution constitutes a key parameter to the quality of education service(s) offered. According to Figure 4.2, majority 44.6% of the schools had between 11-20 teachers, while 39.8% of the schools had between 5-9 teachers and only 7.2% had above 30 teachers. Further, majority of respondents indicated that the teaching staffs in their schools were inadequate which pose a twin challenge of increasing access to, and quality of education offered in such schools. This finding was in line with the EFA Global Monitoring Report, 2008 which found that the provision of educational services in developing countries is a relatively burdensome exercise in terms of finance and human capital.

4.2.4 Availability of Infrastructure

Education’s great challenge in secondary school is to respond to the growing demands of the education environment so as to enhance the quality of teaching and learning in schools. The new
paradigm requires that the educational system adapts itself by offering an environment which adequately meets the needs of students and teachers. In this study, an item was included in the questionnaires which sought information on infrastructure available in secondary schools. Table 4.2 present the findings.

**Table 4.2: Infrastructure in Secondary Schools**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s office</td>
<td>77</td>
<td>100</td>
</tr>
<tr>
<td>D/Principal’s Office</td>
<td>73</td>
<td>83.0</td>
</tr>
<tr>
<td>Staffroom with adequate furniture &amp; fittings for teachers</td>
<td>77</td>
<td>100</td>
</tr>
<tr>
<td>Library with adequate reading &amp; reference materials</td>
<td>39</td>
<td>50.6</td>
</tr>
<tr>
<td>Equipped Science Laboratory</td>
<td>43</td>
<td>55.8</td>
</tr>
<tr>
<td>Enough Course Textbooks</td>
<td>31</td>
<td>40.3</td>
</tr>
<tr>
<td>School Bus/Van</td>
<td>19</td>
<td>24.7</td>
</tr>
<tr>
<td>Adequate Stationeries</td>
<td>76</td>
<td>98.7</td>
</tr>
<tr>
<td>Equipped Computer Labs</td>
<td>23</td>
<td>29.9</td>
</tr>
<tr>
<td>Adequate Classrooms</td>
<td>47</td>
<td>61.0</td>
</tr>
<tr>
<td>Adequate Toilets</td>
<td>51</td>
<td>66.2</td>
</tr>
<tr>
<td>Adequate games equipment &amp; Play grounds</td>
<td>59</td>
<td>76.6</td>
</tr>
<tr>
<td>Electricity</td>
<td>42</td>
<td>54.5</td>
</tr>
<tr>
<td>Piped Water</td>
<td>40</td>
<td>51.9</td>
</tr>
</tbody>
</table>
According to Table 4.2, the principal’s office and staffroom for teachers are the only infrastructures available in all the respondent schools. Key educational parameters such as library facilities, laboratories, textbooks, stationeries etc are lacking in most schools. Thus, only 50.6% of the respondent schools had library facilities that are adequately stocked with reading and reference teaching/learning materials, 55.8% had fully equipped science laboratories, 40.3% had enough teaching/learning course textbooks and only 61.0% had adequate classrooms to accommodate students enrolled in the schools.

In addition, some respondents indicated that most of the available teaching and learning facilities are either too old, dilapidated, obsolete or poorly equipped. This implies that there is massive strain on the teaching/learning resources in the public secondary schools in the Nzoia sugar belt.

School buildings, facilities and equipment represent substantial, long-term investments by the school community in partnership with other stakeholders. On the other hand, inadequate or inappropriate infrastructure can hinder the implementation of the best designed educational plans. Buildings which are overcrowded, dilapidated, or fitted with obsolete equipment and learning materials, depress the spirit and make it difficult to teach and learn effectively. Infrastructure resources give schools the opportunity to provide effective learning programs. Students who do not have access to adequate science laboratories or library facilities are, in effect, denied access to those parts of the curriculum which require such resources.

This finding is in agreement with Elacqua et al, 2007 research report which found that there was an acute strain on physical resources in public schools in Chile and many other developing
countries. The report influenced the Chilean government to alter the financing of public and most private schools. Public schools continued to be funded centrally, but municipalities began to receive per student voucher for every child attending their schools. Most importantly, not-for-profit private schools began receiving the same per student voucher as the public schools. This reform sparked a massive re-distribution of students across public and private schools, reducing the strain on the physical infrastructure in public schools.

4.2.5 School Enrolments
The rate of enrolment in secondary schools was of significance in this study in order to understand the kind of involvement of public-private partnership. An item was included in the questionnaires which sought information on enrolments from form one to form four, in relation to the number of streams. In response, Table 4.3 presents the findings.

Table 4.3: Enrolments from Form One to Form Four

<table>
<thead>
<tr>
<th>Form</th>
<th>One Stream</th>
<th>Two Streams</th>
<th>Three Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>30-49 Students</td>
<td>90-124 Students</td>
<td>120-155 Students</td>
</tr>
<tr>
<td>Two</td>
<td>35-46 Students</td>
<td>77-102 Students</td>
<td>105-141 Students</td>
</tr>
<tr>
<td>Three</td>
<td>30-47 Students</td>
<td>78-118 Students</td>
<td>107-149 Students</td>
</tr>
<tr>
<td>Four</td>
<td>36-52 Students</td>
<td>90-121 Students</td>
<td>108-148 Students</td>
</tr>
<tr>
<td>Average enrolment</td>
<td>166 Students</td>
<td>401 Students</td>
<td>527 Students</td>
</tr>
</tbody>
</table>
Table 4.3 shows that the average enrolment of students in secondary schools in Bungoma County is significant with one streamed schools having an average enrolment of 166 students. Two and three steamed schools have average enrolments of 401 and 527 respectively. Based on research responses, a comparative analysis of enrolments and teaching/learning facilities in the schools showed that the facilities are not adequate to cater for the enrolments; enrolments which majority of respondents said keep rising every year.

These findings fully support Draxler, 2008 view that because of increasing constraints in their abilities to finance the investment and to manage the ever-growing educational systems efficiently, governments in developing countries should embrace public-private partnerships for advancing EFA goals for purposes of pooling and managing resources, as well as the mobilization of competencies and commitments by public, business and civil society partners to contribute to expansion and quality of education so as to meet the growing demand for education as well as reduce government expenditure on education.

4.2.6 Adequacy of Teaching/learning Facilities in Schools

In a bid to establish the adequacy of the facilities in secondary schools in Bungoma County, an item was included in the questionnaires which sought information on the adequacy of the available facilities to cater for the enrolled students.
In response only 29.9% of the head teachers responded that the facilities were adequate while 70.1% indicated that facilities were inadequate. These responses are depicted in Figure 4.3 below:

**Figure 4.3: Adequacy of teaching/learning facilities**

![Pie chart showing the adequacy of teaching/learning facilities](image)

The above findings were consistent with the KIPPRA (2007) report which indicated that the Kenya government spends almost 95% of secondary education budget on teachers’ salaries and other benefits leaving only 1.4% of total secondary education budget for operational costs, laboratory equipment and physical facilities leading to inadequate teaching/learning facilities in public secondary schools.

Provision of quality secondary education requires schools to be well equipped in terms of physical infrastructure, laboratory equipment, library facilities among other facilities. Availability of such facilities enhances the spirit of teaching and learning effectively.
Taking into account that there are no special additional resources to be injected into the education system by the government to address the expansion, financing and resource requirements to secondary schools, the government should explore and strengthen alternative financing options for secondary education by involving both the private and public sectors particularly Nzoia Sugar Company in development of secondary education in Bungoma County.

4.2.7 Measures of Dealing with Inadequate Teaching/Learning Facilities in Schools

In order to deal with inadequacy of teaching/learning facilities in secondary schools, respondents highlighted various measures taken by the administrations of these schools to deal with the shortage. The following are some of the measures highlighted by respondents:

i. The study revealed that there are inter-school arrangements to assist each other with facilities like laboratory equipment/apparatus during science subject practical lessons or examinations.

ii. Hiring teachers through school Boards of Governors (BOGs) to curb shortfalls.

iii. The study revealed that students sit for their terminal, mock and national examinations in shifts especially during science subject practical due to limited laboratory apparatus/equipments and inadequate laboratory space.

iv. The schools resort to sharing of textbooks among students, in addition to encouraging students who can afford to acquire their own copies.

v. The schools engaged in book harvesting events organized by the community and old boys/girls.
vi. To mitigate the water problem, schools indulge in water harvesting activities particularly for schools without piped water. For those schools without school buses/vans they hire buses from other schools for educational tours/trips.

vii. The schools also receive donations/contributions from well wishers, politicians and making requests to Constituency Development Fund (CDF) for assistance.

This finding (vii) was in line with the Jordan Education Initiative (JEI), a public-private partnership involving the Government of Jordan, the international private sector, the local private sector, NGOs and donors which under the auspices of the World Economic Forum’s Global Education Initiative brought together 45 partners and spend approximately $22 million either through financial contributions or in kind payments. The initiative focused around improving education in 100 Discovery schools, developing the technology industry and providing life-long learning for Jordanian citizens (Jha, S. and Chatterjee, S., 2005).

4.3.0 Assistance of Nzoia Sugar Company towards development of Secondary Education

The study went further to investigate the involvement of Nzoia Sugar Company in the growth of secondary schools to establish the level of private-public partnership in Bungoma County.

Nzoia Sugar Company is located in Bungoma County, 5 Kilometres off the Webuye –Bungoma highway and established in 1975. The company has a corporate social responsibility policy that focuses not only on education but also on health, infrastructure, environment, water among others.
In a bid to establish the extent of assistance received from the company in development of secondary education in the region, the research established that only 29.0% had received support to set up physical facilities in their respective schools. The revelation that 71.0% had not received any support calls for a need to engage public-private partnership in the development of secondary education in the region in line with (Jha, S. and Chatterjee, S., 2005) who observed that appropriate inputs from both the private and public sectors are enormous resources and opportunities that can be put at the disposal of the education systems so as to expand access to and quality of education.

On scholarships, the study revealed that no scholarship has been offered by the institution (Nzoia Sugar Company) towards secondary education students during the period under this study. Unlike Nzoia Sugar Company, organizations such as Co-operative bank, Equity bank and Kenol/Kobil have scholarship schemes as part of their corporate social responsibilities. The Co-operative Bank through its Co-operative Bank Foundation has an education scholarship scheme for bright but less endowed children who face difficulties in paying school fees for secondary education. The scholarship beneficiaries are selected every year from the eight provinces of the country, and enjoy a full 4-year secondary education scholarship. In the same way, the Equity Group Foundation (of Equity Bank) under its corporate responsibility programme in partnership with the MasterCard Foundation has a 9-year (beginning 2010) Shs.4 billion comprehensive secondary school education fund to assist academically gifted students from poor financial backgrounds to pursue secondary education.
Further the study found that 6.5% of the respondent schools had received support in construction of latrines, 3.9% construction of classrooms and 1.2% construction of dormitories, kitchen and digging of boreholes. These findings were similar to the CSR of Kenya Airways which as part of its corporate social responsibility in regions where it operates, it in partnership with Rotary Club extended its support to Ghana by committing to support Dzorwulu Special School for the mentally challenged children in Accra in 2008. The project saw Kenya Airways construct a 2-classroom block fully equipped with educational materials, desks and sanitation facilities.

However, the research findings showed that the extent of involvement of Nzoia Sugar Company in development of secondary education in its sugar belt is still low and needs to be encouraged.

### 4.3.1 Items Donated by the Company to Enhance Teaching/Learning in the Schools

In a bid to establish the specific contribution of Nzoia Sugar Company towards development of secondary schools for the last five years, an item was included in the questionnaire which asked the respondent to list the items the company had donated to the schools. In response, Figure 4.4 presents the results.
According to Figure 4.4, majority of schools, 61.0% received trees and seedlings as donations from the company, followed closely by 42.9% who received games equipment and materials and 39.0% received other stationeries like chalks, paper and pen. This confirms the earlier finding that 29.0% had received some contribution from the Company.
Although this findings were consistent with the 2010 Bank of Africa CRS initiated activities that witnessed the bank donate text books to the Sacred Heart School for the needy based at the Baba Dogo Catholic Church, Ruaraka in Nairobi, the findings revealed that the company does not lay emphasis on the teaching/learning materials like computers, laboratory equipment/materials and textbooks which constitute the main requirements in secondary education (Bertsch et al, 2005).

Unlike Nzoia Sugar Company, the study by (Shakil, 2003) reported that under a partnership, the AKDN undertook the construction of 16 schools and a hostel at the Pul 1 Teacher Training centre, and assisted with refurbishing the centre, supplying furniture, and establishing and resourcing a library and a computer centre in Afghanistan. Thus the AKDN emphasis was in areas that bear a direct impact on access to and quality of education.

On repairs of facilities in schools, the analysis of responses showed that the company has not done well in terms of supporting secondary schools in the repairs and maintenance of physical facilities in the last five years. This is evidenced by only 41.6% who have received the support whereas 59.4% had not received any support towards repairs and maintenance of facilities. Table 4.4 shows the percentage of schools and some of the facilities repaired and maintained by the Company.
Table 4.4: Facilities repaired by the Company

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting Classrooms</td>
<td>11</td>
<td>14.3</td>
</tr>
<tr>
<td>Repair of Classroom floors</td>
<td>9</td>
<td>11.7</td>
</tr>
<tr>
<td>Repair of Classroom roof</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Painting of Administration block</td>
<td>19</td>
<td>24.7</td>
</tr>
<tr>
<td>Furniture repair</td>
<td>13</td>
<td>16.9</td>
</tr>
<tr>
<td>Kitchen</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>School Fence</td>
<td>7</td>
<td>9.1</td>
</tr>
</tbody>
</table>

According to Table 4.4, Nzoia Sugar Company supported most secondary schools (24.7%) by painting their administration blocks followed by 16.9% by doing furniture repair among other assistance in repairs and maintenance of school infrastructure.

The above findings similarly are in line with the Kenya Airways (KQ) CSR as well as AKDN activities in Afghanistan. In 2008, Kenya Airways helped in the renovations of 14 classrooms and administration block of Farasi Lane Primary School located in Lower Kabete, Nairobi. It also helped in replacing windows and doors, painting and plastering of walls and in addition new floors were constructed and the entire school was painted. The technical team donated used furniture.

The airline also fully renovated classrooms, administrative block and staffroom and installed a
gate to improve security at a cost of Kshs 2 million for Riobara PAG Secondary School in Kisii in a bid to improve learning facilities for about 250 students and staff. On the other hand, the AKDN Education Programme in partnership with the Afghanistan government since mid-2002 helped to develop and deliver a reform plan that focused on quality improvement in the existing public education system (Shakil, 2003). The AKDN helped to improve the quality of teaching in all government schools through strengthening education training institutions and the provincial and district departments of education; improving local support structures/systems for schools through increased community involvement; and ensuring a safe and healthy environment for students through the rehabilitation of destroyed infrastructure.

In a bid to make comparison of allocations to various CSR activities by the company, an item was included in the questionnaire that sought to get information on the amount that the company allocated to each of the CSR activities of health, water, education, and infrastructure for the period 2007-2011. Table 4.5 presents the findings:
**Table 4.5: Allocation to various projects by the Company**

<table>
<thead>
<tr>
<th>Year</th>
<th>Health</th>
<th>Water</th>
<th>Education</th>
<th>Infrastructure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>105,550</td>
<td>870,000</td>
<td>528,000</td>
<td>350,800</td>
<td>1,854,350</td>
</tr>
<tr>
<td>2010</td>
<td>92,500</td>
<td>1,200,500</td>
<td>672,500</td>
<td>4,080,000</td>
<td>6,045,000</td>
</tr>
<tr>
<td>2009</td>
<td>95,800</td>
<td>675,000</td>
<td>534,800</td>
<td>3,800,700</td>
<td>5,106,300</td>
</tr>
<tr>
<td>2008</td>
<td>77,000</td>
<td>450,575</td>
<td>247,500</td>
<td>2,700,000</td>
<td>3,475,075</td>
</tr>
<tr>
<td>2007</td>
<td>102,000</td>
<td>1,500,000</td>
<td>798,200</td>
<td>4,500,500</td>
<td>6,900,700</td>
</tr>
<tr>
<td>Total</td>
<td>472,850</td>
<td>4,696,075</td>
<td>2,781,000</td>
<td>15,432,000</td>
<td>23,381,925</td>
</tr>
<tr>
<td>%</td>
<td>2.0</td>
<td>20.1</td>
<td>11.9</td>
<td>66.0</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.5, the Company in the last five years (2007-2011) allocated kshs. 23,381,925 towards CSR activities in its sugar belt. Of this amount, infrastructure received the highest allocation (66%) probably because of the direct impact/benefit it has to the company via transportation of cane to the factory. Education received only 11.9% of the allocations. Further evaluation revealed that allocations to the various CSR activities fluctuate from one year to another. This could be due to revenue forecasts.

The management of the company should realize that just like infrastructure, development of human capital through education is equally important for the success of the company hence it should emulate the approach used by Lonmin Company. The company, one of the largest platinum producers in South Africa and which drew its labour from 29 local schools, partnered
with Microsoft Partners in Learning and the South African Department of Education to gain a framework for giving students the ICT skills they needed. The partnership created 25 computer labs within 6 months that reached over 15,000 students through 500 teachers, using local resources for sustainable community development (Draxler, 2008:68).

4.3.2 Problems Encountered when Discharging Social Responsibility by the Company

In a bid offer its social corporate responsibility; the company has encountered some problems. The following are some of the problems highlighted:

   a) The management and administration of secondary schools in the Nzoia Sugar belt do not develop specific project proposals and present to the Company for assistance.

   b) Education stakeholders do not work closely with the Company to understand the operations of the Company and the educational areas it can assist. This always led to general or blanket condemnation of the Company when it failed to honor requests from schools in any particular year. This was in contrast to the findings by Bertsch et al, 2005 in Dominican Republic, where the Falconbridge Dominicana, a subsidiary of the Canadian mining company, was involved since 1990 in sponsoring schools under the Falconbridge Foundation School Sponsorship Program. Although the corporation showed concern for long-term improvement of educational environment and educational quality, focus was on community participation. The specificity of the partnership lay in the role of the community. Needs assessment were carried out by the communities themselves and Falconbridge sponsored the schools.

   c) The Company faces the challenge of identifying the needy secondary school students.
d) The company’s reserve is not adequate to cater for general operation hence allocation towards Social Corporate Responsibility is minimal and only focus on the infrastructure such as feeder roads used to transport cane from farmers.

e) Most secondary schools just invite the Company for fundraising/harambees and by doing this, they receive very minimal support from the Company.

Finally, a comparison of data collected from public secondary schools in the sugar belt and the company was made and the researcher established that they corroborate each other. Thus, 29.0% of the respondent public secondary schools agreed to have received support from the company. These corroborates response from the company which showed that the company through its CSR activities in education support public secondary schools to set up classrooms, latrines, kitchen and also to repair and maintain existing facilities among other assistance.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The main aim of the study was to investigate the role of Nzoia Sugar Company, through its corporate social responsibility, on development of secondary schools in Bungoma County. The research looked at the following:

a) Analyze the Corporate Social Responsibility policy of Nzoia Sugar Company.
b) Evaluate specific assistance to secondary schools by the company.
c) Compare the financial assistance to secondary schools against other social responsibilities of health, water and environment.
d) Establish problems encountered by the company when discharging its corporate social responsibility towards secondary schools and possible solutions.
e) Identify ways that secondary school education stakeholders can utilize to strengthen the company’s involvement in secondary education in Bungoma County.

5.1 Summary

In the first chapter, the research looked at the background to the study, statement of the problem and significance of the study. The chapter further outlined the research questions and objectives of the study as well as the theoretical and conceptual frameworks.

In the second chapter, literature was reviewed under the following three main topics:

a) Public-private partnership in education around the world.
b) Public-private partnership in education in Africa.
c) Public-private partnership in education in Kenya.
In the third chapter which was research methodology, the research design which was a simple survey design was outlined. The location of the study and the target population was indicated. The instruments used for collecting the data were 2 sets of questionnaires. The data were analyzed both quantitatively and qualitatively by grouping the data into particular research questions, through the use of descriptive method, percentages and frequencies.

In the fourth chapter, data was presented, analyzed, interpreted and discussed. In this chapter, results indicated that Nzoia Sugar Company has a corporate social responsibility policy towards education. However, the research revealed that only 29.0% of secondary schools covered in the study had received support from the company to set up or repair and maintain physical facilities.

Discussions followed the research questions set in chapter one and the following findings made by the researcher:

a) Nzoia Sugar Company has a CSR policy whose activities cover health, education, infrastructure, water among other activities.

b) Only 29.0% of respondent public secondary schools in the Nzoia sugar belt had received support from the company to set up physical facilities or repair and maintain existing infrastructure.

c) For the period under this study, no scholarship had been offered by the company to bright but financially disadvantaged students in its sugar belt.

d) The findings also revealed that the company’s assistance to public secondary schools does not lay emphasis on teaching/learning facilities like textbooks, library materials,
computers, and laboratory equipment/materials that constitute the main requirements in secondary education.

e) Education stakeholders (school administrators, education officials, parents, teachers and students) in the sugar belt do not work closely with the company so as to understand educational activities it can assist.

5.2 Conclusion

It was important to note that the purpose of the study was to investigate the role of Nzoia Sugar Company, through its corporate social responsibility, on development of secondary schools in Bungoma County.

The research results indicated that the company has a corporate social responsibility policy towards education. However, very few secondary schools in its sugar belt have received support to set up physical facilities or repair and maintain existing infrastructure in the last 5 years. The company also has not, for the last 5 years, offered any scholarship/sponsorship to needy but bright students in its sugar belt.

A further analysis of the assistance given by the company to secondary schools revealed that the company does not lay emphasis on the teaching/learning facilities like computers and laboratory equipment/apparatus which constitute key requirements/inputs in secondary education.

Furthermore, the company over a period of 5 years (2007 to 2011) allocated a total of kshs. 23,381,925 towards its CSR activities out of which education sector received only 11.9% of the total as compared to 20.1% to water and 66% towards infrastructure.
The extent of involvement by Nzoia Sugar Company in the development of secondary school education in Bungoma County is still low and needs to be highly encouraged. Nzoia Sugar Company should like other organizations such as Kenya Airways, Equity Bank, Co-operative Bank etc enhance access and quality of education in the region it operates because it’s in the same region that it draws most of its labour. Nzoia Sugar Company management should therefore widen the scope of its CSR activities especially towards education as it is the way in which the company reciprocates and appreciate the community and environment in which it operates.

Additionally, research results indicated that the teaching staffs in majority of schools in the Nzoia sugar belt were inadequate which pose a twin challenge of increasing access to, and quality of education offered in such schools. The results also revealed that limitations of teaching/learning facilities hinder majority of schools from admitting more students from the ever expanding pool of primary school leavers who qualify and apply to join the public secondary schools in the sugar belt.

This scenario calls for solid partnerships between the government and NGOs, the private sector, local communities, religious organizations and families so as to expand, renovate or establish new educational institutions to meet the increasing demand for educational opportunities in the Nzoia sugar belt in particular and the country in general.
5.3 Recommendations

From the research findings, the following recommendations were made:

5.3.1 To the government

i. The Kenya government should develop a public-private partnership policy framework especially in education to guide corporate/business organizations’ involvement in public secondary school education in the country. Such regulatory framework should provide incentives for business, such as tax breaks for business involvement in partnerships as well as facilitating legislation for business involvement in the domain of public education.

ii. The government should play a meaningful role in organizing partnerships by holding conferences for education stakeholders, including corporations and NGOs. Such conferences and/or workshops can introduce and network partners interested in establishing new educational partnerships. Such forums will also raise awareness both on the importance of education and on the importance of collaboration in order to achieve EFA.

iii. The government should also form a portal providing information on partnerships as well as partners themselves. The portal could hence serve as an interactive contact forum for possible future partners by providing a database with background information and contact information of corporations.
5.3.2 To education stakeholders in the Nzoia sugar belt

i. The management and administration of secondary schools in the Nzoia Sugar belt should develop specific project proposals and present to the Company. The Company should in turn prioritize the projects according to available resources to assist the schools appropriately.

ii. Education stakeholders (school administrators/managers, parents, teachers and students) should work closely with the Company to understand the operations of the Company and the educational areas it can assist. This will help reduce general or blanket condemnation of the Company when it fails to honor requests from schools in any particular year. This can be through forums such as seminars, annual ASK shows, farmers education days or any other forum that can bring together the company management, farmers and education administrators.

iii. The company should set up a scholarship/sponsorship scheme for bright but financially disadvantaged children and all education stakeholders in Bungoma County to work closely with the company to ensure that only genuine and deserving students benefit from the scheme.

iv. The company should enhance the marketing of its sugar so as to generate more revenues and in turn increase its allocation towards corporate social responsibilities especially secondary education.
5.3.3 Recommendation for further research

Researchers wishing to further their research should venture into the following areas:

a) Public-private partnership in education: The role of Nzoia Sugar Company on the development of primary education in Bungoma County.

b) Problems of public-private partnership in education in Kenya.
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Greetings

This questionnaire is for collecting data for a research concerning the assistance that Nzoia Sugar Company has given, through its social responsibility, to secondary schools in Bungoma County. It’s hoped that the information you give will be very useful in this research.

The researcher would like to assure you that the information you give will strictly be confidential and only meant for research purpose. Please respond to all statements/questions in each section.

SECTION A

BRIEF OVERVIEW OF THE SCHOOL.

1. When was your school established_______________________?

2. How many streams does your school have? Tick (√) appropriately.

<table>
<thead>
<tr>
<th>Single stream</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double streams</td>
<td></td>
</tr>
<tr>
<td>Triple streams</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

3. How many teachers does your school have? Tick (√) appropriately.
4. Tick ( √ ) against each of the following items if present or put (x) if not:

<table>
<thead>
<tr>
<th>Item</th>
<th>5-10</th>
<th>11-20</th>
<th>21-30</th>
<th>Over 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D/Principal’s Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffroom with adequate furniture &amp; fittings for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library with adequate reading &amp; reference materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipped Science Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enough Course Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Bus/Van</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate Stationeries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipped Computer Labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enough toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. How many students are enrolled in the school:

<table>
<thead>
<tr>
<th>Form</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>______</td>
</tr>
<tr>
<td>Form 2</td>
<td>______</td>
</tr>
<tr>
<td>Form 3</td>
<td>______</td>
</tr>
<tr>
<td>Form 4</td>
<td>______</td>
</tr>
</tbody>
</table>

6. In your opinion, does the facilities available in the school adequately cater for the students enrolled? Tick (√) appropriately.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If NO, what measures does the school administration take do deal with the inadequacy of the facilities?

a)  

b)  

c)  

d)  

e)  

f)  


SECTION B

ASSISTANCE RECEIVED FROM NZOIA SUGAR COMPANY

7.  a) Has your school received any assistance from the company to set up any physical facility in the last 5 years? Tick (✓) appropriately.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

b) If YES, identify some of the facilities that the company assisted/financed to put up in the school:

a) ----------------------------------------------------------------------------------------------------------------------------------
b) ----------------------------------------------------------------------------------------------------------------------------------
c) ----------------------------------------------------------------------------------------------------------------------------------
d) ----------------------------------------------------------------------------------------------------------------------------------
e) ----------------------------------------------------------------------------------------------------------------------------------
f) ----------------------------------------------------------------------------------------------------------------------------------
g) ----------------------------------------------------------------------------------------------------------------------------------

8. Has the company provided any sponsorship/scholarship to students in the school in the last 5 years?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO. OF STUDENTS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Tick (√) against the following items if the company has ever donated to the school in the last 5 years.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory chemicals/equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School bus/van</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games equipment/materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other stationeries (chalk, ink, photocopy paper etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Has the company assisted the school in the repairs and maintenance of physical facilities in the last 5 years? Tick (√) appropriately.

<table>
<thead>
<tr>
<th>YES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

If YES, name some of the facilities repaired/maintained with the company’s help:

a) ________________________________

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Thank you very much
Greetings

This questionnaire is for collecting data for a research concerning the assistance that Nzoia Sugar Company has given, through its social responsibility, to secondary schools in Bungoma County. It’s hoped that the information you give will be very useful in this research.

The researcher would like to assure you that the information you give will strictly be confidential and only meant for research purpose. Please respond to all statements/questions.

1. Please give a brief history on when and how Nzoia Sugar Company was established.

2. Does the company have a corporate social responsibility policy towards secondary education?

   YES
   NO

If YES, name some of the projects/facilities the company funded in the secondary schools and any other donations made in the last 5 years.

Projects/facilities:

a) 

b) 

c) 

d) _________________________________
e) _________________________________
f) _________________________________
g) _________________________________
h) _________________________________
i) _________________________________
j) _________________________________
k) _________________________________

Donations (games, teaching/learning materials):

a) _________________________________
b) _________________________________
c) _________________________________
d) _________________________________
e) _________________________________
f) _________________________________
g) _________________________________
h) _________________________________
i) _________________________________

3. If the company has any scholarship/sponsorship programmes for secondary school students please indicate the amount and number of students awarded:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO. OF STUDENTS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. What were the allocations by the company to various corporate social responsibilities in the last 5 years:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HEALTH</th>
<th>WATER</th>
<th>EDUCATION</th>
<th>ENVIROMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. List any problems that the company encounters when discharging its social responsibility towards secondary education in the County.
   a) -------------------------------------------------------------------------------------------------------------------------------------
   b) -------------------------------------------------------------------------------------------------------------------------------------
   c) -------------------------------------------------------------------------------------------------------------------------------------
   d) -------------------------------------------------------------------------------------------------------------------------------------
   e) -------------------------------------------------------------------------------------------------------------------------------------
   f) -------------------------------------------------------------------------------------------------------------------------------------
   g) -------------------------------------------------------------------------------------------------------------------------------------

6. What measures can secondary school education stakeholders put in place to strengthen the company’s involvement in the development of secondary schools in Bungoma County?
   a) -----------------------------------------------------------------------------------
      -----------------------------------------------------------------------------------
   b) -----------------------------------------------------------------------------------
      -----------------------------------------------------------------------------------

---

96
Thank you very much.
### APPENDIX (III) RESEARCH BUDGET

<table>
<thead>
<tr>
<th>BUDGET ITEMS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Instruments</td>
<td></td>
</tr>
<tr>
<td>Typing 5 Pages of Instrument @80 per Page (80x5)</td>
<td>Kshs 400</td>
</tr>
<tr>
<td>Photocopying 50 pages of instrument per page (50x5)</td>
<td>Kshs 250</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td><strong>Kshs 650</strong></td>
</tr>
<tr>
<td>2. Research Proposal</td>
<td></td>
</tr>
<tr>
<td>Typing approximately 65pgs 80 @ per page 65x80</td>
<td>Kshs 5,200</td>
</tr>
<tr>
<td>Photocopying 65 pages @5 by 6 copies (65x80)</td>
<td>Kshs 1,950</td>
</tr>
<tr>
<td>Binding 10 pieces @500</td>
<td>Kshs 5,000</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td><strong>Kshs 7,750</strong></td>
</tr>
<tr>
<td>3. Thesis/ Project</td>
<td></td>
</tr>
<tr>
<td>Typing approximately 150 @ 80 per page (150x80)</td>
<td>Kshs 12,000</td>
</tr>
<tr>
<td>Photocopying 150pgs @ 5 by 10 copies (150x10)</td>
<td>Kshs 7,500</td>
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<tr>
<td>Binding 10 copies @500 sub total</td>
<td>Kshs 5,000</td>
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<td><strong>Sub total</strong></td>
<td><strong>Kshs 24,500</strong></td>
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<tr>
<td>4. Miscellaneous Costs:</td>
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<tr>
<td>Cost of stationery, pens and other contingencies (approximately)</td>
<td>Kshs 5,500</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>Kshs. 45,900</strong></td>
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</tbody>
</table>
## APPENDIX (IV) RESEARCH TIME TABLE ACTIVITIES AND TENTATIVE DATES

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Proposal writing</td>
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<td>Data Collection</td>
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<td>Data Analysis</td>
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<td>06/2011-08/2011</td>
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<td>Submission of Report</td>
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