

*Full Length Research Paper*

# Poverty alleviation: The educational planning perspective

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**A well planned education system is expected to respond to the socio-economic needs as well as the political objectives of any country. Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth. This economic growth is expected to translate into higher income lowering poverty levels. This is because the more educated an individual is; the more productive he is expected to be both in the labour market and the household. Therefore, more education provision can raise income levels in general and remove groups from absolute poverty. This paper examines the extent to which education in Kenya has been planned to foster economic growth and alleviate poverty. It also looks at the factors hindering the realization of this objective and finally offers recommendations on how education can be systematically planned to elevate society and social systems towards a better and more humane life.**

**Key words:** Socio-economic, poverty, growth, development, efficiency, labour force.

## INTRODUCTION

Poverty reduction in Kenya has been a major challenge since independence. Elimination of ignorance, diseases and poverty alleviation was identified as a major policy objective spelt out in session paper No. 10 of 1965. This has later been echoed in one of the millennium development goals which is to “reduce by half the proportion of people living in extreme poverty by 2015 and reduce by half the proportion of people who suffer from hunger”. This goal is coupled with the vision 2030 initiative which aims at making Kenya a newly industrializing middle income country providing high quality life for all its citizens by the year 2030. Poverty in Kenya manifests itself in the form of illiteracy, lack of shelter, insecurity, failure to access basic social services like education, health, shelter, water and sanitation, hunger and malnutrition. The poor are defined as those members of the society who are unable to afford minimum basic needs comprising food and non-food items. It encompasses inadequacy of income and deprivation of basic needs and rights. Among the poor are the aged, pastoralists, people with disabilities and female headed household without

formal education, casual laborers, Aids orphans, street children, slum dwellers and the unemployed youth. According to Witters et al. (2000), poverty at the household level often leads to poor diet, poor housing and unsanitary conditions which in turn encourage the spread of diseases improvement in education thus alleviates poverty by increasing productivity, income, improving health, nutrition and family size (Psacharopoulos and Woodhall, 1985).

The government takes cognizance of putting poverty reduction at the centre of economic growth and development. The responsive strategies towards meeting this strategy are enshrined in subsequent policy documents and papers including the 9th national development plan (2002 - 2008), the national poverty eradication plan (1999 - 2015) the poverty reduction strategic plan and action plan (2002 - 2005) among others. The importance of education as a basic need and one that is instrumental in poverty alleviation is underscored by various international declarations like the Dakar framework for action. Opening the conference for African Renaissance in the twenty – first century, President Thabo Mbeki said,

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“If the next century is going to be characterized as a truly African century, for social and economic progress of Afri-

can people, the century of durable peace and sustained development in Africa, then the success of this project is dependent on the success of our education systems. For nowhere in the world has sustained development been achieved without universal and sound primary education, without an effective higher education and research sector, without equality of educational opportunity.”

This speech sums up the role of education in economic growth and poverty alleviation because it is an empowering tool that is not restricted to the developed countries and power wielding classes. The role education plays in growth and development is a constantly evolving one. This calls for the constant evaluation of educational programmes and the preparation of those educational programmes that will cope with the ever changing socio-economic circumstances. In Kenya, the education and training sector is expected to play a key role in enhancing labour productivity and improving skills in production (MOEST, 2004).

### **Education as a strategy for poverty alleviation in Kenya**

In Kenya, income inequality between the rich and the poor worsened as the economic growth that was achieved failed to reduce or eliminate widespread poverty among the poor. Although the economy of the country improved, all this wealth ended up in the hands of a few individuals while the rest of the population continues to languish in abject poverty. It was reported that Kenya recorded an economic growth of 5.8% in 2006 while the poverty level rose to 57% according to the human development index. The growth is for the upper and middle classes who form only 10% of the Kenyan population (The Standard, 2007).

Education is a basic need as well as a fundamental human right. It is the bedrock of all the other physiological needs. Education is valued as a source of economic progression and social mobility. Education contributes to poverty reduction by increasing the value of efficiency of the labour force and thus enhances economic growth. This economic growth is expected to translate into higher income lowering poverty levels. This is because the more educated an individual is the more productive he is expected to be both in the labour market and the household. Therefore, more education provision can raise income levels in general and remove groups from absolute poverty. Education remains one of the most powerful instruments for reducing poverty and inequality and laying the basis for sustained economic growth since income inequality is significantly and negatively related to education dispersion and the average educational attainment of the population. Inequality depresses economic growth and affects investment in education by individuals as well as nations.

In recognition of the fact that developing human resource at all levels is imperative for poverty reduction, the Kenya government has channeled funds into primary and secondary education. The social rates of return at these levels of education are higher. In addition, it is evident that when the state subsidizes education the higher rate of private returns encourages individuals to also invest in education and this is a boost to the state. The manpower and rate of returns argument are seen by many to justify the increasing role of the state in financing education. At the primary school level, initially, financing was done through the district education boards while the government took care of paying salaries, supplying school equipment and textbooks. Universal primary education was decreed in 1974 and by 1978 parents were not paying any tuition fees. However, as tuition fees was phased out development fees increased leading to high drop out rates. It was at the height of these massive drop-outs that the government embarked on free primary education in 2003. Enrolment in both public and private primary schools increased from 5.9 million in 2002 to 7.2 million in formal public schools alone in 2004 (MOST, 2005). During the 2003 fiscal year, the government spent Ksh.3.6 billion to meet the basic needs of the FPE policy (The Standard, 2006).

At the height of the structural adjustment programmes, the presidential working party on education and training (1988) was mandated to study how the education sector could operate within the constraints of the prevailing economic conditions. The Report recommended cost-sharing in education as a way forward. Having accepted this rationale, the ministry of education resorted to bursary schemes to ensure availability of education to all especially the poor and vulnerable groups like the girl-child. The philosophy behind the scheme was that all children who qualified accessed secondary education. It was envisaged collaborative contributions from the ministry's bursary scheme, the community and other groups would have considerable input in assisting students from the poor and vulnerable groups. After the high enrolment of the two post independence decades, there was a reversal at the secondary level characterized by low enrollment, low completion rates and poor transition rates. These were attributable to the high cost of education, limited places in secondary schools and an overloaded curriculum. The introduction of free secondary education has gone a long way in increasing enrolment. At the beginning of this year, free secondary education was introduced. The funds disbursed are supposed to take care of all the tuition expenses while head teachers are allowed to levy parents for boarding and other expenses as long as they are sanctioned by their respective PTAs. Needy students in boarding schools may get assistance from their constituency kitties.

At the higher education level, Kenya has 7 public and 17 private universities with an enrolment of about 50,000 students. More than 60,000 are in middle-level colleges. Higher education has faced competition from other sec-

**Table 1.** Summary of the top 100 positions in the 2006 KCPE results.

Number of males	77 (64.17%)
Number of females	43 (35.83%)
Number from public schools	21 (17.50%)
Number from private Schools	99 (82.50%)

Source: Kenya national examinations council, 2006.

tors for limited government funds. With financial constraints and the implementation of structural adjustment programmes, the government introduced cost-sharing at the university level (Abagi, 1999). The government provides loans to higher education students which should be repaid upon completion of studies and acquisition of employment. According Psacharopoulos and Woodhall (1985), private rates of return are higher for university education than primary and secondary education. The demand for parallel university programmes has also substantially increased enrollment (MOEST, 2005). The demand has also seen the acquisition of polytechnics and other middle level colleges by public universities.

### **Hindrances to poverty alleviation through educational planning**

The problems in Kenya's education sector include a lot of political interference in the running of education affairs, the absence of well articulated policies, a reluctance to make findings of some commissions public and have them discussed, poor and hurried implementation of policies and lack of implementation of some of them.

Despite the introduction of free primary education, parents are still expected to meet the costs of their children's uniform, food and healthcare. Those who are too poor to provide these basic necessities have chosen to keep their children out of school. It is estimated that a total of one million children are out of school so they are not benefiting from the policy of FPE. Therefore, although there has been a high enrolment in some areas, others have suffered from low enrolments. The low enrolment in some places has created a problem of artificial teacher shortage and complicated staffing (Ngugi, 2006). It is also evident that the FPE policy which marked an enormous quantitative expansion of primary school in Kenya's history was hurriedly implemented and unplanned for in terms of human and physical resources. This is already putting pressure of demand for and access to secondary school (MOEST, 2005). The facilities in secondary schools are inadequate for the large numbers already making transit from primary school. Another problem is that since the implementation of FPE, poor parents are choosing to withdraw from ECD centres or keep them home till they reach the age of primary school entry (UNESCO, 2006).

Increasing access to primary education has been done at the expense of quality of education received. Perform-

mance among public school students has been poor compared to that of private schools. Therefore as much as F.P.E was introduced in 2003, parents in the middle and upper social class take their children to private schools where they believe quality education is offered while the poor masses are left to rely on substandard education offered in public schools. The private schools (academies) constitute only 10% of all the primary schools in the country, but about 60% of the students from these academies are admitted to national secondary schools. Approximately 70% of them access university education (Gituro, 2004). Children who enroll in private pre-schools and then high cost private primary schools (academies) have a higher probability of being admitted to national secondary schools and then to university education than children who enroll in public schools. With the high levels of poverty, academies are out of reach for most of the households and communities, particularly the vulnerable and the marginalized (IRIN, 2008). According to Wambugu, (2007) private schools have 46% of the children while public schools have 54%. In the 2006 KCPE results, out of the top 100 schools, only 14 schools were public and from the top 100 positions, only 21 were from public schools while 99 were from private schools as shown by Table 1

Table 2 shows the distribution of the top 100 positions in each province between public and private primary schools' candidates during the 2006 KCPE results. The results depicted in the Table 2 above reinforce the earlier observation that across the country, private primary schools scoop the lions share in top KCPE positions. Except for eastern and north eastern provinces, most top performers at KCPE were from private primary schools. This is a trend which is likely to exacerbate inequality in access to secondary education. If the education quality is skewed against children from low income sectors of the population, there will be inequality. Insufficient quality education yields lower returns during an individual's working life as poor educational quality severely affects the income generation potential of persons from the lower income brackets. Private education is only a feasible option for the fraction of the population that can afford it. This leads to enormous income gaps in the long run. Although education is meant to foster national unity and is regarded as a basic human right, income inequalities lead to stratification in the provision of education as society is divided into the "haves and have nots" This happens when the upper and middle strata of the population which constitute a very small percentage dictate the pattern of provision of educational opportunities (Tables 1 and 2). Many private schools especially at the primary school cycle some of which have as few as 15 pupils per class guarantee individual attention from the teacher (Muema, 2007). A part from small classes, facilities are in plenty e.g. well stocked libraries, class textbook and computers. Pupils in public primary schools face many challenges which interfere with their learning. They include overcrowded classrooms and leaking roofs

**Table 2.** Number of candidates in the top 100 in the 2006 KCPE results from public and private primary schools.

Province	Public schools	Private schools	Total
Coast	20 (17.70%)	93 (82.30)	113 (100.0%)
Central	17 (14.41%)	101 (85.59%)	118 (100.05%)
Eastern	71 (55.91%)	56 (44.09%)	127 (100.0%)
Nairobi	16 (14.16%)	97 (85.54%)	113 (100.0%)
R. Valley	29 (22.31%)	101 (77.69%)	130 (100.0%)
Western	57 (46.34%)	66 (53.66%)	124 (100.0%)
Nyanza	59 (51.75%)	55 (48.25%)	114 (100.0%)
N. Eastern	65 (63.11%)	38 (36.89%)	104 (100.0%)

Source: Kenya national examinations council, 2006.

among others. The problem of accessing secondary education is compounded by the dismal performance at K.C.P.E. The children from public schools most of whom are from low income families fail to score high marks that guarantee them places in national and provincial schools.

In Kenya, apart from overcrowding in the classrooms, many of the public schools have also lost good teachers to private schools. This obviously means that pupils from private school, who are from well-to-do families, will have an advantage over those from public schools. In some public schools teachers to pupil's ratio are 1:80 and this has compromised the quality of education (Ngugi, 2007). High level of access does not translate into high quality of education. Kenya takes bold measures to broaden access to schooling through abolishing tuition fees in primary schools, the poor quality of education is emerging as a foremost obstacle to progress. This shows that a sole focus on access to education will not deliver education for all (EFA). Although several international treaties and United Nations (UN) declarations and the 1948 universal declaration have been signed, most of them have remained silent on the quality of education in the face of widening income gaps.

There is also the problem of access to higher education. Upon excelling at the primary school level, pupils from endowed schools join the best secondary schools, where the favourable learning environment enables many to qualify for university (Oduk, 2007). It has been observed that, most students who gain admission to universities are those who access national and top performing provincial secondary schools. Most of them are from high income families and use private primary schools as their spring boards into these schools. The majority of the poor, most of who attend public primary schools, end up in district secondary schools and poor performing provincial schools. Their performance at KCSE locks them out of automatic university admission by the joint admissions board (JAB). Table 3 shows the public university admission trends from 2000 - 2009.

Although the joint admissions board has de-linked admissions into universities from bed capacity and has

consequently increased admissions for this year, the small percentages admitted to universities every year indicates there is still a huge wastage which likely to be affecting those who enroll in district schools and poor performing provincial schools.

Most of them still can't afford to enroll in the private universities or parallel university programmes which are too expensive. The poor are thus relegated to the bottom of the education pyramid because unlike their rich counterparts from national and top performing provincial schools, they can't join the parallel degree programmes or private universities (Muema, 2007). They are forced to settle for training at lower levels and this quite often but not always means a lower income. Income inequality is significantly and negatively related to education dispersion and the average educational attainment in the population. Inequality depresses economic growth and affects universal uniform investments in education by countries as well as individuals. Without economic growth then, there's no creation of employment opportunities that can raise the incomes of the poor and alleviate poverty. Lack of investment in education also means lack of increase in the stock of human capital within the middle and low income groups. Such unequal distribution of educational opportunities disadvantages low income groups. Anywhere in the world, higher wages are paid to workers who are more skilled or occupy management and administrative positions than those having little manual production jobs. The most substantial difference is from educational levels and how market remunerates different levels of education.

A universal student loan scheme across the board is unlikely to meet equity and efficiency criteria. Financing students in private universities, most of who can afford the cost of higher education denies the very poor a chance to enroll. Table 4 shows the loan disbursement to students in both public and private universities by HELB during the 2006/2007 academic year.

From the Table 4 only 105 students from private universities missed the loan as compared to 1,137 from public universities. It is known that most of those on parallel

**Table 3.** Admission trends to public universities from 2000/01 - 2008/09.

Academic year	Number qualified (C+ and above)	Number admitted by JAB	Percentage admitted
2000/2001	30,666	8,899	29.0
2001/2002	40,071	11,147	27.5
2002/2003	42,158	11,046	26.2
2003/2004	42,721	10,791	25.3
2004/2005	58,218	10,200	17.5
2005/2006	49,870	10,268	20.6
2006/2007	58,239	10,218	17.5
2007/2008	68,040	12,261	18.0
2008/2009	62,833	16,134	25.7

Source: Ministry of education, 2008.

programmes and private universities are from upper and middle income brackets. They are capable of meeting the cost of higher education. Students admitted to public universities have been receiving a maximum of Ksh. 55,000 and a bursary of Ksh 8,000 for those who qualify. Those admitted to parallel programmes in public universities and to private universities must dig deeper into their pockets to meet the cost of higher education. It is highly unlikely that the very poor students who obtain the minimum cut off points and are left out by JAB enroll in either of the courses (parallel or private). This therefore means that the parallel university programmes and private universities still favour the upper and middle income earners. Ironically, these are the people who still receive funding from HELB as shown by Table 4.

While loan disbursement to students is laudable, there is a very high rate of unemployment in the country and it is therefore unlikely that the loans given by HELB will be fully recovered. The unemployment rates are taken as an indication of the mismatch between what is produced by the education sector and what is needed by the labor market that is why Kenyans with certificates, diplomas and degrees find it increasingly difficult to find jobs in the modern economy. The very factor of unemployment means that the graduates remain unutilized and unproductive in the economic development of the country which aggravates the situation of poverty. Education planning is commonly justified by the high unemployment rates of educated workers. Investment in higher education is further compounded by frequent strikes which lead to closures. Such closures mean longer periods to complete programmes or reduction of course content. The rapid expansion of university education started from mid 1980s (Chacha, 2004). The continued demand for university and the subsequent expansion of universities to meet increased demand has swallowed up middle level colleges as most of them have been converted into universities or constituent colleges. This is denying poorer students who would have wished to take shorter, high skill, job specific training that allows them to enter the labour market quickly a chance to pursue relevant train-

ing. Since Kenya aims at being an industrializing middle income country providing high quality life for all its citizens by the year 2030, the skills offered by these middle level colleges are paramount in the realization of this vision. Another problem facing higher education is that the rapid quantitative growth has not been matched by expansion of facilities and teaching staff. According to UNESCO (1998) low funding, limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality and a low research capacity are problems hindering higher education from acting as a tool to alleviate poverty.

Gender parity is also a key indicator of progress made towards global achievement of education for all (UNESCO, 2000). There is gender disparity in access to education. In Northern Kenya, education is low due to the tradition of early marriage for girls and boys dropping out of school to take care of livestock. Income inequality leads to gender inequality in the acquisition of education. When poor families conclude that they can only afford to educate some of their children, they tend to favour sons over daughters. This is because of the belief that it is important to equip the boys for the job-market (UNESCO, 1998). Girls comprise a large proportion of the out of school population and face special difficulties in gaining access to education. According to UNICEF (1999), girls represent 2 of every 3 children in the developing world who do not receive primary education. Due to shortage of toilet facilities in some areas, girls and boys are forced to share same toilets or in worse situations, use the bushes. This has led to drop-out of girls who require privacy as they reach puberty. Table 5 shows primary school enrolment by gender and province from 2002 - 2006.

Apart from Nairobi where the enrolment of girls has almost been at par with that of boys during this period, in all the other provinces, the enrolment of boys has consistently been higher than that of girls. The situation is worse in north eastern where the enrolment is generally low while that of girls is just about half of the enrolment of boys. Poverty and frequent conflicts among pastoralist

**Table 4.** The table below shows the distribution of loan awards in Kenya during the 2006/2007 academic year.

University	Total applicants	No. awarded	Total amount	% awarded
Baraton	554	525	21,995,000	94.77
CUEA	675	634	26,085,000	93.93
Daystar	355	328	13,660,000	92.39
Egerton	5,184	5,046	221,490,000	97.34
JKUAT	2,400	2,270	98,120,000	94.58
Kenyatta	6,612	6,338	277,275,000	95.86
Maseno	2,115	2,052	89,280,000	97.02
Moi	5,814	5,632	24,170,000	96.87
Nairobi	8,175	7,855	336,900,000	96.09
Nazarene	49	45	1,840,000	91.84
Scott	1	1	45,000	100.0
USIU	229	215	8,850,000	93.89
MMUST	810	780	34,235,000	96.30
Total	32,923	31,721	1,373,945,000	
Missed -Public		1,137		
-Private		105		

Source: Daily nation, 2006.

communities in northern-eastern Kenya have prevented thousands of children from enrolling in school. This enrollment trend shows that education for all (EFA) is unlikely to be realized by 2015.

Insecurity caused by political conflicts and ethnic clashes is another factor affecting alleviation of poverty through education. The frequent ethnic clashes during each election year coupled with the 2007 post election violence in the country and insecurity still provide major challenges to the achievement of EFA goals. Many areas of the mainly arid northern Kenya experience resource-based conflicts, livestock theft and a lack of access to infrastructure such as roads, schools, communication and health facilities. It has been reported that conflicts between the Pokot and Samburu communities have adversely affected education in the area during the past two years. A total of 29 primary schools were forced to close at various times during that period and the disruption affected 6,759 primary school pupils who were forced to flee from raids with their parents. Fighting has worsened education standards in Samburu. It has also increased poverty and illiteracy levels in the district. Many households and children get displaced and the situation is exacerbated where children have lost their parents in such clashes. In many communities where cattle banditry and tribal clashes occur, children are in danger of being molested or raped on their way to and from school. In such instances, parents often choose to withdraw their children from school. For this reason, access to education has remained low in most parts of north eastern and some districts in the Rift valley and Coast provinces (Nzioka, 2005). At the beginning of the year, it was reported that in towns where most of the violence happened, at least 5 public schools - with a total enrolment of close

to 4,000 students - had not yet opened and private schools stayed closed altogether. This means that it is not just the displaced that are affected but many other children in the district cannot go to school.

Following the disputed results of the 2007 elections, the education sector was adversely affected by the destruction of learning institutions, displacement people including school going children and even teachers. Table 6 shows the number of displaced primary school pupils and secondary school students in a number of regions. Majority of the children in displacement camps were school going children who either failed to report back to school during term one or reported late. It is unlikely that KCPE and KCSE whose learning was affected by post election violence will compete favourably with those who had steady schooling. This is likely to in turn affect their future participation in education and consequently, their income.

## Conclusion

Although the government has channeled funds into basic education, performance at KCPE shows that most of the students making transition to top schools are from private primary schools and this creates inequality to access of opportunities to national and top performing provincial schools. This is because they realize better performance as compared to those from public primary schools. The quality of education in public primary schools is affected by lack of sufficient human and physical resources.

In many provinces there is the problem of gender disparity in access to school free education notwithstanding. More boys than girls are enrolled in school and this means the objective of eliminating gender and regional

**Table 5.** Primary enrolment (public and private) by gender and province: 2002-2006.

Province	2002		2003		2004		2005		2006	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	211,120	176,755	264,471	222,158	300,060	255,954	312,432	273,111	316,710	283,331
Central	407,876	408,338	457,288	447,482	461,384	449,422	461,122	442,516	447,090	435,339
Eastern	578,402	580,128	663,716	646,091	698,089	673,593	704,135	675,774	698,718	679,492
Nairobi	89,372	87,835	109,141	108,026	115,096	114,155	118,985	118,872	117,085	117,734
R. Valley	767,229	733,360	917,243	862,546	951,241	882,750	1,007,356	943,878	1,025,745	972,532
Western	431,932	451,569	532,246	522,447	559,910	541,251	574,739	569,233	560,419	562,138
Nyanza	554,331	535,473	685,647	654,248	685,330	636,570	682,982	641,257	677,004	657,592
N. Eastern	33,596	15,306	44,643	22,130	47,727	22,231	47,102	23,788	53,806	27,376
<b>Total</b>	<b>3,073,928</b>	<b>2,988,814</b>	<b>3,674,395</b>	<b>3,485,128</b>	<b>3,818,837</b>	<b>3,575,926</b>	<b>3,908,855</b>	<b>3,688,430</b>	<b>3,896,578</b>	<b>3,735,535</b>

Source: Ministry of education, 2008.

**Table 6.** Displaced learners during the post-election violence.

District	Displaced pupils – Primary			Displaced students-secondary		
	Boys	Girls	Total	Boys	Girls	Total
Transnzoia west	2935	2597	5532	300	153	453
Transnzoia east	603	648	1251	68	63	131
Marakwet	348	374	722	23	20	43
Uasin Gishu	2074	1778	3852	917	159	1076
Kipkellion	4408	4163	8571	-	-	1549
Molo	19,200	17,263	36,463	2612	2088	4700
Nakuru	630	650	1280	546	450	986
Koibatek	2621	2556	5177	216	46	262
<b>Total</b>	<b>32,819</b>	<b>30029</b>	<b>62848</b>	<b>4682</b>	<b>2979</b>	<b>9200</b>

Source: Ministry of education: Report on post election violence: February 2008.

disparities in primary and secondary education by 2005 has not been realized and it is not about to be realized. This problem is compounded by insecurity which has eroded the gains of EFA that were about to be realized in some regions.

University education favours those from the upper and middle income brackets who enroll in private primary education. They easily access university education either through direct admission, on parallel degree programmes or private universities.

## Recommendations

Educational investment by the poor could help reduce income inequality. However, since the poor can't invest what they don't have, then respective governments should help them accomplish this (Educational Investment) by providing adequate physical and human resources in schools serving the disadvantaged groups particularly in rural areas in order to enhance the quality of their education, a factor that contributes to income inequalities.

Special education centres of excellence should be set

up in each district targeting bright students from low economic background and measure put in place to ensure that they are not infiltrated by the rich. Priority should be given to the north eastern region where enrolment is grossly low. Every primary school in north eastern should also be equipped with separate sanitary facilities for boys and girls and have a source of clean and safe drinking water. There should be provision of water and sanitation for girls in schools in north eastern in order to boost enrollment. The high number of school age children not attending classes and [school] dropouts must be addressed to stop this trend and keep them away from the conflicts.

The existence of unequal educational opportunities among different social groups, between urban and rural residents and among regions should be addressed. There is also need for organized, rational transfer, equitable redistribution of scientific and technological stockpile which has accumulated at one point of the community of mankind.

Higher education should be constantly reformed to respond the ever changing needs of the labour market and the needs of the society through employment linked train

ing. The upgrading of middle level colleges should be done cautiously to allow these colleges to continue offering skills more practical and required by the labour market or those that can enhance self employment. The professional potential of the poor should be improved by increasing their skills and the knowledge required to earn a living. In addition all students admitted to public universities should be granted full loans by JAB and the very poor who fail to enroll because of the cost of higher education should be vetted and fully sponsored by the government.

Educational managers and all stakeholders should be involved in the planning process in order to have plans that work. Educational reform programmes should be informed by systematic policy research and analysis and not political decrees as in the past. The tools for management and evaluation of public education institutions should be reformed in line with the socio-cultural, technological and socio-economic changes that are taking place in the country. Educational institution managers should be equipped with the relevant managerial skills and expertise to effectively manage their institutions.

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