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CONTRIBUTION MADE BY CORPORATE ENTITIES IN FORMAL EDUCATION IN KENYA

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Abstract

Purpose: The study aimed at investigating the role of corporate entities in formal education in Kenya, general characteristics of corporate entities contributing in formal education and the acts of the private sector (nongovernment corporate entities) in education.

Results: Creating state companies without proper planning leads to multiplicity of companies and fragmentation of objectives, that eventually becomes a source of confusion in terms of execution of duties. The end results are wrangles that automatically ensue in regard to demarcation and delimitation of powers, at the expense of fulfilling any development agendas. This has been one of the most pathetic situations that has perennially hindered the entire development of the country, and the education sectors consequently suffers the most. Formal education thrives only when other sectors such as housing, health and sanitation, job provision are steadily growing.

Unique contribution to theory, practice and policy: Security of corporate entities has to be put in place for effective service delivery in all counties of the nation. Some parts of the country have been threatened by frequent armed attacks that have claimed lives of several teachers.

Government owned Corporations and the corporations of the private sector involved in contributing in the education sector especially in a more direct manner have to enhance intercommunication networking for the purpose of enabling them to work together.

Keywords: *Corporate entities, formal education, Kenya*

1.0 INTRODUCTION

In the year 2000, United Nations adopted the Millennium Development Goals (MDGs) as a way of fighting poverty. As a result, the provision of formal education was considered as the second important MDG of any country. Since independence, in Kenya, poverty, illiteracy and diseases have been identified by the various governments as the main hindrance to socio-economic development. For instance Kenya Sessional Paper No. 10 of 1965 identified poverty, illiteracy and diseases as the major obstacles to Kenya's development agenda (Sessional Paper No. 10, 1965). Furthermore, in 2008, the Kenyan government launched Vision 2030 which highlighted the importance of providing free education to all public primary schools in Kenya. This led to massive enrollment of primary school children who ended up completing primary education, but due to poverty, their transition to secondary education becomes a big challenge. This prompted higher need for the involvement of corporate entities to support secondary education in Kenya.

From independence, corporate entities operating in Kenya have been very important and influential in the provision of formal education. The country is endowed by a number of Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), financial institution, Communication service providers and trans-national entities and various Government owned parastatals which all collaborate in different capacities in providing formal education. Services they provide range from establishing learning institutions, tuition fees, school uniforms, transportation and maintenance to students who are beneficiaries, as well as providing basic infrastructures (building classrooms, libraries, laboratories etc) to remote and ill equipped schools.

The available research in the education sector does not, however, offer any systematic study on the contribution of corporate entities in the Kenyan education sector (Bandi, 2011), as well as the challenges they might be facing in the exercise. The present paper attempts to bridge that gap as it investigates into the contributions made by both Government Parastatals-here referred to as the Public sector and the Nongovernmental corporate entities- here referred to as the Private sector.

2.0 RATIONALE OF THIS RESEARCH PAPER

Governments and their Citizens worldwide nurture profound interest in formal education in this century owing to the fact that development, progress and improvement of life standard depends greatly in it. In some countries formal education remains elusive to many citizens while only the elite class affords and enjoys the benefits that come with it. It is within common awareness that the Continent of Africa is still lagging behind in affording formal education for all her citizens. Similar situations are being felt in almost all those continents outside continental Europe and Northern America.

The present paper is a humble instrument that intends to add a voice into this reality already loudly talked about from different perspectives. Given the fact that the situation persists, natural reason compels all men and women mindful of formal education for all to contribute ideas by way of research on new approaches to realize this project, or recommend how to strengthen the existing initiatives, providing them a new momentum for efficiency and effectiveness. The latter is the essence of this write up; identifying within Kenya the already available measures,

appreciate them and suggest to the government and the people of Kenya the need to enhance their performance in launching robust plans to ensure that all the people of Kenya are given possibility of formal education. Among the various measures being employed to contribute in formal education in Kenya, this paper is inclined to single out the contribution of corporate entities. Well organized corporate institutions usually have mechanisms and resources and if given proper attention, acknowledgment and space by the government and the people of Kenya, could be powerful actors in terms of contributing in the education sector of the country, much more than they have been already doing.

Kenya having enjoyed a prestigious position in Eastern Africa both in the past and today as the host for most of the major regional and international headquarters of corporate bodies and institutions dealing with myriad of matters, it stands fortunate to tap enormous benefits from them for the improvement of the state of formal education. These entities bear immense power of bringing in transformation but which appears to have been extremely underexploited. Researchers have not been very keen about this fact; only a few of them in recent times, have timidly appreciated the contributions of a few corporate entities, running always short of foresight to recommend avenues for enhanced collaboration involving all corporate entities in the country towards a consistent and sustainable exercise of educating every Kenyan, especially the young generation.

3.0 AN OVERVIEW OF THE ROLE OF CORPORATE ENTITIES IN FORMAL EDUCATION IN KENYA

Any good government, including the Government of Kenya, necessarily has to enlist in its development agenda the promotion, constant growth and modernization of formal education. Formal education has been recognized as central for the existence of a nation and as such the education sector demands by its very nature constant care, renewal of vision and standards to ensure that it is guaranteed for all citizens irrespective of their status or condition of life.

As far as the situation of formal education in Kenya is concerned, the country has registered, though at a slow pace, considerable developments from the time of her independence from Britain in 1963. The determination for an ambitious development in formal education for all in recent times kicked off in 2003, with the enrollment trends in primary schools being increased drastically from 73 percent to 149 percent (Oketch and Rolleston, 2007; Abuya, Admassu, Ngware, Onsomu, and Oketch, 2015). Classroom sizes swelled with pupil-teacher ratios reaching as high as 120:1 in some regions of Kenya. These ratios, alarming as they are, were one of the multiple problems with providing the physical infrastructure including schools, books, desks, pens, pencils and internet access. This created an urgent need for building more schools, hiring more teachers and improving the schools' infrastructure to accommodate the high number of students. The government with the help of private sector responded positively to this need. Corporate entities including local and international Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs) joined the government to support the big number of students joining secondary schools. Corporate entities have become key actors in responding to poverty and they also play a key role in providing education in Kenya.

4.0 GENERAL CHARACTERISTICS OF CORPORATE ENTITIES CONTRIBUTING IN FORMAL EDUCATION

Corporate entities contributing in formal education in the Country are really numerous. Some of them are governmental entities and others are nongovernmental. Among them are those that distinguish themselves for long standing service since the time of the arrival of the missionary organizations (Baur, 1994); these are mostly church institutions which are faith based, and charity organizations, some of which are entirely philanthropic.

Other forms of distinction identifiable are as follows: There are those entities which enjoy perpetual character according to their foundational statutes; by perpetuity is meant that such entities tend to exist without any specified time limit while offering their services in formal education, unless terminated by very grave reasons, such as complete depletion of funds or bankruptcy; there are those, however, which offer their services for a limited period of time, only as much as the funds amassed for the purpose was determined, thus not enjoying perpetual character according to their foundational statutes.

Government corporate entities on the other hand are as many as they have been created for effective governance. A number of them are established to deal directly with matters concerning provision and promotion of formal education in the country. Most important here is the ministry of education which is the highest institution, and in the case of this paper, considered as the highest corporate entity entrusted with all fundamental matters on formal education of the country. Along with it are other state organs, parastatals and institutions working directly under the ministry of education. It is to be noted for the sake of this study that, apart from this institutions entrusted by the government to work decisively on the sector of education, all the other government organs and institutions irrespective of their specific responsibilities, nevertheless, still have a duty in one way or another, to collaborate as much as it is possible to contribute in formal education. This could be by way of sharing part of their resources in terms of intellectual contribution by way of offering useful opinions on best practices, providing conducive environment for education, human and financial resources, and employment opportunities for those who complete and qualify in various fields after schools and universities.

5.0 ACTS OF THE PRIVATE SECTOR (NONGOVERNMENT CORPORATE ENTITIES) IN EDUCATION

Given the big number of corporate bodies of nongovernment character present in the country, it is only appropriate to select a few of them for the purpose of illustration in this study. The selection has been done devoid of biasness in terms of their contribution; in fact each and every corporate entity contributes in the development of a country or specifically in the sphere of formal education according to their abilities and structures. In that regard the services of any institution has to be treated with equal acknowledgement, respect and appreciation.

There is no doubt that some entities are endowed with strong bases in terms of resources and stability and are likely to make more impact in formal education than the others. Nevertheless, that character does not diminish or underrate the existence and services of the other organization with less resources, structures and stability. It is in this spirit that the few selected corporate

entities here below are used to give a glimpse to help reflect on the noble services all nongovernment corporate entities (the private sector) offer in the field of formal education.

5.1 Church Based Educational Institutions

The Catholic Church has since its inception in the country considered education as part and parcel of her mission of evangelization. In this way the church remains everywhere and forever faithful to the doctrine that holds the knowledge that faith and reason, thus, Theology and Philosophy need to be integrated not only for articulating the understanding of the Catholic creed but for rational and holistic growth of individuals in concrete experience. Heeding to this thought appreciated and held dear since time immemorial in the Catholic world, both the Church hierarchy in Kenya and their collaborators have invested resources and energy immensely to contribute in establishing learning institutions to promote formal education at all levels.

By the year 2015 the Catholic Church alone was registering more than seven thousand schools, amounting to slightly above thirty one percent of the total number of existing schools in Kenya (Standard Correspondent, 2015). These figures keep growing steadily, a trend that has been witnessed as always progressive. Catholic education focuses on all levels of schools for formal education, from Early childhood development institutions, to primary, secondary, vocational institutions, Ecclesiastical institutes of higher learning and Catholic Universities, needles listing them here due to the huge number and diversity.

Although the Catholic Church appears to have made more impact than other Churches in the educational sector since the early days to date, the contributions of the other faith institutions, from the Evangelical churches to other faiths such as Islam, Hindu and many others, have to be acknowledged and appreciated. The Anglican Church, the Presbyterian Church, the Seventh Day Adventist Church and several others of Christian origin have immensely added value in formal education at all levels in the country. There are numerous primary and secondary schools established by these institutions all over the country. At university level, some of the most evident examples are: The Methodist University, Kenya Highlands Evangelical University, Pan Africa Christian University, Nazarene University, St. Paul's University, and The East African University.

Faith based institutions have particularly been keen in cultivating and promoting formal education through the years by not only establishing schools but also engaging in various commitments for the promotion of holistic human development alongside their endeavor to spread and inculcate the values of their own creed.

5.2. International Charity Organizations

Plan International is widely known for its role as a non-governmental organization of an international character operating in many African Countries and beyond. Kenya too benefits a lot from the contributions of this organization in the area of education of needy children. This entity distinguishes itself of a long standing time of service close to more than 80 years since its foundation (Plan, 2013).

Save the Children is also charitable international non-governmental organization which aims at assisting children from poor families by providing them with education, healthcare and disaster relief (Save the Children, 2013).

Another international organization is Vision Africa which is a Christian charity which assists disadvantaged and most vulnerable children in Kenya. It has been in operational in Kenya since 2001. The organization empowers children for a better future by providing them with education.

5.3 Financial Institutions (Banks)

Wings to Fly is a scholarship program which is managed by Equity Group Foundation. It works in collaboration with the MastersmCard Foundation and the government of Kenya. With the introduction of free primary education in Kenya, there is always a big number of bright but economically disadvantaged children who complete primary education and they cannot afford secondary education.

Wings to Fly is one of the biggest scholarship program in Kenya which offers comprehensive education to secondary schools students. It also offers mentoring and leadership development training to form four leavers who perform well in Kenya Certificate of Secondary Education (KCSE) by imparting life skills and job placement for students during the holidays, equipping them with exposure to the work environment. This move is aimed at enabling students with financial difficulties to be able to pay tuition fees.

Participants of the University Sponsorship Program, is another initiative that provides scholarships for high-achieving secondary students to receive a university education and serve as academic mentors for students in the Wings to Fly program.

Co-operative Bank Foundation offers scholarships to Kenyan needy children. The main aim of the foundation is to change the lives of the bright but most vulnerable children in Kenya by providing them with quality education. The foundation's scholarship program takes care of school fees at secondary education level.

Kenya Commercial Bank (KCB) on the other hand provides scholarships to over 200 secondary school students who perform well in Kenya Primary Certificate of Education every year.

5.4 Mass Media Networks

The Nation Media Group (NMG) has a scholarship program which sponsors students from Kenya, Tanzania and Uganda. The scholarship helps bright primary school students from poor backgrounds to proceed with secondary education by providing them with full school fees. A large number of beneficiaries are orphans and vulnerable children who have excelled in their Kenya Certificate of Primary Education.

Nation Media Group also imparts skills to form four leavers and secures for them various jobs as a way of exposure to the work environment. The program also provides both scholarships for secondary education as well as a formal mentorship opportunity by experts and NMG staff. The staff of NMG are allowed to be part of the program by providing them with an opportunity to "adopt" student.

5.5 Petroleum Companies

The Kenol Kobil is a corporate entity which also offers scholarship to high school students who perform well in their Kenya Primary Certificate of Education. The scholarship fund aims at helping children from economically disadvantaged backgrounds acquire quality education. The sponsorship fund also assists the beneficiaries admitted to public universities with tuition fees. The fund also involves the beneficiaries in rigorous mentorship programs through which the students become part of a highly skilled workforce relevant to the current job market.

5.6 Private Business Entities

Palmhouse is private corporate entity which provides scholarship to bright, talented and poor children in secondary education. These children are mainly selected in poor rural primary schools which do not have the necessary infrastructure for quality education. Due to their poor background, and without the financial support of Palmhouse Foundation, these children would remain trapped in the vicious cycle of poverty. By supporting them through secondary education, Palmhouse Foundation changes their lives and that of their families.

6.0 LIMITATIONS OF THE PRIVATE SECTOR IN PROMOTING FORMAL EDUCATION

There is need to reiterate that by the concept “private sector” this study is making reference to all those corporate entities existing in the country and of whichever type but not owned by the state. Services offered by the private sector in the development of a country is paramount as already stated above. Nevertheless, their existence and operations are inevitably threatened by different challenges that may hamper their performance. There is need to evaluate the state of their existence and performance on regular basis in order to assess their relevance.

One of the most significant limitations faced by the private sector in contributing to national agenda of holistic and integral education of the people of Kenya resides in the often strained relationship the sector has always had with the national government. Provision of education being a key element in the development of any nation, shall always necessarily attract various aspects of interactions between these two major players, the private and public sector. There has been a perennial conflict concerning school curriculum together with its content, a matter that, though healthy in a democratic space, to a certain extent has not been favorable for the fulfillment of the education agenda. Constant disagreements between the two sectors, clouds and undermines the zeal and focus of both sectors, which constantly need each other in this noble exercise. Grace and O’keefe (2008) boldly indicated in their research paper while talking about state-Church relations on educational matters that, struggles and conflicts have often arisen between the two due to different points of view on same issues. They however also pointed out that the conflicts have hardly created a complete split between the two parties. Government officials tend to play double standards here; at one point they bash the Church, criticizing their attitudes towards education, while on the other hand they make preference of Church schools and other schools run by the private sector for the education of their children. The whole struggle revolves around secularist or nationalistic ideologies and suspicion against the private sector, thought to inject through formal education foreign or religious attitudes. The skepticism of some

politicians is placed around the feeling that the operations and knowledge imparted by the private sector might not fully be in conformity with the national development ideals (Grace and O'keefe, 2008). They too blame the private sector for infiltrating strange cultures through schools to the detriment of the customs and morals of the people of Kenya. This kind of thinking is absurd in this century where science and technology has made the world only a small place where knowledge and cultures are shared almost instantly. Other safeguards may be required but not nurturing unnecessary skepticisms against those entities totally committed to collaborate with the government in realizing formal education for everyone in the country.

Some of the consequences of the constraints in relations between the private sector and the government of Kenya are quite evident in the process of registering a school. It falls under the competence of the government to issue registration certificates to all types of schools existing in the country. This authority has somehow provided a leeway for suppressing or frustrating the initiatives of the private sector to establish more learning centers at different levels by rendering the registration process so tedious. Elaborate bureaucracy and heavy levies are usually quite discouraging to the private sector (Nafula, Onsomu, Manda and Kimalu, 2007).

It is incumbent on the government to offer support to the private sector so that their partnership in providing formal education can be robust. To the contrary, incentives proposed by the government and other forms of support such as a conducive space for teaching and learning, as well as active investments in the education sector has not been sufficiently observed. The private sector has been often afflicted with high investment cost that renders the management of schools simply unbearable (Nafula, *et al.*, 2007).

Insecurity in some parts of the country, like the northeastern, in recent times (Stewart, 2016; Asamba, 2018) have driven teachers away from offering services which already are hard hit by shortages almost in every aspect required for providing formal education. This has been one of the factors responsible for high level of teacher turn over in the private sector.

Besides, for the private sector to thrive in contributing in their work there should be an allowance of land for expansion. More primary, secondary and higher institutions of learning could be developed all around the country. As reported by the Nation news network (Nation Team, 2016) the reality is that the possibility of finding space for expansion has become almost impossible. Even the little pieces of land legally acquired and owned by the private sector have been subjected to grabbing by powerful people in government. The trend appears to be in the increase since the demand for land is becoming higher every single day.

7.0 STATE OWNED COMPANIES AND THEIR VALUE IN HOLISTIC DEVELOPMENT OF A NATION

Every government ministry has under its umbrella a host of state corporations which helps in concretizing purposes for which the docket was created by law. Without parastatals any nation including Kenya would find it extremely difficult or even impossible to achieve development in all spheres of its life (Mtonga, 2015). These corporations deal with various issues but which at the end of the day are all projected towards development and making life of the citizens always better. Some parastatals are concerned with making profits to increase revenue to cater for public

needs, some deal with job creation, there are those which are strictly dedicated to all matters about education, there are those which target scientific research and technological development, while some are committed to creating funds to be awarded in form of loans to meet the plight of young people pursuing higher education.

Given that education is key in development and transformation towards a better life for any nation, the role played by parastatals has inevitably an immense impact in one way or another in the sector of education. It does not really matter what the scope of the parastatal is all about because in the final analysis, acts of parastatal converge into one main objective: holistic development of a nation. Whether a state corporation deals with matters of security, tourism or trade, they all contribute towards a better nation thus creating conducive environment where citizens of a nation can all get opportunity to access formal education and live a better and integral life.

8.0 CONTRIBUTIONS OF STATE OWNED COMPANIES IN THE KENYAN EDUCATION SECTOR

All government owned parastatals are logically collaborators in contributing in the development of a country in any of its dimensions by way of mutual support that is meant to prevail between them. However, for the interest of this study, only a few of the parastatals which offer incisive services of educational character are cited as samples in representation of all the other government entities.

The Jomo Kenyatta Foundation (JKF) is a corporate entity in Kenya which offers scholarship to bright and needy children in Kenya. It is an educational fund which is set up to give opportunity for students in public secondary schools to acquire quality education.

Kenya Commission of Higher Education is another government parastatal hosted under the ministry of education and entrusted with the responsibility to ensure that higher education offered in the country is of quality and relevant for proper development of the students. The commission gives required information to the public on which universities have attained legal authorization for their establishment and operation in the country. Likewise, it is within the mandate of this commission to keep the public informed about any new developments that concern higher education. The existence of the commission is extremely relevant in ensuring that formal education offered in the country is in harmony with the international standards.

Teachers Service Commission is also a body established under the constitution of Kenya as an independent entity that takes care of the human resources in the education sector. For formal education to be realized satisfactorily in the country, the role of this institution is paramount and needs to be fully exercised in order to meet the demands of personnel required to drive the agenda of formal education for all. Without enough teachers in the country who are properly trained, well remunerated and accorded conducive working conditions, formal education for all shall remain largely elusive to many in the country, even in the future.

Higher Education Loans Board deserves to be registered too as one of the most important institutions established by a parliamentary act (CAP 213A of 1995) to cater for students pursuing higher education by awarding loans for tuition and other school needs. The needy students

benefit a lot from the work of this government entity from which it is easier to attain loans. On the other hand, it is clearly more affordable in terms of servicing the loaned sums as one concludes the phase of education for which it was secured. Millions of Kenyans would be cut short of their dreams to acquire higher education if it were not for such an institution among others contributing to enhance formal education in the country. It should be noted that education loans board had its initial existence as early as 1952 during the colonial times (Higher Education Loans Board, 2017), though it benefited only a few students who were mainly pursuing university education abroad in countries like Britain, the United States of America, India, South Africa, et cetera.

Between the years 2015 to 2018 government parastatals which had been established were over 200 in number. Many of these as already indicated above played a direct role in the education sector, while the rest contributed indirectly by way of mutual interconnectivity and collaboration that is perceived to prevail under one government that created them and to which they are accountable. Apart from those already discussed above, the following which could be having direct involvement with educational duties include: Kenya Education Staff Institute, Kenya Medical Research Institute, Kenya Medical Training College, Kenya National Library Services, Kenya Institute of Special Education, National Commission For Science, Technology and Innovation, to mention but a few.

9.0 LIMITATIONS OF GOVERNMENT PARASTATALS IN DELIVERING SERVICES

Some common limitations have been noticed in most of the domestically owned government corporations that persistently ails and renders their performance inadequate. These corporations are the veins through which flow fresh intuitions, projections and energy for prosperity of a nation in all its dimensions. It has been a common phenomenon in Kenya and in most of the African countries and most likely in other continents too, that these corporations have hardly fulfilled their goals in accordance with the establishment standards. Here are some of such limitations accompanied by brief descriptions of the nature of the problems.

9.1 Political Interference

One of the most insidious problems affecting the performance of parastatals in Kenya and many countries is politics. Interference by prominent leaders has been a cancer that has slowed down normal operations of parastatals, altering their vision and mission completely to something else so different from the initial statutory designs. Standard digital news network reported in September 2014 of serious strains state corporations suffered due to political pressure. Positions of leadership of parastatals were said to have been subjected to political meddling that several of them were left vacant for a long time or served by appointing officers on interim basis, usually for a year. On the other hand, some officers cling to positions of leadership even as their designated mandate elapses. The latter are usually backed up too by political forces to serve their interests (Ronoh, 2014; Ileri, 2016).

Politicizing vacancies in parastatals necessarily possess negative bearings in running and performance of state corporations. It is obvious that officers who fill the vacancies may hardly be appointed on merit but most certainly as a reward due to their political affiliations. The

consequences of the whole state of affairs is stagnation, poor performance and loss of ideals of a parastatal. Reflecting on similar situations in Malawi, Mtonga points out that, once positions are occupied by political appointees, the individuals are most inclined to pay allegiance to those powerful political leaders who forged them into their current posts than to the parastatal board. Besides, political appointees are prone to diverting the corporate funds in huge amounts as gifts to political parties and organizations with which they are linked (Ronoh, 2014; Mtonga, 2015).

Extensive politicizing on the operations of parastatals leads to diversion of funds on frequent basis, almost as a normal operational routine of state companies. The funds are used to meet the expenses of political parties and to enrich a few individuals at the expensive of the development programs in the country among which is formal education (Privatization Commission, 2018). There is no any other way of understanding these absurdities in state owned corporations than to clearly rate them as criminal acts of a long standing tradition. The malpractices are perpetuated voluntarily through a subtle process of mismanagement of resources that in the eyes of the public may not be immediately evident.

9.2 Establishment on Weak Grounds

Focusing attention away from politics, though not entirely, some other major underlying factor affecting the performance of government parastatals, could be traced on the weak foundation of their establishments. By close of the year 2014 the government of Kenya had 262 parastatals. The talk from the executive was then that there was need to reduce them to 187 (Rono, 2014) by merging those which were apparently established without due necessity, which kept clashing in the accomplishment of roles.

Creating state companies without proper planning leads to multiplicity of companies and fragmentation of objectives, that eventually becomes a source of confusion in terms of execution of duties. The end results are wrangles that automatically ensue in regard to demarcation and delimitation of powers, at the expense of fulfilling any development agendas. This has been one of the most pathetic situations that has perennially hindered the entire development of the country, and the education sectors consequently suffers the most. Formal education thrives only when other sectors such as housing, health and sanitation, job provision are steadily growing.

10.0 RECOMMENDATIONS FOR FRUITFUL COLLABORATION OF CORPORATE ENTITIES IN FORMAL EDUCATION FOR ALL IN KENYA

Things left the way they are at present, most of the corporate entities may continue existing but with unclear objectives. Others may terminate their services simply due to confusion in the education sector or lack of proper sense of direction. The recommendations made below might hopefully assist in finding remedies to some of the stumbling blocks on the path of corporate entities in exercising their mission and vision effectively.

10.1 Objective and Developmental Political Ideologies

Having identified political interference as the most serious setback for corporate entities in rendering services in the promotion of formal education according to their rightful visions and missions, reason necessarily compels to denounce the situation and propose a path to sanity.

Politics are guided by ideologies of men and as such men can always rethink their standpoints and opt for what is right and fitting for the common good. Political ideologies driven by immature nationalistic tendencies based on primitive cultural views and attachments that hinder development should be considerate devoid of value and not allowed to exist in Kenya today.

Bigotry and cynicism which have for a long time blurred object reflections of many political leaders on what really matters for the good of the Country should no longer stand between the efforts of corporate entities of good legal standing and of any kind in contributing in the education sector. It does not matter who establishes a corporate entity and who runs it; what matters is whether the corporate entity is intent to help the people in Kenya to acquire holistic education for integral development. Citizens of Kenya, especially the political leaders must change attitude from old model considerations of the world to modern trends where a part from spiritual and cultural values, science and technology can no longer be ignored for development. Time is ripe and it is now that every normal Kenyan must be afforded formal education as a necessary launching pad towards a better society and better life.

10.2 Government Support

There is no corporation, be it government owned or not that can operate successfully in the nation without the support of the government of the time in various dimensions. Corporations need government support in terms of encouraging ease in registration, fair tax regime and protection from external forces both in their administration and security. As discussed earlier in this paper, the situation has not been all well for the corporations and most especially those of the private sector.

In every financial year, the national budget should allocate a substantial amount to ease the financial burden that corporate entities directly working with the education sector are faced with. Many of these corporate entities relied on foreign donations as the main source of their funds. Financial constraints that are being experienced around the world, including in the West has placed a lot of pressure on corporate entities to deliver services in line with their original plans for the promotion of education. Kenya is endowed with substantial amount of resources which if administered properly and channeled directly to the public needs of the country, could entirely guarantee enough financial support for comprehensive formal education. This can indeed be achieved by change of attitude from self-centeredness and greed of our leaders to willingness and openness to serve the Country towards the realization of holistic development in all sectors.

Security of corporate entities has to be put in place for effective service delivery in all counties of the nation. Some parts of the country have been threatened by frequent armed attacks that have claimed lives of several teachers. The most recent attack took place in the volatile northeastern part of the country where schools were invaded leaving some teachers brutally murdered. The Kenya National Union of Teachers (KNUT) is pleading with the government to offer enhanced security to academic institutions, corporate entities and those who offer services under them so that the education agenda could be uniformly implemented. Alternatively, KNUT is asking the ministry of education to relocate the nonlocal teachers to safer places away from the hot terrorist spots (Ndonga, 2018; Wanzala, 2018) where they can render services without having to be constantly in the watch over security issues.

10.3 Enhance Contact and Collaboration between Corporate Entities for the Common Good

Government owned Corporations and the corporations of the private sector involved in contributing in the education sector especially in a more direct manner have to enhance intercommunication networking for the purpose of enabling them to work together.

If these entities would appreciate the idea of intensifying contact between them, the logical outcome is the realization of a solid platform through which matters concerning education could be discussed comprehensively. It would most certainly help in formulating precise approaches to contribute more intelligently in formal education, with the possibility of gaining success in education for all at every level.

10.4 Education of the Public on the Available Opportunities for Formal Education

Ignorance on the available opportunities in accessing formal education is a matter of concern that should not be taken lightly in Kenya. Some parts of the country are still lagging behind in an incredible state of remoteness. Government services hardly reach certain areas further away from Nairobi and other urban centers.

The Government needs to embrace more consolidated efforts to ensure that the public is educated about all the available opportunities to be exploited to gain access to formal education. Corporate entities should be encouraged to contribute in public education with all the available resources. It is needless denying that efforts are already placed in this particular case, but a lot more should still be done so that no one is left unaware of the available avenues to formal education and its relevance in global development.

11.0 CONCLUSION

The government of Kenya included the provision of formal education for all as one of its major agendas from the time it gained independence. This was done with full awareness that formal education constitutes the ‘heart beat,’ a factor which is key for the development and prosperity of any nation. The government of Kenya has also acknowledged that providing formal education for all is an enormous task that it cannot fulfill on its own. On this background the government has been open to the involvement of collaborators from various fronts, both within the country and also internationally. Corporate entities have been contributing significantly in this exercise. Even before independence, non-government entities, which here are generally referred to as the private sector, such as church institutions and nonprofit international organizations were already involved in the East African territories at the initial stages of launching formal education. They established the very first schools and various educational facilities to promote literacy. The responsibility was predominantly undertaken by the missionaries in collaboration with the local leaders.

From 1963 when Kenya achieved self-determination from Britain, structures were established and the constitution entrenched the provision of formal education as one of the national agendas. The government established a number of parastatals that were entrusted with the implementation of this agenda on a stable basis. Since then gains have indeed been made in the education sector.

The people of Kenya necessarily have to feel profoundly indebted to the private sector for the achievements in the provision of formal education due to their unwavering collaboration with the government to ensure that the people of Kenya are exposed to formal education as much as possible.

In spite of the strides made so far, the state of literacy and general progress in formal education in the country is still below average considering the number of years of independence and the opportunities that have been available for exploitation towards the realization of formal education for all citizens. It is unfortunate that many Kenyans are still languishing in poverty and illiteracy. There is still immense struggle among many to access formal education, despite the launch of free primary education for all since 2003. Secondary and tertiary education remains yet elusive to many. The whole situation is a manifestation of deep problems as far as commitment to provide education for all is concerned. There is need for an extensive evaluation of the situation, in order to identify the challenges and loopholes so that they could be addressed with urgency.

The present research paper has taken the initiative of identifying a section of the major partners who have collaborated elaborately in providing formal education in Kenya, the corporate entities, trying concomitantly to figure out why their efforts might have not been yielding optimally in achieving education for all. Deep reflections, coupled with wide reading on the works published on similar topics have provided insights on the major challenges the corporations having been enduring in the pursuit to contribute as partners in providing education for all. The main problem has been the unfair terms and conditions of relationship with the Government and the political leaders. This may appear ironical since the government and the political leaders should actually be the greatest supporters of the works of corporate entities especially in the area of education.

Concerted efforts have been placed in the present paper to offer suggestions that could end the antagonism which the corporate entities have suffered from national arena with the hope of forging rational engagements among all partners to create a conducive environment for providing formal education for all. Further research is required in this area to identify all possible avenues that could help propel Kenya into a developed nation where formal education is not only appreciated but developed through collaboration of every sector existing in the country.

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