

Annotated Bibliography

Abreu, Elsa (1982): *The Role of Self-Help in the Development of Education in Kenya 1900–1973*, Kenya Literature Bureau, Nairobi.

Kenya is well known for its Harambee schools, which are a major focus of this book. Other chapters examine the activities of Muslim, Hindu and Goan communities. The author conducted extensive research, and the result is an informative historical survey.

Ahmad, Zulfikar and Munawar, Mirza (1985): *The Financing of Privately-Managed Schools in the Punjab*, IIEP Research Report No. 1, Paris.

The paper concentrates on four types of secondary schools in the Punjab, Pakistan: denominational schools (Christian and Muslim), non-denominational profit-making schools, non-profit-making schools, and 'non-recognized' schools. It looks at the origins of initiatives for establishment, unit costs, the sources of finance, and the extent of state support. In 1971, about half of the resources came from fees, one fifth from government grants, and one fifth from gifts.

Anderson, John (1973): *Organization and Financing of Self-Help Education in Kenya*, IIEP, Paris.

This is a very useful study of the ways funds have been raised for primary and secondary schools, and of the uses to which the money has been put. Discussion is illuminated by several case studies, which also highlight problems. Few books examine the topic as carefully as does this one.

Bray, Mark with Lillis, Kevin (eds.) (1987): *Community Support for Education in Less Developed Countries: Issues and Policy Implications*, Pergamon, Oxford.

Some of the papers in this book were presented at the 1985 Botswana workshop, and are here reproduced in revised form. In

addition, the book contains case-studies on Nepal, Zambia, Burma and Papua New Guinea. It also has lengthy and comprehensive analyses of the issues and policy implications.

Bray, M., Dondo, J.M.C. and Moemeka, A.A. (1976): 'Education and the Community: Two Case Studies from Nigeria and Kenya', in King, K. (ed.), *Education and the Community in Africa*, Centre of African Studies, University of Edinburgh.

The paper contrasts a community in Bendel State of Nigeria, which is cohesive and able to raise substantial funds for its school, with a community in Western Kenya which is much more divided and where self-help has had at least some negative effects.

Bray, Mark and Preston, Rosemary (1986): *Community School Boards of Management and Parents and Citizens' Associations: Their Role, Impact and Potential*, Educational Research Unit, University of Papua New Guinea.

The survey for this report covered nearly a quarter of the community (primary) schools in Papua New Guinea. It collected detailed information on the composition of school Boards of Management and P&C Associations, on the ways they raise money, and on the items on which they spend income. The report also discusses the dynamics of Board operation.

Commonwealth Secretariat (1985a): *Ninth Commonwealth Conference of Ministers of Education: Report*, Commonwealth Secretariat, London.

Among other topics, the Report summarises the delegates' discussion on community financing and their recommendations.

The Botswana workshop and this resource book were among the outcomes of the Ministers' conference.

Commonwealth Secretariat (1985b): *Community Financing of Schools: Report of the Commonwealth Regional Workshop with special reference to Southern Africa*, Commonwealth Secretariat, London.

This is the short report of the Botswana workshop. A longer and more detailed study is contained in Bray with Lillis (1987).

Eicher, J.C. (1984): *Educational Costing and Financing in Devel-*

oping Countries: A Focus on Sub-Saharan Africa, World Bank Staff Working Paper No. 655, Washington. See also Eicher, J.C. (1982): 'What Resources for Education?', *Prospects*, Vol. 12, No. 1, pp. 57-68.

The statistics in the 1984 document concentrate on Francophone West Africa. Only the last two chapters examine issues of 'cost recovery', and discussion is very general. One comment relevant to community financing (p. 157) is that although official data frequently claim to include local contributions, usually they do not do so. Eicher also suggests (p. 165 ff) that it might be useful to review policies of fee-free schooling.

Galabawa, J.C.J. (1985): 'Community Financing of Schools in Tanzania', paper presented at the Commonwealth Secretariat workshop on Community Financing of Schools, Gaborone, Botswana.

Among other topics, the paper focusses on TAPA, cash-crop cooperative, development association, and religious community schools. It discusses both the nature of fund-raising and government attitudes.

Hughes, Meredydd (1981): *Leadership in the Management of Education: A Handbook for Educational Supervisors*, Commonwealth Secretariat, London.

A section in this book examines school-community relationships. The book also examines styles of leadership.

Heneveld, Ward and Karim, Abdul (1984): 'Outline of a Pilot Programme for Self-Help School Construction in the Northern Areas of Pakistan', Aga Khan Foundation, Geneva.

The Aga Khan Foundation has a project to assist self-help Ismaili communities. This report stresses the need for simple application forms and for construction supervision in the case of complex buildings. It indicates the dangers of bureaucracy and inflexible donor intentions stifling rather than encouraging self-help, and comments on the difficulties of expanding a pilot project to cover a whole region.

Igwe, Sam (1985): 'Community Financing of Schools in Eastern Nigeria', paper presented at the Commonwealth Secretariat

workshop on Community Financing of Schools, Gaborone, Botswana.

This is an illuminating paper on past and present patterns of school financing, with full examples from Igwe's own experience in Imo State. It looks at both church and non-church fund-raising, and comments on the roles of Councils of Elders, Village and Clan Improvement Unions, and Age Groups. It quotes the official regulations, and discusses critical issues for policy-makers.

Jayasuriya, J.E. (1984): *The Organization and Management of Community Support for Education: A Synthesis Study*, Occasional Papers in Educational Planning, Management and Facilities, No. 8, Unesco, Bangkok.

The report synthesises the findings of separate documents on India, Indonesia, Nepal, Thailand and Sri Lanka. The sources of financial support identified include individuals, local governments, voluntary groups, businesses, religious groups, and political parties. One recommended strategy for increasing support is the zoning of schools so that communities can identify with specific institutions. Data on Burma and Tamil Nadu (India) are more detailed than for the other countries.

Kelly, M.J. (1985): 'Report of the Seminar on Education Finance', School of Education, University of Zambia, Lusaka.

Kelly reports on a conference convened by the World Bank in Nairobi, and discusses its deliberations in the light of the Zambian situation. He focusses on ways to reduce costs and to increase resources. On the latter he comments on potential for increasing fees, charging taxes on land or buildings, requiring large companies to pay for the education of their employees, and increasing school production activities in agriculture and furniture construction. Kelly suggests that the Zambian government should (a) obtain more information on how much parents actually contribute at present, (b) formulate specific guidelines for development of self-help schools, and (c) consider creating a small unit to support and monitor self-help activities.

Lillis, Kevin M. and Ayot, Henry (1985): 'Community Financing of Education: Issues from Kenya', paper presented at the

Commonwealth Secretariat workshop on Community Financing of Schools, Gaborone, Botswana.

The paper comments on historical growth and present patterns of educational provision in Kenya, and covers the full range of different types of school. It pays particular attention to the Harambee schools and to commercial funding of education. Low educational quality and regional imbalances are among the issues highlighted.

Mbithi, Philip M. and Rasmusson, Rasmus (1977): *Self Reliance in Kenya: The Case of Harambee*, Scandinavian Institute of African Studies, Uppsala.

This book examines Harambee health centres, roads, cattle dips, etc. as well as schools, but the non-education sections should not be considered irrelevant. It contains considerable research information, and is well written. Separate chapters examine leadership patterns, financial and non-financial contributions, viability of projects, and policy implications.

Putsoa, Bongile (1985): 'Community Financing of Schools in Swaziland', paper presented at the Commonwealth Secretariat workshop on Community Financing of Schools, Gaborone, Botswana.

Putsoa describes the different types of schools in Swaziland, and analyses aspects of capital and recurrent financing. Her appendices provide details on a number of self-help projects.

Sinclair, Margaret with Lillis, Kevin (1980): *School and Community in the Third World*, Croom Helm, London.

This book does not examine issues of resourcing or management in great detail, but it discusses such related topics as appropriate curricula, dissemination of innovation, and the motivations of pupils, teachers and parents.

Tan, Jee-Peng (1985): 'The Private Direct Cost of Secondary Schooling in Tanzania', *International Journal of Educational Development*, Vol. 5, No. 1, pp. 1-10.

Tan reports that in 1981, average expenditure incurred by families to allow a child to attend school was equivalent to

US\$139 for government school pupils and \$439 (including \$242 for fees) for private school pupils. Average per capita incomes were just \$280, and the amounts seem high. However, Tan suggests that the large proportion of private students indicates that many families are both able and willing to pay higher fees. She recommends that fees should be charged in government schools, with a scholarship scheme to help poor families.

Vickery, D.J. (1985): 'Communities and School Buildings: Developments and Issues', paper presented at the Commonwealth Secretariat workshop on Community Financing of Schools, Gaborone, Botswana.

The first part of the paper concentrates on ways to reduce the cost of buildings, and the second part discusses forms of community input. The paper is provocative in style, draws on considerable experience, and has examples from all parts of the developing world.

Wellings, Paul Anthony (1983): 'Unaided Education in Kenya: Blessing or Blight?', *Research in Education*, Vol. 29, pp. 11-28.

The author concentrates on Harambee secondary schools in Kenya, and examines their quality and impact on the labour market. He discusses the facilities of the schools, the qualifications of their teachers, and their examination results. He concludes that quality is often 'abysmally low', and that on balance the schools are more a blight than a blessing.

Williamson, P.D. (1983): 'Evaluation of the Primary School Self-Help Construction Programme Undertaken in Malawi under the Third IDA Education Project', Ministry of Education and Culture, Lilongwe.

Between 1979 and 1983 the Malawi government implemented a school building programme using standard designs and self-help construction. Williamson is very critical of the project, which he says was poorly conceived, poorly managed, and too large. One of his conclusions is that better value for money would have been obtained from contractors than self-help. He has many detailed criticisms and technical recommendations.