

Community participation in school governance: The Maasai community in Kenya

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Abstract

The Free Primary Education (FPE) policy in Kenya created a dichotomy between the widespread notion that the government should be responsible for everything and the reality that the government had stopped recruiting teachers. This article investigates the current state of the accountability system for school governance in public schools in the Maasai community in Loitokitok District, Kajiado County, by focusing on the client power of parents and communities. A case study of eight schools in the Masai community reveals that a sense of “working together” and a substantial degree of client power are present in various school initiatives. Elements that enhance client power include information sharing, collaboration and coordination with stakeholders, critical-thinking ability, respect and trust, and other unique efforts. The study also indicates the limitations of the dichotomous lens of “service provider” and “client” and questions the instrumental approach to community participation in school management.

Full text: <https://link.springer.com/article/10.1007/s11125-018-9439-8>