



KENYATTA University

HIGHER EDUCATION NEEDS AND STRATEGIES IN POST-CONFLICT JUBA, SOUTHERN SUDAN

PRESENTATION BY:

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ORGANIZATION OF THE PRESENTATION

- ❖ **Introduction**
- ❖ **Importance / benefits of Higher Education**
- ❖ **Trends in access of Higher Education**
- ❖ **Challenges facing education in Kenya**
- ❖ **Way forward to increase access to University education**



PERSPECTIVES ON HIGHER EDUCATION NEEDS, CHALLENGES FACED IN KENYA AND LESSONS LEARNED

1.0 Introduction

- ❖ Kenya's population is about 28.7 million
- ❖ Kiswahili language is widely spoken
- ❖ English is the medium of instruction in the education system as well as the country's official language

1.1 History of Higher Education



- ❖ **First Kenyan Higher Education Institution was Royal Technical College of East Africa opened in Nairobi in 1956**
- ❖ **1961, Royal Technical College was renamed Royal College of Nairobi and turned into a University college**
- ❖ **1963 (Kenya's independence year) Royal College became University College of Nairobi**

- ❖ **1970, University College of Nairobi renamed the University of Nairobi**

- ❖ **1972, Kenyatta College (currently Kenyatta University), a teacher-training institution became a constituent college of Nairobi University**
 - **Elevated into full - fledged University in 1985**

- ❖ **The public University system has grown from a situation of one institution, University of Nairobi (UoN) in 1970s, to seven (7) public Universities by 2007**

1.2 Various pathways to access Higher Education in Kenya

- ❖ **Government Sponsored Student** - students admitted through Joint Admissions Board
 - Receive government grants for their tuition and upkeep
- ❖ **Self-Sponsored Students** - Students admitted under this platform meet full cost of University education

- ❖ **Bridging Courses:** Students join Degree programmes of their choice by bridging the poorly performed courses
- ❖ **Pre-University Entry Course:** Students undertake a pre-University course which qualifies them for admission to a particular University
- ❖ **Middle-Level Colleges:** Students graduate with a diploma certificate and seek admission in the Universities

❖ **Open and Distance Learning:**

Some public Universities have enhanced opportunity for students in remote areas, mature students and employed people through Open Learning

❖ **Foreign universities:**

Students who are either unable to gain admission into the local universities or because of other reasons, proceed to foreign Universities



2.0 Importance / Benefits of Higher Education

2.1 Education & Income

- ❖ **Individual earnings are strongly related to educational attainment**
- ❖ **Studies have found out that the higher the level of education attained, the higher the earnings**

2.2 Education & Productivity

- ❖ **Social benefits of workforce with greater educational attainment and skills**
 - **Traced to the enhanced employer productivity associated with greater educational attainment**
 - **Productivity gains translate into higher output and incomes (measured in terms of GDP or GNP) for the economy**



2.3 Higher Education, Research & Devpmt

- ❖ **Institutions of Higher Learning provide high level skills, including that of research, which supports development**
- ❖ **Recognition that knowledge contributes to economic competitiveness and social well-being has increased the attention focused on the role of universities in the production and dissemination of knowledge**



- ❖ **Role of Higher Institutions of Learning in generating and disseminating knowledge is important in that**
 - **Knowledge is a crucial tool for overcoming underdevelopment**
 - **Relying on rich endowments of natural resources and cheap labour, without any contribution of local “intellectual added value”, has been, and continues to be, a dead end for development**



2.4 Spill-Over Benefits

- ❖ **Non-monetary societal benefits in regions with high proportions of University graduates may include;**
 - **Lower crime rates**
 - **Greater and more informed civic participation**
 - **Reduced fertility rates**
 - **Improved performance across a host of socio-economic measures**



2.5 Higher Education & Poverty Reduction

- ❖ **Higher levels of education correspond to lower levels of unemployment and poverty**
- ❖ **Contribute more to tax revenues**
- ❖ **Utilization of Higher Education skills lead to generation of employment and creation of wealth**



2.6 Higher Education & Health

- ❖ **Graduates have more positive perceptions of personal health and lower hospitalization rates than those who have not graduated from University**

- ❖ **Universities and colleges effectively help students achieve personal identity by discovering their talents, interests, values and aspirations**
 - **Not a surprise that it is at college level that majority of students make lifetime choices congruent with their personal identity**



2.7 Knowledgeable Societies/Economies

- ❖ **Higher education provides considerable value to **individuals**, to the **economies** where educated individuals live and work, and the **society** in general**
- ❖ **Economies that have experienced substantial investment in either private or public institutions of higher learning have realized considerable growth and prosperity**



2.8 Effective Development

- ❖ **Higher education impacts positively on an individual's morals and values**
- ❖ **Brings about an acceptance of a body of standards and attitudes to an individual**
- ❖ **Brings about homogeneity and consistency of values which are socially acceptable**



3.0 Trends in access of Higher Education

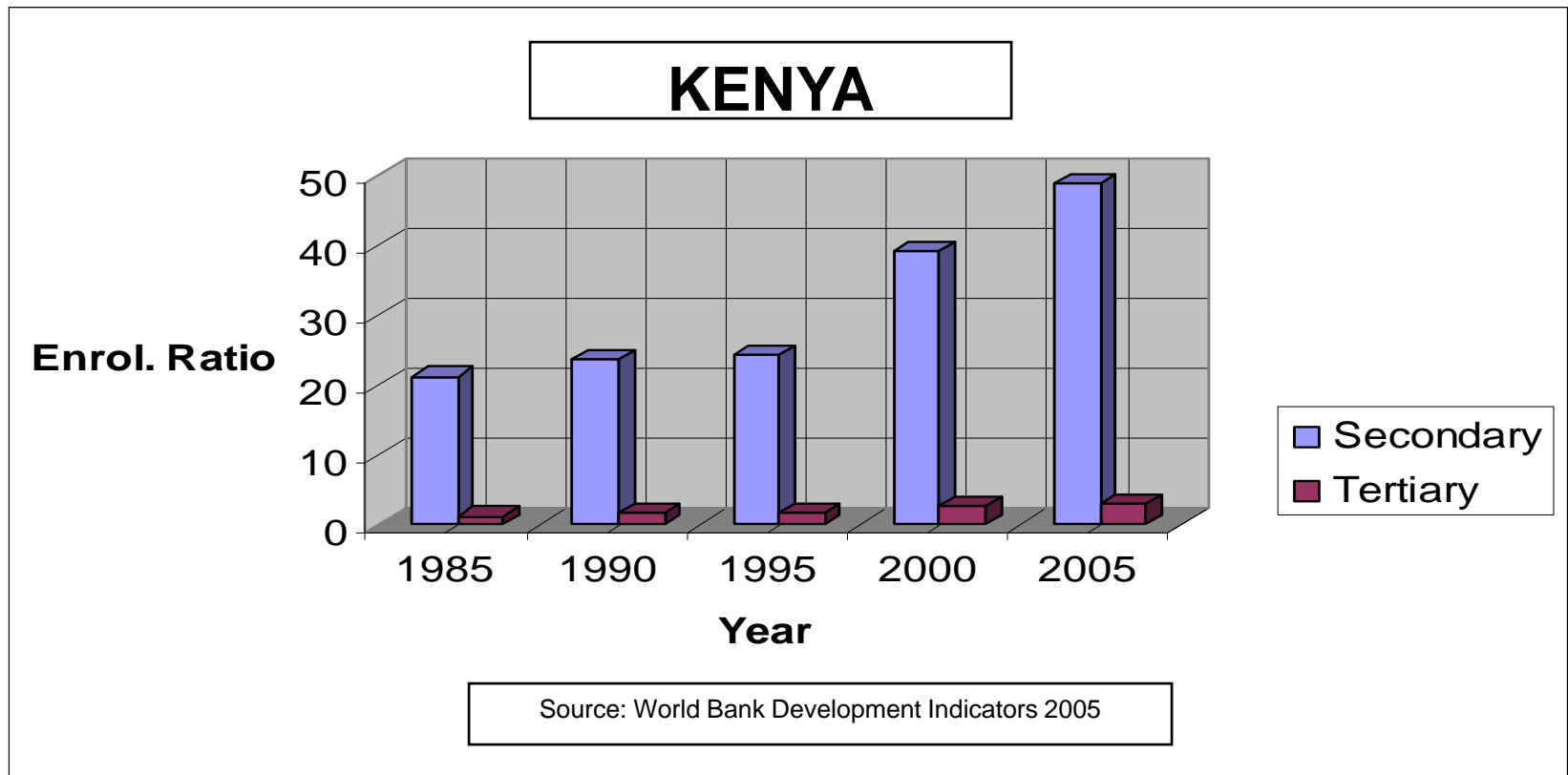
3.1 Enrollment in Kenya

- ❖ **Roughly 80% of students are enrolled in public Universities while 20% of the total University students' population attend private Universities**
- ❖ **By 1990, Kenya had about 160 middle-level colleges with an enrolment of more than 60,000 students**
- ❖ **By 2000 it is estimated that the country had more than 250**



3.2 Trends in Access to University Education in Kenya as compared to Tanzania and Uganda

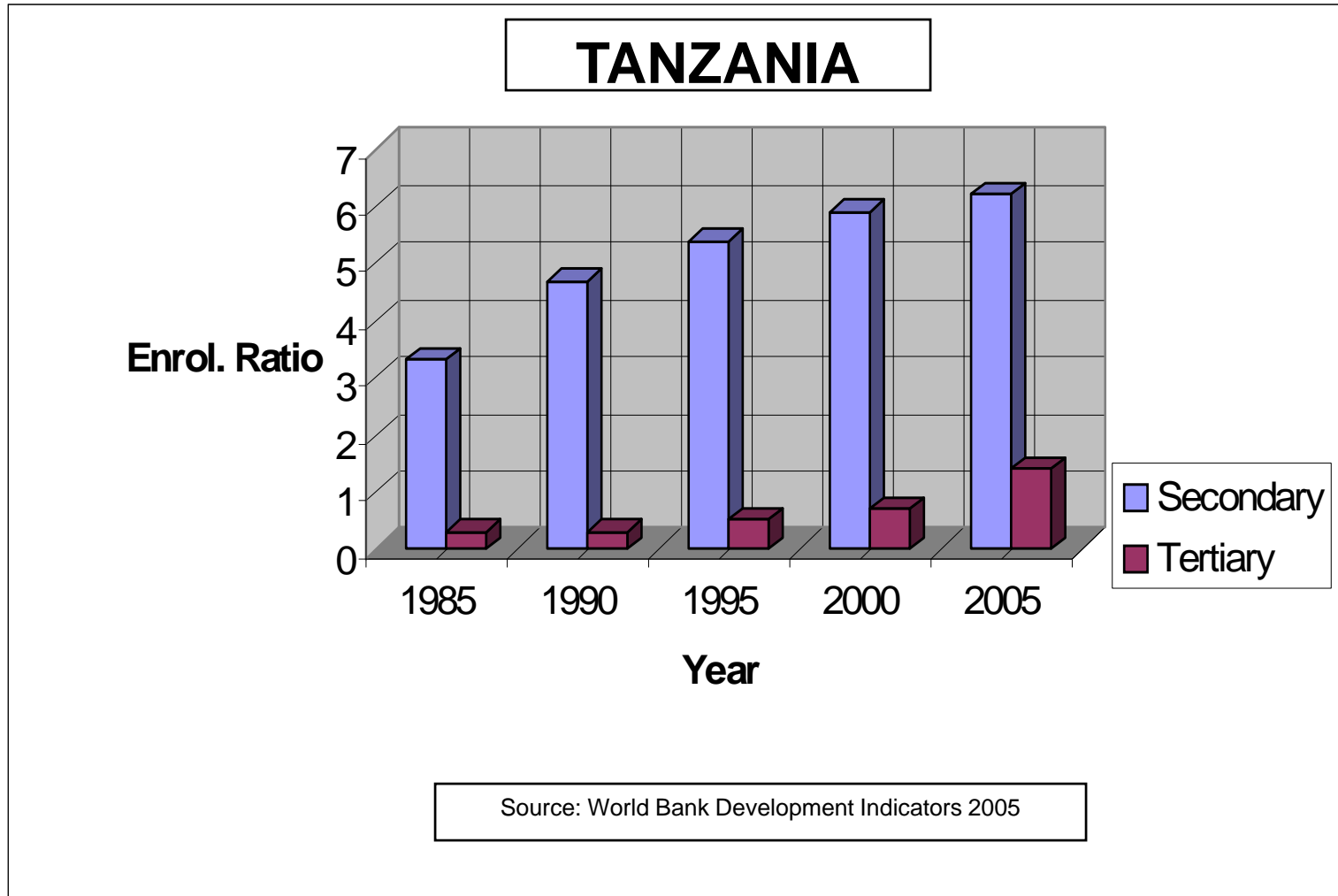
Figure 1: Secondary and Tertiary Levels Enrolment Ratio in Kenya





Access of Higher education in Tanzania

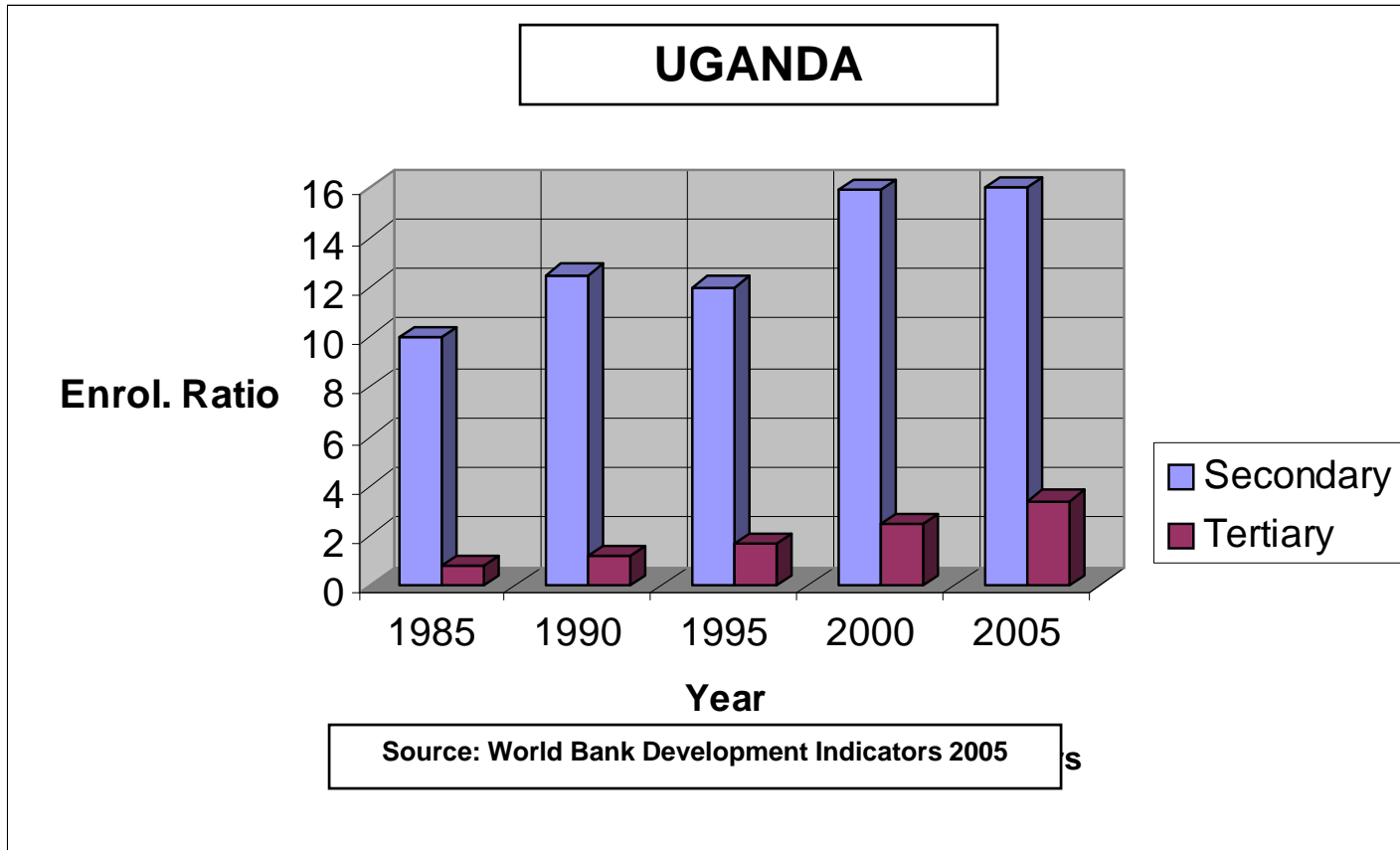
Figure 2: Secondary and Tertiary Levels Enrolment Ratio





Access of Higher education in Uganda

Figure 3: Secondary and Tertiary Levels Enrolment Ratio



Observation

- ❖ **The enrolment of Secondary education has been on the rise as well as Tertiary education**
- ❖ **Only a very few students get admission to the Tertiary level of education as stipulated in Figures 1 – 3**
- ❖ **The ratio of enrolment of Tertiary education to Secondary education is highest in Kenya followed by Uganda and lastly in Tanzania**

4.0 Challenges of Higher Education in Kenya

4.1 Access to Education

- ❖ **Access** is the provision of opportunity by the State or any other education provider based on the merit, to those seeking entry
- ❖ Access to higher education remains limited at approximately 10% of those who qualified. Currently, public and private universities accommodate approximately 30% of all qualified students

4.2 Equity in Higher Education

- ❖ **Equity** means ensuring that all those who wish to participate in higher learning are supported and encouraged to pursue study
- ❖ It requires the removal of all institutional and other obstacles that impede the participation of individuals
- ❖ Equity may be impeded by direct, indirect and systemic forms of discrimination on racial, religious, ethnic, gender, and physical attributes

4.3 Relevance of Higher Education

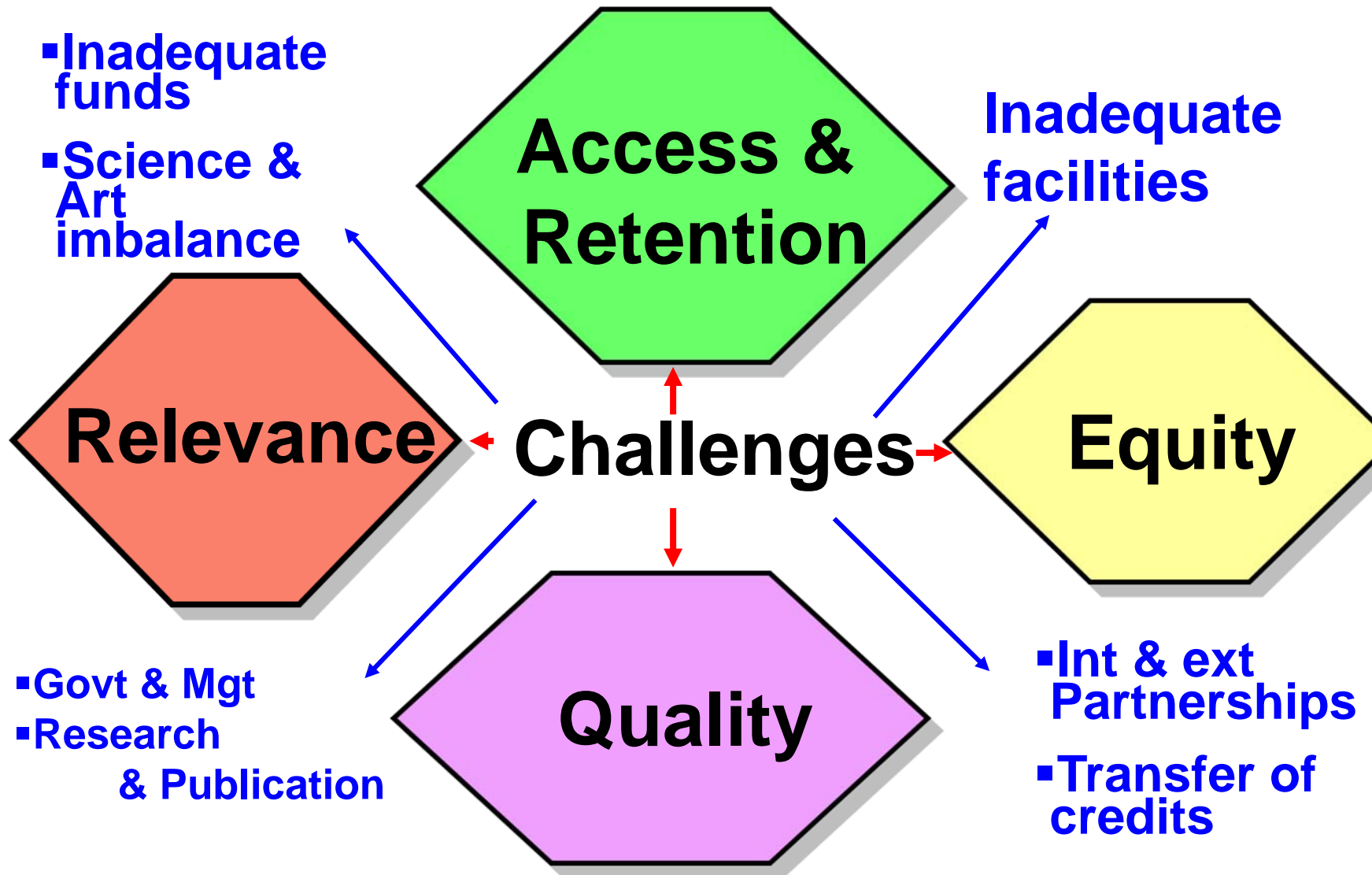
- ❖ **Universities have been striving to rethink their programmes by designing and diversifying their courses with a view to enhancing relevance**
- ❖ **They are also widening and strengthening outreach and community service programmes**
- ❖ **Introduction of Self sponsored programmes is in high demand because of the relevance of the programmes**

4.4 Quality of Higher Education

- ❖ **Standards of new programmes mounted in centres outside the University have been questioned**
- **Centres' main objective is to make profit out of the programmes leading to a likelihood of compromise of quality**
- ❖ **Self sponsored programmes are less competitive compared to the regular programmes raising doubt with regard to quality of graduates produced**

- ❖ **High population of students sitting supplementary exams and retakes implies low quality of education**
- ❖ **Undeserving students gaining admission to the University through political influence**
- ❖ **Overcrowded lecture rooms leading to limited meaningful interaction between students and lecturers**

Figure 4 Main Challenges Facing Higher Education





4.5 Tuition and Fee Structures

- ❖ **Some students face difficulties in gaining access to higher education when the costs of education exceed their means**
- ***These costs include **tuition fees, room and meals, stationery, access to technology, as well as income that is foregone while attending school*****



4.6 Cultural/ Religious Factors

- ❖ **Cultural/religious affiliations restrain some students from attending residential programmes**
- ❖ **Literature suggests that lack of awareness, peer or family disapproval, low self-confidence and inadequate information about University options may prevent students even aspiring to enter University**



4.7 Inadequate financial allocation

- ❖ **Public universities in Kenya rely wholly on government funding for their capital and for their recurrent expenditures**

- ❖ **Funding is limited and competed for by several sectors hence development and recurrent needs of the universities are never met in full**
 - **This accounts for inadequate infrastructure and facilities in the public universities to cater for increased enrolments.**



4.8 Gender Imbalance



Glaring gender imbalances exist in the admission of students

- **37% of students' population in public Universities are female**
- **gender parity in private Universities is almost equal in public Universities**



4.6 Geographical inequalities

- ❖ **Very few students from harsh environments (like N. Eastern Province) score goods marks to enable them gain University admission**

Figure 5; Candidates in North Eastern and Nairobi Provinces with grade A to C+ 2003 – 2005

Province	A	A-	B+	B	B-	C+	TOTAL
North Eastern	0	10	28	78	139	289	544
Nairobi	480	1617	1930	2334	2474	2653	11488

SOURCE: KCSE DATA

5.0 Ways Forward to Increase Access to University Education

5.1 Expansion of Open & Distance Learning

- ❖ Cost effective way of increasing access**
- ❖ Enhances students' opportunities for pursuing courses of their choice and gives a second chance to learners to upgrade their qualifications**
 - Kenyatta University for example, has more than 3000 enrolled in its open learning programme. This number will go up once the system is streamlined**

5.2 Information Communication Technology

- ❖ **ICT will help increase access through e-learning by the use of interactive software, e.g. smart-boards, black board, moodle**
- ❖ **Lower the training cost given that many students will not need to reside on campuses**
- ❖ **ICT enhances sharing of resources through the use of internet and websites**

5.3 Expansion of Existing Universities

- ❖ Existing universities should start campuses in strategic locations in order to provide access in those areas
- ❖ For example, at Kenyatta University, there are 8 Regional Centres that serve the open learning students
 - Programmes have already started in the new campus opened i.e. in Mombasa, Ruiru, Parklands and Kitui
- ❖ Other universities are doing the same and this will increase access

5.4 Establishment of New Universities



❖ **There is a need to establish universities in the rural areas not only to reach the populations there but also to start unique programmes that will benefit those specific regions**

- **For example, at Kenyatta University's Kitui campus we want to start dry land farming**
- **Mombasa and Kilifi campuses Tourism and Hospitality and Marine Sciences**



5.4.1 Who will start new universities?



- ❖ **The Government**
- ❖ **Entrepreneurs** – the government has given incentives to encourage those who want to start universities
- ❖ **Communities** - many communities have started primary and secondary schools
 - They need to venture into the area of starting universities even at a small scale in order to support government efforts

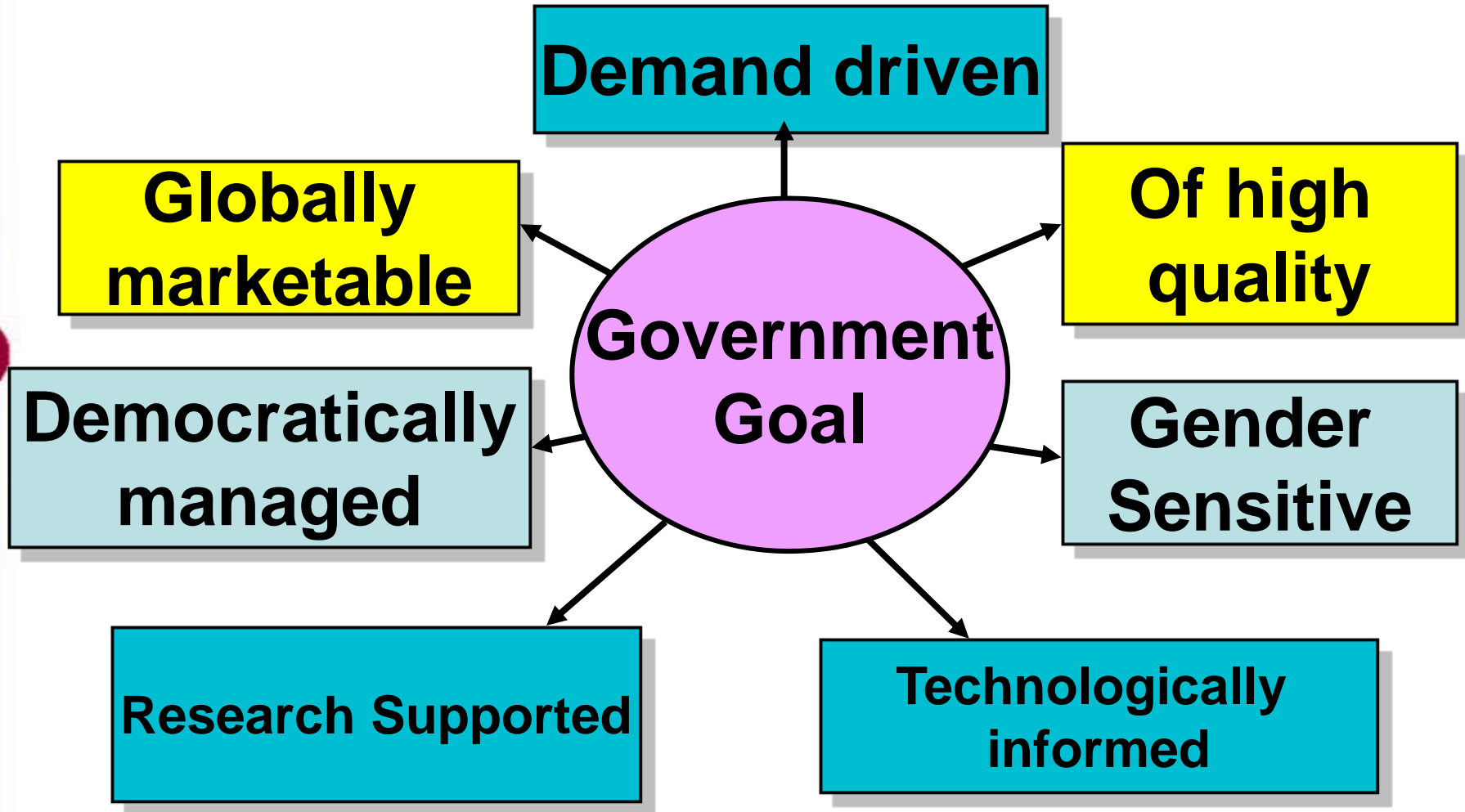
5.5 Establishment of Corporate owned Universities



- ❖ **A corporate body can establish a University to train specific manpower as per its requirements, e.g., a University specialized in business, languages, ICT**

- **This is the trend in the industrialized countries, e.g., in Germany where Volkswagen Company has established its University**

As per the Sessional Paper No 1 of 2005 the Kenyan Government's Goal is to Have Universities that are:





5.6 Affirmative Action



- ❖ **Currently JAB has lowered admission points for girls seeking admission to public universities**
- ❖ **Kenyatta University has further lowered another point for female students wishing to study Science and Technology programmes**
- ❖ **Other affirmative action ways**
 - **Pre-entry courses for those who do not meet the entry point for courses with fewer females**
 - **Upgrading courses for students who come from specific disadvantaged areas**
 - **Loans and scholarships to target students from disadvantaged districts**

5.7 Students Financing to Enhance Access

- ❖ **There is a need to establish an appropriate, reliable, diversified and sustainable mechanism for financing University education**
- ❖ **This mechanism should balance the need not to overburden parents and students and the financial need of the University to expand infrastructure and facilities and provide quality education**

Ways of financing students to Enhance Access

- ❖ **Loans:** Through High Education Loans Board
- ❖ **Scholarships** by;
 - **Government**
 - **Corporate organizations**
 - **Universities**
 - **financial aid office established by the universities to assist needy students**
- **Bursaries:** Government should consider awarding more bursaries to University students

5.8 University Outreach Programmes

- ❖ **Universities should start reaching out to bright students especially in the rural areas to ensure that they are not left behind in development**

5.9 Credit Transfer and Recognition System

- ❖ **Universities should develop a system of accepting courses offered in diploma level institutions**

6.0 Integrated SSP and Regular Students

- ❖ **Universities should integrate the teaching of SSP and regular students for the two groups to receive the same quality of education**
 - **Removes any possible cause of disharmony**
 - **Kenyatta University has already integrated the teaching of SSP and regular students**



CONCLUSION



- ❖ **This presentation has tried to document the benefits of higher education, trends in access of higher education, challenges facing higher education in Kenya and the way forward**
- ❖ **It is suggested that the Universities and government discuss the suggested way forward, assess the cost of each strategy, put a time frame for achieving them and plan for their implementation**

THANK YOU

