



New trends in higher education

Private higher education in Kenya

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Edited by N.V. Varghese



International Institute for Educational Planning

Private higher education in Kenya

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LIST OF ABBREVIATIONS

CHE	Commission for Higher Education
CUEA	Catholic University of Eastern Africa
EACE	East Africa Certificate of Education
EAST	East African School of Theology
GCE	London General Certificate Examinations
GPA	Grade Point Aggregate
HELB	Higher Education Loans Board
JKUAT	Jomo Kenyatta University of Technology
KCSE	Kenya Certificate of Secondary Education
Ksh	Kenyan shillings
NEGST	Nairobi Evangelical Graduate School of Theology
NIST	Nairobi International School of Theology
PACC	Pan Africa Christian College
USIU	United States International University
US\$	United States dollar

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EXECUTIVE SUMMARY

While the history of higher education in Kenya predates the country's independence and is characteristically religious, the first truly private university in Kenya was marked by the establishment of a campus of the United States International University (USIU) in 1969. This was followed by Daystar University in 1974 and the University of East Africa at Baraton in 1978. However, the pace of change has been fast due to policy shifts that began in the 1980s and 1990s.

The policy shifts that culminated in the recognition of private universities emerged in the late 1980s and early 1990s, brought on by the wave of liberalization that affected virtually all sectors of the economy. As a result, and in order to provide a legal and institutional framework for the regulation of higher education in a liberalized environment, the government enacted the Commission for Higher Education (CHE) Act in 1995. The establishment of CHE provided a much-needed impetus for the establishment of private universities. In addition to the CHE Act, two other notable legal instruments guiding the establishment and operation of private universities in Kenya are the Universities Act, Chapter 210B (Republic of Kenya, 1985), and Legal Notice No. 56 (Republic of Kenya, 1989). In enforcing its functions, CHE has so far chartered six private universities while registering and giving interim authority to nine others.

Enrolment patterns show higher female student representation at 54.5 per cent of the population in 2002 compared with 32.2 per cent in public universities. Arguably, the increasing number of females attending private universities reflects the limited number attaining the minimum cut-off points for admission into the public

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universities. Overall, private universities account for about 20 per cent of the university student population in Kenya. An analysis of enrolments in private universities in 2001/2002 using the accredited/non-accredited dichotomy shows that out of the 9,129 students enrolled in these institutions, accredited institutions have the bulk of the enrolment at 7,639 or 83.7 per cent. Unaccredited institutions enrol the remaining 1,490 or 16.3 per cent.

Of the 14 private universities in Kenya, all with the exception of USIU offer Bible study courses under diverse titles such as: biblical studies, theology, Christian ministries or religion. Three factors seem to determine the programmes offered in these universities: tradition, cost and market demands. The institutions offer both undergraduate and postgraduate programmes, although the former constitute the bulk of their courses. Recognition of these institutions as universities opened an avenue for the provision of non-theological programmes. Thus, a number of universities responded to demand by creating programmes in education, marketing, business, psychology, management, sociology and accounting, among others. In most private universities, however, these programmes constitute a very insignificant component of the curriculum.

Private universities in Kenya vary a great deal in their funding sources, which range from tithes or full dependence on tuition fees to gifts and endowments. That most institutions depend on sources of funds other than fees means that their programmes are subsidized by donations, gifts, endowments, etc. Only USIU is fully dependent on fees, and as such is one of the few universities that have broken even. Daystar University has four main sources of funds: (i) academic fees; (ii) boarding and catering charges; (iii) endowments, gifts and trusts; and (iv) income from university auxiliary enterprises and investments. On the other hand, USIU has three main sources of funds:

endowments, gifts and trusts; tuition and fees; and income from auxiliary enterprises and investments. An analysis of USIU's financial statements over a three-year period (1999, 2000 and 2001) shows that the university has been profitable, with a revenue greater than its expenses.

PREFACE

In the past, universities in most countries were dependent on public funding for their growth and expansion. The economic crisis and resulting financial squeeze, as well as the structural adjustment programmes of the 1980s, generally reduced the efficacy of the public sector at providing continued and adequate funding support for an expanding higher education sector. Countries adopted varying strategies to cope with the situation. One of the important strategies common to many countries was the encouragement and promotion of private universities. Many countries without a legal provision for the operation of private higher education institutions enacted laws in favour of establishing private universities or institutions.

Today, the private sector is the fastest growing segment in higher education within many countries. For example, a greater number of private higher education institutions than public ones now operate in transition economies, making the private sector an important partner in the provision of higher education. This change has taken place within a short period of five to ten years. Market-friendly reforms in the developing world are also creating beneficial conditions for the growth and expansion of the private sector. Private institutions are established by philanthropic, religious and private organizations and foundations, as well as by for-profit private agencies.

The private sector of higher education that emerged in the 1990s is self-financing and at times produces a profit. Its main source of income is student fees. Students are willing to pay for their education in private institutions as many of them offer market-friendly courses that almost guarantee them a job upon graduation. The profitability

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of these institutions depends on the savings they make on expenditure. They save on salaries by employing teaching staff on a part-time basis or by relying on teachers from nearby public universities.

The International Institute for Educational Planning (IIEP) initiated a study with the objective of analyzing trends and patterns in the organization of private higher education. Case studies were carried out in former centrally-planned economies such as Georgia, Kazakhstan, the Russian Federation and Uzbekistan. Similarly, case studies were carried out in Kenya and Bangladesh – two countries that experienced a considerable amount of growth in the private sector of higher education. While the experience of CIS countries illustrates what happens when the state-based system collapses, the other case studies indicate what happens when the state is financially weakened.

This study was carried out within the framework of the above-mentioned study on private higher education. I am grateful to the authors who prepared the research report and to my colleague N.V. Varghese for directing the IIEP research study.

Gudmund Hernes
Director, IIEP

I. INTRODUCTION

1. The genesis of private sector provision of higher education in Kenya

Discussion on the development of formal western education in Kenya gives due credit to the pioneering role of Christian missionaries in establishing basic education. This is not the case for higher education, as more often than not the genesis of higher, and in particular university education, is traced to the founding of the Royal Technical College in 1956. In 1961, this institution was made a constituent college of the University of East Africa (itself founded as a technical college in 1922 and upgraded to fully-fledged university status as the University of East Africa in 1962) and renamed the Royal College of Nairobi. In 1970, it became a fully-fledged university (the University of Nairobi). Little mention is made of the fact that some private institutions of higher learning whose existence even predated independence were to become the pioneering private universities in Kenya with the liberalization of educational provision in the 1990s.

The first private university was marked by the establishment in Nairobi of a Kenyan campus of the United States International University in 1970. Subsequently, the Seventh Day Adventists sponsored the creation of the University of East Africa at Baraton (1978); the Catholic University of East Africa, established in 1984, received a civil charter (1992); and Daystar University, established in Kenya in 1973, received a government charter (1994). Despite being established principally to promote the evangelical role of the various missions, several colleges have since been given varying forms of

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recognition as universities. These include St. Paul's United Theological College, established in 1903; the Kenya Highlands Bible College (1953); and Scott Theological College (1962). Five private universities have received a government charter, while ten have been granted a letter of interim authority to operate as universities.

These private tertiary institutions went largely unnoticed except in the theological domain, which a majority of them served. Part of the reason lies in the fact that from independence up to the late 1980s, the existing public universities were able to absorb virtually all candidates qualifying for higher education, a development that was aided in part by massive government investment in higher education. Suffice it to say that this policy of significant government expenditure on higher education was in line with the recommendations of the first report on education in Kenya (the Ominde Report of 1964), which stressed the importance of university education in producing skilled human resources to run the various facets of the economic, political and social life of the new nation. Indeed, this policy was buttressed by good economic performance in the first two decades of independence.

The policy shifts that culminated in the recognition of private universities emerged in the late 1980s and early 1990s. They were occasioned by three main factors:

- 1) In the first instance, the economic downturn of the 1980s militated against massive government spending on education, which consumed close to 40 per cent of government recurrent expenditure. Limited government funding meant a restricted supply of university education. A gap was thus created that could not be filled by other non-state players.
- 2) Secondly, the emphasis on the rates-of-return approach to investment in education supported more allocation to primary/

basic education as opposed to higher education, the argument being that basic education has higher rates of return than higher education and is terminal for the majority of school-age children. Given this scenario, claims are made that it is both logical and prudent for the government to spend more on basic education while individuals meet the increased costs of higher education, given the high private rates of return. Consequently, private provision of higher education became a necessity.

- 3) Thirdly, and perhaps more importantly, the 1980s were characterized by changes promoted by the World Bank and International Monetary Fund (IMF) in geo-economic policies. In line with these, new development approaches emerged that on the whole emphasized a limited role for the government in the economic and social arena. Government divestiture from state enterprises, including education, was advocated. Under structural adjustment programmes (SAPS), the cost-sharing policy became the guiding principle for investment in education.

Overall, the growth and development of university education in Kenya has benefited from strong social demand arising from an increasing population base of young people who attain the Kenya Certificate of Secondary Education (KCSE), and the continuing need to provide a highly educated and trained workforce able to manage the country's social and economic development programmes.

Research conducted on the sectoral responses to Kenya's economic and social needs indicated that there was a need for the education sector to produce graduates that could respond to 'moral corruption' within society, for example by graduating ethical individuals who would be less inclined to cause crime or inefficiencies within the economic system through corruption (Deloitte and Touche, 1994). The findings indicated that long-term attitudinal

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changes were necessary if the Kenyan public was to accept that higher education, including those services supplied by public universities, was not the sole responsibility of the state and that it should not be considered for the most part a free public good. This change in society's attitude, which would be reflected in behaviour patterns (paying more for higher education), was expected to lead to a more balanced outcome between the gain from private returns on education (that are currently too high) and the gain from social returns on education (that are currently too low).

Despite efforts by public and private universities to introduce new courses and diversify their academic programmes, the rapidly increasing demand for university education continues to outstrip the provision that these institutions can offer. The courses offered do not adequately meet national human resource requirements. Consequently, a substantial number of students continue to seek university places in foreign countries.

One of the recommendations of the Working Party in a second university in Kenya was to set up a council for higher education. In 1985, the Commission for Higher Education (CHE) was established through the Higher Education Act with a mandate to co-ordinate the development of higher education including (a) long-term planning, programming, budgeting, financing, student enrolment, scholarships, staff and physical development; and (b) accreditation of private universities and post-secondary institutions.

The government's decision to set up the CHE in 1985, ostensibly to regulate the provision of higher education in Kenya (as has now emerged, it regulates only private universities), was arguably in response to these new developments. It should be noted that the setting up of CHE did not create any incentive to establish new private universities, as by 1987 the country already had 14 private universities

offering degrees of foreign universities, mostly from the United States, Canada and Europe (Republic of Kenya, 1988*b*). However, the creation of CHE witnessed a new dawn in the era of private higher education provision, as regulations were clearly laid down in the requirements for accrediting private universities. More importantly, it coincided with a period of unprecedented demand for higher education. Consequently, applications from both religious and secular providers were found for the setting up of new universities in undated CHE files.

II. POLICY SHIFTS IN HIGHER EDUCATION

1. Introduction

Since independence in 1963, the expansion of university education has been fuelled by a combination of factors and beliefs that may be summarized by the expression: “need to promote socio-economic development”. At independence, highly qualified Kenyans were required to replace departing expatriates in the public service and elsewhere. Since then, emphasis has been placed on the need to develop a highly trained human resource base with relevant skills and attitudes in order to modernize and expand all sectors of the economy. Equally important, demand for expansion stems from a strong belief that education at the highest level is the gateway to high social and economic status. Beginning with the 1964 Kenyan Education Commission, the goals and objectives of university education have been built around these postulates. Sessional Paper N° 6 of 1988 (Republic of Kenya, 1988*b*) represents the Government’s comprehensive elaboration of the objectives of university education:

- to develop, advance, preserve and disseminate knowledge and to stimulate intellectual life;
- to train and prepare the high-level manpower needed for development;
- to promote cultural development and the highest ideals and values of society;
- to provide, through research and consultancy, knowledge, skills and services to the community by helping solve problems facing society; and

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- to assist the government in achieving its planned development of higher education.

From independence, the government continued with the policy of full public provision of university education in order to realize these objectives. This led to a rapid expansion in the number of public universities as well as in students attending these universities. The onset of structural adjustment programmes and concomitant belt-tightening of the 1980s required that government revisit its policies on higher education expansion.

2. Liberalization of higher education

Recognizing the potential of private providers to cater for an increasing number of applicants not absorbed by the public universities, the government spelt out policies that would encourage ‘partnership’ in education. In its 1996 Policy Framework Paper, for instance, the government noted the need to implement policies to encourage private sector participation in the establishment and operation of educational institutions (PFP, 1996). This has since been re-stated in several policy documents, including the Master Plan on Education and Training (1997–2010) and the Report of the Commission of Inquiry into the Education System in Kenya (Republic of Kenya, 2000). However, these documents merely restated the recommendations of the 1988 Kamunge Report, which is credited with ‘officially’ introducing cost sharing in education to Kenya. On private universities, the report recommended that “the establishment of private and *harambee* [self-help] institutions be encouraged but controlled to ensure they offer courses relevant to the needs of Kenya and maintain acceptable standards”, and that “the functions of CHE [...] be reviewed” (Republic of Kenya, 1988*b*: 71-72).

The growth of private universities in Kenya has been facilitated by a number of policies instituted by the World Bank. In addition to advocating for greater private participation in financing education, the World Bank in advancing credit assistance to Kenya in 1991 prevailed on the government to accept a conditionality that put a ceiling on growth in public university enrolment to no more than 3 per cent per annum up to 2017. As a result of this policy a large client base has been created for private universities, as public universities have been unable to absorb all the qualifying candidates. Available figures suggest that rather than increasing enrolment by the three percentage points permitted, the population of students in public universities has actually stagnated (Wandiga, 2001; see also *Table 2.1*).

Table 2.1 Student enrolment in public universities by gender, 1996/1997 – 1999/2000

University	1996/1997			1997/1998			1998/1999			1999/2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Nairobi	9,192	3,121	12,313	11,455	3,995	15,450	8,976	3,448	12,424	8,489	3,440	11,929
Kenyatta	5,520	3,054	8,574	5,788	3,673	9,461	4,738	3,020	7,758	4,189	3,009	7,198
Egerton	2,340	5,445	7,785	5,705	2,351	8,056	5,654	2,546	8,200	7,132	2,841	9,973
JKUAT	1,817	417	2,234	2,555	450	3,005	2,471	621	3,092	2,512	625	3,137
Moi	3,424	1,153	4,577	3,588	1,363	4,951	3,699	1,441	5,140	4,146	1,649	5,795
Maseno	1,739	859	2,598	1,860	949	2,809	2,687	1,312	3,999	2,044	1,211	3,255
Total	24,032	14,049	38,081	30,951	12,781	43,732	28,225	12,388	40,613	28,512	12,775	41,287

Source: MOST, 2001.

The table shows that the last time that the university population actually increased was in 1997/1998. This increase was, however, attributed to the special programmes mounted by the universities for privately-sponsored students rather than to the regular programmes.

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Thus, it was generally observed that the public universities alone could not meet the country's demand for high-level trained personnel. The introduction of Universities (Establishment of Universities) (Standardization, Accreditation, Supervision) Rules, 1989 was thus a government response to the recommendation of the Kamunge Report. However, it took the government far longer (12 years) to introduce a bill amending the 1985 Universities Act that set up CHE. The bill was published in August 2000 but has never been presented to Parliament. The main thrust of this bill was to streamline the individual acts setting up the public universities with the CHE Act, as currently there are either overlaps or outright conflicting clauses and provisions in the various acts.

3. Legal basis for the provision of private higher education

Currently, there are two principal legal instruments guiding the establishment and operation of private universities in Kenya: the Universities Act Chapter 210B (1985) and Legal Notice N°56, The Universities (Establishment of Universities) (Standardization, Accreditation and Supervision) Rules (1989). Approved by the President on 11 July 1985, the Universities Act of 1985 Cap 210B of the Laws of Kenya spells out 19 functions of the Commission. Of these, seven are of direct concern to private universities and include:

- 1) promoting the objectives of university education, namely: the development, processing, storage and dissemination of knowledge for the benefit of mankind;
- 2) accrediting universities;
- 3) examining and approving proposals for courses of study and course regulations submitted to it by private universities;
- 4) receiving and considering applications from persons seeking to establish private universities in Kenya and making recommendations to the Minister for Education;

- 5) ensuring the maintenance of standards of courses of study and examination in the universities;
- 6) advising the government on the standardization, recognition and equation of degrees, diplomas and certificates conferred or awarded by foreign and private universities; and
- 7) arranging for registration, visiting and inspection of private universities.

In enforcing its functions, the CHE has so far chartered five private universities while registering and giving interim authority to nine others (see *Appendix 1*). One complaint about enforcing the legal requirement of chartering is that it is painstakingly slow (Deloitte and Touche, 1994). This process, beginning with a series of applications and meetings, takes several years before a charter is given. It cannot be discounted that some other factors may be at play, particularly the patronizing role played by politicians associated with some universities. Plainly stated, if owners of a university are close to political power or wield it themselves, the process can be much shorter.

The accreditation process falls into three categories as shown in *Table 2.2*.

The three-stage accreditation process determines the operations of universities with regard to mounting or advertising programmes. Currently, only universities in the three categories are authorized to advertise and/or mount approved degree and postgraduate certificate and diploma programmes. All other universities that have applied but have not yet been issued with letters of interim authority should not mount one or more university level programmes or advertise their programmes. In a newspaper advert in the *Daily Nation* dated 3 September 2001, the Commission warned that “It is an infringement of the Universities Act 1985 and Universities Rules of 1989 for a

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private institution to advertise and/or mount university level programme(s) without obtaining a letter of interim authority from the Commission for Higher Education or having been established by an Act of Parliament is committing an offence punishable by law”.

Table 2.2 Categories of accredited private universities in Kenya

Accreditation level/category	Status	Institutions in category
1. Full accreditation	Granted own charter	University of East Africa, Baraton Catholic University of Eastern Africa Daystar University Scott Theological College United States International University
2. Registered universities	Issued with letters of registration after fulfilling the 1989 Rules	East African School of Theology (EAST) Nairobi Evangelical Graduate School of Theology (NEGST) Nairobi International School of Theology (NIST)
	Registration a recognition of existence	Pan Africa Christian College (PACC) Kenya Highlands Bible College (KHBC) St. Paul's United Theological College
3. Letters of interim authority	Fulfilled conditions and applied for registration but given temporary recognition pending registration	Several

Source: CHE, 2001.

To date, there have been no cases of prospective universities being found to have infringed the provisions of the Universities Act of 1985 or the Universities Rules of 1989 by either advertising or mounting university-level programmes. However, a number of private institutions have entered into agreements with public universities

to offer degree or diploma courses on behalf of or in co-operation with the other universities, including public universities. Much as the CHE Act is silent on such arrangements, the individual acts of the respective public universities give them the way to do that. Some of these institutions include Strathmore College, which offers degree courses in collaboration with Jomo Kenyatta University of Technology, the Australian University Institute, the Kenya College of Accountancy, the Kenya School of Professional Studies, the Kenya Science Teachers' College and Kianda College, among others.

4. Financing of higher education

State universities in Kenya, once free for the few who could qualify, introduced a loan system in the early 1970s. The original concept of a revolving fund was, however, nullified by the lack of systematic procedures for collection. In 1991/1992 the Kenyan Government overhauled university financing, introducing a direct fees payment of Kenyan shillings (Ksh) 6,000 per student per year and a new student loan of Ksh 21,000 per annum, as had been recommended by the 1988 Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. All students, regardless of their economic situation, were eligible for the loan. Those unable to raise the direct charge were eligible for the bursary scheme. All students who qualified for admission to public and private universities were able to apply for bursaries.

The university financing system was revised again in 1995. Three major changes were made:

- 1) direct charges were increased to Ksh 8,000 per student per year;
- 2) total charges were raised to Ksh 50,000, implying an annual loan of Ksh 42,000; and

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- 3) loans were no longer to be available to all students, but would be means-tested. The new system made parents and/or students responsible for food and lodging. A major challenge in any means-tested bursary or loan system is to develop a screening system that identifies the truly needy applicants.

Until 1999, when the government indicated that students attending private higher education could benefit from loan facilities through the Higher Education Loans Board, the financing of higher education was mainly the responsibility of the students themselves. This meant that the beneficiaries of private higher education were able to finance their own education and therefore represented the elite. Those who attended the seminary/theological higher education received sponsorship from the churches that they represented, including support from well-wishers.

III. GROWTH AND EXPANSION OF PRIVATE UNIVERSITY EDUCATION IN KENYA

1. Student enrolment

Private university students account for about 20 per cent of the university population in Kenya. An analysis of trends in private universities reveals some clear patterns in enrolment, course structuring/curriculum and location, among others. Female student representation is higher in private universities, where women make up more than 50 per cent of the population (Brown, 2001; Ngome, 2000) – a situation that contrasts with that of the public universities. The increasing number of females attending private universities arguably reflects the limited number attaining the minimum cut-off points for admission into the public universities. As more females than males fail to qualify, they turn to the private universities. The nature of courses could also be a factor. *Table 3.1* presents enrolment in private universities during the 1997/1998 – 2000/2001 academic years.

At the two largest private universities (Daystar University and the United States International University), the proportion of female students exceeds 50 per cent. At Daystar University, female students during the 2000/2001 academic year represented 60 per cent of all students. Overall, private universities account for about 20 per cent of the university student population in Kenya.

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Table 3.1 Enrolment in private universities by gender, 1997/1998 – 2000/2001

	1997/1998			1998/1999			1999/2000			2000/2001		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
Private accredited												
Daystar	565	727	1,292	720	961	1,681	861	1,417	2,278	734	1,078	1,812
Baraton	470	372	842	498	454	952	537	507	1,044	645	661	1,306
Catholic	-	-	-	742	660	1,402	807	810	1,617	705	772	1,477
USIU	868	940	1,808	902	999	1,901	928	1,032	1,960	1,140	1,171	2,311
Scott	68	14	82	80	16	96	84	19	103	75	18	93
Total	1,971	2,053	4,024	2,942	3,090	6,032	3,217	3,785	7,002	3,299	3,700	6,999
Other private												
Nazarene	230	159	389	200	119	319	264	154	418	316	176	492
NEGST	67	28	95	68	40	108	44	46	90	60	44	104
EAST	112	23	135	106	25	131	77	20	97	77	20	97
PAC	80	13	93	73	24	97	85	26	111	78	24	102
NIST	53	18	71	20	9	29	43	22	65	94	42	136
Kenya HB	37	21	58	42	27	69	47	36	83	57	29	86
St. Paul's	92	13	105	84	15	99	83	17	100	27	10	37
Methodist	-	-	-	74	33	107	103	56	159	103	56	159
Total	671	275	946	667	292	959	746	377	1,123	812	401	1,213
TOTAL	2,642	2,328	4,970	3,609	3,382	6,991	3,963	4,162	8,125	4,111	4,101	8,212

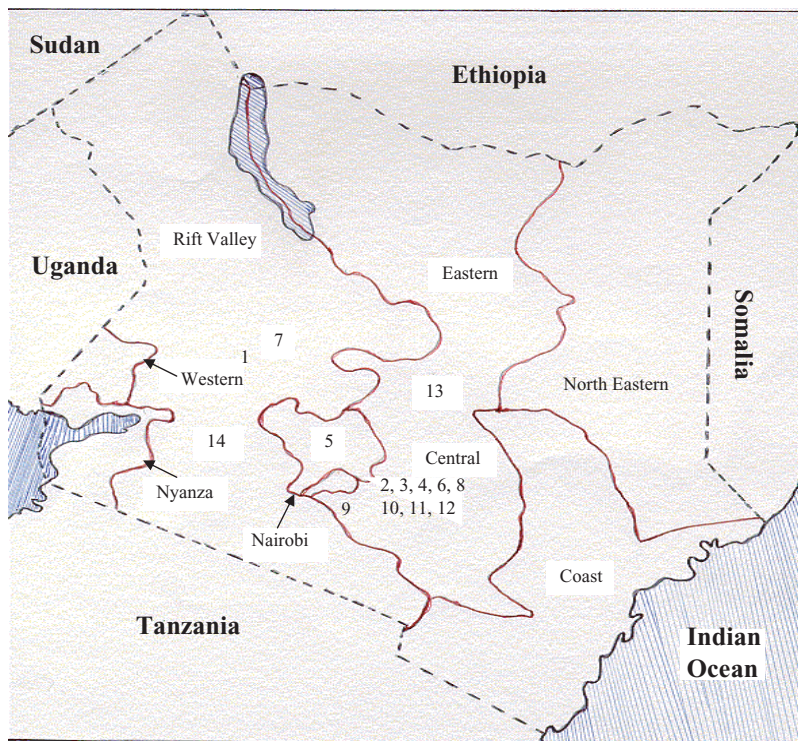
Source: Ministry of Education, Science and Technology, 2001.

Gender disparity at the university level needs to be considered in the light of what happens in the earlier levels of the education system, particularly in secondary schools. Due to a variety of demand and supply factors, including socio-economic and cultural influences and a less favourable study setting in girls' secondary schools, female participation (in terms of access, persistence and achievement) is lower than that of males. These disadvantages translate into inequitable selection and participation at the university level.

Another feature of private university education in Kenya is the concentration of institutions in and around Nairobi. This is a reflection of both the availability of supporting infrastructure and a

large market. Arguably, a majority of the affluent Kenyans who can afford to attend a private university are concentrated in the city. Currently, of the 14 private universities, roughly nine are located within Nairobi and its surrounding area (*Figure 3.1*).

Figure 3.1 Location of private universities in Kenya, 2001



Key:

1. University of Eastern Africa, Baraton
2. Catholic University of Eastern Africa
3. Daystar University
4. United States International University
5. St. Paul's United Theological College
6. Pan African Christian College
7. Kenya Highlands Bible College
8. Nairobi Evangelical Graduate School of Theology
9. Scott Theological College
10. East African School of Theology
11. Nairobi International School of Theology
12. African Nazarene University
13. Kenya Methodist University
14. Kabarak University

— Provincial boundaries
 - - - - - International boundaries
 0 80 160 kms

2. Courses/programmes

One dominating feature of private university provision in Kenya is a strong tendency towards the humanities – mostly theological and art-based curriculum programming. Of the 14 private universities in Kenya, all of them offer Bible courses under diverse titles such as ‘biblical studies’, ‘theology’, ‘Christian ministries’ or ‘religion’. Three factors seem to determine the programmes offered in these universities: tradition, i.e. the original objectives for which the universities were set up; cost; and market demands.

Traditionally, universities in Kenya, and indeed Africa as a whole, with the exception of United States International University, were established to provide biblical teaching in order to meet the evangelical goals of the various churches and para-church organizations. A majority of the universities were also set up as colleges at a time when the provision of university education was a state monopoly. The institutions did not envision themselves producing graduates in the ‘secular’ disciplines. Those that did start non-secular programmes, such as communications at Daystar, did indeed recognize the need to respond to the challenges of producing Christians equipped with the necessary knowledge to function effectively in their Christian calling. Some of these universities also have institutions for which their universities could provide personnel. Thus, the Department of Nursing at the University of Eastern Africa, Baraton, was created with the goal of producing medical personnel for its various hospitals, the biggest of which is Kendu Adventist Hospital in the Rachuonyo District.

Recognition of these institutions as universities opened an avenue for the provision of non-theological programmes, as this was the requirement of candidates who did not enter public universities. Thus, a number of universities responded to this demand by creating

programmes in education, marketing, business, psychology, management, sociology and accounting, among others. In most private universities in Kenya, however, these programmes constitute a very insignificant component of the curriculum. The explanation for this phenomenon lies in the cost factor.

Granted, there is a high demand for science and technological programmes at tertiary level in Kenya. This ranges from medicine to pharmacy, computer studies, engineering or architecture. However, these are capital-intensive courses demanding heavy investment. As they are time-demanding, expensive to set up and require qualified personnel who are often in short supply and who can demand high salaries, private universities have shied away from mounting those programmes. What they have done is provide a middle ground between programmes in high demand and cost considerations. This explains the proliferation of 'market courses' such as psychology, accounting, marketing, business and counselling, among others.

3. Quality of programmes

It is not possible to make broad generalizations on the quality of education in private universities in Kenya, as these institutions vary greatly in terms of resource endowments, philosophy and personnel, all of which have a direct impact on the quality of teaching and learning. Consequently, it can be argued that some institutions have a head start over others on providing quality education.

There seems to be a general consensus, however, that a number of private universities are relatively better equipped to offer quality education than public ones. Quality may not be assessed in terms of personnel, as many public university lecturers also teach in the private universities on a part-time basis. On the other hand, programmes in public and private universities are so variable as to make any

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comparison invalid. It has been noted that religious education (theology) dominates the curriculum of most private universities, whereas no public university offers that discipline.

It therefore makes sense to determine the quality of education in private universities according to a resource-based availability criterion – student-teacher/lecturer interaction – among other variables. On this score, there is no doubt that there is less congestion in private universities. This makes for better access to libraries, for instance, in these institutions. They have attempted to provide basic library resources such as books and journals. At USIU for instance, access to the most recent books and journals is not a problem. The university has made it a policy not to stock books that are more than five years old, while a number of journals are available on the shelves and even online. This is in sharp contrast to the high volume of obsolete literature in most public universities, where it is not uncommon to find 1920s volumes on open shelves. At USIU, the university has taken to leasing reading materials to students per quarter, with students paying a library fee that provides them with at least one book, readings for each course and access to an online database (Brown, 2001).

Close supervision of private universities by the CHE is also a quality assurance measure. In order to meet the strict charter requirements, universities have been forced to continue up-dating their programmes to ensure compliance with the high standards of the CHE. On the other hand, they have had to sell themselves as high quality institutions in order to attract students. As opposed to public universities, who are assured a good intake of students in every academic year, there is stiff competition among the private universities for students – a competition that can only be won on quality grounds. The institutions also have a responsibility to meet the expectations of their clients, who pay a lot of money in fees.

Thus, the only reason they can justify high fees is by offering quality education.

It has been noted that despite these developments, private universities in Kenya show a greater variation in quality than their public counterparts (Ngome, 2000). Their programmes tend to be narrow and at times their close link with the churches impacts negatively on their image and performance, as sometimes the religious affiliations of potential employees may play a greater role in securing their employment than their professional competence. In other words, employment is more likely to be made on the basis of religious affinity to the sponsoring church than according to professional competencies. Ngome observes that this could be one factor explaining the low or non-existent research output of private universities.

IV. STUDY OF TWO PRIVATE UNIVERSITIES

In order to shed more light on the development of private universities, an in-depth analysis was undertaken of two purposefully selected universities: Daystar University and the United States International University. Daystar University was selected as it has the highest proportion of female students of all the private universities. It is also the prototype religious private university in Kenya. On the other hand, USIU was sampled as it has the highest number of students among all the private universities. It is also the only registered secular university. Collectively, it was relatively easier to obtain information from these two universities than from all the others, even though the team could not acquire all of the information sought.

1. Daystar University

Introduction

Daystar University was founded and is sponsored by Daystar Company Limited, registered in 1973 under the Companies Act, Cap 486 of the Laws of Kenya, as a company limited by guarantee and by not having a share capital. Among other reasons, the objectives for which the company was established were:

- 1) "to be a non-profit organization for the teaching and preaching of the Gospel of our Lord Jesus Christ";
- 2) "to establish a university as a non-profit and non-denominational Christian university to provide Christian-based higher education, training and research for the expansion of God's kingdom".

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In pursuing the second objective, the company established Daystar University in July 1973. It should, however, be noted that the history of the university began with the founding of Daystar Publications in Zimbabwe in 1964, which became Daystar Communications in 1969. It eventually became a university in 1973 in Zimbabwe, but due to instability resulting from the struggle for independence in that country, it relocated to Kenya in 1974. In 1984 the university was granted a charter, thereby becoming a fully-fledged private university.

Objectives

The objectives of establishing the university include:

- 1) to become a centre for excellence of thought, discussion, research and teaching within the context of Christian truth and commitment, spiritual sensitivity and obedience to Christ;
- 2) to provide academic leadership of the Church in Africa in order to address, through research, education and consultation, the economic, social and political problems of African society and those challenges unique to the church of Christ;
- 3) to provide adequate resources for quality university education, training and research based on biblical concepts and values reflecting African cultural heritage;
- 4) to develop students in the faith of Jesus Christ and a greater commitment to the gospel;
- 5) to guide students to understand and accept themselves, their individual needs and talents, and to develop their potential for productive life and service;
- 6) to provide students with a balanced educational programme that helps them to develop and broaden their perception of the inherent interrelationships between physical and spiritual needs, and develop a holistic approach to life;

- 7) to equip students to personally commit themselves to evangelism, the creation of new churches and leadership;
- 8) to develop in students a deeper understanding of traditional and modern Africa, and to equip them to effectively provide a Christian approach to the socio-economic and political development of the African continent; and
- 9) to play an effective role in the development and expansion of Christian university education in Africa.

Management and governance

The management of the university is vested in four bodies:

Founder: Daystar Company Limited is the founder and sponsor. It has four basic functions, namely:

- overseeing the mission of the university;
- appointing the Chancellor;
- electing members to serve on the council of the university; and
- receiving reports on the operations and progress of the university.

The Chancellor: The Chancellor is appointed by Daystar Company Limited and is Chairman of the Council. He/she holds office for five years and is eligible for reappointment for one more term. Other than chairing the Council, he/she is the head of the university and officially confers university degrees and grants diplomas, certificates and other awards.

The Council: This is the governing body with full responsibility over the university. It consists of the Chancellor (Chairperson), the Vice-Chairman and members elected by Daystar Company Limited. These are men and women from Christian churches, church agencies associated with Daystar mainly from Christian para-church organizations with Christian ministries in Africa, professional bodies

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in Africa involved in Christian higher education, academic and research institutions associated with Daystar, one alumni representative, one external member of the Daystar University Board, two co-opted members, two senate representatives, two academic staff representatives, two Daystar University student association representatives, the Vice-Chancellor and ex-officio members: the Deputy Vice-Chancellors, principals, the Director of Student Development and the Executive Director of the Daystar University Board registered outside Africa. The Council is responsible for the governance, control and administration of the university as stipulated in the charter.

Senate: The Senate is comprised of the Vice-Chancellor, the Deputy Vice-Chancellor, principals, directors, deans of faculties, chairpersons of departments, a librarian, a registrar, two academic staff representatives, two representatives and other members as may be provided for in the statutes co-opted by the senate.

The following are among its other functions:

- proposing short- and long-term academic plans and their modifications for approval by the Council;
- developing, evaluating and proposing modifications in programmes of instruction, research and field services consistent with the objectives, policies and Christian philosophy of the universities;
- developing criteria and policies for student admission, retention, progression and award of degrees, diplomas and certificates;
- approving the academic calendar and programmes of studies;
- discussing and approving annual academic reports presented by the deans and principals; and
- receiving and approving examination results.

Day-to-day management of the university is the responsibility of the University Management Board. This Board is composed of the Vice-Chancellor, the Deputy Vice-Chancellor, principals, directors and deans of faculties.

In particular, the management board:

- ensures efficient and effective management of the personnel, facilities and finances of the university;
- plans for the development and needs of the university;
- in consultation with the Senate, prepares annual plans and budgets for submission to the council for approval;
- develops strategies for revenue generation and fundraising;
- implements rules and regulations for the conduct and behaviour of students and staff;
- recommends policies and strategies to achieve the objectives of the university;
- works for the maintenance of the Christian character of the university; and
- undertakes any other functions and duties as may be provided for in the statutes.

All these functions are carried out under the authority of the Vice-Chancellor, who is the Chief Executive Officer of the university.

Funding

Daystar University depends largely on tuition and fees. Fees are kept comparatively low by stringent financial controls. Scholarships are given to students who excel in their studies as well as those who are in their last two years of study. Among those who have provided financial assistance to the university are: the Tear Fund of the United Kingdom, the Lutheran Church of Germany, the Maclellan Foundation,

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the Stewardshop Foundation in the United States, Bread for the World, and other local churches and individuals. The Japanese Government is also helping to build the planned Ksh 60 million library.

The university has four main sources of funds: (i) academic fees; (ii) boarding and catering charges; (iii) endowments, gifts and trusts; and (iv) income from university auxiliary enterprises and investments. Currently, Daystar University receives funds to meet development costs by donations from Christian organizations in the USA, Europe and Canada. Recurrent costs (such as annual operating and staff salary costs) have mainly been financed by tuition income. In terms of sustainability, this has been the only regular source of income, unlike donations income that has varied every year.

Table 4.1 Sources of revenue at Daystar University, 1994

Source	Development costs (%)	Recurrent costs (%)
Tuition	5	95
Grants	0	100
Gifts/donations	10	90
Fundraising	100	0

Source: Daystar University data.

In order to generate funds for both development and recurrent costs, the college intends to strengthen its fundraising and public relations activities through their fundraising office in the USA. In addition, efforts are being directed towards Europe.

From the very beginning, Daystar University has been committed to generating its operation budget from the services it renders to the community. However, the larger portion of capital expenditure has always been raised through donations. Missionary staff are fully sponsored by their supporting agencies although they work full-time

with Daystar University. Only about 10 per cent of senior staff are missionaries.

The university raises funds for scholarships through Daystar US and Daystar Canada. A number of church groups from Europe also sponsor students to study at Daystar. These funds are distributed among needy students to help meet their tuition and living costs. The tuition portion of the scholarship grant goes directly to Daystar as tuition payment. The university therefore treats scholarship donation funds as grants to students to enable them to pay for their training costs. *Table 4.2* gives the financial statistics for the last 20 years.

Although students are responsible for funding their own studies at Daystar, limited work-study scholarships are available to students of good conduct who have demonstrated financial need and achieve a consistent minimum grade point aggregate (GPA) of 2.50 for undergraduate students. Through this programme, beneficiaries are required to work ten hours per week within the university in return for a scholarship. Applications for scholarships are normally received at the end of every academic year. The university usually grants assistance to students in their first year of study. Recipients are paid Ksh 150 (United States dollar, US\$1.9) per hour worked throughout the programme. Within one semester, a student may work up to 100 hours, thus, within a year, a student can earn up to Ksh 30,000 from the work-study programme. This amount can provide for up to about two thirds of tuition fees. The recipient is still expected to top up his/her fees, accommodation and subsistence requirements from other sources. Every year, about 140 students benefit from the work-study programme.

The university has an appraisal and evaluation system at the middle and end of the semester to monitor performance of awards. Students on this programme usually clean classrooms, tend grass fields and work in the kitchen, offices, computer laboratories and libraries. As

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the vast majority do manual work, and given that cheaper labour could be obtained easily, it is clear that the nominal pay received is in fact a generous subsidy from the university. Needy students must reapply every year - using the same form. This is a good way to monitor and continually assess the performance of awardees.

Since eligibility is tied to academic attainment, it is possible for students to get caught in a vicious circle in which they are struggling to excel, while at the same time struggling to survive. The evaluation scheme should therefore ensure that the work-study programme does not impact negatively on students' performance.

Table 4.2 Financial analysis: financial years 1980/1981 – 1999/2000

Financial year	Income Ksh x1,000,000	Expenditure Ksh x1,000,000	Surplus/(deficit) Ksh x1,000	Capital investment Ksh x1,000
1980/1981	1.612	1.258	354	305
1981/1982	1.681	1.427	254	940
1982/1983	1.144	1.862	(421)	479
1983/1984	2.347	3.112	(776)	679
1984/1985	3.856	3.574	695	449
1985/1986	3.386	2.859	527	2.176
1986/1987	4.560	4.080	527	4.331
1987/1988	6.287	6.552	(265)	1.188
1988/1989	8.680	8.156	525	780
1989/1990	12.245	10.044	2.200	8.960
1990/1991	18.41	16.07	2.340	6.973
1991/1992	26.82	23.40	3.420	6.973
1992/1993	44.02	45.67	(1.650)	31.333
1993/1994	86.15	79.97	6.180	54.320

Table 4.2 (continued)

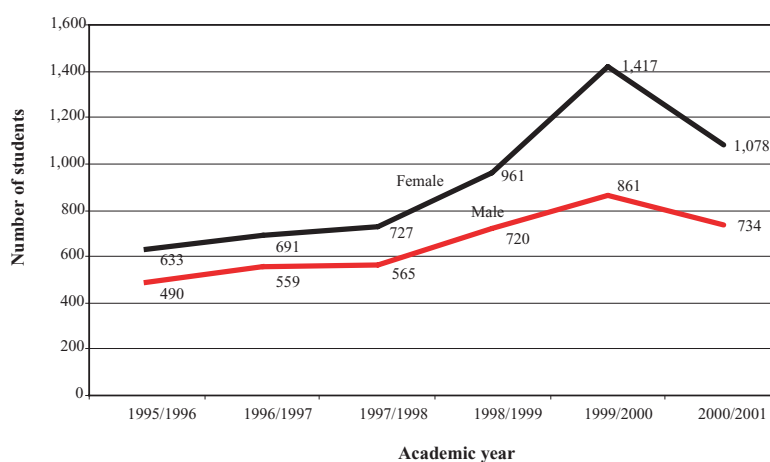
Financial year	Income Ksh x1,000,000	Expenditure Ksh x1,000,000	Surplus/(deficit) Ksh x1,000	Capital investment Ksh x1,000
1994/1995	113.59	101.45	12.140	58.144
1995/1996	152.44	138.71	13.730	74.644
1996/1997	222.99	221.51	1.480	123.408
1997/1998	263.57	248.13	15.440	48.157
1998/1999	322.41	307.73	14.680	74.892
1999/2000	336.83	354.94	(19.370)	131.172
Total capital investment = 645,246				

Source: Daystar University data.

Enrolment

As in other private universities, female enrolments have come to exceed those of males (over 50 per cent). *Chart 4.1* shows enrolment trends by sex over the last five years.

Chart 4.1 Daystar University enrolment trends, 1995/1996 – 2000/2001



Source: MOST, 2001.

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Table 4.3 Student enrolment by gender and programme, 2000/2001

Programme	Enrolment		
	Female	Male	All
Postgraduate:			
Christian ministries	7	8	15
Communications	30	35	65
Undefined major	2	0	2
Total postgraduate	39	43	82
Pre-university	148	68	216
Undergraduate:			
Accounting	290	357	647
Bible	11	44	55
Business administration & management	314	282	596
Communications	627	220	847
Community development	421	251	672
Economics	0	3	3
Education	33	28	61
English	10	0	10
Marketing	116	108	224
Music	2	1	3
Psychology	14	3	17
Undefined major	2	2	4
Exchange students	30	10	40
Total undergraduate	1,870	1,309	3,179
Diploma programme	143	80	223
Grand total	2,200	1,500	3,700

Source: Daystar University data.

Staffing levels

The university has a total of 84 full-time academic staff, of which 44 are female. A majority of the female staff are at the level of lecturers and senior lecturers, while there are no female staff members at the level of dean and above.

Table 4.4 Staffing levels, Daystar University

Staffing	Male	Female	Total
Graduate assistants	1	2	3
Assistant lecturers	11	7	18
Lecturers	18	18	36
Senior lecturers	7	16	23
Deans	3	0	3
Deputy Vice Chancellor (Academics)	1	0	1
Total	41	43	84

Source: Daystar University data.

As *Table 4.5* indicates, a majority of academic staff (84.5 per cent) hold Masters degrees, while about 12 per cent hold doctorates.

Table 4.5 Staff qualifications

Qualifications	No. of staff
Masters	71
Doctorate	10
Professors	3
Total	84

Source: Daystar University data.

Academic programmes

Programmes at the university are offered under the Academic Division, which is organized into six sections: Faculty of Arts; Faculty of Social Sciences; Faculty of Science and Technology; Research; and Publications. The administrative sections are: Library, Admissions and Records.

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- 1) The Faculty of Arts has six departments: English, music, bible and religious studies, general education and postgraduate studies;
- 2) The Faculty of Social Sciences has seven departments: pre-university, commerce, education, community development, continuing education, psychology and postgraduate studies;
- 3) The Faculty of Science and Technology has two: science and technology.

Faculties are headed by deans who, together with the Registrar, the librarian and the co-ordinator of research and publications, report to the Deputy Vice-Chancellor for Academic Affairs. Details of the programmes offered - actual and proposed - are presented in *Tables 4.6* and *4.7*.

Table 4.6 Undergraduate and graduate faculty programmes by 1997

Faculty	Department	Majors	Minors	Year introduced
Arts	Communication	Communication		N/A
		Christian ministries		1978
		Communication		1984
Commerce		Business administration & management		N/A
	Bible & religious studies	Bible		1986/1987
	Education	Secondary education		1988/1989
	Music		Music	1990/1991
	Commerce	Accounting		1992/1993
	Community	Community development		1993/1994
	Communication		English	N/A
	English	English		N/A
	Commerce	Marketing		1996/1997
	Community development		Peace & reconciliation	N/A
	Science		Mathematics	N/A

Table 4.7 Projection for the introduction of new courses, 1998/2001

Faculty	Department	Majors	Academic year
Social science	Commerce	Economics	N/A
		MBA	2000/2001
		M.Sc (management)	N/A
		Management information science (MIS)	N/A
Arts	Education	Special education	N/A
		Postgraduate diploma in education	2001/2002
	Psychology	Psychology	N/A
	Music	Music	N/A
	Languages	French	2001/2002
	Communication	Public relations (MA)	2002/2003
		Print media	N/A
		Broadcast media	N/A
	Law	Law	N/A
	Science & technology	Science	Computer science
Mathematics			2002/2003
Biochemistry			2003/2004
Technology		Electronic engineering	2002/2003

Source: Daystar University data.

In addition to academic qualifications, Daystar demands that its staff be committed, practising and born again Christians. Invariably, this has inhibited its capacity to attract some of the best qualified staff. In order to fill the gap, it has had to train most of its teaching faculty (it is currently sponsoring 11 candidates in various degree programmes) or even search for staff from outside Kenya and Africa. Its 1999–2004 Development Plan indicates that under current staff levels, the university will have to recruit 85 new academic staff, of whom about 32 will need to have doctorate degrees.

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Another underlying reason is competition between private and public universities for qualified staff. Given the freedom of public universities, in addition to other benefits such as duty-free importation of cars and non-contributory medical schemes, a majority of qualified lecturers opt to remain at the public universities, where they can easily find outside part-time employment. Indeed, they find it convenient to be part-time lecturers at the private universities while retaining their jobs in the public ones.

2. United States International University (USIU)

Introduction

USIU was established by the United States International University, a company incorporated in the US with limited liability in accordance with the Corporations Code of the state of California in the United States of America.

Functions include:

- establishing and maintaining an educational institution that offers courses of instruction beyond secondary schools; and conducting courses of study, extension courses and ancillary services as found in universities;
- determining the qualifications and eligibility of persons from the Republic of Kenya or elsewhere to enter undergraduate and graduate studies;
- determining who may teach, what may be taught and how it may be taught;
- conducting examinations for, and granting degrees, diplomas and other awards of USIU under its seal pursuant to approval of the Board;

- providing adequate equipment and facilities for a high quality education, such as library resources, laboratories, research facilities, classrooms and buildings to support various curricula;
- formulating rules and procedures for the execution of USIU programmes and plans that have been approved by the Board;
- dividing USIU courses of instruction into departments, divisions, schools or colleges for the better presentation of specialized subject matter to students;
- maintaining a record of its proceedings;
- revising or discontinuing existing programmes as well as examining and approving proposals for colleges, schools, departments, degree courses or study fields that are subject to necessary review by appropriate academic committees and approval by the Chancellor and the Board of the Commission for Higher Education; and
- establishing academic linkages.

Mission

As stated in the University Catalogue 1999/2000, the mission of the university is “to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner which prepares students to contribute effectively and ethically as citizens of a changing and increasingly technical world” (USIU, 1999/2000). This mission is achieved through selecting high quality undergraduate and graduate programmes that emphasize high-level thinking, literacy, global understanding and a multicultural perspective, career preparation and community service.

Management and governance

The governance of USIU is vested in eight bodies and persons, namely:

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- a) Trustees – The Board of Trustees appoints a Board of Directors. The Board of Trustees is incorporated and registered under the Trustees (Perpetual Succession) Act;
- b) The Board of Directors – This consists of between 7 and 15 people, one third of whom are Kenyan residents. The Chancellor and Vice-Chancellor are ex-officio members of the Board, which is appointed for a period of three years. It is responsible for:
 - the quality and integrity of the university;
 - establishing broad institutional policies and delegating the implementation and management of such policies to the administration;
 - approving the university’s mission and academic programmes;
 - approving the annual budget;
 - ensuring that the type and level of degrees offered are consistent with institutional purposes and of satisfactory quality;
 - selecting an external audit firm, and the review of the annual fiscal audit of the university by such a firm;
 - approving a faculty recommended by the Vice-Chancellor elected for this purpose;
 - acting as the final appeal body for any tenured faculty member who is terminated from the university for cause;
 - approving, upon recommendation of the Vice-Chancellor, the terms and conditions of service of USIU employees; and
 - approving, upon recommendation of the Chancellor, the terms and conditions of service by the Vice-Chancellor.

The Chancellor: Appointed by the Board of Trustees, the Chancellor is the Chief Executive Officer responsible for the overall management of the university.

The Faculty Senate: The Faculty Senate, among other things:

- oversees all the academic programmes, the quality and character of the institution, and continuously reviews academic policy and programmes;
- conducts periodic reviews of the financial policies of the university and formulates recommendations to the Vice-Chancellor as to their adequacy in support of the educational needs of the institution;
- reviews any changes by the Vice-Chancellor or the Board of Directors in the educational and financial policies of the university;
- promotes the general welfare of the university, its students, staff and faculty;
- ensures a sense of responsibility among the faculty for maintaining a superior level of instruction, research and professional activities; and
- addresses academic and instructional issues within the framework of the university's educational management and policy.

The faculty has eight standing committees that deal with: academics and research; personnel; governance; planning and policy; budget and finance; ethics; student life and activities; and administrative performance evaluation.

The Management Council: The Management Council is concerned with the day-to-day operations of the university. It is composed of: the Vice-Chancellor (Chair), the Deputy Vice-Chancellor (academic), the Deputy Vice-Chancellor (institutional development), the Deputy Vice-Chancellor (student affairs) and other senior staff. The Council is responsible for:

- ensuring the efficient management of the personnel, programmes, facilities and finances of the university;
- planning for the development and needs of the university;

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- preparing the annual plans and budgets for submission to the Chancellor and the Board;
- developing strategies for generating revenue and fundraising to secure adequate financial support for the university; and
- implementing rules and regulations governing the conduct and behaviour of the students and staff of the university.

In addition, there is a Staff Council that comprises non-academic members of the university, a Student Affairs Council and an Alumni Association. These are basically support units dealing with specialized staff, student and alumni interests, but are nevertheless expected to contribute in different ways to furthering USIU goals.

The Vice-Chancellor: The Vice-Chancellor is appointed by the Board and co-ordinates all the activities of the university. He or she is the secretary to the Board and the official spokesperson of the university, responsible for the day-to-day running of the university and its management. In consultation with the Management Council, the Vice-Chancellor recommends the fee levels for various services in the university, including tuition fees and room and board facilities. He/she is assisted by four deputy vice-chancellors responsible for academic affairs, institutional development, finance and administration, and student affairs.

Funding

The university has three main sources of funds: endowments, gifts and trusts; tuition and fees; and income from auxiliary enterprises and investments. The charter allows the university to raise funds from any other source it wishes from time to time.

USIU's recurrent and development expenditures are largely funded by tuition and fees. Recurrent expenditure represents 40 per

cent while development takes up 50 per cent of the amount collected through tuition and fees. Students are highly motivated to do well so that they can benefit from a scholarship scheme. For those who do well, tuition fees are reduced by 25 per cent. Other students receive work-study scholarships that can reduce their tuition and fees by as much as 50 per cent.

Table 4.8 gives the fee structure for the academic year 2000/2001.

Table 4.8 Fee structure for the academic year 2001/2002

Undergraduate fees per quarter	Ksh	US\$
Tuition (16 units at 3,305)	52,880	1,027
Library fees	3,000	60
Medical fees	1,000	20
Student activities	300	6
Total	57,180	1,113
Graduate		
Tuition (12 units at 3,785)	45,420	882
Library fees	3,000	60
Medical fees	1,000	20
Student activities	300	6
Total	49,720	968
Room and board (double) per quarter		
Room only	20,790	416
5-day meal plan at 295 per day	16,225	232
7-day meal plan at 295 per day	22,715	325
Medical for boarding students (inpatient)	3,148	45
Medical for boarding students (outpatient)	1,000	20
Guarantee money (refundable)		
Boarding students	4,550	90
Day students	2,000	40
Other fees		
HRM lab fees	3,500	70
Journalism lab fees	3,500	70
Computer lab fees	2,500	50
Graduation fee	3,000	60
Application fee	3,000	60

Source: USIU data.

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There are two types of support for needy students: financial assistance and direct support. To be eligible for either one, a student must have been in the university for at least two quarters and have maintained good performance. To receive financial assistance, they must have acquired at least a 2.2 cumulative GPA rating. For direct support, an even higher rating of 3.5 cumulative GPA is required. In return, awardees work for the university for a period of no more than ten hours per week. In general, students help in the library, with general cleaning, in laboratories, the cafeteria, dispensary, business office and in admissions, among others. A student can earn a maximum of Ksh 105.85 per hour from this programme. Thus, in a quarter, a student can earn a maximum of Ksh 21,570.

There is a slightly different arrangement for postgraduate students who, if they are staff members, can benefit from 100 per cent tuition support. A 3.5 cumulative GPA is, however, required. In addition, in exchange the student is required to work at least 30 hours per week for a full waiver on three full courses.

In terms of sustainability, USIU's approach to funding (by tuition and fees) generates enough revenue for both the development and recurrent costs. This has been possible through strategic planning and the balancing out of income and expenses. The university intends to generate funds to meet its development and recurrent costs through term loans, tuition and grants. *Table 4.9* gives the university's financial statements for the year ended 30 June 2001.

Enrolment

While enrolment of female students exceeds that of men in undergraduate courses, there are more male students represented in postgraduate courses (53.4 per cent). As private universities continue to diversify the courses offered, the gender gap has

continued to narrow. Thus, female students represent 51.3 per cent of the total enrolments for undergraduate courses. The tendency of female students to be over-represented in certain courses and under-represented in others has persisted: For example, women dominate in hotel and restaurant management, international relations, psychology and tourism management. On the other hand, male students are more numerous in science-related courses such as business administration and information systems and technology.

Table 4.9 USIU financial statements for the year ended June 2001 (Ksh '000)

	2001	6 months to June	6 months to Dec. 1999	Total in 2000
Revenue:				
Student tuition and fees	468,146	217,942	188,679	406,621
Auxiliary enterprises	53,661	25,739	22,253	47,992
Less: scholarships and grants	(45,403)	(20,880)	(14,341)	(35,221)
Total operating venues	476,404	222,801	196,591	419,392
Expenses:				
Instruction	87,471	39,357	37,619	76,976
Academic support	33,158	17,531	10,687	28,218
Student services	22,416	13,682	9,748	23,430
Institutional support	130,392	104,460	73,352	177,812
Facilities operation	46,589	27,118	22,337	49,455
Auxiliary enterprises	47,202	23,518	20,405	43,923
Total operating expenses	367,228	225,666	174,148	399,814
Operating surplus	109,176	(2,865)	22,443	19,578
Finance income/costs	-	(17,006)	-	(17,006)
Re-evaluation deficit	-	(17,006)	-	-
Miscellaneous income	3,803	976	1,608	2,584
Surplus/(deficit) before tax	141,074	-	37,232	35,736
Tax	-	-	-	-
Net surplus/(deficit)	141,074	(1,496)	37,232	35,736

Source: USIU data.

Private higher education in Kenya

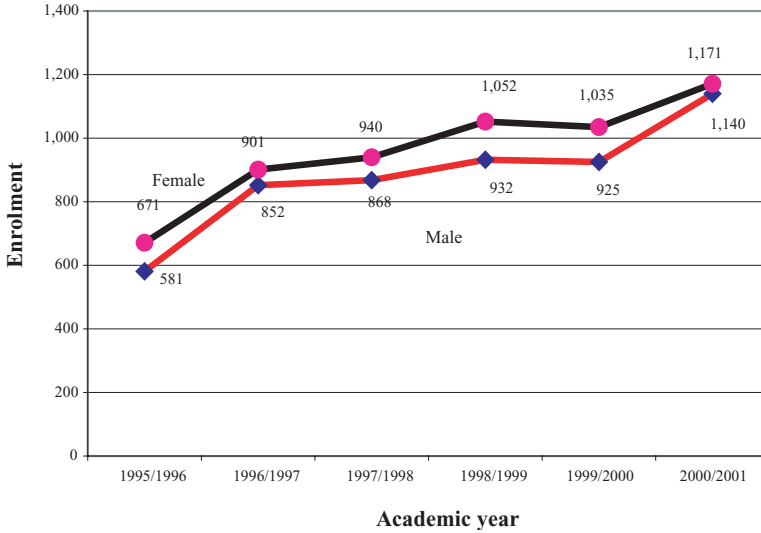
Table 4.10 Enrolment in undergraduate and postgraduate courses, 2000/2001

Course	Male	Female	Total
Undergraduate			
Business administration	181	122	303
Hotel and restaurant management	41	57	98
Information systems and technology	165	109	274
International business administration	441	467	908
International relations	58	103	161
Journalism	21	46	67
Psychology	17	65	82
Tourism management	4	12	16
Undecided	40	40	80
Total undergraduate	968	1,021	1,989
Postgraduate			
Master of Business Administration	96	70	166
Master of Arts in counselling and psychology	7	23	30
Master of international business administration	39	39	78
Master of Arts in international relations	11	3	14
Master of Science in management and organizational development	14	13	27
Non-degree/undecided	5	2	7
Total postgraduate	172	150	322

Source: USIU data.

Chart 4.2 presents overall enrolment over a five-year period by gender.

Chart 4.2 Enrolment by gender at USIU, 1995/1996 – 2000/2001



Source: Ministry of Education, Science and Technology, 2001.

Admission criteria

Applicants for admission into undergraduate degree programmes are subject to selective screening based on academic achievement at the secondary level. *Table 4.11* shows the standards for evaluating secondary school credentials for undergraduate admission. Gaining access to a Masters degree programme necessitates a Bachelor degree from an accredited university with a minimum GPA of 2.50 on a scale of 4.0 or its equivalent. Admission to science-based graduate programmes requires a GMAT* score of 950 and above.

* GMAT: US test for admission of international students.

Private higher education in Kenya

Table 4.11 Minimum requirements for undergraduate admission

KCSE	EACE/KCE	12 th Grade	IGCSE	GCE	IB
C+ and above	5 credits in any 5 subjects at 'O' level, and Principal C at 'A' level	GPA of 2.50 or higher	5 upper level passes	5 upper level passes at 'O' level and/or 'A' level passes of C	5 upper level passes

IB: International Business Administration.

Source: USIU data.

Staffing

USIU currently has 106 members of academic staff, of which 41 are full-time and 65 part-time. Most of the part-time staff are from public universities. Female staff constitute only about 20 per cent of the total number of academic staff. The staff qualifications indicate that 31 per cent of the total number of staff hold doctoral degrees. *Table 4.12* gives the number of staff holding Masters and doctoral qualifications.

Table 4.12 Number of teaching staff by gender and qualification

Qualification	Full-time teaching staff		Part-time teaching staff		Total
	Male	Female	Male	Female	
Masters	18	4	39	12	73
Doctorate	16	3	12	2	33
Total	34	7	51	14	106

Source: USIU data.

3. Programmes offered

USIU offers secular education in the following areas:

- Bachelor of Science in information technology
- Bachelor of Science in hotel and restaurant management
- Bachelor of Science in tourism management
- Bachelor of Science in business administration
- Bachelor of Science in international business administration
- Bachelor of Arts in journalism
- Bachelor of Arts in international relations
- Bachelor of Arts in psychology
- Master of Arts in international relations
- Master of Arts in counselling psychology
- Master of Business Administration
- Master of International Business Administration
- Master of Science in management and organizational development.

V. COMPARATIVE ANALYSIS OF PRIVATE AND PUBLIC UNIVERSITIES IN KENYA

1. Enrolment

Total undergraduate enrolment at Kenyan private universities, both chartered and non-chartered, is about 8,212 compared to 42,508 in public universities for the 2000/2001 academic year. There are various reasons for this difference, including the following:

- In contrast to public university education, private university education was introduced in Kenya only recently and therefore private universities are newcomers in the field;
- The enrolment capacity of private universities remains very low compared to that of the public universities;
- The range of courses offered in private universities is still small in comparison with that offered by public universities;
- Tuition, accommodation and transportation fees in private universities are too high for most Kenyans;
- Kenyan public universities provide accommodation for virtually all undergraduate students. A few students opt to be non-residents, but they may resume residence in university hostels if they wish. In contrast, private universities provide tuition only, with students being expected to find their own accommodation. Although foreign students and Kenyans from afar are assisted in finding suitable accommodation, this is not considered to be the responsibility of the private university.

2. Financing of university education

- Students in private universities are expected to pay 100 per cent of the fees, whereas those in public universities can apply for loans and/or a bursary. Public universities have flexibility in distributing the available bursaries, according to the need of applicants. In contrast, students admitted to private and foreign universities are sponsored by parents and guardians who can afford the cost. In seminary-type tertiary institutions, some very low-income students are sponsored through donations by churches and individuals with missionary and pastoral aspirations. Generally, bursaries available for private universities are negligible in relation to student enrolment.
- Scholarships are awarded on the basis of academic performance in private universities. In public universities, there are currently no undergraduate scholarships. In private and foreign universities, however, a student can win a scholarship by excelling in academic programmes. Such scholarships are, however, limited in number and do not reflect the ability or inability of a student to pay fees. At Daystar, for example, students are responsible for funding their own studies. However, from time to time Daystar raises some limited funding for scholarship aid to students. During the second semester, applications for Daystar General Scholarships are submitted from needy students through the Financial Aid Committee. More information about these scholarships can be obtained after a student is admitted and registered.
- Private universities have established work-study programmes through which students can earn money towards paying their fees by working within the institution on projects, for a specified number of hours per week. Such programmes have the advantage of reducing the running cost of the university while, at the same time, enabling some students to earn part of their fees. They also

have the advantage of encouraging a commitment on the part of students towards their university. Work-study programmes have not yet taken off in public universities, although efforts are being made in some of them.

- Undergraduate students in the regular programmes of public universities are expected to be enrolled on a full-time basis. The academic workload is designed with this in mind. In private universities, however, part-time employment is expected to be the norm, so that classes are scheduled to cater for working students. This arrangement makes it possible for some students to pay for their own education through their employment.
- Academic programmes in private universities are flexible enough to allow students to interrupt their studies in order to raise fees. In contrast, students in public universities are in a hurry to complete their studies as soon as possible in order to join the labour market at the earliest opportunity. However, this does not happen in most cases due to unwarranted closures as a result of student unrest.

3. Academic profiles at undergraduate admission

Students in public, private and overseas universities have different academic profiles at the time of entering the university. Until the introduction of the 8-4-4 education system, admission to undergraduate programmes in Kenya's public universities was based, at various times, on the following qualifications:

- Cambridge Higher School Certificate;
- London General Certificate Examinations (GCE) Advanced ('A' level) results;
- East Africa Certificate of Education (EACE) 'A' level results; or
- Kenya Advanced Certificate of Education (KACE).

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The introduction of the 8-4-4 curriculum made it possible for admission to be based on the Kenya Certificate of Secondary Education (KCSE) results. Owing to the competitiveness of public higher education, admission to particular degree programmes depends on the specific subjects required by the university, the performance of candidates in those subjects and demand. Popular professional courses such as medicine and law have very high cut-off points, whereas low-profile courses such as the Bachelor of Arts (BA) and Bachelor of Science (BSc) have low cut-off points.

Private universities did not base their undergraduate admission on Higher School Certificate and 'A' level qualifications. They pegged it to five credits at the school certificate or GCE ordinary ('O') level. Thus, their minimum admission requirements were academically lower than those in public universities. Students who qualified to pursue a Higher School Certificate or 'A' level courses would generally have five credit passes, out of which they would choose three. Owing to the low minimum academic requirements for admission to private universities, there has been no difficulty of competition with regard to eligibility. Rather, the constraint has been the high fees and stringent religious and moral expectations of prospective students. The Ministry of Education has now pegged admission requirements for all universities at C+. While quite a number of candidates meet the minimum requirements, a large number are left out of university education due to limited institutional capacity. Those who can afford to may join private universities. There are a number of candidates who get grades below the minimum but are still admitted courtesy of the pre-university programmes introduced by the private universities to specifically target this category of students.

4. Challenges facing private higher education in Kenya

Studies have revealed a number of structural and/or institutional barriers that appear to be impeding the present and future expansion of the Kenyan private university sector. Among them are: tax barriers, lack of equal government support to students and the institution's operating costs, inadequate qualified staff, and lack of new programme development (Deloitte and Touche, 1994; Wandiga *et al.*, 1995; Wandiga, 2001).

Interviews with university administrators revealed the following five key issues facing the growth and development of the Kenyan private university sector over the next one to five years:

- general operating finances;
- the accreditation process;
- acquisition of qualified staff;
- economic hardship for potential students;
- lack of local and regional infrastructure; and
- tax, duty and related costs on equipment acquisition and donor aid.

5. Factors contributing to success in private universities

Private universities are relatively smaller in size, but more importantly, they are more peaceful. The following factors are believed to have contributed to the 'success' of and peace in private universities:

- the upholding of religious faith and the general instillation of good behaviour among the student and staff communities;
- more sound management practices and responsiveness, particularly given that individual private universities must, to a large extent, fend for themselves;

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- transparency and fairness in the administration of funds. The universities are seen to be efficient in the acquisition of human and financial resources, and effective in the use of their limited facilities;
- Autonomy at the private universities and lack of external interference are very helpful. Recognition and appointments to positions of authority are largely based on merit.

While accepting that students who have performed better end up in public universities, it is also noteworthy that these days an increasing number of students with very high grades opt for private or overseas universities.

6. Areas of government intervention in the private university sector

Recognizing that Kenyan private universities make a direct or indirect contribution to the government's revenue, the government should, in turn, provide a conducive environment to facilitate the smooth running of these institutions. According to Deloitte and Touche (1994), the government should only intervene in the private university sector when it can make a value-added contribution to addressing the prime issues of: quality, relevance, financing, efficiency, equality and governance. The study recommended that Kenyan government intervention should be relatively indirect and concentrate on:

- the accreditation process, by ensuring that high academic standards are set and maintained while proceeding with an effective and efficient implementation process, including a review of the Act. However, the accreditation process should not be so restrictive as to stifle the expansion of private universities;
- creating a supportive policy environment facilitating the development of private universities, looking at, for instance, issues

of: duties and taxation, infrastructure and ensuring a link with employers in the labour market; and

- making funds (loans and research) available to private university students, staff and administrators on an equal basis (and in some instances, competitively) with their public university counterparts.

7. Summary and recommendations

A major achievement in the development of education in Kenya since independence has been the quantitative expansion of schooling at all levels, and particularly post-primary. The first 30 years of independence witnessed a remarkable use of public funds complemented by community *harambee* (self-help) efforts to produce an impressive quantitative increase in schooling opportunities for the rapidly increasing population. However, education in the early years of independence paid scant attention to issues of disparities in the provision of education. Although policy statements often subscribed to the goal of the equality of educational provision, it was not treated as a priority due to the existing demand for educational places and a pressing human resource shortage towards the end of the second decade of independence. The consequences of these educational policies and practices in the provision of education were reinforced and new patterns of distribution for educational opportunities and resources emerged.

Higher education in Kenya makes four central contributions to national development:

- It trains the high level technical, professional and managerial executives needed in leadership positions outside the education sector;
- It provides teachers, scholars, managers and administrators for the education system itself;

Private higher education in Kenya

- It generates the knowledge and innovation needed for development through scientific research and the training of scientists who can acquire, disseminate and adapt scientific developments from the outside world;
- Higher education offers its recipients an analytical perspective on social and economic problems and solutions for consideration by policy makers (CHE, 1996). The importance of higher education and the public demand for it have never been greater.

In recognition of the importance of education to national development, Kenyan society has invested a considerable amount of resources, both human and financial, to the quantitative expansion of education. This expansion has nevertheless over-stretched available resources. As a result, parents and communities are being required to shoulder an increasing burden of financing education. It is within this policy environment that private universities operate. One consequence of the current policy regime has been an increase in the total expenditure of both public and private university education, particularly in the past ten years. Tuition and fees in private universities have been increasing at an average of 20-30 per cent annually.

Thus, the need to search for ways and means of reducing costs in financing university education should therefore be sought. Unlike a number of private universities in other parts of the world, both the Kenyan public and private sectors have given little, if any, support to private universities in Kenya. Apart from church donations or sponsorship, individuals who benefit from private universities in Kenya generally pay their own way. In the Kenyan context, it may be possible for private universities, with the help of the government, to consider the following:

- introducing targeted subsidization schemes for low-income qualified students through loan subsidy, grants and various kinds

of scholarships (especially for outstanding students). Although it is said that the Higher Education Loans Board (HELB) has extended the loans facility to private universities, the extent to which needy students are reached is in question;

- encouraging private universities to employ qualified teaching staff in areas in which the state feels more resources are needed through specific types of subsidies;
- currently-existing or potential private universities in Kenya could be encouraged to be affiliated to other academic or research institutions, for instance the International Centre for Insects Physiology and Ecology, the Kenya Medical Research Institute and the Kenya Agricultural Research Institute;
- providing industrial placement and vocational training, fostering a closer linkage in curriculum development and encouraging exchange of teaching staff with industry;
- encouraging donations/gifts, grants, direct financial assistance, private scholarships, fellowships, awards, and even endowments;
- encouraging private universities in Kenya to own stocks and other income-generating ventures; and
- encouraging research co-operation between private universities and industry.

Government revenues in Kenya are extremely limited and it is highly unlikely that government financial assistance can be provided. However, the government can create a supportive policy environment. For example, tax exemptions on certain items, levies on employers for certain kinds of vocational training, allowing tax-exempt grants and donations, and providing favourable conditions for long-term loans (for example, low interest rates) could be considered.

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APPENDICES

1. Private universities: ownership, programmes and financing

University & date founded	Founder	Degree programmes offered	Financial aid	Financial sources
University of Eastern Africa (Baraton) Dec. 1978	Afro-Mideast Division of Seventh Day Adventist	Science technology, business, education, theology & religion, humanities, health, social science, arts	Financial aid & scholarships to students	Tuition 42% fees 4%, student funds 5%, investments 2%, assets 0.5% auxiliary 41%, appropriations 8%
Scott Theological College 1962	African Inland Church of Kenya	Biblical studies, theological study, Christian ministry studies	Financial aid & scholarships	Savings 15% local gifts 4% committal projects 17%
Catholic University of Eastern Africa (CUEA) 1983	Association of the Members Episcopal Convergences in Eastern Africa (AMECEA)		Work-study programmes, scholarships & research grants	AMECEA contributions, grants, donors, foundations, etc.
Nairobi Evangelical Graduate School of Theology (NEGST) 1980	Association of Evangelicals of Africa and Madagascar (AEAM)	Biblical studies, theological, historical studies, educational studies, business administration, sociology	Scholarships, e.g. from Langham Trust	Donations from AEAM, etc.
United States International University (USIU)	United States International University in San Diego, USA	Accounting, political science, philosophy, psychology, sociology, business administration, and others	Work-study programmes, scholarships on merit	Tuition fees

Appendices

East African School of Theology 1976	Partnerships of Assemblies of God (AOG) in East Africa and Kenya Assemblies of God	Christian ministry, theology, Bible studies	Work-Study programmes, scholarships	Church donations & contributions
Pan Africa Christian College (PACC) 1978	Pentecostal Assemblies of Canada	Bible studies, theological studies, church ministries, community health, agriculture	Work-study programmes, scholarships	Tuition, subsidy from PACC, tithes from faculty, house rents
St. Paul's United Theological College, (Limuru) 1930	Anglican Institution Corporate in 1949, joined by Presbyterian & Methodist	Bible and preaching, theological liturgics, biblical ethics, etc.	Work-study programmes, scholarships & sponsorships	Fees 20%, endowment fund 5% bursaries 70%, others 5%
Kenya Highlands Bible College 1953	The World Gospel Mission	Bible studies, theological studies	Work-study programmes, scholarships	Fees charged, endowment fund, dairy project, etc.
Africa Nazarene University (ANU) 1994	The Nazarene Church	Theology, business administration, computer science, mathematics, etc.	Work-study programmes, ANU scholarships on merit	Fees 74%, church contribution 3%, church gifts 22%
Daystar University 1974	Mr. S.E.M. Pheko (African), Dr Donald & Mrs. Faye K. Smith (Americans)	Accounting, Bible studies, business administration, communication, marketing, peace & reconciliation	Work-study programmes, scholarships, e.g. from Edith Locklin, Berry Memorial, etc.	Foundations, individuals, fees

2. Private universities: student enrolment and staff, 1999/2000

University	Total N° of students 1999/2000 academic year			Total N° of faculty
	Male	Female	Total	
University of Eastern Africa Baraton,	537	507	1,044	59
Scott Theological College	84	19	103	13
Catholic University of Eastern Africa (CUEA)	807	810	1,617	57 full-time 58 part-time
Nairobi Evangelical Graduate School of Theology (NEGST)	44	46	90	
United States International University (USIU)	928	1,032	1,960	149 academic staff; 65 part-time 84 full-time
East African School of Theology	77	20	90	15
Pan Africa Christian College (PACC)	85	26	111	14
St. Paul's United Theological College, Limuru	83	17	100	15
Kenya Highlands Bible College	47	36	83	
Africa Nazarene University	264	154	418	27 total, 15 full-time 12 part-time
Daystar University, 1974	861	1,417	2,278	79

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