

MANAGING HIGHER EDUCATION IN KENYA



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Higher Education Defined



- Higher education is the advanced education offered to students who have successfully completed full cycle of secondary education
- It is categorized as publicly or privately funded.
- All types of studies or training for research at post-secondary level, provided by universities or other educational establishments approved by state authorities UNESCO (1998).

CONT.



- ***Higher education*** is the stage of learning that occurs at universities, academies, colleges, seminaries and institutes of technology. Higher education also includes certain college-level institutions, such as vocational schools, trade schools and career colleges that award academic degrees or professional certifications

Categories of Higher Education Institutions



- Higher Education institutions are categorized on basis of their mission or goal, their functions with regard to teaching, research, and service;
- Qualifications of faculty/teaching staff;
- Criteria for admission of students,
- Duration of programmes and type of degrees they confer.

MISSIONS AND FUNCTIONS OF HIGHER EDUCATION



- The core mission of Higher education is to contribute to sustainable development and improvement of society through: Teaching and learning, research and service to community

Teaching and learning



- (i) **Teaching and learning** embedded in research to build an academically educated mind and research experienced staff conscious of learners' and public interest.
- Pedagogical approaches that facilitate acquisition of skills, competences and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts.

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- Creativity involves combining of traditional knowledge with advanced science and technology.
- Help understand, interpret, preserve, enhance, promote and disseminate national, international and historic cultures in context of cultural diversity;
- Protect and enhance societal values as basis of democratic citizenship
- Contribute to development of education at all levels through training of teachers

Conducting Research



- (ii) **Research;** Higher education serve as seedbeds for future generation of researchers
- Engagement in library and field research
- Both faculty and students engage in research to advance, create and disseminate knowledge through research on matters affecting society

Service to Community



Service to community;

- Educate students; informed and deeply motivated citizens who think critically, analyze societal problems, seek solutions, and accept social responsibilities.
- Uphold values and ideals of peace by mobilizing intellectual community to participate in day to day activities of the society

Cont.



- Produce graduate responsible citizens to meet present and future societal needs;
- Provide opportunities for higher life-long learning,
- Flexibility of entry and exit points,
- Opportunity for individual development, worldwide vision, consolidation of human rights, & democracy for sustainable development

Higher Education Performance Indicators



'input' indicators

- enrolments ;undergraduate courses
- postgraduate enrolments;
- the academic staff-to-student ratio;
- proportion of academic staff with doctoral degrees;
- Educational programmes in offer
- Supportive infrastructure in terms of quantity and quality (lecture halls, libraries, laboratories, workshops)
- Research funding.

Output' indicators



- Graduation rates in various programmes
- Production of doctoral graduates
- Publications in recognised journals.

Development of Higher Education



Indigenous Higher Education

- Traditional higher education was structured along genders roles Mothers taught girls and fathers boys through oral traditions, **Methods** : observation, participation, song and dance
- Learners took practical work alongside adults based on their age and context. Skills were perfected through interaction with elders and peers at of work. In seclusion initiates were introduced to adult roles and secrets.

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- Young adults they took specialized courses through apprenticeship in medicine, agriculture, metal works, and rainmaking and weaving e.t.c.
- Entrepreneurial initiatives were evident in exchange of items with community from the neighboring and distant communities

Higher Education Administration



- Universities apply Max Webbers, alternative model of collegiality;
- Power is vested in collective equals.
- Staff at the same level exchanging ideas and enjoying equality.
- Decisions based on principles of unanimity or majority and effectiveness
- Management functions: planning, organizing, staffing, directing enhance efficiency and effectiveness in face of limited resources.

Key roles in Administration



- Administration: to **mobilize resources** to achieve the purpose as efficiently
- Determining policies and objectives of the organization.
- Formulating organizational objectives and policies
- Providing direction towards a clearly defined vision
- Effective delegation to various levels of management helps to achieve set goals

Management



- Involves implementation of decisions Allocation of tasks to various groups, requisite resources and the evaluation of performance.
- Getting people together to accomplish goals, through motivation.
- Coordinates and Oversees day-to-day activities in the organization

Management Roles



- Setting priorities and reviewing and revising objectives in terms of changing demands
- clarifying mission, policies and objectives of organization, establishing organizational structures as
- Translating policies and objectives into actions
- Setting priorities and reviewing and revising objectives to suit changing demands
- Application of internal and external mechanisms to evaluate procedures and administrative policies.

Administration of Higher Education in Kenya



- Currently there are a total of 22 public universities, nine (9) public university constituent colleges, 17 chartered private universities, five (5) private university constituent colleges, nine (9) universities with Letters of Interim Authority and two (2) registered private universities. This brings to **64** public and private universities in the country.
- Universities are governed by Chancellors, University Councils and a University Management Boards headed by a VC. Supported by the former Commission for University Education and the Higher Education Loans Board.

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- Enactment of Universities Act No.42 of 2012 on 14th December 2012, which established the Commission for University Education (CUE) to oversee provision of quality and relevant education in both public and private in the country.
- **Accreditation** ;recognition of an institution and confirmation by awarding a charter, certificate or other documents
- Harmonizing activities of institutions of higher education

Specific Functions of CUE



- (a) promote the objectives of university education;
- (b) advise the Cabinet Secretary on policy issues
- (c) promote and assure quality of university education;
- (d) Evaluate education status in view of national development goals;
- (e) licence student recruitment for foreign institutions & develop policy to guide admission to universities;
- Collecting, analyzing and disseminating information on higher education status and recommending action

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- (f) Establishing, enforcing and revising standards
- (g) recognize and equate degrees, diplomas and certificates conferred or awarded by foreign institutions in accordance to standards set by CUE;
- (h) undertake, regular inspections, monitoring and evaluation of universities to ensure compliance with set standards and guidelines;
- (i) Collect and maintain data on university education

Activity



Autonomy

Control

(i) RESPONSIBILITY

CONFORMITY

(ii) ACCOUNTABILITY

DEPENDENCE

(iii) PURPOSE

CONTROLLED

Why Control university Education



- **Accountability**; universities derive the bulk of their funding from tuition and fees paid by students, Government or other sponsors.
- **Quality assurance**; systematic review of process, programs & infrastructure maintained and enhanced
- **Fitness for purpose** based on national goals,
- **Diversity** and differentiation,
- **Value for money** based on effectiveness and efficiency and responsiveness to job market and cost recovery; and
- **Transformation**; capabilities of learners for personal enrichment, social, & economic development

University Management Structures



- Management structures are defined by institutional statutes, licenses and acts,
- The structure defines powers and limits of councils, senates, executive boards, faculties, institutes, schools and colleges, academic and administrative departments, student unions, the academic and non academic staff and committees set up to accomplish specific tasks

The University Council



Governing body through which the university acts as a corporate

- The council controls resources & monitors the general organizational behavior
- Administer property and funds of the university
- Receiving donations, endowments, gifts, grants or other monies and disbursements to other bodies or persons
- Provide for welfare of students
- Determines associations with other universities or institutions local or international
- Makes regulations governing students' in consultation with the senate
- Sign all document except those required to be under seal through the Chair, Vice Chancellor, university Secretary, the registrar or any other member authorized by the council

The University Senate



- Senate deals academic matters more than one school:
- Fixes the length of Semesters and vacations
- Defines the University calendar,
- Recommends educational programs, policies and University publications.
- Determines the time, place and manner of occasions affecting more than one school of the University.
- Senate establishes several committees to address the concerns of the various constituencies.

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- Regulates content and academic standards regarding any awards
- Propose regulations on eligibility of persons for admission to courses
- Propose to council standards gained in examination for respective awards
- Decide persons for respective awards or otherwise
- Initiate proposals relating to conduct of university affairs & make presentation the council
- Make regulations on other matters in accordance with the Act or statutes

Faculties, institutes or Schools Boards



- ❖ The universities are divided into Faculties, Institutes or Schools as the council may determine.;
- Making recommendations on progress of students
- To recommend courses of study and regulations
- Regulate conduct of examinations
- Recommend names of examiners
- Consider and respond to any questions raised in the faculty
- Deal with matters referred to it by senate
- To regulate its meetings

Examination Boards



Developing and managing credible exam processes through overseeing;

- Setting exams (skill based).
- Proper monitoring and evaluating examination systems
- Scheduling, setting, moderation, marking and submission
- Enhancing efficient and effective communication among parties involved.
- Effective invigilation of students to avoid cheating and determine penalties
- Quick and efficient processing of exams and final grades
- Admissions and dissemination of results
- Decide on exam management system (computer software's)
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Department



- Daily operations of university are carried out here headed by chairman appointed by the Vice Chancellor on behalf of the council;

Functions of departmental chair person :

- Chairs departmental meetings
- Ensure procedures and regulations are observed
- Attends senate meetings
- Represent department in university committees
- Serve as executive officer in implementation of policies and day-to-day administration.

Other functions



- Ensuring proper custody for students, academic and personal records
- Requisition for resources for various votes
- Co-ordination of teaching routine
- Co-ordination of external degree programmes
- Co-ordination of research, scholarships (post graduate) and fellowships for staff development in consultation with the dean
- In charge of education standards in the department

Leadership in Higher Education



- Leadership is the process of influencing people to achieve organizational goals. Effective leaders affect and are affected by others
- They inspire groups and individuals to work willingly and with enthusiasm to achieve organizational goals.
- Establishing a corporate plan where members of the council together with CEO and senior management team lay down the objectives

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- Making sure the institution sustains and where possible develops itself
- Account for the way in which it runs both the governing body and the central authorities from which they seek funds
- Must mediate among idiosyncratic academics whose pre-eminence in their own professional spheres is among the institutions' most important assets. Leaders work as equals with colleagues, entrepreneur with external funders or within, service giver to those concerned with primary tasks and operations and a norm setter.
- They are key figures in important committees which give the informal authority to veto proposals.
- They have advantage to attend any meeting they choose and being informed about total range of activities. They are important figures of the institution from outside and internally occupy a pivotal position between management, collegiums and councilors especially when there is competition among heads of basic units
- Chair all appointments and promotions boards

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- Decide on delegations from governors or council and award of salary increments to senior members of staff
- Represent the institution to the outside world (governmental and funding bodies)
- They make decisions about activities that institution should cease to perform or take up sponsoring changes in parts of the institution outside the traditional organic development.
- Deals with the personnel and staff issues and industrial relations
- Provides leadership in corporate planning, through academic plans, performance measurement which requires strong managerial capacity backed up by appropriately qualified staff.

Financing Higher Education



- Primary sources of funds : tuition, scholarships, loans and bursaries from Government, as well as income generating units.
- Participation in consultancies in both Government and non governmental organizations for income generation as well as for national development.

The Role of HELB in Financing Higher Education



Functions HELB

Higher Education Loans Board was established by an Act of parliament; statute by the name Higher Education Loans Board Act No. 3 of 1995. Through the Kenya Gazette Supplement (Cap 213A) from which it derives its functions:

- Award loans, bursaries and scholarships to needy Kenyan students pursuing HE at recognized institutions in & outside Kenya;
- Recover outstanding loans awarded on completion of students' education;

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- Solicit for funds and other forms of assistance to achieve boards' objectives;
- To establish and maintain links with other bodies, persons or organizations within or outside Kenya to further the interest of higher education in Kenya;
- Enter into contracts with financial institutions for the purpose of loans disbursement and recovery;
- Establish a viable revolving fund with a substantial turnover interest.

Financing Alternatives



- Encouraged private sector participation through tax rebates or waivers to commercial banks and organizations that advance loans to students at subsidized rates.
- Liberalization ; creating Environment for more private Institutions
- Entrepreneurial Activities
- Capacity of management enhanced for effective and efficient financial operations

Essence of Planning in HE



- The process of determining in advance what is to be accomplished, when, by whom, how and at what cost.
- Whether long-term or short term planning is the major contributor to success and productivity.

Strategic Planning



- Strategic planning, involves more radical moves away from current practices
- It emphasize team planning involving those affected by the plan,
- Building an organization wide understanding and commitment to the strategic plan.

Elements of strategic plans :



- Setting new goals
- Innovation and creativity
- Developing alternatives
- Use of choices
- Determining resistance
- Determining the degree of readiness for change
- Resources available

Types of Plans



- Generally there are four major types of plans: strategic, tactical, contingency and managerial.
- Managerial planning focuses on the activities of specific units and with timelines

Organizing



Def. structures and systems through which activities are arranged, defined, and coordinated in terms of specific objectives

- A framework for delegating authority;
- Sharing responsibilities,
- Maintaining effective communications within and across working group, and the larger community, selecting,
- Motivating, training and appraising staff,
- Securing funds and managing budgets,
- Evaluating accomplishments and finally, being accountable to staff, the larger enterprise, and to the public.
- These functions are best captured by the acronym **POSDCORB** :

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- Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.

Staffing



- Determining HR needs, selecting, training staff and maintaining favourable work conditions
- Its associated with organizational structure and climate, career development, succession planning, self-help and coaching, training, compensation and other functions.
- Retention of staff by their employer-organization:

Governance



- This requires **governance that combines social vision, understanding of global issues, with efficient managerial skills.** Leadership in higher education can be strengthened through dialogue with all stakeholders, especially teachers and students
- The participation of teaching faculty in the governing bodies should be taken into account,

Participative Governance



- The diversification of funding sources must be further strengthened to enhance its efficiency, maintain its quality and relevance
- **Mobilization through public awareness**
- **Involvement of the public and private sectors** of the economy parliaments, the media, governmental and non-governmental organizations, students institutions, families and other social actors

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- Partnerships, based on common interest, mutual respect and credibility, as a prime matrix for renewal of H.E.
- Consolidate women's participation at all levels of management, disciplines and in particular, to enhance their active involvement in decision-making;

Requirements for effective governance in H.E



- Visionary leadership- Leaders with knowhow, experience and professional character for academic foundation
- Quality of students and staff; qualified, competent and experienced staff
- Educated students; outstanding or high quality.
- Enabling management structures that encourage innovation
- Authority and accountability with clear lines at different levels;
- People enjoy freedom yet take up responsibilities.
- Involvement of the community
- Open communication to stake holders
- Established norms and standards as quality assurance.
- Clear Policies at all levels

Higher Education of the Future



- H.E. should be tailored to encompass African philosophy of life;
- Inculcation of broad-based values like appreciation of different cultures, respect for private property and cherishing of extended family, humility and empathy in abundance or scarcity.
- Expose non-Africans to our rich cultural.

The Big Question?



- Why does it seem easy for African youth to ape Western mannerisms? Is it possible for non-Africans to be exposed to significant African ethics?