

Application Guidelines Kenya Universities And Colleges

Disability in Africa has received significant attention as a dimension of global development and humanitarian initiatives. Little international attention is given, however, to the ways in which disability is discussed and addressed in specific countries in Africa. Little is known also about the ways in which persons with disabilities have advocated for themselves over the past one hundred years and how their needs were or were not met in locations across the continent. Kenya has been on the forefront of disability activism and disability rights since the middle of the twentieth century. The country was among the first African states to create a legal framework addressing the rights of persons with disabilities, namely the Persons with Disabilities Act of 2003. Kenya, however, has a much longer history of institutions and organizations that are dedicated to addressing the specific needs of persons with disabilities, and substantial developments have occurred since the introduction of the legal framework in 2003. *Disability and Social Justice in Kenya: Scholars, Policymakers, and Activists in Conversation* is the first interdisciplinary and multivocal study of its kind to review achievements and challenges related to the situation of persons with disabilities in Kenya today, in light of the country's longer history of disability and the wide range of local practices and institutions. It brings together scholars, activists, and policymakers who comment on topics including education, the role of activism, the legal framework, culture, the impact of the media, and the importance of families and the community.

The successor to *Kenyatta and Britain: An Account of Political Transformation, 1929-1963*, this book completes the first systematic political history of Jomo Kenyatta by examining the mechanisms of installing a neo-colonial regime in Kenya, and how such regimes were duplicated elsewhere in Africa. It analyzes the nature and extent of the collaboration between Kenyatta, Britain and Western intelligence services to install and protect his government in Kenya—a collaboration which is linked to some of Kenya's most intractable political, social and economic problems. Drawing heavily on primary sources, it examines the legacy of Kenyatta's regime, and how this legacy is felt in Kenya today.

Pastoralists' Transition To A Market Economy

Emerging Research and Opportunities

The Anatomy of Neo-Colonialism in Kenya

The Report: Kenya 2016

In *The State and the University Experience in East Africa*, Professor Kithinji explores the critical yet unacknowledged role that universities have played in the politics of statehood and nation building. He demonstrate how successive colonial and postcolonial governments have sought to use university education as a means to advance political and economic interests. He seeks to unravel the connection between universities and the state in East Africa, particularly in Kenya. Thorough narrative and analytical history of the policies and politics of university education in the past half-

century and more explore the forces that have influenced the development of universities. This study identifies three major policy trends that have shaped university education. Beginning from 1949, when the British colonial government founded Makerere University College in Uganda as the first degree granting institution for East Africa, until 2002, when the second President of Kenya, Daniel arap Moi, retired from office and his Kenya African National Union (KANU) that had ruled since independence in 1963 lost power. By investigating the dynamics that have influenced higher-education policies in Kenya and the wider East African region, this study links the higher education discourse with the state-building narrative and conceives university policies as a product of the forces informing the historical trajectory of Kenya in particular and the wider East African region in general. The State and the University Experience in East Africa will be of great interest to scholars of the African continent, some of whom may be inspired to rewrite the story of tertiary education and state formation in other parts of Africa by an equally meticulous examination of primary sources as demonstrated in this work

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the Republic of Kenya. It contains notices of new legislation, notices required to be published by law or policy as well as other announcements that are published for general public information. It is published every week, usually on Friday, with occasional releases of special or supplementary editions within the week.

Accountability in Higher Education

The Struggle for Democracy

Essays in Memory of Professor Gideon S. Were

Disability and Social Justice in Kenya

In the face of increasing social demand and cutbacks in state budgetary support, universities in African countries are now turning towards a multicampus system strategy. As African governments have adopted neoliberal education policies that place premium on entrepreneurialism, profit making, privatization, and markets as drivers of university development, a reshaping of the academic work and organizational framework have taken place. However, little is known about the impact of this paradigm shift on access, quality and governance in higher education. This book fills the void in research and academic knowledge about the impact of the emerging university configurations in Africa. It analyzes the paradox surrounding the performance of multicampus university systems as avenues of broadening university access but whose structural success may be qualitatively contested. This book offers a refreshing examination of the African multicampus university system from both an African and global perspective. It makes use of empirical data from Kenya collected during extensive fieldwork along with substantive library and documentary resources on the rest of the continents to

fortify arguments and demonstrate important conclusions. This allows for a comparative analysis of policies and strategies used in the establishment of campuses, both within and beyond national boundaries in the continent, and will be a welcome contribution to the existing repertoire on African universities.

The purpose of this study was to examine sustainable gender equity interventions in selected public universities. The study used descriptive survey and case study research methods to carry out an in-depth analysis of the gender equity interventions in selected public universities in Kenya. The sample consisted of four public universities that were selected because they had established gender centers/institutes that were assumed to be coordinating gender equity intervention. The study has the following objectives: To establish the existing gender inequalities in the formal organisational structure of the selected universities; To identify and assess sustainability of gender equity interventions in the selected public universities; To analyse the national, regional, international and organisational culture and policy contexts that have influenced and supported the introduction of the identified gender equity interventions; To investigate the attitudes of staff, students and management towards the gender equity interventions; and to recommend appropriate institutional strategies to address existing gender inequities.

British Imperialism and Kenya, 1963–1978

Kenya National Assembly Official Record (Hansard)

Handbook of Research on Mixed Methods Research in Information Science

Working with Rural Communities Participatory Action Research in Kenya

The Status of Student Involvement in University Governance in Kenya
The Case of Public and Private Universities
African Books Collective

The path towards democracy in Kenya has been long and often tortuous. Though it has been trumpeted as a goal for decades, democratic government has never been fully realised, largely as a result of the authoritarian excesses of the Kenyatta, Moi and Kibaki regimes. This uniquely comprehensive study of Kenya's political trajectory shows how the struggle for democracy has been waged in civil society, through opposition parties, and amongst traditionally marginalised groups like women and the young. It also considers the remaining impediments to democratisation, in the form of a powerful police force and damaging structural adjustment policies. Thus, the authors argue, democratisation in Kenya is a laborious and non-linear process. Kenyans' recent electoral successes, the book concludes, have empowered them and reinvigorated the prospects for democracy, heralding a more autonomous and peaceful twenty-first century.

Kenya After 50

Making Do: Innovation in Kenya's Informal Economy

Rural Investments to Accelerate Growth and Poverty Reduction in Kenya

2nd Edition

Western-educated Elites in Kenya, proposes to conduct a critical examination of the emergence of the American-educated Kenyan elites (the Asomi) and their role in the nationalist movement and eventually their Africanization of the Civil and Private sectors in Kenya.

The latest volume in the Routledge International Studies in Higher Education series, Accountability in Higher Education takes an in-depth look at accountability initiatives

around the world. Various evaluations, reporting schemes, and indicator systems have been initiated both to inform the public about higher education performance and to help transform universities and colleges and improve their functioning. This edited collection provides a comparative analysis of the promises, perils and paradoxes of accountability, and the potential effect on power structures and higher education autonomy, trust and the legitimacy of the sector. Part I describes how accountability is perceived and understood in different regions of the world, identifies some of the most common elements in established accountability initiatives, especially related to quality assurance, and provides direction for possible future development. Part II focuses on responses to new demands for accountability at institutional, national and international levels, and provides practical guidance for handling accountability going forward, emphasizing the dynamic relationship between international development, government strategies and organizational change. This volume is a must-have resource for HE managers, administrators, policy makers, researchers, HE graduate students and those interested or involved with HE accountability practices.

The State and the University Experience in East Africa

50 Years of Central Banking in Kenya

The Case of Public and Private Universities

Livestock Development In Kenya's Maasailand

Mixed methods research is becoming prevalent in many fields, yet little has been done to

elevate mixed methods research in information science. A comprehensive picture of information science and its problems is needed to further understand and address the issues associated with it as well as how mixed methods research can be adapted and used. The Handbook of Research on Mixed Methods Research in Information Science discusses the quality of mixed methods studies and methodological transparency, sampling in mixed methods research, and the application of theory in mixed methods research throughout various contexts. Covering topics such as the issues and potential directions for further research in mixed methods, this comprehensive major reference work is ideal for researchers, policymakers, academicians, librarians, practitioners, instructors, and students.

Throughout Sub-Saharan Africa, traditional pastoral societies are experiencing great change as ecological limitations intensify and national demands for livestock products expand. In light of these pressures, the transition of pastoralists from a principally subsistence way of life to greater involvement in market economies seems inevitable. Focus in Industrialization in Kenya

Africa and the Kenyan Experience

Colonial Foundations and Postcolonial Transformations in Kenya

A main staple of today's world that has played a key role in the development of society is education and institutions of higher learning. An ongoing concern, however, has been the lack of access and resources to superior teaching in developing areas

of the world. Student engagement and learning environments are just a few elements that play into the success of colleges in areas like the Coast Region of Kenya. Research must be done in understanding the correlation between the tools that these institutions are equipped with and the educational results of their students. Effects of Engagement and Resources on Learning Outcomes in Vocational Colleges: Emerging Research and Opportunities is an essential reference source that discusses the relationship between college resources and students' learning outcomes as well as contributing factors in promoting quality education and training. Featuring research on topics such as research philosophies, teaching workloads, and student engagement, this book is ideally designed for teachers, deans, researchers, education professionals, administrators, policymakers, government officials, and academicians seeking coverage on the methods of acquiring and maintaining quality education in developing countries. The Kenyan economy performed comparatively well in 2015, even in the face of global economic headwinds. According to

the World Bank, GDP growth is expected to reach 5.4% for the year, aided in large part by sustained public sector capital spending. The country has a strong private sector and received encouraging signs of new oil, gas and water reserves, which if harnessed appropriately bode well for future growth. The country's medium- to long-term economic outlook is robust. With over 40% of the population under the age of 15, Kenya stands to benefit from a significant demographic dividend, provided that sufficient jobs can be found when this population enters the workforce. The country has a reasonably sized industrial base, competitive infrastructure and a large agricultural sector, all of which offer opportunities for capital-intensive investment.

Kenya Gazette

Western-Educated Elites in Kenya, 1900-1963

The Status of Student Involvement in University Governance in Kenya

Global Perspectives on Trust and Power

This book addresses itself to mobilisation and involvement of rural people in

development projects. It describes an imperfect but, nonetheless, exciting and thought-provoking exercise that drew social science researchers and students from four public universities in Kenya into an experiment in participatory research, community education and development in two locations. The experiment was grounded on the assumptions that the people of Kenya are a primary resource and that given proper roles and contribution of planners, researchers and programme implementers, self-sustainable development can become a reality. The contributors of this book have focused on the potential of the university to facilitate participation of the people in development. They have given specific suggestions on how this might be accomplished.

The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya, the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya.

Education in the Republic of Kenya

Scholars, Policymakers, and Activists in Conversation

In Search of a Strategy

Promoting Gender Equity in Selected Public Universities of Kenya

This book examines the concept of the democratization of governance in universities in Kenya with particular emphasis on students involvement in governance processes and decision making. Data were collected from members of the student community utilizing a structured self-administered questionnaire

and from purposively selected key informants and focus group discussants drawn from Kenyatta University (representing the public sector) and the United States International University (representing the private sector). The guiding argument for the study was that shared governance, one of the principles of good governance, is critical in enabling the universities to deliver their visions and the missions effectively. The results revealed that while in principle, Kenyan universities have embraced democratic governance in which all stakeholders, including students, have a role to play, in practice they continue to violate the core principles of good governance, particularly shared governance. Specifically, students, who are major stakeholders in university education, are largely excluded from significant structures of governance thereby limiting their influence and participation. Although their representation is mainly provided via student self-governance organs (unions, associations and/or councils), their effectiveness is undermined considerably by the lack of trust and confidence of the student body and the unending manipulation by top university administrators and external political actors. Student active

involvement in decision making is mainly confined to lower levels such as the school/faculty and departmental/programme. The authors call for a paradigm shift in the involvement of students in the governance of universities in ways that discourage the current culture of tokenism and political correctness that characterizes public and private universities in Kenya.

Documenting important milestones in the epic journey traversed by the Central Bank of Kenya (CBK) over the last 50 years, 50 Years of Central Banking in Kenya puts into perspective the evolution of central banking globally and within the East African region, and contemplates future prospects and challenges. The volume is timely, mainly because within the last 50 years the global financial landscape has shifted. Central bankers have expanded their mandates, beyond the singular focus on inflation, and consider economic growth as their other important objective. Bank regulation has moved from Basel I, to Basel II, and some countries have fully migrated to Basel III while some are still at the cross-roads. 50 Years of Central Banking in Kenya captures the wide-ranging discussions on

central banking, from a symposium to celebrate the 50 year anniversary on 13 September 2016 in Nairobi. The participants at the symposium included current and former central bank governors from Kenya and the East Africa region, high level officials from multilateral financial institutions, policy makers, executives of commercial banks in Kenya, private sector practitioners, civil society agents, executives and researchers from think tanks based in Kenya and the Africa region, leading academics in banking and finance, and university students. Beyond the symposium, the volume highlights the evolution of specific functions of CBK over the last 50 years (such as monetary policy, bank regulation, and payments system), as well as developments in Kenya's financial system which strongly relate to the functionality of CBK, such as financial innovation, the evolution of financial markets, and non-bank financial institutions in Kenya.

The African American Factor

Historical Studies and Social Change in Western Kenya

Effects of Engagement and Resources on Learning Outcomes in

Vocational Colleges: Emerging Research and Opportunities

Multicampus University Systems

This book explores the journey that Kenya has travelled as a nation since its independence on December 12, 1963. It seeks to advance understanding of the country's major milestones in the postcolonial period, the challenges and the lessons that can be learned from this experience, and the future prospects.

Kenya

Reconfiguring Historical, Political, and Policy Milestones