

## **Towards Sustainable University Education in Kenya**

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## **ABSTRACT<sup>1</sup>**

University Education in Kenya has been driven by Government policies developed in the post-independence era. Notable pillars of these policies are, the Ominde Commission (1960), Gachathi Report (1978), Kamunge Report (1988), the Kosgey Report(1992) and Odhiambo Commission (2010). The current policy is governed by sessional paper No. 5 of 2005, on Education, Training and Research. Few of these policies have made a comprehensive study on how the Education sector and Universities in particular would be managed in a sustainable manner. All University Financial management models, including the recently created University Funding Board, are predicated on Government funds. In this paper, we argue that these models are untenable and unsustainable. Further, we hypothesize that “parallel” programmes have reached the limit of economic returns particularly in the light of recent Government restrictions. We give a brief review the History of Colonial Education models and policies in Kenya and compare and contrast these to those of the South East Asia Colonies of the same era (India, Sri Lanka). We also survey the education policies of a never colonised, highly developed Non- Western economy exemplified by Japan. This will enable us to assess, to what extent if any, colonial policies have impacted on our education models, and contributed to our current situation. In conclusion, we suggest a few solutions to the current University Education funding crisis, which if followed and implemented, will enable Universities to contribute positively to the Culture and Economy of Kenya.

Key words: Education policy, University Education, Funding, sustainability,

