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## Editors' Notes

### Corrections to Volume XXIX, Numbers II-III, Winter/Spring 2003

We extend our deepest apology to author **Frederick K. Byaruhanga** for mistakenly publishing an incorrect version of his piece "**Higher Education in Sub-Saharan Africa and the Labyrinth of Dependency: Who Will Unravel the Threads?**" To correct this error, the proper version of his paper is published in this volume, on page 103.

We also wish to extend our apology to author **Godwin R. Murunga**. In his piece, "**Ethnicity, Community Relations and Civil Society in Contemporary Kenya: Trends and Field Experiences**," the first endnote is missing, and should read as below with all other endnotes following:

<sup>1</sup>This paper is both a summary and a further reflection on a just completed study on "Ethnicity, Community Relations and Civil Society in a Democratizing Kenya: Perspectives from a New Generation." The study was funded by the Governance and Civil Society Program of the Ford Foundation, New York and Nairobi Offices. I wish to thank Professors Julius Ihonvbere and Tade Aina of the Ford Foundation for reviewing the proposal, and the Ford Foundation for willingly funding the study. Throughout this paper, reference to Murunga, Kakai, Rutto, Maina, Nasong'o & Ayugi, and Gecaga refers to the participants in the project whose respective contributions contained in the study are as follows:

1. Godwin R. Murunga, Some Reflections on Ethnicity and Civil Society in the Context of Community Relations in Kenya
2. Pius Kakai Wanyonyi, Ethnicity, Democratization and Governance among the Abaluyia, 1960-1998
3. Sammy Rutto, Ethnic Relations and Participation in the Political Process among Selected Kalenjin Groups
4. Lucy Maina, Ethnicity in the Communities of Nakuru District
5. Wanjala Nasong'o and Rose Janet Ayugi, Ethnic Identity, Community Relations and Political Pluralism among the Luo of Kenya.
6. Margaret Gecaga, Change and Continuity in a Democratizing Kenya: An Analysis of Kikuyu Interaction with Other Communities.

This paper was first presented at the Monthly Seminar Meeting organized by Women Education Researchers of Kenya (WERK), held at the Nairobi Safari Club, Lillian Towers on May 5<sup>th</sup> 2000. I wish to thank all the participants for their comments on the initial draft, and Daniel Wesonga for ably chairing the session. Finally, to the research team for doing their best to make the original project a success, and the two anonymous reviewers of Ufahamu for their comments. The Ford Foundation is in no way responsible for the views expressed in this study and the usual caveats apply.