

A CASE STUDY OF THE
MOMBASA/KENYA/DAWSON
STAFF DEVELOPMENT PROJECT

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ABSTRACT

TITLE A CASE STUDY OF THE MOMBASA/KENYA/DAWSON
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AUTHOR CHARLES W. JOYNER

This thesis examines the concept of institutional development in third world countries through international cooperation and development assistance. A descriptive case study of the Mombasa and Kenya Polytechnics and Dawson College staff development project (1981-84, the first ICDS project of its kind) is presented.

Data collection was conducted through analysis of archival and institutional documentation, personal interviews, evaluation questionnaires and direct observation. The findings are summarized as follows:

- (1) Research and planning of the project design must consider the host country's ability to support and implement project activities.
- (2) Project goals and objectives should realistically reflect limitations of the outlined budget and time.
- (3) The attrition rate of project trained staff could be reduced by the host country providing them with formal recognition and remuneration.

(4) Institution building in the third world seems to be feasible and the findings show that the participating institutions learned the importance of developing skills which would eventually lead to self-reliance in staff development.

RESUME ABREGE

TITRE -- ETUDE DE CAS DES INSTITUTIONS TECHNIQUES DE
MOMBASA/KENYA/DAWSON BASE SUR LE DEVELOPPEMENT
PROFESSIONNEL.

LICENSE MAITRISE EN ARTS

FACULTE ADMINISTRATION ET ETUDES DES POLITIQUES EN
EDUCATION

L'AUTEUR CHARLES W. JOYNER

Ce mémoire examine la viabilité d'un projet d'institutions techniques dans un pays du tiers monde dans le cadre de la coopération et l'aide internationales. Cette étude de cas, porte sur un projet de perfectionnement des professeurs entre deux écoles polytechniques du Kenya (Mombasa et Kenya) et le Collège Dawson de Montréal. Ce projet (1981-84) est la première réalisation de la SDCI depuis sa formation.

Les informations nécessaires à ce projet ont été recueillis par l'analyse d'archives et de documents institutionnels, des entretiens individuels, des questionnaires d'évaluation ainsi que l'observation directe. Les conclusions sont résumées comme suit:

- (1) La recherche et la planification d'un projet doit tenir compte de la capacité réelle d'un pays à participer à l'implantation des activités du projet.
- (2) Les buts et les objectifs d'un projet doivent démontrer avec réalisme les limites financières et les limites de temps prévus.

(3) Le taux d'abandon du personnel formé au cours du projet pourrait être réduit dans la mesure où le pays bénéficiaire offrirait une reconnaissance professionnelle à ses employés pour une rémunération juste.

(4) Le développement des institutions du tiers monde peut être accompli et nos conclusions montrent que les institutions participantes ont appris l'importance de développer leur propre expertise, ce qui les conduira dans l'avenir à l'auto-suffisance en matière de formation professionnelle.

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Charles W. Joyner

March, 1987

TABLE OF CONTENTS

Abstract	1
Resume Abrege	ii
Acknowledgements	iii
Table of Contents	iv
Introduction	I
I. Background Information	
1.1 The History of Education in Kenya	1
1.2 The Independent School Movement	7
1.3 In Preparation for Independence	9
1.4 Education in an Independent Kenya	12
1.5 Technical and Vocational Education	19
1.6 Official Development Assistance	23
1.7 Canadian International Development Agency (CIDA)	30
1.8 Institutional Cooperation and Development Services	33
II THE MOMBASA/KENYA/DAWSON STAFF DEVELOPMENT PROJECT	
2.1 Statement of the Problem	34
2.2 Project Proposal Development	35
2.3 Project Description	37
2.4 Project Implementation	40
2.4.1 Seminar/Workshop for Teachers	40
2.4.2 Short-Term Administrative Attachment	41
2.4.3 Short-Term Attachment in Data Processing	42
2.4.4 Short-Term Attachment of the Principals	42
2.4.5 Pedagogical Consultant	43

2.4.6 Short-Term Attachment in Student Services	46
2.4.7 Short-Term Attachment in Staff Development	46
2.4.8 Short-Term Attachment in Educational Media Services	46

III METHODOLOGY

3.1 Rationale	48
3.2 Data Collection	49
3.3 Limitations of the Design	51
3.4 Research Questions	52

IV ANALYSIS OF THE DATA

4.1 Personal Interviews	55
4.1.1 Predominant Issues Concerning Project Design	56
4.1.2 Attainment of Specific Project Objectives	56
4.1.3 Mobility of Project Participants	58
4.1.4 Recognition of Participation in Development Activities	60
4.2 Results of Questionnaire	65

V CONCLUSION

Bibliography	80
Appendices	82

LIST OF TABLES

1.1	Settler Population of Kenya 1911 to 1931	5
1.2	Population of Kenya 1948 to 1969	12
1.3	Population and Enrollment of Primary and Secondary School Age Children	16
1.4	Distribution of Canadian Aid 1984-85	31
1.5	Categories of Aid 1984-85	32
2.1	Full-time Day Release and Part-time Student Enrollment at Kenya and Mombasa Polytechnics	36
2.2	Programs Offered at Kenya and Mombasa Polytechnics and Dawson College	38
4.1	Kenyan Staff Changes from 1981 to 1984	59
4.2	Changes in Canadian Staff from 1981 to 1984	61
5.1	Institution Building Matrix	73

INTRODUCTION

Kenya was subjected to British domination (as were many African countries) for approximately one hundred years (1860 to 1960). This period of colonialism had a significant, long-lasting impact on the values, customs and traditions of indigenous Kenyans. Throughout this period Kenya's development was greatly influenced by education which, in 1860 was offered by missionary schools and by 1910 state-run public schools under the governance of the British Colonial office.

For more than half a century (1910 to 1963) educational policy in Kenya was a contentious issue fueling national political debates and influencing the Kenyan's general ideologies. Missionary schools were considered to be religiously biased in their teachings indoctrinating Kenyans with their religious beliefs. State schools were perceived as training institutions who should provide semi-skilled manpower which would develop and maintain economic activity in areas such as construction, manufacturing and transportation.

The 50's was a decade of change for Kenyans. Their bitter struggle for independence was a predominant issue which the colonial administration had to resolve. As self-government became imminent, once again, educational programs played a

significant role. A program was launched which would offer greater accessibility to primary and post-primary education, emphasizing development of manpower leading to self-reliance and the "Kenyanization" of positions once held by expatriate colonials.

Education programs for primary and secondary school teachers were established to address the massive increase in the projected number of schools necessary for the expansion of the educational system. Prior to independence in 1962 the leader of the Kenya African National Union (KANU) party (the first President of Kenya) Jomo Kenyatta included in his Independence Manifesto a promise to provide seven years primary schooling for all citizens of Kenya. This commitment was a gesture aimed at a more democratic approach to education narrowing the gap between those who had access to public schooling and those who had previously been denied.

On December 12, 1963 Kenya gained independence. The first and most significant contributor of assistance towards the development of an independent, self-reliant Kenya was Great Britain. Their attention was directed towards building the infrastructure needed for educational self-reliance and manpower training.

By the mid-1960's, other donor countries such as the United States, Canada, Denmark, Sweden and Germany were among the "developed" nations who provided official development assistance (ODA) to Kenya for the construction of primary, secondary and

post-secondary education facilities.

In the 1970's Canada played a significant part in the development of technical education system through bi-lateral assistance from the Canadian International Development Agency (CIDA) for the construction and operation of the Kenya Technical Teachers College (KTTC) in Nairobi. This \$25 million project was designed to provide autonomy in the formation of skilled secondary school technical teachers.

CIDA development activities in technical education in Kenya have since shifted from large bi-lateral projects with substantial construction and equipment budgets to more "people oriented" human resource development-based projects. The first projects of institutional cooperation and development were identified in 1979 when CIDA initiated the Institutional Cooperation and Development Services (ICDS) division within the special programs branch.

The Mombasa/Kenya/Dawson staff development project (1980 to 1984) was the first ICDS project in technical education in Kenya. The project was designed to establish a staff development centre at the Kenya Polytechnic from which professional development activities would extend to the second polytechnic in Mombasa. The overall goal of the project was institution building through a series of staff development activities which included seminars, short-term attachments of Kenyans to Canada and Canadians to Kenya. The services of a pedagogical consultant to work at the two polytechnics in Kenya was an integral component of the project.

The case study of this project provides a complete description of the events surrounding the development, implementation and finally cessation of project activities. It also raises broader questions concerning the effectiveness of foreign technical assistance for "institution building" in third world countries. The extent to which institutions in recipient countries are ready for and are capable of contributing financial, human and material resources to support ICDS projects is an issue which has to be raised and considered. Whether countries will be able to sustain the recurrent expenditures incurred by the implementation of development projects (initially supported through donor assistance) is of great importance in future projects.

This report is a descriptive case study of an international cooperation and development project in post-secondary technical education in Kenya. As the first of such projects funded by the ICDS division of CIDA, the case study is relevant and revealing to those wishing to pursue international development activities in technical education. The questions raised and lessons learned lead to the broader issues of the effectiveness of international cooperation and development projects between Canadian and third world institutions.

I BACKGROUND INFORMATION

The purpose of this study is to provide a comprehensive description of an international development project in Kenya thus providing data to examine the broader issue of "institution, building" in the third world. An understanding of the history of Kenya, prior to, and immediately following independence provides an insight into the background and context in which the Mombasa/Kenya/Dawson staff development project took place.

The history of colonial domination followed by a relatively abrupt transition at the time of independence has made a significant impact on Kenya's development. In the early 1960's Kenya was faced with the problem of filling a void in the manpower available to effectively manage and operate the social, political, medical and technical services basic to the success of the new nation. The role to be played by education in the development of human resources was crucial to the success of the new nation.

1.1 The History of Education in Kenya

Prior to the arrival of European explorers, the indigenous peoples of Kenya relied on a basic form of learning which included an understanding of tribal social behaviour, the ability to construct physical shelters, the fabrication of appropriate tools and weapons and the cultivation of crops essential to their

survival. These skills had been handed down through the generations from elder to child.

In many respects, this transmission of knowledge was similar to the transfer of skills in an apprenticeship or a family business situation in Western society. Rodney (1972) summarized that "altogether through mainly informal means, pre-colonial African education matched the realities of the pre-colonial African society and produced well-rounded personalities to fit into that society" (p. 262).

Throughout the late nineteenth and early twentieth centuries, the number of European settlers arriving in Kenya increased steadily. The Europeans not only introduced "modern" technological methods and implements, but, of greatest significance, was the introduction of a new social and economic structure foreign to the traditions of the indigenous peoples of Kenya. As the immigrant population increased; so did the demand for formal schooling. The missionaries were among the first settlers to provide this schooling.

In 1864, "The first mission school was established at "Rabai", near Mombasa. Little progress was made in the establishment of schools further inland until the turn of the century when the Ugandan Railway helped the missionaries to extend their field of activities" (Raju, 1973, p. 2). Missionary schools were the first to dispense "Western style" education to limited numbers of indigenous peoples of Kenya.

The Europeans who left their homelands to settle in Kenya, did so not only in the capacity of missionaries, but also as

fortune-seekers, explorers, farmers, military personnel and colonial administrators.

To facilitate and support the new and rapidly developing inland expatriate communities, a major civil engineering project was undertaken to construct a railway line from Mombasa across Kenya into Uganda. The influence of the Ugandan railway project on the establishment of formal educational systems in Kenya was recorded by Hill (1949) when he wrote:

It was the railway authorities who established the first secular schools for the immigrant groups. In 1904, J. A. Turner, who had seen service with the Indian Education Department, was appointed as Headmaster of two schools, one for Europeans and one for Indians. By 1907 there were forty-seven pupils in the European school and forty-six in the Indian one. In 1907, when the Board of Education was finally established, these schools were handed over to become the first government schools (p. 295).

In 1908, J. Nelson Frazer was appointed "Education Advisor" to the Governments of British East Africa. In 1909, he produced a report which, while accepting the principle of different systems of education for the three major racial groups, (Africans, Asians and Europeans), noted the extent to which talent was available among Africans. He stressed the need to utilize this talent, and recommended offering technical education programmes (Anderson, 1970, p. 36).

The forerunners and promoters of a "European style" education in Kenya were, as previously mentioned, the missionaries. It is difficult to know whether the primary goal of the missionary schools was to educate for the sake of developing a better society or to promote Christian traditional beliefs. Whatever the objectives, the effect of Western

education on Africans was to create a desire for knowledge per se and for discovery of the secret of the whiteman's apparent success. In 1911, the British administrators of Kenya established a "Department of Education", which changed the existing policy of relying on the missionaries to educate Africans.

In 1913, the first official government school for Africans was opened in Machakos. It was named the Central Technical and Teacher Training School, around which, a system of village schools developed, following the normal missionary pattern (Anderson, 1970, p. 38).

The introduction of state participation, in the control of education, created some rivalry between the religious missionary schools and the government schools. This rivalry had a significant and deep-rooted effect on the educational philosophy during the pre-independence period in colonial Kenya. "The government was never satisfied with the amount of control it had over the missionary school curriculum. Some colonial administration officials doubted the value of the education offered at the mission schools because of their strong emphasis on religion and their frequent, misguided attacks on African traditions. "The colonial administration wanted an educated labour force to help develop the colony's economy, and to provide chiefs and leaders capable of participating in "indirect rule" (Raju, 1973, p. 3).

- - TABLE 1.1 - -

Settler Population of Kenya 1911 to 1931

Census year	1911	1921	1926	1931
Asians	11,787	25,253	29,324	43,623
Europeans	3,175	9,651	12,529	16,812
Arabs	9,100	10,102	10,557	12,166
Others	99	627	1,259	1,346
Total	24,161	45,633	53,669	74,047

Source: Population census in Kenya 1911, 1921, 1926, 1931

The number of settlers moving to Kenya continued to increase (as shown by the census data in Table 1.1). The fact that indigenous Kenyans were not included in the census until 1948, serves to indicate the lack of consideration Africans received in education and by the colonial society in general. The constant increase in population pressured the colonial administration into formulating a specific policy for "native" education. This led to the appointment of a Commission of Enquiry, in 1918, chaired by the acting governor, C. C. Bowering. The commission reported, in 1919, that: "Whilst there was general agreement on the need to provide the "African" with a suitable education, stressing the Christian aspect of education and also the technical aspects, there were clearly disagreements about the methods to be used and the pace at which education should proceed" (Anderson, 1970, p.

38).

In 1924, the Phelps-Stokes Commission recommended more cooperation between the government and the missions. Commission findings revealed the imbalance in the education available to the Africans, Europeans and Asians of Kenya. Attention was drawn to the colonial administration's negligible expenditure on the education of Africans. For example, in 1925, the per capita cost of education for Africans was 1.6 pounds per pupil compared to 41.6 pounds per pupil for Europeans (Education Department Annual Report, 1931).

In 1931, "the government passed the first Education Ordinance which established a Central Advisory Committee on Education and also established School Area Committees on which local native councils were to be represented. It appears that the effectiveness of both the ordinance and the various committees was minimal" (Raju, 1973, p. 3).

In 1925, a statement by the British colonial office served as the basis of educational policy in all the African countries under British colonial rule. The underlying theme of the policy was the principle that education should be adapted to local community needs, and preserves the best of traditional society, which would prepare students for entrance into their own society.

In principle, the objectives of the 1925 educational policy were fair, but it became evident, by its interpretation and application, that the missionaries, settlers, and colonial administrators were of the opinion that Africans would never become independent and would remain forever subordinate to

Europeans.. In the early colonial period of Kenya, settlers expected Africans to provide unskilled and semi-skilled labour for farms, businesses and civil engineering projects. The colonial administrators believed that educated Africans would be potential "malcontents". Therefore, technical and vocational training rather than an academic education was considered desirable, safe and economically beneficial for the development of the colony.

The Kenyans themselves considered Government schools to be training centres designed to keep Africans in a subordinate position. The Government's emphasis on practical training (with little or no academic content) was resented and Kenyans saw this policy as an attempt to restrict their access to a "complete" education which would enable them to progress economically, socially and politically. At the same time Africans also resented the missionaries' overt condemnation of their traditional cultural practices.

1.2 The Independent School Movement

Frustration, resulting from dissatisfaction with both the missionary and government school systems, prompted many Africans to consider starting their own "independent" schools. The first "independent" school was established in Nyanza Province in 1908. The popularity of the independent schools in Western Kenya spread to the central and eastern parts of the country where the Kikuyus also started independent schools.

The number of independent schools in Kenya continued to

grow with little interference from the missionaries or the government. In 1925, the Department of Education appointed Mr. Silvester to conduct a survey on the "outlawed schools". "In his report, Silvester commented "on the insufficiency of mission schools and the need to find some way to track down, supervise and register "outlaw" schools which had been started in consequence" (Anderson, 1970, p. 114).

During the early 1930's, Independent school committees accelerated their efforts to implement a programme to construct school buildings and to organise "self-help" groups which would provide necessary labour, and the establishment of various forms of financial collections to cover the costs.

The Independent schools movement entered a new era when Mr. Mbiyu Koinange (the first black Kenyan to complete an M.A. degree in Education) returned from Europe to promote the development of the independent schools in Kenya. Shortly after Koinange's return, a cooperative agreement was established, (despite protests from the Colonial administration) to proceed with the construction and operation of an African Teachers' College which was designed to train teachers for the Independent schools. Anderson (1970) stated: "the College was officially opened and blessed by a Kikuyu elder on January 7, 1939, in the presence of a very embarrassed and irritated Acting Chief Native Commissioner and Director of Education"(p. 123).

In 1946, following a fifteen-year sojourn in England and Europe, Mr. Jomo Kenyatta returned to Kenya. Upon his return he and Koinange worked together with the intention of extending the

college and introducing study programmes of an independent nature. To develop and expand the college, Kenyatta and Koinange rapidly became more and more involved in political activities. "In 1949 the college began a four-year School Certificate programme, but students had only reached Form 3 when the college was finally closed in 1952" (Anderson, 1970, p. 125). The reason for the school's closure was the declaration of a political emergency caused by the fight for nationalism.

The role played by the Independent schools was perceived by the colonial administration to be questionable. However, with or without assistance, the Independent schools movement flourished and there may have been up to four hundred schools established before their closure in 1952 when the Mau Mau uprising began. "Despite doubts about their effectiveness and arguments about their political role, one thing is certain, they demonstrated not only the Africans' dissatisfaction with educational development in Kenya but also the remarkable sacrifices Kenyans were prepared to make to get what they wanted, and also their ability to organise so as to attain these ends" (Raju, 1973, p. 7).

1.3 In Preparation for Independence

As early as 1946, there were signs that Kenya was entering a new era of overt African political activity directed against colonial power. The role of education in Kenyan politics was an extremely sensitive issue. The development of Independent schools and the Africans' increasing demand for access to more education served to fuel their desire for a greater role in

governmental policies.

By 1948, the British Government realised that some of its colonies would become independent, and, therefore, issued a policy statement entitled "Education for Citizenship in Africa". The document stated that mass education was only useful if Africans were to act with a sense of public responsibility and an understanding of democracy. The 1948 "Ten-Year-Plan" for education in Kenya aimed to give 50 per cent of school-going age children an education lasting six years and recommended that primary schools be controlled by local authorities" (Raju, 1973, p. 8).

Between 1948 and 1952, two reports on education in Kenya were prepared and released. The Beecher report detailed the scope, content and methods of African education and was released in 1949. The Binns report was published in 1952. The findings of the Beecher report supported the principles of Christian teaching, noted the negative aspects of an agricultural and industrial orientation in the curriculum and recommended effective control over the increasing number of primary schools. Whereas the Binns report contradicted Beecher's in that it emphasized the importance of agriculture and the need for people skilled to perform manual tasks, The Binns report urged that the exam-ridden system of education be altered to de-emphasize the importance placed on the exam itself. Instead, the attainment of knowledge related to practical application of learning relevant to the specific needs of Kenyans, was stressed.

The Binns report expressed shock at the rate of attrition at

the primary school level where it estimated that only 30 per cent of children in the first year of school would complete the fourth year, only 3.7 per cent the eighth year and 2 per cent the twelfth year (Raju, 1973, p. 8).

The recommendations of the Beecher and the Binns Reports were intended to rectify the problem of high attrition but were never implemented because of the Mau Mau uprising. From 1953 to 1957, colonial policies dealing with the revolution superceded any interest that may otherwise have been directed towards educational matters:-

The colonial administrators realized that independence was rapidly approaching therefore an administrative policy decision was made to expand secondary education. The object of this expansion was to increase the number of qualified Kenyans which would, in turn, satisfy the increased manpower requirements of an independent Kenya. Raju (1973) states: "The Development Programme for 1957 to 1960 talked of maintaining European standards of education, raising Asian standards and creating African standards" (p. 9).

Table 1.2 illustrates the significant changes in population of the various major ethnic groups present in Kenya. Most dramatic are the changes which took place between 1962 and 1969 which necessitated significant modification to the educational infrastructure.

Table 1.2

Population of Kenya

1948 to 1969

Census year	1931	1948	1962	1969
Africans	----	5,251,120	8,365,942	10,732,202
Asians	43,623	97,687	176,613	139,037
Europeans	16,812	29,660	55,759	40,593
Arabs	12,166	24,174	34,048	27,886
Others	1,346	3,325	3,901	1,987
Totals	74,047	5,405,966	8,636,263	10,942,705

Source: Census of Kenya 1931, 1948, 1962, 1969.

1.4 Education in an Independent Kenya

On December 12, 1963, Kenya gained independence. One week later, Professor S. Ominde was asked to chair a Commission of Enquiry into Kenyan education. The role of education in a newly independent nation was realised to be of paramount importance for national development, therefore the mandate of the Commission was

directed at all aspects of education including existing policies, facilities and programmes.

The first part of the Commission's report was released on December 12, 1964 (the first anniversary of Kenya's nationhood) in which the Commission identified one hundred and sixty recommendations dealing with a wide range of issues including the overall goals and objectives of education, curriculum, finance and even dietary requirements for secondary boarding schools. Considered to be the first "National" report on education in Kenya, it stated: "Previous reports have dealt with African education, or European education, or Asian Education as though they were separate social activities" (Kenya Education Commission Report, Part 1, 1964, p. 21). The terms of reference for the Commission stipulated that education in "Independent Kenya" was to be considered as a function of the nation and not of the needs of various racial or tribal groups.

Unification of school systems through racial integration may have appeared an easy problem to resolve, (for 97% of the Kenyan population was African, 2.3% Asian and 0.6% European). However, legislation did not overcome the fee differential, levied by the various schools, which resulted in segregation based on financial means. The higher socio-economic status of the European and Asian communities compared to that of the African, tended to place the African at an educational disadvantage.

At the time of independence, the election Manifesto of the Kenya African National Union (KANU) stated that seven years of free primary education would be available to all Kenyan children.

This presented a major commitment in terms of construction of facilities, training of teachers and provision of teaching materials needed to serve the tremendous increase in enrollment. In 1963, it was estimated that approximately 55% of eligible children were attending primary schools. Based on available census—and demographic data, this necessitated an expansion of 45% to accommodate 800,550 additional primary school students. If all eligible students attended school (100%) and assuming a pupil/teacher ratio of thirty-to-one it would require an increase of approximately 26,685 primary teachers.

The Commission reported:

We have calculated the additional cost of free, universal primary education by 1971 beyond the commitments contained in the Government's Development Plan, including the cost of training additional teachers, and we find that the total additional cost would exceed thirteen million pounds; that is, a sum almost twice as large as the present national expenditure on education from public funds (p. 66).

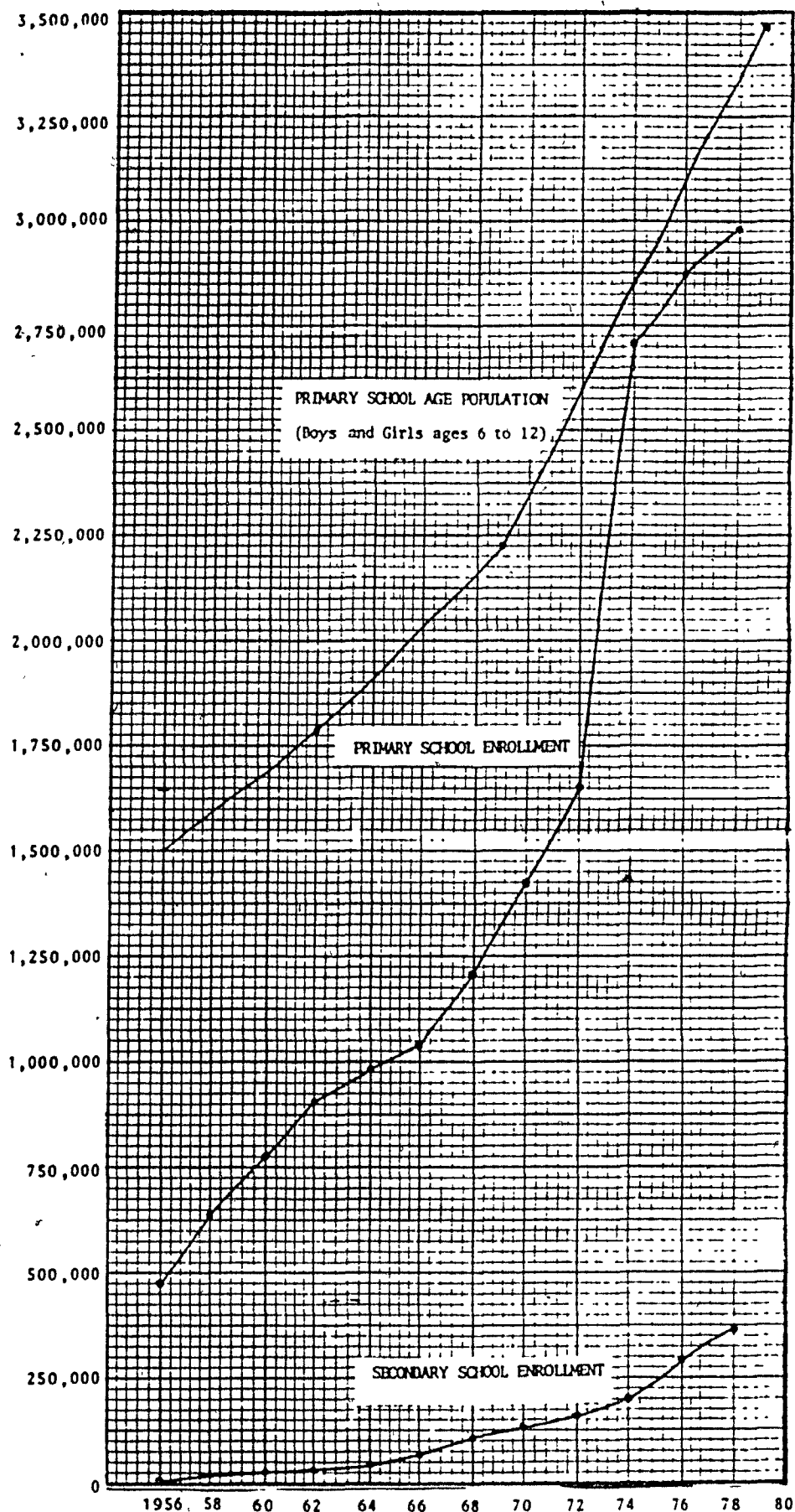
Concerning secondary education, the Ominde Commission placed great emphasis on the need for quantitative and qualitative growth. It suggested that the rate of growth be strictly controlled by the government in order to avoid excessive increases in the capital and recurrent costs. The Commission considered that a lack of statistical information, especially the lack of a manpower survey, was an important factor in their ability to provide detailed educational planning at the secondary school level. The same limitations applied when the commission addressed the topic of adult, technical and commercial education.

Despite the lack of statistical information, the Ominde Commission was able to produce a report with recommendations that served as the basis for educational policy, philosophy and direction for a period of over twenty years.

From 1964 to 1984, the singularly most crucial problem facing the Ministry of Education was how to accommodate the tremendous increase in the number of children seeking primary schooling. Following expansion at the primary level, the demand for post-primary education increased sharply. Figure 1.3 shows the population of primary school age children (six to twelve years) based on census data from 1962, 1969 and 1979. The figure also illustrates primary and secondary school enrollments from 1956 to 1978. The graph shows that, by 1972, the availability of student places in primary schools was approaching the actual needs of the population. However, by 1976, the population of Kenya was increasing faster than the number of schools. The demand for places in primary schools was greater than the system could provide. In addition to the shortage of primary schools there was a growing demand for additional schools at the secondary level to provide for the increasing number of primary school certificate holders. In 1978 the number of students in secondary schools was equal to 12.75% of the total student enrollment in primary schools.

Indeed, the first two decades of independence proved to be a period of transition and rapid expansion in the history of Kenyan education. To improve the Government's capacity to administer educational policies, a new Education Act was introduced in

FIGURE 1.3
POPULATION AND ENROLLMENT OF
PRIMARY AND SECONDARY SCHOOL
AGE CHILDREN



Sources: 1) Kenya Population Census, 1979
2) Kenya Education Commission Report, Part I, 1964
3) Ministry of Education, Annual Report, 1968
4) Ministry of Education, Annual Report, 1979

February 1968. The purpose of the new Act was to replace the provisions of the outdated Act of 1952, by providing a more rational control and organization of the education system. The Act provided for more effective control and supervision of all schools maintained by public funds.

In 1983, the Government of Kenya released its fifth development plan to cover the period 1984 to 1988. Concerning education the plan stated:

To ensure that the momentum of educational growth continues during the Plan period without sacrificing quality or relevance the following strategies will be followed:

(I) A full 8 year basic education programme will be established commencing 1985, as the first phase in the introduction of the 8 - 4 - 4 system of formal education (p. 149).

Implementation of the new system was announced in March 1984, by the Minister of Education, Science and Technology, Prof. Jonathan K. Ng'eno. In his speech, the Minister stated that primary education would be of eight years duration, secondary school would be of four years and a university degree also of four years duration.

Concerning primary education it was stated:

For the majority of children in Kenya, Primary schools provide and will continue to provide for some time to come, the only formal education that the children will ever receive. The education offered to them under the new 8-4-4 system must therefore provide them with adequate intellectual and vocational training to enable them to lead a full, useful and rewarding life in the rural areas where the majority of them will live. Thus the education given to children while at school will broadly aim at:

(a) The development of literacy and communication skills through the learning of languages (Mother Tongue, Kiswahili and English);

(b) The development of numeracy through the learning of Mathematics;

(c) The development of scientific outlook through the study of General Science;

(f) The development and acquisition of social and cultural knowledge, skills and attitudes through the teaching of History and Civics, Geography, Religious Education, Music, and Physical Education;

(g) The acquisition of work-oriented knowledge and skills through the teaching of practical subjects such as Agriculture, Business Education, Home Science, Art and Crafts.

Upon completion of eight years of Primary schooling, pupils will be expected to write examinations leading to two certificates. First, is the Kenya National Primary Examination Certificate, to be awarded by the Kenya National Examination Council and the second, is the Kenya Primary School Leaving Certificate, issued by the Ministry of Education Science and Technology.

The Secondary curriculum is designed to offer education experiences which will:

(a) Lead to an all round mental, social, moral, spiritual development of the learner;

(b) Prepare the learner to make positive contributions to the development of society;

(c) Enable the learner to choose with confidence and cope with vocational education after school;

(d) Build a firm foundation for further education;

(e) Ensure parity in the cognitive, psychomotor and effective skills for all students at this level in the country;

(f) Lead to the acquisition of attitudes of national patriotism, self-respect, self-reliance, co-operation, adaptability, sense of purpose, integrity and self-discipline, respect and consideration for others, loyalty and service to home, society and the world.

At the end of the four year Secondary education cycle, the students will sit for the Kenya National Secondary Examination (KNSE) and on the basis of this examination some students will be selected for University Education while others will be offered vocational training and still others will go into direct employment (Speech by the Honourable Minister for Education, Science and Technology, March 1984).

Implementation of the new 8-4-4 system is proceeding on schedule with its full impact realised at the Primary school level in 1985. The effects and impact on Secondary schools will only come into effect between 1986 and 1989.

1.5 Technical and Vocational Education

Technical and Vocational education and training in Kenya is a complex, multi-level, multi-ministerial, multi-institutional labyrinth. The involvement of a large variety of Ministries, in training for their own manpower needs, further complicates the total picture of technical education in Kenya.

The Kenya Education Commission (1963) drew attention to the responsibility of the Minister of Education, as the sole authority, to provide basic general and technical education in Kenya. The Commission found that numerous governmental departments had opened their own training facilities, thereby duplicating existing facilities. It was also learned that some of these specialization centers were offering basic courses including bookkeeping, secretarial training and fundamental language and mathematics courses. The Commission report cited the financial burden caused by the inefficient use of resources as harmful to Kenya. The report stated: "The dangers of

duplication of capital equipment, wasteful use of manpower and inflated maintenance costs, that may arise in cases where specialized training institutions are used to provide courses at a basic education level" (Kenya Education Commission Report Part I, p. 93).

Whereas this paper deals with technical institutions which fall under the jurisdiction of the Ministry of Education, Science and Technology, suffice it to acknowledge that many variations of technical training exist beyond the realm of the Ministry of Education. This study will be limited to schools under the control of the Ministry of Education.

Prior to Independence, the only existing technical training institutions were technical and trade schools which offered two-year programmes in basic craft skills for the building trades, automotive repair and mechanical trades. The Ominde Commission report noted that "It is clear that the technical and trade schools have not been going very well. Out of 487 persons graduating from these schools in 1963, no less than 170 were still without employment, or openings into further training, in May, 1964. One possible reason is that the output is out of gear with employment. Yet another may be that the product of the schools does not attract employers" (Kenya Education Commission Report Part I, p 75).

The Commission's recommendations, concerning Secondary level trade training, were to enlarge and reorganise the technical and trade schools, each one to specialise in subjects related to a particular industry or craft, in order to combine efficiency with

economy in equipment. Following the Commission's recommendations, the new title given to Trade Schools was "The Secondary Trade School". Upon completion of their programme of studies, graduates would be expected to seek employment rather than to continue their training at a higher level, however, the option of continuing formal studies was possible.

Secondary technical schools were somewhat different from the "Secondary Trade School". The object of the secondary technical school was to provide an introductory experience of workshop technology, at the same time, stressing subjects such as mathematics and the sciences. Secondary technical school graduation lead to higher studies at the Polytechnic.

Post-secondary technical education was only available (at the time of independence) at the Kenya Polytechnic in Nairobi. A wide range of courses were available in technical and commercial subjects, leading to the City and Guilds of London Certificate, and the Royal Society of Arts Certificate. "In 1964 there were 1,001 students on the roll, of which 241 were full-time students, 87 were pursuing "sandwich" courses (students employed full-time but given leave to take course), 424 day-release courses and 249 taking evening courses" (Kenya Education Commission Report, 1963, Part I, p. 95).

The Commission recommended and considered the expansion of the Kenya Polytechnic to be "an urgent necessity" and advocated the earmarking, in the City development plan, of as much adjacent land as can be made available for the expansion. A capital budget totalling 240,000 pounds was provided for in the

development programme covering the three-year period of 1965 to 1968.

A second technical institute existed in Mombasa, known as the "Mombasa Institute of Muslim Education". It was originally intended to raise the educational and economic standards of Muslims in Kenya, Tanganyika and Zanzibar. However, "since 1963, restriction of the greater part of the intake to Muslims has been unconstitutional and admissions have been thrown open to all comers" (Kenya Educational Commission Report, 1963, Part I, p. 96).

The Commission recommended that the Mombasa Institute of Muslim Education become the technical college for the Coast Region and Eastern Kenya, providing courses up to ordinary certificate or diploma level.

The Ministry of Education's Annual Report for 1968, stated:

During the year considerable progress was made towards the fulfilment of the objectives for technical education laid down in the Development Plan. The different types of institutions operating during the year (1968) included two trade schools, six secondary vocational schools and four secondary technical schools. In addition to the above, enrollments at Mombasa Technical Institute (formerly the Mombasa Institute for Muslim Education) rose to 1,340 students while at Kenya Polytechnic there were 1,899 students on the roster (p. 5).

By 1971, the number of secondary vocational schools increased to eight, throughout Kenya. The technical secondary schools, the Mombasa Technical Institute and the Kenya Polytechnic increased their enrollments to meet the growing demand for technical training. However, there was no increase in the number of institutes providing technical training.

In 1973, The Mombasa Technical Institute was upgraded to become the Mombasa Polytechnic. The same year saw the emergence of a new level of technical institutions catering to post-secondary students who wished to acquire technical skills. Known as the "Harambee" Institutes of Technology, the first school opened in Kiambu and the second at Muranga. By 1979, there were ten Harambee Institutes of Technology in existence with an additional five schools in the planning stages.

The Development Plan for Kenya (1984-88) reports a projected total of fifteen secondary technical schools with an overall enrollment of 8,800; two Polytechnics having 4,800 students enrolled; and twelve Harambee Institutes of Technology offering fourteen different courses of study to 4,000 students. The Plan also referred to the opening in 1986 of the third Polytechnic to be located in Eldoret (p. 151). Introduction of the new 8-4-4 system of education will bring significant changes to technical education at the secondary and the post-secondary levels. There is, however, a definite gap between the theoretical plan of operation and the reality of providing the physical facilities and the human resources required for successful implementation of the educational development plan.

1.6 Official Development Assistance

To assist developing countries with their economic and social problems a variety of "plans" have been prepared by the industrialized nations of the world. The first of these plans was conceived following the second world war when many nations

were striving to recover from the destruction of war.

De Silva (1983) stated that the origins of Official Development Assistance (ODA) can be traced to the implementation of the Marshall Plan in the years immediately following the second world war. The Marshall Plan (1948-52) was a four-year economic recovery programme in which the United States provided \$14 billion to sixteen countries in Western Europe.

The purpose of "Marshall Plan" aid was to provide Europe with foreign exchange for the purchase of equipment and commodities to rehabilitate industries which had been damaged during the second world war. The Organization for European Economic Cooperation (OEEC) was established to implement the Marshall Plan. Following implementation of the Marshall Plan the OEEC was given a broader mandate and became the Organization for Economic Cooperation and Development (OECD).

In the latter part of the 1950's, developed countries seriously considered the implications of economic and political imbalances of the various countries in the world. Developed nations established mechanisms to formalise financial commitments to ODA. This was considered a positive step towards resolving the global economic imbalance.

The demand for such assistance has shifted from the war-torn countries to the least developed and third world countries. The concept of ODA funds to support economic development remains the same. Large amounts of foreign exchange are provided through development projects for the construction of roads, power generating and distribution systems, schools, hospitals, port

facilities and agricultural development projects.

Leelananda de Silva (1983), summarised the early development activities by stating that:

The machinery for international development aid was gradually brought into place in the early sixties. The United Nations First Development Decade, for the 1960s, called for the establishment of an Official Development Assistance/Gross National Product (ODA/GNP) ratio of 1%. The early years saw the setting up of the International Development Association (IDA), the regional banks, (the Inter-American Development Bank, the Asian Development Bank and the African Development Bank), the establishment of the United Nations Development Programme (UNDP). Thus within two or three years wide ranging multilateral aid machinery was created (p. 3).

Throughout the 1960s, the emphasis on development aid consisted of support intended to promote stronger economic relations between donor and recipient countries. Bilateral assistance programmes focused on resource transfers through trade and the provision of financial assistance towards economic development.

Canada played an active role in aid development, gaining world recognition through the leadership of Lester B. Pearson (former Prime Minister of Canada). In the late 1960s, a commission was appointed to investigate and report on foreign aid policy. In 1969, the chairman of the commission, L. B. Pearson, reported that development aid should not be considered central but as a supporting factor in the economic development of the "South" (de Silva, 1983, p. 5).

The "Pearson" Commission recommended that all donor countries contribute an increased amount of aid. It established a target of 0.7% of the gross national product (GNP) from all

economically developed countries in the "North". This was the intended guideline for ODA to the developing countries in the "South". In 1980, one decade after the "Pearson" Commission report, the Brandt Commission recommended that the 0.7% target should be reached by 1985 and that an ODA target of 1.0% be set for the year 2000.

During the 1970s, the focus of official development assistance shifted from support for economic growth of developing countries to the promotion of the ideology of self-reliance. To assist in the implementation of the new philosophy in ODA "Two institutions, small in size, but highly significant, were established at this time: the Canadian International Development Research Centre (IDRC) in 1970, and the Swedish Agency for Research Cooperation with Developing Countries (SAREC), in 1974, both assisting in strengthening patterns of development based on indigenous resources" (de Silva, 1983, p. 5).

In the mid-1970s, the oil-producing and exporting countries (OPEC) emerged making drastic changes in the traditional models of world economics. There were three factors which necessitated a reassessment of Official Development Assistance: First was the emergence of OPEC countries as an economic force, second was the rapid increase in population and third were the deteriorating ecological conditions in many third world countries.

By the end of the decade, (1970-1980), the United Nations had organised major world conferences to discuss issues relevant to the basic needs of third world countries. These issues included the assessment of food supplies, population growth

patterns, unemployment, environmental control, primary health care and desertification. These conferences produced many resolutions which had a significant impact on emerging aid policies. Official development assistance in the 1980's focused on providing a new and more humanitarian approach for development aid.

"Official Development Assistance" (ODA) may be subdivided into two basic categories. All development aid contributions are considered to be either multilateral or bilateral. Multilateral assistance involves agreements between two or more donor countries whereas bilateral assistance is an agreement between the government of the donor country and that of the recipient country.

Different mechanisms have been established to facilitate the administration of official development assistance activities. Organizations such as the United Nations, the World Bank, the African Development Bank and the Asian Development Bank provide professional services that include project identification, proposal formulation, implementation and administration. The services provided by such multilateral organizations are funded through Official Development Assistance contributions from many donor countries.

Bilateral aid is assistance directly from the donor country to the government of the recipient country. This form of assistance is usually administered directly through a donor government agency such as the Canadian International Development Agency (CIDA), the Danish International Development

Agency (DANIDA), Norwegian Agency for Development (NORAD), British Overseas Development Agency, the Swedish International Development Agency (SIDA), and the United States Agency for International Development (USAID).

Multilateral and bilateral assistance funding may further be divided into three categories of aid programmes and projects. The three broad categories of assistance are: technical assistance, food aid, and emergency relief assistance.

The first category, technical assistance, provides human resources for both advisory services and training. Equipment may be supplied to support the activities of technical experts and is considered to be an integral part of technical assistance aid. De Silva (1983) states:

Technical assistance is probably the oldest form of external aid. It is also one of the most significant and critical areas of development cooperation. Nearly 25% of bilateral aid of DAC member countries is in the form of technical assistance. In 1980, this amounted to nearly \$6 billion (p. 17).

The major goal of technical assistance is to develop indigenous human resources to perform the manifold tasks related to the "overall" development of a country. Technical assistance facilitates the creation of an infrastructure of skills and institutions within a developing country which, in turn, can make a vital contribution to economic development. These facilities and institutions have multiplier effects and ensure a continuous flow of trained indigenous personnel who perpetuate economic growth and development in their respective countries.

The second category of assistance is food aid which consists of donations of commodities such as cereals, grain, dairy

products and edible oils. Most food aid is disbursed bilaterally. However, the multilateral "World Food Programme" (WFP) presently supplies approximately 25% of all food aid.

De Silva states that in the five-year period (1976-81) an average of nine million tons of food aid was provided to food deficit countries annually (p.21).

According to de Silva, the main food donors are the United States of America (about 50%), the European Economic Community (20%) and Canada (10%). Recipient countries are low-income, food-deficit countries such as Egypt (22%), Bangladesh (13%), Indonesia (9%) and India (7%). Without food aid many developing countries would experience serious problems of food shortages and increased malnutrition.

The third category is known as "Emergency Relief" which may also be known as "Humanitarian Aid". As these names imply, this form of aid is reserved for emergency crisis situations which affect human lives. Recently natural disasters such as floods, earthquakes, drought and increased populations accompanied by heightened political and social tensions, have led to an upsurge in the number of emergency crisis situations requiring intervention by aid donors.

Multilateral emergency assistance programs have been primarily established through the United Nations system. However, at the bilateral level many donor countries contribute additional assistance directly to countries where emergency aid is required on short notice. Non-governmental organizations (NGOs) such as the International Red Cross contribute to emergency "humanitarian,

relief" assistance programmes.

Whereas all official development assistance is usually categorized into one of three broad classifications, donor governments frequently use non-governmental organizations to implement development assistance projects. By definition, Official Development Assistance excludes resources generated and disbursed by non-governmental organizations. The only funds administered by NGOs, which are included in ODA, are the contributions made by governments.

De Silva (1983) calculates that government contributions, disbursed throughout NGOs, average 10% of the total Official Development Assistance for all donor countries.

1.7 The Canadian International Development Agency (CIDA)

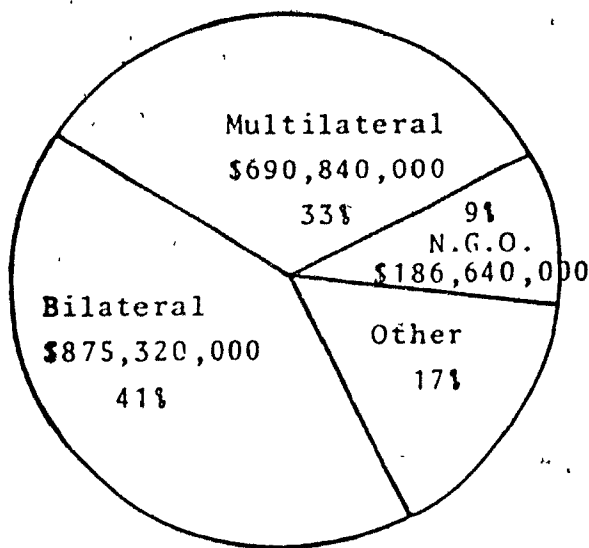
Canada's Official Development Assistance contributions are administered through the Canadian International Development Agency (CIDA). Approved by Parliament, the "Official Development Assistance Programme" is one of the main instruments by which Canada advances the goal of international social justice. The assistance programme seeks to support the efforts of developing countries in fostering economic and social programmes, placing emphasis on poorer developing countries. These objectives are pursued through official bilateral channels, multilateral development institutions and support of the development activities of non-governmental organizations and the private sector (CIDA Annual Report, 1984-1985).

Development has been defined as a process by which societies

evolve enabling them to meet the basic longterm needs of their populations in a way that is sustainable and is based largely on indigenous resources and values.

In 1984-85, Canada provided 2.1 billion dollars in Official Development Assistance to the third world. This was a 14% increase over the previous year and represented 0.49 of the gross national product (GNP). The expenditures may be classified as per figures 1.4 and 1.5.

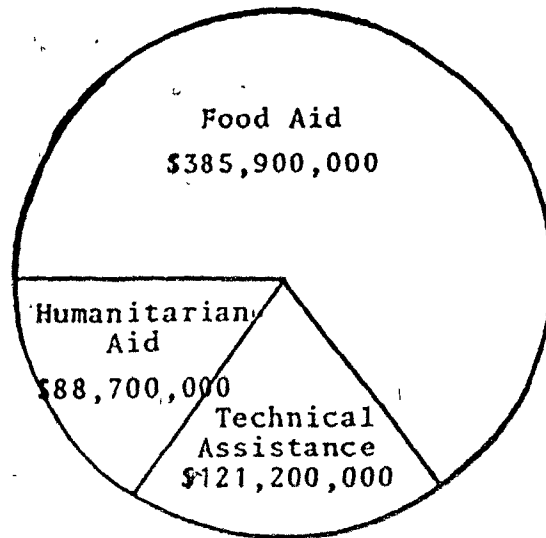
Figure 1.4



Distribution of Canadian Aid
1984-85

Source: CIDA Annual Report 1984-85

Figure 1.5



Categories of Aid
1984-85

Source: CIDA Annual Report 1984-85

The administrative structure, within CIDA, is configured in branches and divisions to meet the regional and sectorial requirements of multilateral and bilateral activities. One of the divisions within CIDA is the Special Programs Branch. The "Branch" is responsible for administering Canada's ODA programs offered by non-governmental organizations and institutions. The Special Programs Branch has evolved, from its original NGO program in 1968, into three main areas of activity: meeting basic needs in developing countries through NGO programs; stimulating and supporting collaborative relationships between and amongst organizations and institutions engaged in development; and keeping Canadians informed regarding progress in international development.

1.8 Institutional Cooperation and Development Services (ICDS)

In 1980, the Institutional Cooperation and Development Services division (ICDS), was formed within the Special Programs Branch. The ICDS division supports projects involving Canadian educational institutions, trade unions, cooperatives and other professional organizations primarily involved in human resource development projects.

In 1984-85, the ICDS division disbursed 62.5 million dollars for 669 projects (mainly offering technical assistance) to developing countries.

The Mombasa/Kenya/Dawson Staff Development Project falls under the jurisdiction of the ICDS division of CIDA and was the first project of its kind to be accepted as an ICDS project.

II THE MOMBASA/KENYA/DAWSON STAFF DEVELOPMENT PROJECT

2.1 Statement of the Problem

Confronted with major sociological problems such as increases in population (due to a high birth rate of 4.0%), increased life expectancy (from 45 years in 1965 to 55 years in 1985), urbanization and unemployment, in the 1970's the government of Kenya was faced with an awesome situation to which there was no immediate solution. In addition to these sociological problems must be added an increasing need for highly qualified technicians to install, repair and maintain increasingly sophisticated equipment. Furthermore Kenya's fourth development plan (1983-1987) stated that developing the manufacturing and industrial sector to sustain economic growth was a priority goal. This provided an additional impetus to the urgent need for expansion and improvement of technical education and training in Kenya.

In order for a country to produce higher levels of technicians in its own institutions it is necessary to improve the level of competency of the instructors and increase the effectiveness of the administration. The Mombasa/Kenya/Dawson staff development project was developed to address the human resource development needs for both teachers and administrators of the two Polytechnics. Implementation of an "in-house" staff development program was considered to be the most cost effective and beneficial solution to the problem.

2.2 Project Proposal Development

In 1978, Dr. Robert Gordon, Director General of Dawson College (1975 - 1981), initiated talks with officials of the Association of Canadian Community Colleges which led to the creation of the ACCC "International Office". The mandate of the International Office was to develop and promote cooperative programmes between Canadian Colleges and institutions of equivalent status in developing countries. Canadian educational institutions were encouraged to submit appropriate project proposals for assessment by the ICDS division of CIDA.

In July 1980, Dr. Gordon visited Kenya to examine the feasibility of developing a cooperative programme between the Kenya and Mombasa Polytechnics and Dawson College. During his visit, Dr. Gordon held meetings with officials of the Ministry of Education, Science and Technology, Mr. J. D. Mambo, Principal of the Kenya Polytechnic, Nairobi, and Mr. King'ori, Principal of the Mombasa Polytechnic. A written "Needs Assessment", supplementing the data derived from Dr. Gordon's interviews, was completed in July, 1980.

Discussions showed that, for both institutions, teacher training was the major area of concern. It was further assessed that up-grading of administrative policies and practices was essential to meet needs of the expanding student population of both Polytechnics. Table 2.1 provides the student enrollment, at both Polytechnics, for the period 1964-84. The data are based on the number of full-time, day release and part-time students.

TABLE 2.1

FULL-TIME, DAY RELEASE AND PART-TIME STUDENT
ENROLLMENT AT KENYA AND MOMBASA POLYTECHNICS

YEAR	KENYA POLY.	MOMBASA POLY.
1964	1,001	----
1969	1,899	* 988
1971	1,811	* 953
1978	1,842	945
1979	2,367	866
1981	3,052	1,016
1984	3,305	1,403

N.B. * From 1964 to 1972 the Mombasa Polytechnic was the "Mombasa Technical Institute".

- Sources:
- 1) Kenya Education Commission Report, 1964
 - 2) Ministry of Education Annual Reports for 1968, 1971, 1978 and 1979
 - 3) Interviews with the Principals, July, 1984

A comprehensive staff development programme, which included the following six objectives, was formulated.

1. To upgrade administrative skills for teachers and chairmen in relevant areas of activity.
2. To present current methodologies, curriculum, and innovations in various programmes.

3. To instruct staff in the techniques of using and maintaining equipment and media resources.
4. To develop contacts and liaise with Canadian counterparts on a long-term basis.
5. To provide a broadening of experience and understanding of the field by on-site visits to Canadian operations in colleges and industry.
6. To provide an in-depth opportunity to upgrade academic credentials (appendix I, p. 3).

Working in conjunction with the International Office of the ACCC, Dr. Gordon prepared a project proposal entitled the "Mombasa/Kenya/Dawson Staff Development Project". It was anticipated that such a programme, incorporating the above-stated objectives, would satisfy the staff development needs of both Polytechnics. The proposal (appendix I) was submitted to the ICDS division of CIDA in October, 1980, and approved in April, 1981.

2.3 Project Description

The Mombasa and Kenya Polytechnics are post-secondary Technical Institutions, established by the Government of Kenya in 1961 and 1972, respectively. Both institutions are grant-aided through the Ministry of Education and managed by Boards of Governors. These boards, in turn, appoint a Principal who acts as Chief Executive Officer for the institution.

In Kenya, the Polytechnics are the only two educational institutions which form middle-level technical manpower. Both Polytechnics offer technical education and training services which constitute a major factor in the human resource development

plans for Kenya. A third Polytechnic (in Eldoret) is presently in its preliminary planning stages.

Table 2.2 provides a listing of the programmes offered at the two Polytechnics and at Dawson College in Montreal.

TABLE 2.2

PROGRAMMES OFFERED AT KENYA AND MOMBASA POLYTECHNICS
AND DAWSON COLLEGE

PROGRAMME	KENYA	MOMBASA	DAWSON
Business Studies	X	X	X
General Studies	X	X	X
Mathematics	X	X	X
Statistics/Computing	X	-	X
Applied Sciences	X	X	X
Graphic Arts	X	-	X
Library and Archival Studies	X	-	-
Institutional Management	X	-	-
Mechanical Engineering Tech.	X	X	X
Electrical Engineering Tech.	X	X	X
Civil and Building Technology	X	X	X

Source: Interview; Mr. P. Okaka, Principal, Kenya Polytechnic
Interview; Mr. W. Siambi, Principal, Mombasa Polytechnic
(July, 1984)
Dawson College Calendar 1983-84

As stated in the project proposal (appendix I) the Mombasa/Kenya/Dawson project dovetailed with the overall development goals of the institutions. The project proposal states:

While, in general, the polytechnics have adequate physical plants, workable equipment and established curriculum patterns, they have woefully underprepared personnel in discipline expertise, teaching and administrative skills and techniques. Several areas for improvement have been identified which would produce

maximum impact on the whole organization. These areas of improvement are:

- i) administrative skills for teachers,
- ii) administrative skills for the heads of departments,
- iii) teaching methodologies and pedagogy,
- iv) audio-visual techniques,
- v) updating as to practice in the field,
- vi) increased knowledge of specialty or discipline (p. 2).

The proposal (appendix I) stated that the project objectives would be achieved through the following activities:

- i) A comprehensive workshop/seminar to be held in August 1981 in Nairobi. Group and individual sessions on department administration, evaluation, curriculum development, methodology and teaching methods.
- ii) A full-time specialist in pedagogical methodology to act as an advisor to the two polytechnics.
- iii) Maintaining on-going liaison between departments in Dawson (Montreal Colleges if necessary) and Kenya counterparts.
- iv) Full-time, short-term attachment to Dawson for methodology/curriculum/industrial practices update.
- v) Full-time graduate studies at a Montreal based university with attachment to Dawson for practicum in priority areas.
- vi) Short-term consultancy by Dawson staff in specific problem areas within one department (p. 3).

The agreement (signed by Dawson College and CIDA) stipulated that accountability for the implementation and management of the project would rest with Dawson College. Dawson College was to appoint a Project Coordinator to implement and coordinate all components of the project. Two Kenyan counterparts were to be selected to facilitate project implementation in Kenya.

The project was designed to span a three-year period (1981-

84). However, it was anticipated that contacts and linkages established through project activities would continue beyond the 1984 deadline. The participating institutions provided an "in-kind" commitment to the project in the form of facilities and manpower resources for each of the activities.

2.4 Project Implementation

In anticipation of approval from CIDA, preliminary planning discussions regarding project implementation started in March, 1981. Dr. Gordon appointed Mr. C. Joyner, Dean of Business and Engineering Technologies, Dawson College, as the administrator responsible for the project. Mr. T. M. Harper, Dawson College, was selected to coordinate the specific aspects of the project. Authorization to proceed was received from C.I.D.A. in April, 1981 and implementation began immediately.

2.4.1 Seminar/Workshop for Teachers

In June, 1981, Mr. Harper travelled to Kenya and met with representatives of the two Polytechnics to prepare for a five day, intensive seminar for teachers from both the Mombasa and Kenya Polytechnics. The seminar was scheduled for August, 1981, at the Kenya Polytechnic.

A six-person resource team to conduct the seminar was selected from Dawson College's teaching and professional staff. The group consisted of two department Chairmen, three faculty members each having had extensive experience in both teaching and academic administration. The sixth person was an educational media expert. An intensive schedule of meetings was developed to

enable the team to prepare materials and strategies necessary for the seminar.

The five-day intensive seminar took place at the Kenya Polytechnic, as scheduled. It was the first large-scale activity to draw attention to the Mombasa/Kenya/Dawson staff development project. As such, it served as a catalyst creating interest and awareness of faculty development among the staff members of the polytechnics.

Thirty-seven participants attended the seminar. Topics dealing with several aspects of teaching which included administrative techniques for teachers, preparation of teaching materials, audio-visual media utilization and administrative techniques for department heads.

2.4.2 Short-Term Administrative Attachment

In October, 1981, a short-term attachment for a small group of administrators took place. Five Kenyans travelled to Montreal for the three week attachment to Dawson College. The goal of the attachment was to provide Kenyan administrators a broadening of experience and understanding of educational administration in Canada.

An intensive program was organized which included discussions with administrators from several Colleges and Universities in Montreal, visits to industries and construction sites and a visit to the Kenyan High Commission in Ottawa. The interaction between the Kenyan administrators and personnel from Dawson and other institutions enabled all parties to gain a

greater insight and understanding of the respective problems faced by educators in both countries. Detailed planning for subsequent project activities was completed during the three-week sojourn.

2.4.3 Short-Term Attachment in Data Processing

In March, 1982, Mr. Yona Omiti of Mombasa Polytechnic and Mr. Samuel Mutungi of Kenya Polytechnic participated in a seventy-five day educational attachment to the Data Processing Department at Dawson College. The goal of this attachment was to conduct a study of equipment, teaching facilities, curriculum and teaching techniques used in data processing at Dawson. Upon return to Kenya, the information and skills derived from this attachment were to be applied to the development of computer applications at both Polytechnics in Kenya.

2.4.4 Short-Term Attachment of the Principals

During the 1981-82 academic year, significant changes occurred in the administrative personnel of the three participating institutions. Mr. J. D. Mambo was replaced by Mr. Peter Okaka as the Principal of Kenya Polytechnic, Mr. King'ori was succeeded by Mr. William Siambi as Principal of the Mombasa Polytechnic and Mrs. Sarah Paltiel replaced Dr. Robert Gordon as the Director General of Dawson.

These changes in leadership led to the awareness of the need for a short-term attachment of the Kenyan Principals to collaborate on the objectives and long-range goals of the

project. Consequently, in July, 1982, Messrs Siambi and Okaka travelled to Montreal for a fifteen-day familiarization attachment to Dawson College. The topics covered included a comparison of administrative models used in the three institutions, faculty development, media resources, and continuing education.

In meetings held with Mr. T. M. Harper and the Kenyan Principals in July, 1982, planning for the remaining project activities took place. The issues discussed included the role of the Pedagogical Consultant and the identification of Kenyan staff members who would participate in short-term attachments to Dawson College.

2.4.5 Pedagogical Consultant

The project agreement called for the services of an educational consultant to work with the two polytechnics for a one-year period. The consultant was to reside and work in Nairobi and travel to the Mombasa Polytechnic, at regular intervals, to conduct staff development activities. The specific duties of the Pedagogical Consultant were:

1. To conduct a needs assessment.
2. To assist departments in the planning and design of curriculum.
3. To design and implement programmes for pedagogical development.
4. To advise in the use of educational resource materials.
5. To train workshop and seminar leaders.
6. To assist in evaluating present programmes.

7. To help establish staff development centres at the two polytechnics.
8. To assist the project coordinator with the planning of the future phases of the project.

Recruitment and selection of the Pedagogical Consultant took place between December 1981 and May 1982. The selection committee recommended Dr. D. McWethy, Professor in the Faculty of Education at McGill University as Pedagogical Consultant for the one-year assignment.

During his first three months in Kenya (September to November, 1982) Dr. McWethy conducted a "needs assessment" at both Polytechnics out of which a programme of staff development was prepared. A series of seminars and teacher workshops was developed to implement the programme. These staff development activities were offered, on a regular basis, throughout Dr. McWethy's term in Kenya.

In January, 1983, Mrs. Sarah Paltiel, Director General of Dawson College, travelled to Kenya to review the project. Mrs. Paltiel held meetings with Messrs Okaka and Siambi and with department chairmen at the Kenya and Mombasa Polytechnics. The focus of discussions centered around the activities of the Pedagogical Consultant. Teachers and administrators interviewed at both Polytechnics considered the role of Pedagogical Consultant to be extremely important in the overall staff development project. Concern was expressed that the consultancy was of one year's duration only. Based on the data obtained during her review Mrs. Paltiel recommended an extension of the position for an additional twelve months. However, there were no

provisions in the budget for such an extension.

It was decided that the only feasible solution, to accommodate the extension, was to modify the original project proposal by reducing the number of short-term attachments of Dawson College instructors to Kenya. A request to modify the project was prepared and submitted to CIDA and was subsequently approved.

Dr. McWethy agreed to continue his assignment for a second year. However, some modifications to his mandate were made, namely, that during his second year Dr. McWethy would work solely at the Kenya Polytechnic in Nairobi. It was agreed that during his second year a teaching certificate programme for lecturers at the Polytechnics be developed.

In addition to the Pedagogical Consultant's proposed activities in the second year, the Principal of Kenya Polytechnic identified two specific areas of need for staff development. One area was Student Services and Academic Advising. The second area was Faculty Development with an emphasis on evaluation techniques. Dawson College was unable to provide the required short-term programmes. With the assistance of A.C.C.C., Mohawk College in Hamilton, Ontario, was identified as having expertise in both Faculty Development and Student Services. Negotiations between Dawson and Mohawk were initiated and shortly thereafter the first trainee, Mrs. Anne Gathii, began her short-term attachment at Mohawk College.

2.4.6 Short-Term Attachment in Student Services

In September, 1983, Mrs. Anne Gathii, Dean of Students, at the Kenya Polytechnic travelled to Mohawk College to begin a three-month attachment. The training programme focused on the development of Academic Advising and Counselling Techniques, while other aspects of Student Services activities were also studied.

2.4.7 Short-Term Attachment in Staff Development

Mr. Peter Wakoli, Staff Development Officer, at Kenya Polytechnic, began a three-month attachment to Mohawk College in January, 1984. This attachment consisted of a programme to improve leadership skills and techniques in Faculty Development. Emphasis was placed on evaluation techniques for faculty performance and designing and preparing instructional materials in response to the individual needs of faculty.

2.4.8 Short-Term Attachment in Educational Media Services

In February, 1984, Mr. Paul Dullo of Kenya Polytechnic and Mr. Charles Achieng of Mombasa Polytechnic participated in a seventy-five day attachment to the Media Resource Department of Dawson College. The goal of their attachment was to study the operation of Dawson's media centre for the purposes of planning and developing media resources at their respective polytechnics.

The Media Resource Department prepared a comprehensive programme aimed at developing skills (through "hands-on" experience) in all areas of media services. Topics included the preparation of teaching materials using the latest techniques in

audio, visual and graphic presentations.

July 1984 marked the end of the Mombasa/Kenya/Dawson staff development project, however ICDS support to the two polytechnics continued. Two separate projects were prepared and approved. One involving a two year placement to Mombasa Polytechnic to develop teaching methodology and to organize the audio-visual department and to assist in the development of educational applications of microcomputers. Dawson College was selected as the Canadian college for this project. The second project involved Kenya Polytechnic and Mohawk College. As a direct continuation of the work initiated by the Mombasa/Kenya/Dawson project staff development was the focus of project activities.

III METHODOLOGY

The object of this project is to provide an analysis of an international technical assistance project whose goals were the development of human resources by improvement of the quality of technical education offered at the two polytechnics in Kenya.

The complexities of this case touch on individual, organizational, social and political phenomena experienced within the two distinctly different countries. It is a holistic analysis of real-life events which have taken place as a result of a recently completed development project. Therefore, case study methodology has been selected over other methods as a means to provide a thorough analysis of data derived from multiple sources.

3.1 Rationale

The rationale for selecting case study research methodology over other designs such as historical or experimental research methods is attributable to the contemporary nature and wide variety of events which have taken place during the course of the project.

Yin (1983) stated "The case study allows an investigation to retain the meaningful characteristics of events such as individual life cycles, organizational and managerial processes, neighborhood change, international relations and the maturation of institutions"(p.15).

Selection of this case is of particular significance because it was the first international project of its type to be developed and implemented by the Association of Canadian Community Colleges (ACCC) in conjunction with one of its member colleges. It was also the first project in which the Kenya and Mombasa Polytechnics were involved with Canadian institutions and the first international activity of such magnitude for Dawson College.

Funding levels for Institutional Cooperation and Development (ICDS) projects have increased significantly since 1980 when the division began. The development assistance project model (or segments thereof) described in this case study have been and will continue to be used in ODA projects. Therefore, this thesis will serve as a reference for the increasing number of people and institutions wishing to become involved with international technical assistance projects.

The Mombasa/Kenya/Dawson case study may be defined as an empirical inquiry that investigates a contemporary phenomenon within its "real-life" context where the boundaries between phenomenon and context are not clearly evident.

3.2 Data Collection

Five sources of data were used in the preparation of this thesis. Archival data, institutional documentation, personal interviews, questionnaires and direct observation. Archival data

were used to provide the historical background describing the context in which this project took place. Institutional documentation formed the basis of the data required to substantiate the various decisions and project related events. In July, 1984 the author travelled to Kenya to conduct interviews, administer evaluation instruments and collect data. In Kenya, interviews were conducted in Nairobi and Mombasa (see appendix II) Each interview consisted of a series of open-ended questions (as outlined in the interview protocol, appendix III) which encouraged free and complete responses within a focused context.

To supplement the qualitative data obtained through personal interviews and direct observation a questionnaire (appendix IV) was sent to project participants at the Kenya and Mombasa Polytechnics. For the purposes of this thesis a participant has been defined as one who has been involved in one or more project activities including seminar participants, leaders, instructors, administrators and those on short-term attachments.

Fifty-eight questionnaires were distributed with the cooperation of the heads of departments at the two polytechnics. A total of thirty-two or 55% of the questionnaires were completed and returned. No attempt was made to locate the whereabouts of project participants who no longer worked at the polytechnics.

Direct observation through on-site visits to the participating institutions provided an opportunity to record relevant, yet peripheral, information pertaining to the social,

political, economic and environmental conditions in which the project took place. Recognition of the importance of environmental conditions (external factors) is crucial for development projects in the third world.

3.3 Limitations of the Design

There are several factors limiting the effectiveness of the data collection exercise. First was the dual role played by the author as both project administrator and evaluator. Despite every effort to separate the activities of coordination and evaluation there may be distortion in the data due to respondent bias and the dual role of the author.

A second factor may be the sampling distribution of the evaluation instrument. Questionnaires were distributed to project participants employed at the Polytechnics. There was no attempt to survey those who had participated in the project then resigned or transferred from the Polytechnics. Interviews with the staff at the two polytechnics provided information on the whereabouts and the positions currently held by project participants who were no longer in the employ of the polytechnics.

A third and final factor was observed by the author during the course of the interviews. Direct observation during personal interviews indicates a tendency for the respondents to bias their replies toward a positive yet incomplete assessment of project activities. This positive yet incomplete response may be a covert effort to encourage the evaluator (seen as a

representative of the donor agency) to recommend continuation of assistance in support of extended project activity.

3.4 Research Questions

Perusal of the background information, project proposal development and project implementation data raises numerous research questions. There are two fundamental categories of questions directing research investigation. The first category consists of project specific questions such as the following:

- Were administrative and teaching skills improved as a result of this project?
- Were there any modifications to curriculum or teaching methodologies as a result of this project?
- Did the polytechnics implement any innovative programs or ideas as a result of this project?
- Did staff members of the polytechnics improve their techniques in the use of audio-visual equipment and its maintenance?
- Were any long-term contacts maintained between Kenyan and Canadian institutions or individuals?
- Did the Kenyans who participated in project related activities in Canada benefit by their experience in the Canadian College environment?
- Was there an opportunity for Kenyans to upgrade academic credentials?
- How did the project affect the level of instruction at the two polytechnics?
- What effect did the project have on individual participants?
- Did the recipient institutes actively support all segments of the project?
- Will the institutes continue to benefit from the information and efforts of the project?

- If the project had not taken place what effect would there have been on the institutes?
- Were the goals and objectives established prior to project implementation relevant to the needs of the institutes?
- Is staff development now an integral part of the two polytechnics?
- To what extent are the objectives and the mandate of the program still relevant?
- In what manner and to what extent were program objectives achieved as a result of the program?

The second category of questions deals with broader issues concerning the impact and effectiveness of donor support for education and training institutions in developing countries.

- Are ICDS projects an effective way of providing technical assistance to developing countries?
- Is it possible for recipient countries to support donor initiatives and projects once external financial support is withdrawn?
- Are there more cost-effective alternative programs which might achieve the objectives and intended impacts and effects?
- At what point in the development of a third-world country is there an adequate infrastructure to support ICDS activities?
- Is self-reliance in technical education a realistic objective for third-world countries?

IV ANALYSIS OF THE DATA

The focus of the data collection and analysis component of this case study was to determine whether or not specific project objectives were attained and to what extent the staff development project had an impact on the institutions and individual participants. Institution building through international cooperation and development assistance was the overall goal of the Mombasa/Kenya/Dawson project. Staff development was seen as the vehicle by which development could take place.

The criterion for evaluating institutional development includes numerous important aspects related to technical education which may only be evaluated several years after graduates leave the institution. Tracer studies and manpower analysis surveys consider factors such as the results of graduates, the rate of placement in positions related to their training and an assessment of the performance of technical manpower in general. Such studies go beyond the scope of this research and therefore will not be included in the analysis of data.

The data in this case study have been derived from three principal sources: personal interview, questionnaire and institutional documentation (chapter 3.2). Thus a data base for cross checking the validity of the analysis is provided. Two

additional data sources are archival data describing the historical context in which the project took place and data from direct observation. This data is integrated throughout the analysis rather than presented as a separate entity.

4.1 Personal Interviews

Personal interviews were conducted with seven staff members from Mombasa Polytechnic and six from Kenya Polytechnic. The following data were extrapolated from these interviews.

4.1.1 Predominant Issues Concerning Project Design

Preliminary questions and discussion demonstrated an overriding concern regarding the distribution and sharing of project resources and activities with the Kenya Polytechnic. The example cited was the seminar/workshop held at Kenya Polytechnic, Nairobi, in August 1981.

This first project activity took place in Nairobi, therefore, the cost of transportation and accommodation for participants from Mombasa introduced financial and logistic constraints limiting "joint" participation and curtailed project effectiveness at the Mombasa Polytechnic. The perception of Mombasa Polytechnic staff was that a disproportionate amount of project activity was taking place at Kenya Polytechnic.

Concerning the pedagogical consultant the interviewees stated that it was difficult for one person to distribute his time between the two polytechnics. The distance between Mombasa

and Nairobi is over 500 kilometers thus a one-way trip required twelve hours by train, seven hours by car or two hours by airplane. In addition to the transportation problem there were financial difficulties such as accommodation costs while in Mombasa. The project was designed to reduce costs by having the pedagogical consultant reside in Nairobi and travel to Mombasa on a regular basis. The implementation of such a plan was feasible, however, effectiveness was curtailed due to factors of continuity, accessibility and availability of the consultant at Mombasa.

The matter of sharing the services of the pedagogical consultant between the two polytechnics was further complicated by the fact that Kenya Polytechnic was approximately twice the size of Mombasa Polytechnic and historically received the major portion of any assistance.

4.1.2 Attainment of Specific Project Objectives

The first of six specific project objectives (chapter 2.2) dealt with the upgrading of administrative skills. The interviewees considered that the principal, Mr. Siambi, was the only person who participated in administrative skills upgrading. The data provided in table 4.1 indicates that two administrators from Mombasa Polytechnic participated in the skills upgrading activities conducted in the first year of the project. At the time of the interview (July, 1984) neither participant was employed at Mombasa.

The transient nature of personnel within Kenya's Teacher Service Commission was a factor which was not considered in the initial stages of project implementation. Transfers were generally seen as beneficial to the educational system and such promotions were seen as a positive indication of the effectiveness of the project.

The second objective concerned improvements to the curriculum and teaching methodologies as a result of the staff development project. The interviewees considered that there was little improvement in the curriculum due to factors beyond the control of the project. It was stated that modifications to course curricula were not possible because external bodies or agencies set examination standards and the Ministry of Education developed the syllabus which the polytechnics were required to follow. Some of the interviewees stated that shortages of modern equipment was a major cause for not implementing new teaching methodologies and curricula. Two interviewees emphasized this point by stating that numerical control equipment, microcomputer and electronics technology equipment were essential if changes were to be made. The financial constraints faced by technical institutes in the third world should be fully understood before project objectives are set.

The third objective concerned the development and use of audio-visual and media equipment. In the case of Mombasa Polytechnic this objective was addressed by selecting a staff member to participate in a three-month training attachment to the media services department of Dawson College. Following

completion of the training program the Mombasa staff member returned to work at the Polytechnic for several months, then resigned for a position in the private sector.

Repair and maintenance of audio visual equipment at Mombasa Polytechnic was difficult due to the high cost and scarcity of replacement parts. There was a lack of financial and human resources to support even the most basic audio visual services.

The fifth project objective dealt with benefits gained through working with Canadian colleges. In the case of Mombasa Polytechnic five people had participated in staff development project activities in Canada. Interviews revealed that four of the five were no longer working at the Polytechnic. Three of the five participants were transferred to positions of greater administrative responsibility in the Ministry of Education or at the Kenya Polytechnic. One placement was transferred to the Rift Valley Institute of Science and Technology while the fifth person resigned from the teachers service commission for a position in the private sector.

It is difficult to quantify the impact and knowledge attained by participants due to the training and experience gained through project activities. However, analysis of the career patterns of participants between 1981 and 1984 reveals considerable mobility.

4.1.3 Mobility of Project Participants

Table 4.1 provides a list of project participants who changed positions during the three-year implementation of the

Table 4.1

The Mombasa/Kenya/Dawson staff development Project

Kenyan Staff Changes from 1981 to 1984

NAME	ORIGINAL POSITION (1981)	NEW POSITION (1984)
Charles Kasina	Deputy Principal, Mombasa Polytechnic	Ministry of Education Deputy Director of Technical & Higher Education
Paul Nyamballa	H.O.D. Mathematics Kenya Polytechnic	Executive Secretary, CAPA, Nairobi, Kenya
Odera Ongudu	H.O.D. Business, Mombasa Polytechnic	Registrar, Kenya Polytechnic
Peter Okaka	Lecturer at KTTC Nairobi	Principal, Kenya Polytechnic
William Siambi	H.O.D. Civil Tech. Kenya Polytechnic	Principal, Mombasa Polytechnic
Yona Omiti	Lecturer, Data Processing Mombasa Polytechnic	Resigned for position in industry
Samuel Mutungi	Lecturer, Data Processing Kenya Polytechnic	Study Leave, Computer Science Degree, England
Charles Achieng	Educational Media Mombasa Polytechnic	Lecturer, Rift Valley Institute of Science & Technology
Paul Dullo	Educational Media Kenya Polytechnic	Resigned from TSC to Private Sector
Peter Wakoli	Staff Development Kenya Polytechnic	Lecturer in Civil Tech. Kenya Polytechnic
Anne Gathii	Dean of Students Kenya Polytechnic	Dean of Students Kenya Polytechnic
David Mina	Department Head Mechanical Tech. Kenya Polytechnic	Department Head Mechanical Tech. Kenya Polytechnic

Mombasa/Kenya/Dawson staff development project. Twelve Kenyans participated in various training attachments in Canada for periods ranging from fourteen to seventy-five days. Five of the twelve (42%) were appointed to positions of greater responsibility. Two people (11 %) resigned from teaching. Two people (17%) continued at their original position. One person was awarded a British Council scholarship to further his studies in England and one transferred to a post-secondary (Harambee) technical institute.

Table 4.2 lists ten Canadian participants who worked in Kenya for periods ranging from two weeks to two years. Five out of ten (50 %) participants remained in their same positions. Two participants (20 %) transferred to similar positions in another college. Two participants (20 %) accepted positions to work on international development projects in Kenya. One participant retired from educational administration.

4.1.4 Recognition of Participation in Development Activities

The sixth overall objective was the upgrading of academic credentials. In the context of Kenya's system of education and the recognition accorded various qualifications there are two distinct categories, each effecting the level of employment and, consequently, the earning power of the individual.

The first category consists of qualifications from educational institutions in Kenya. The "local" educational programs prepare people to the entry level of employment by the Teacher Service Commission. This credential is available in

Table 4.2

The Mombasa/Kenya/Dawson staff development Project

Changes in Canadian Staff from 1981 to 1984

NAME	ORIGINAL POSITION (1981)	NEW POSITION (1984)
Kenneth Barlow	Teacher & Chairman Mechanical Technology Dept. Dawson College	Teacher & Chairman Mechanical Technology Dept. Dawson College
Leo deGroot	Teacher & Chairman Electrotechnology Dawson College	Teacher Electrotechnology Dawson College
Dr. R. Gordon	Director General, Dawson College Montreal	President, Humber Humber College, Toronto
T. M. Harper	Teacher and Project Coordinator, Dawson College	Coordinator of Inter- national Programmes, Humber College
Derek Heart	Dean of Science Dawson College	Teacher Mathematics Dept. Dawson College
Charles Joyner	Dean of Engineering Dawson College	Field Project Coordinator, KITA/ACCC Nairobi
Dr. D. McWethy	Professor Faculty of Education McGill University	Professor Faculty of Education McGill University
Robert O'Meara	Media Specialist Dawson College	Media Consultant Mombasa Polytechnic
Srah Paltiel	Director General Dawson College	Retired
John Wood	Teacher Business Admin. Dawson College	Teacher Business Admin. Dawson College

Kenya through government and private scholarship programs to institutions such as the Kenya Technical Teachers College (KTTC), Kenyatta University College, Kenya Science Teachers College or occasionally at the University of Nairobi.

The second broad category of academic credentials is regarded as a Degree from a foreign university. This category remains very much in demand and anyone eligible for a foreign scholarship is considered fortunate indeed.

In terms of recognition of certification for purposes of classification within the Teacher Service Commission external qualifications carry considerable weight. This has a significant impact on the teachers and administrators at the Polytechnics as the emphasis is placed on securing scholarships available through various bi-lateral assistance programmes. Examples of these programmes include the British Council technical training program and the Kenya/Canada Technical Training agreement. It is difficult to convince people of the advantages of three months skills upgrading in a Canadian College which leads to no formal recognition or certification when scholarship programs of three and four years are available for technical teachers to earn foreign undergraduate and graduate degrees in their field of expertise.

Development of an "internal" staff development program leading to certification of technical instructors at the polytechnics did not receive widespread support at various levels. Cumbersome bureaucratic mechanisms caused delays and, possibly failure of attempts to implement local programs which

could possibly lead to an increase in a teacher's wages. Faculty development was seen as a means to improve teaching competence without increasing the recurrent costs.

At Mombasa Polytechnic the interviewees considered the workshops which provided practical techniques and methods to improve teaching effectiveness the most beneficial component of the project.

Concern was expressed at the lack of understanding of the particular circumstances faced by the administration and staff at Mombasa Polytechnic. The increasing volume of activity, larger numbers of staff, limited equipment and numerous old buildings in poor and deteriorating condition were the major issues at Mombasa. Any attempt to improve teacher effectiveness was seen as secondary to the basic needs for facilities and materials with which to teach. It was felt that staff development project decisions were dealt with in somewhat of a vacuum as the representatives of donor agencies (including the Mombasa/Kenya/Dawson project) spent the majority of their time in Nairobi at Kenya Polytechnic.

The teachers and heads of departments interviewed at Mombasa Polytechnic unanimously supported the need for a faculty development program. They appreciated the contribution and initiative of the Mombasa/Kenya/Dawson project, however, they considered that there was insufficient time and money provided to establish a meaningful staff development unit. The interviewees stated that a pedagogical consultant assigned full-time to Mombasa Polytechnic was required. In support of the consultant's

activities funds were required to purchase a limited amount of equipment for demonstration and teaching purposes.

Interviewees considered the faculty development activities to be well organized and relevant to the goals and objectives of the institution. They were aware of the faculty development committee and supportive of the initiatives of the pedagogical consultant.

It must be remembered the consultant spent 80% of his time during the first year and 100% of the second year at the Kenya Polytechnic. His presence was considered essential to sustain the momentum of staff development activities.

In the second year a staff development committee was mobilized to assist in the development of a part-time certificate program for technical teacher training. The program was prepared in detail and presented at a joint meeting of the heads of departments from the two polytechnics. Some criticism was made that the content too heavily emphasized the theoretical aspects of teaching and pedagogy and lacked practical applications relating to the technical environment for which it was designed. The heads of departments supported the "in-house" certificate program, however, the question of certification and recognition by the Ministry of Education had yet to be addressed. Implementation of a comprehensive program for staff development incorporating certification and recognition by the Ministry of Education was blocked.

An interview with a senior officer of the Ministry of Education, Science and Technology revealed that a part-time

training program leading to certification would not be considered for purposes of re-classification for increased remuneration. It was the opinion of the education official that staff and faculty development activities such as those introduced by this project provided an excellent opportunity to improve teaching skills. The certificate program was seen as a form of duplication and encroachment on the activities of the Kenya Technical Teachers College and Kenyatta University College.

4.2 Results of Questionnaire

Data collection through the use of a survey instrument was conducted. A total of 58 questionnaires were distributed to participants at the two polytechnics of which 32 were completed and returned. The questionnaires provided quantitative data to support the information derived from the personal interviews.

Approximately 50% of the respondents first learned of the staff development project in 1983, two years after the first activity took place. The data also revealed that 56% of the respondents began teaching at the polytechnic in 1982 or later. This is a clear indication of the rapid development and the need for a part-time teacher training and certification program.

Workshops and other activities organized by the pedagogical consultant were the primary activities in which 83% of the respondents from Mombasa and 79% of the Kenya Polytechnic respondents participated. The number of respondents who had participated in the first activity held in August 1981 was 19%.

Approximately 84% of the respondents considered the goals and objectives of the activity in which they participated to coincide with the goals and needs of the polytechnics. A similar percentage (80%) agreed that all activities were well organized and conducted. Respondents considered that the goals and objectives were well defined and relevant to the institution's needs. Approximately 75% of the respondents considered that the project had a beneficial impact on their effectiveness as a teacher.

Three factors were found to be less than satisfactory, according to the data. First was the dissemination of information about various project activities. Approximately 43% of the respondents replied that information was readily available and 32% replied that it was not. The remaining 25% of responses were in the "do not know" category. This indicates a weakness in the dissemination of information. The second area of concern was that respondents considered that audio-visual media techniques and their usage were not improved as a result of the project. The third area of weakness was the upgrading of skills in various technical subject areas. It was considered advantageous to have a number of "short-term" subject specialists conduct training sessions in their area of expertise.

In addition to the quantitative results of the questionnaire numerous comments were made by the respondents. Appendix V contains the tabulated data and a listing of the comments.

Assessment of development implies that a change has taken place over a determined period of time. A datum for assessing

development in this project is the changes which have taken place at the three participating institutions from August 1981 to July 1984.

It is significant to note that during the three-year life of the project student enrollment at Kenya Polytechnic increased by 8% and at Mombasa Polytechnic the increase was 38%. The 8% increase at Kenya Polytechnic was accomplished within the same physical facilities and is largely due to the administrative improvements in the management of the Polytechnic which includes innovative planning and scheduling of activities to maximize utilization of resources.

The 38% increase in student enrollment at Mombasa Polytechnic is substantially higher than that of Kenya largely due to four significant factors:

- Improved administration with the appointment of a new principal in 1982.
- From 1969 to 1979 student enrollment declined by 12%.
- The institution experienced significant changes in its mandate, purpose and clientele as it changed from the "Mombasa Institute of Muslim Education" to the "Mombasa Technical Institute" and then, in 1972 to the "Mombasa Polytechnic".
- Construction of a new administrative block, library, general classrooms, drafting rooms and science laboratories took place between 1979 and 1981 thus providing additional facilities to accommodate an increase in enrollment.

A second indicator of the development of administrative skills is the number of project participants who advanced their careers largely as a result of the project. As shown in Tables 4.1 and 4.2, there were twenty-two participants involved in activities which necessitated travel abroad. Twelve of the twenty-two or 55% moved to positions of greater administrative

responsibility. Two participants resigned from the teaching service for positions in the private sector. Such moves must be considered in the broader context of development which goes beyond the limits of the institution and falls into the category of overall development aspects of the country itself. It is possible to conclude that administrative skills of project participants were improved over the three-year period.

The second project objective was "to present current methodologies, curriculum and innovations in various programmes". This objective was partially realized through activities of the Pedagogical Consultant who emphasized teaching methods and curriculum development techniques in his seminars and workshops. Individual teacher observation and improvement exercises were an important element of improving instructional methodology.

The term "Innovations in various programmes" was interpreted as being teaching of techniques relating to modern technology (especially in the use of micro-computers and electronic audio-visual media). The objective was partially accomplished through the short-term attachments to the data processing department and the educational media services department of Dawson College. In each case, the participants returned to their institutions (in Kenya) with the intention of implementing innovative teaching methods and techniques. However, upon return, the placements found that financial constraints coupled with the high cost of electronic equipment made it very difficult to equip a media centre and a data processing laboratory to the standard to which they had become

accustomed during their attachment at Dawson College.

Consequently, out of the four placements two have resigned from teaching, one transferred to another educational institution while the fourth person was awarded a British Council study leave to complete a degree in Computer Science in England.

The third objective, stated in the project agreement, was: "To instruct staff in the techniques of using and maintaining equipment and media resources". This objective was not realized due to the lack of repair parts and manuals for equipment at the two Polytechnics. The problem was further aggravated by the excessively high costs involved in importing the required spares. Technical competence in operating and maintaining equipment is readily available in Kenya.

The fourth objective was: "To develop contacts and liaise with Canadian counterparts on a long term basis". The Principals of the two Polytechnics continue to correspond with Canadians at the A.C.C.C., Dawson College and Mohawk College. Liason between institutions in the two countries frequently results in exchanges of ideas, personnel and materials. It is possible to state that this objective has been accomplished.

The fifth objective consisted of a general broadening of experience for selected administrators and staff of the Polytechnics through on-site visits to Canadian educational institutions and industries. It is possible to state that this objective was realized through the various attachments and visits of ten Kenyans to Canada.

The sixth objective was "to provide an in-depth opportunity

to upgrade academic credentials". This objective was not realized due to a modification in the project budget to provide funds for the extension of services of the Pedagogical Consultant for a second year.

The specific effects of the project on the three participating institutions is difficult to ascertain due to the magnitude of the project and the numerous variables not directly related to project activities. However a general statement on the impact or effect at each of the three participating institutions is possible.

At Mombasa Polytechnic there is a greater awareness of the need for a full-time educational consultant to continue improving the teaching methods of new teachers, to introduce modifications to curriculum and to develop greater awareness of the use of basic audio-visual media techniques.

At the Kenya Polytechnic there was an awareness of the need for a full-time staff development officer to continue the activities of the Pedagogical Consultant. Establishment of a full-time staff development unit at Kenya Polytechnic was seen as an important element in the development plan of the Polytechnic.

The overall impact on Dawson College was a general increase in interest amongst faculty, staff and administration in the potential involvement of the College in future international education activities. Dawson College, at the time of the Mombasa/Kenya/Dawson Staff Development Project, was uncertain of the role of international education within the mandate of the College. The project drew attention to international projects

and led to the creation of an international education committee.

The impact of the project on individual participants, as summarized in the data provided in Tables 4.1 and 4.2, reflects the significant impact on individuals involved in the project. It does not take into consideration the improvements in teaching methodology of participants who continue to serve as lecturers. An indicator of the increased importance placed on the education and training provided by the Polytechnics may be found in the the fourth development plan for Kenya and in the frequent newspaper articles aluding to the up-grading of the Polytechnics to degree granting affiliates of the universities.

The Mombasa/Kenya/Dawson staff development project significantly increased the awareness of Canadian assistance and expertise in the field of technical education. Links between institutions have continued following completion of the formal project activities. Questions concerning the long-term effect of the project on the quality of teaching, learning and the performance of polytechnic graduates may be raised, however it is too early to attempt tracer studies.

V CONCLUSION

A major objective of the Mombasa/Kenya/Dawson staff development project was "institution building" to be implemented by a comprehensive program of staff development. The first studies and research on institution building occurred in the mid-1960's and early 1970's when researchers such as Esman and Blase (1966) and Eaton (1972) defined the concept:

Institution building may be defined as the planning, structuring and guidance of new or reconstituted organizations which a) embody changes in values, functioning, physical and/or social technologies b) establish, foster and protect new and complementary activities in the environment (Eaton 1972, p. 22).

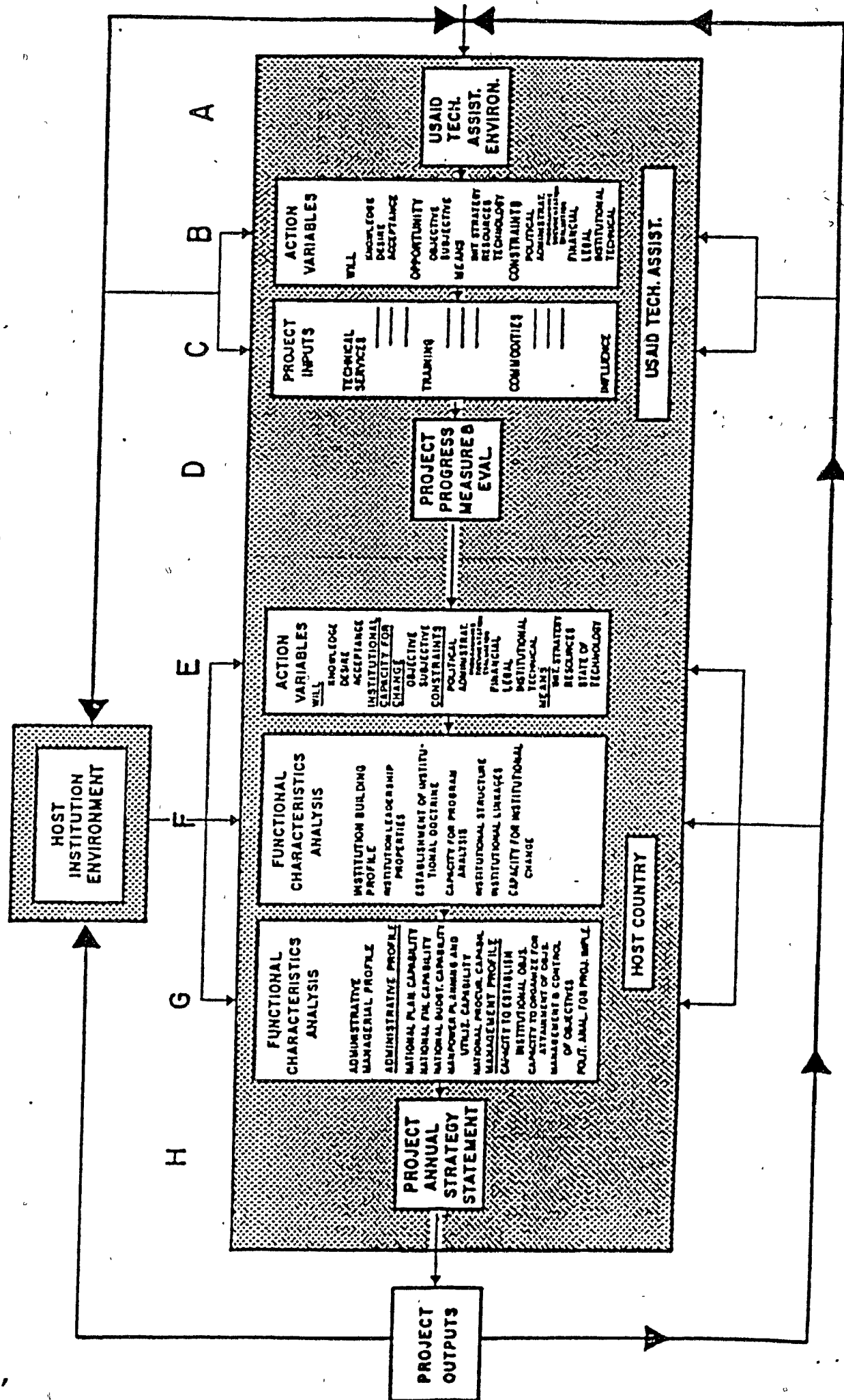
Researchers for USAID, the World Bank, the International Labour Office and the United Nations were among the agencies which attempted to define and develop models for institution building.

This concept of institution building led to a model (figure 5.1) proposed by Thorson (1972) which was aimed at guiding the institution building process. Figure 5.1 illustrates a complex systems model which suggests the relationship among environmental variables, host country variables, donor variables and institutional development outputs.

Lusthaus and Anderson (1985) summarize research activities in institutional development stating "unfortunately, despite the good intentions of researchers and donors, the spurt of activity during this period (1965 to 1975) did not lead to a sustained and continued commitment to the improved understanding of the process of institution building" (p. 3).

FIGURE 5.1

INSTITUTION BUILDING MATRIX



If the concept of institutional support is viewed as the provision of resources to an institution for the purposes of developing self-reliance, then many factors play a crucial part in the success or failure of ICDS projects. Environmental factors such as political ideologies and practices, availability of both local and foreign financial resources, societal needs and the level of technological development within the recipient country are independent variables which can and do change with little or no prior warning. It follows that intensive research should be carried out in these areas before projects are planned, designed and implemented.

Recent reviews by the World Bank suggest that aid programs frequently have little sustaining effect unless the recipient third world country develops institutional capacity to provide indigenous skilled manpower. An awareness, readiness and willingness to support institution building activities appears to be the pre-requisite for development.

Another major factor influencing the success of ICDS projects is the existing level of development and the condition of the institutes involved in the project. Technical institutes with sufficient resources to maximize the benefits of donor assistance are likely to benefit most from ICDS projects. With respect to the contributions from the recipient country, the CIDA criteria for project eligibility and access to ICDS funding includes the following:

The collaborating institutions provide evidence of their commitment to the project by specifying the contributions they are prepared to make in terms of

staff time, resources and services for the period specified. (CIDA, NGO division, 1980).

Institutional commitment to ICDS projects requires the full support of the chief executive officer and the board of governors of each of the participating institutions. In some cases a decision to participate in an ICDS project requires authorization and support at the ministerial and political levels. In addition, adequate financial support must be available to purchase operating supplies and other related materials supporting project resource people in the field.

The Mombasa/Kenya/Dawson project had the support of the Director General of Dawson College, the Principals of the two polytechnics and the Director of Technical and Higher Education in the Kenya Ministry of Education. Approximately one year after the start of the project all signatories of the agreement had resigned from their posts thus placing in question the commitment to implement the project to its fullest.

Institutional support for the project continued as each institution identified and provided administrative support and other "in-kind" contributions to project activities. The financial contribution from ICDS was the major component of the budget, however substantial support from each institute was provided through the commitments of staff, faculty and administrators. The Kenya Ministry of Education supported the project by providing housing accommodation for the Pedagogical Consultant.

The staff development project did not provide funds for the purchase of equipment or supplies. Nor did it provide for the

in-Kenya travel costs and temporary accommodation which were substantial in light of the Pedagogical Consultant's mandate. The work of the consultant was, at times, hampered by the lack of basic supplies or equipment which should have been included in the design of the project plan and budget. Basic services such as printing, postage and telephone communications were considered (at times) a burden and inconvenience to the polytechnics and their relevance to the project was frequently questioned.

Staff development activities are perceived by most institutions as a means of improving the quality of teaching yet there is very little recognition given to teachers who participate in such activities. In the Mombasa/Kenya/Dawson staff development project there was very little incentive for teachers to upgrade their qualifications through the "in-house" staff development program. Courses, seminars and workshops were conducted during vacation periods, after school and on weekends. No release time was given and no formal recognition of their participation was afforded. Teachers were expected to maintain full teaching loads in addition to attending the staff development activities. For this reason staff development was frequently viewed as an extra burden to an already heavy workload rather than an opportunity for improvement. No monetary or classification up-grading provisions were made for participation in staff development activities. This created significant attitudinal and motivational problems. Poor attendance at workshops and general apathy towards staff development were a major manifestation of this lack of recognition.

During the course of the project, in an effort to address the problem, emphasis was placed on the development of a part-time certificate program to be recognized by the Ministry of Education and the Teachers Service Commission for purposes of reclassification leading to a higher salary. Preliminary inquiries into the acceptability of a certificate program met with approval by the Principals and (unofficially) by a representative of the Ministry of Education. When the program was ready for implementation approval at the Ministry was not forthcoming. The unofficial reason was that any recognition of the program would cause an increase in the recurrent costs due to higher wages, and that was not considered feasible.

This situation could have been avoided had negotiations and agreements for the ICDS project been thoroughly completed prior to the signing of the contractual agreement. Project planning and design agreements must include specific measurable objectives and a clear description of how the objectives will be achieved and to what extent commitments from the recipient institution will be honored.

Developing countries and donor agents have learned, through experience, that expensive and elaborate projects requiring substantial resources to operate and maintain are more of a hindrance than assistance. The environmental complexities of ICDS projects require a thorough understanding of both the donor and recipient institutions in order to plan and design an effective project.

The data from the Mombasa/Kenya/Dawson case study clearly

Shows that development activities which could be directly applied to the enhancement of teaching using equipment readily available at the polytechnics was well received and appreciated. The introduction of new teaching techniques and/or technological developments requiring equipment which was not available resulted in teacher frustration. In some cases the level of frustration caused teachers to seek employment elsewhere. Project designers must be cognizant of the limitations imposed by the lack of equipment, facilities and operating budgets in developing countries. A lack of understanding of the conditions in recipient institutions proves to be a source of frustration and failure for ICDS projects.

The economic, political and financial conditions in third world countries varies greatly, whereas the problems faced by such countries are very similar. The problems of rapid population growth, urbanization, desertification and unemployment are common to the majority of developing countries. ICDS projects can address the needs of developing countries, however the complexities of such projects require skilled and careful project identification, conceptualization, planning and design to guarantee that projects are relevant, feasible, beneficial and eventually self-sustaining.

Project design is only the first part of the development project. Implementation of ICDS projects requires careful selection of resource people and on-going support for the in-field personnel in order to maximize their effectiveness. Training for the resource people should be conducted prior to

departure from Canada during the first four weeks of their contract. The training would provide detailed background information on conditions in the recipient country, the philosophy of ICDS activities and instruction on dealing with the cultural and linguistic differences of the country in which the Canadian will be working. The cost of pre-departure training would be recuperated within the life of the contract due to the improved effectiveness of the cooperant and, in most cases, a reduction in the period of orientation and adjustment to the new environment.

Institutional development activities require a higher profile and larger market share of official development assistance funding activities. The ICDS division must be given the necessary support to expand its activities and improve the quality of the support offered in all aspects of institutional development assistance.

Self-reliance in technical education is possible in many third world countries, however the amount of time and support required will vary according to each country's current situation and projected needs.

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MOMBASA/KENYA/DAWSON - STAFF DEVELOPMENT PROJECT

SUBMISSION PRESENTED TO THE
CANADIAN INTERNATIONAL DEVELOPMENT AGENCY

BY THE
INTERNATIONAL OFFICE

OF THE
ASSOCIATION OF CANADIAN COMMUNITY COLLEGES



Canadian International
Development Agency

Agence canadienne de
développement international

PROJECT SUBMISSY FORM
PRESENTATION DE PROJETS

Hull, Quebec
K1A 0G4

Hull (Québec)
K1A 0G4

INSTRUCTIONS

This form should be completed in typewritten form by Canadian non-governmental agencies and groups seeking financial support from CIDA for projects or programmes which contribute to the development of the developing countries.

Please answer the questions below unless they are not applicable and return this form to:

The Director
Non Governmental Organizations Division
Canadian International Development Agency
200, Promenade du Portage,
Hull, Quebec, Canada K1A 0G4

INSTRUCTIONS

Cette formule doit être remplie au dactylo, par des organisations canadiennes non-gouvernementales qui veulent obtenir des contributions financières pour des projets ou programmes qui contribuent au développement des pays en voie de développement.

Veuillez répondre aux questions ci-dessous à moins qu'elles s'appliquent pas à votre projet et retournez cette formule à l'adresse suivante.

Le Directeur
Direction des organisations non-gouvernementales
Agence canadienne de développement international
200, Promenade du Portage
Hull (Québec) Canada K1A 0G4

Project Title - Titre du projet

Mombasa/Kenya/Dawson - Staff Development Project

Location - Endroit

Kenya (Nairobi) Polytechnic and Mombasa Polytechnic

Country - Pays

Kenya

4. GENERAL INFORMATION - RENSEIGNEMENTS GÉNÉRAUX

Requesting Canadian Organization - Organisation canadienne qui présente la demande

Association of Canadian Community Colleges

Executive Director - Directeur

Gordon Thom, President

Address - Adresse

211 Consumers Road
Suite 203
Willowdale, Ontario
M2J 4G8

Tel. No. Office - Bureau.
Tél. n° Res. - Rés.

416/497-7605

2. CONTACT PERSON IN CANADA - RESPONSABLE AU CANADA

Suzanne Hebert, Project Director, International Office

Address - Adresse

See Above

Tel. No.
Tél. n°

See Above

3. NAME AND ADDRESS OF RESPONSIBLE ORGANIZATION IN RECIPIENT COUNTRY. NOM ET ADRESSE DE L'ORGANISATION RESP. DANS LE PAYS RÉCIPiendaire

Mr. J.D. Mambo, President
Kenya Polytechnic
P.O. Box 52428, Nairobi, Kenya

Mr. King' Ori, Principal
Mombasa Polytechnic
P.O. Box 90420, Mombasa, Kenya

1. NAME, ADDRESS AND TELEPHONE NUMBER OF PROJECT DIRECTOR IN RECIPIENT COUNTRY. NOM, ADRESSE ET NO. DE TÉLÉPHONE DU DIRECTEUR DU PROJET DANS LE PAYS RÉCIPiendaire

Mr. Mambo (see no. 3 above)

Address - Adresse

Tel. No.
Tél. n°

The Mombasa & Kenya Polytechnics are institutions of further education set up by the Kenyan government, grant-aided by the Ministry of Education and managed by a Board of Governors. Both polytechnics grant Ordinary Diplomas in a variety of areas, most notably electrical, mechanical, civil & construction engineering, business studies & the science technologies, as well as offering programmes leading to Higher Diplomas in most of these same disciplines. They are the only institutions in Kenya forming middle-level technicians and the programmes they offer are closely linked to the development plan of Kenya.

b) Types of projects previously implemented. - Types de projets réalisés par cette organisation

Training and retraining of staff is clearly the biggest weakness of the two polytechnics. At present there operates a scholarship programme to the U.K. at three levels (first level diploma, graduate level training and post-graduate training). However the Kenyans feel that this is not a co-ordinated approach, and that it does not fill their most pressing needs in terms of practical and immediately applicable upgrading.

c) How does the present project relate to the objectives of the organization? - Relation entre ce projet et les objectifs de l'organisation.

The main need of the colleges is to implement a comprehensive and effective professional development programme for their staff. While, in general, they have adequate physical plants, workable equipment and established curriculum patterns, they have woefully underprepared personnel both in discipline expertise and teaching/administrative skills and techniques. They have identified several areas where improvement is necessary and where maximum impact on the whole organization could be felt. These might be listed as follows:

- i) administrative skills for teachers
- ii) administrative skills for department chairmen
- iii) teaching methodologies and pedagogy
- iv) audio-visual techniques
- v) updating as to practice in the field
- vi) increased knowledge of specialty/discipline

Dawson College is willing to enter into a long-term, cooperative venture in order to facilitate the polytechnics' capacity for making positive advances in items (i - vi) mentioned above.

1. PROJECT DATA - RENSEIGNEMENTS SUR LE PROJET

6. OBJECTIVES - OBJECTIFS

i) Specific objectives of the project. - Objectifs spécifiques du projet.

The general objective of the project is institution building through a comprehensive programme of staff development. The specific objectives are:

- i) to upgrade administrative skills for teachers/chairmen in relevant areas of activity.
- ii) to present current methodologies, curriculum, innovations, etc., in various programmes (see 5a)
- iii) to instruct staff in the techniques of using and maintaining equipment and media resources
- iv) to develop contacts/liaison with Canadian counterparts on a long-term basis
- v) to provide a broadening of experience and understanding of the field by on-site visits to Canadian operations in colleges and industry
- vi) to provide in-depth opportunity to upgrade (academic) credentials.

ii) How will these objectives be achieved? - Comment ces objectifs seront-ils atteints?

- i) Comprehensive Workshop/Seminar - August 1981, Nairobi. Group & individual sessions on department administration, evaluation, curriculum development methodology and teaching methodology.
- ii) Full-time specialist in pedagogical methodology to act as advisor
- iii) On-going liaison between departments in Dawson (Montreal colleges if necessary) and Kenya counterparts.
- iv) Full-time short-term attachment to Dawson for methodology/curriculum/industrial practices update.
- v) Full-time graduate studies at Montreal based university with attachment to Dawson for practicum in priority areas.
- vi) Short-term consultancy by Dawson staff in specific problem areas within one department.

c.f. addendum 2

iii) How approximately how many people are likely to benefit from the project? How will they benefit?
En de personnes bénéficieront du projet et de quelle façon?

There will be immediate effect in Kenya for teachers and students following the August 1981 workshop which will be attended by 50-60 faculty. The on-going contact system will hopefully expand in a ripple effect to other teachers in Kenya. Contacts made on such a scale (i.e. institution to institution) can last indefinitely because more than one person is involved to maintain continuity.

This project was conceived for Kenya because it is believed that Canadian contribution can be more effective in countries which have already developed their own technical and vocational system. Hopefully, when their own base of expertise and continuity is well established and stabilized, they in turn can serve as agents to other African countries through organizations such as the Commonwealth Association of Polytechnics in Africa (CAPA).

iv) Where and how did the project originate? - Où et comment le projet a-t-il été conçu?

On-going contact beginning in 1979 with J.D. Mambo (Principal of Kenya Polytechnic President of CAPA) regarding a CAPA proposal produced evidence of the need and desire for a different project for the two Kenya Polytechnics, the format of which was worked out subsequently in further discussion.

The project components were defined by the administrators and teachers of the two polytechnics themselves, through a needs analysis exercise. Dr. Robert Gordon, Director General of Dawson devised the tools necessary for this exercise and collaborated on the formulation of the programme components.

NOTE

IF MORE SPACE IS NECESSARY, MAKE A SUMMARY OF YOUR REPLY ON THIS QUESTIONNAIRE AND ADD A DETAILED EXPLANATION IN AN APPENDIX.

NOTE

SI VOUS AVEZ BESOIN D'ESPACE SUPPLÉMENTAIRE, ANNEXEZ UN RÉSUMÉ DE VOTRE RÉPONSE À CE QUESTIONNAIRE ET AJOUTEZ-Y LES DÉTAILS PERTINENTS.

7 IMPLEMENTATION - MISE EN MARCHE DU PROJET

- a) How will the project be supervised? What qualified local and foreign people are available to help implement the project?
Qui sera responsable de la surveillance de ce projet? Y a-t-il des personnes qualifiées pour aider à l'exécution du projet?

Dawson will appoint a special project animator/coordinator who will be responsible for arranging/organizing staff and activities. This person will be released from normal duties $\frac{1}{4}$ of the time to oversee project administration and programme from beginning to end. The coordinator will be assisted by specialist staff for particular aspects of the project where applicable and necessary.

The Kenya polytechnics will provide counterparts to perform similar duties to Dawson coordinator and to liaise with Dawson.

- b) How will local people participate in implementing the project? - *Comment la population locale participe-t-elle à l'exécution du projet?*

- i) The project activities were jointly conceptualized by Kenya college staff during visit of R.A. Gordon, July 1980;
- ii) Planning and evaluation will be jointly developed and carried out by administrators and teaching staff of all three colleges;
- iii) The resource team will be part African.

- c) When will the project become self-supporting? How? - *Quand et comment le projet pourra-t-il s'autofinancer?*

The project cannot become self-supporting, by its nature, but hopefully, after three years input of activities, there will have been enough impact on the two polytechnics to allow them to function on a continuing basis at a more effective and efficient level.

In addition, it is important to remember that there is a three year professional and in-kind commitment from Dawson beginning 1980-81 to support this project, if CIDA is prepared to commit funds for items beyond Dawson's ability to cope.

The contacts and liaison established through constant interaction between the three colleges during the next three years will provide for a long-term interflow of information between individuals and departments.

ANNEXE A - DESCRIPTION OF THE REGION - ANNEXE A - DESCRIPTION DE LA RÉGION

Attach to this questionnaire a brief description of the social and economic conditions of the population in the area of the project. Indicate clearly the relationship between these conditions and the objectives of the project as stated in Question 6.

Attachez à cette formule une description des conditions sociales et économiques de la région où sera réalisé le projet. Établissez clairement le lien entre ces conditions socio-économiques et les buts du projet tels que décrits à la question 6.

9 AUTHORIZATIONS AUTORISATIONS

- a) What authorizations are required and from what authorities? - Quelles sont les autorisations nécessaires à la réalisation de ce projet?
What authorizations have been received? Quelles sont les autorisations qui ont été reçues?

Polytechnics are autonomous bodies governed by Boards and there is a request from the Chief Executive Officer, Principal J.D. Mambo.

The Director General of Dawson College has also committed on-going resources from his institution and will forward a letter of agreement to CIDA.

- b) How does the project relate to the region's plans? - Quelle est la relation entre ce projet et les plans de développement de la région?

There will be ripple effect to other teachers in Kenya as many of their own improve their abilities and skills, as well as other countries in Africa ultimately (see CAPA proposal, page 3).

Kenya plans to build a third polytechnic in Western Kenya and more and better trained staff will be required either for this new polytechnic or to replace those leaving and so it is wise to build a broader base of human resources than presently exists.

C. FINANCES - FINANCES

10 APPENDIX B - COSTS - ANNEXE B - DÉPENSES

Make a summary of the total project costs on this questionnaire. Give details on an attached Appendix.

Where appropriate, include the costs of materials, equipment, transportation, labour, etc. Also include, if applicable, operating costs for the duration of the project (personnel, administration costs, etc.).

If possible specify the purpose for which CIDA funds are required.

Faites un résumé du coût total du projet sur cette formule. Donnez les détails en annexe.

S'il y a lieu, indiquez le coût des matériaux, équipement, transport, main-d'œuvre, etc.

Si c'est le cas, indiquez les frais d'opération jusqu'au moment où le projet pourra s'autofinancer (personnel, administration, entretien etc.)

Si possible, spécifiez les différents items où les fonds de l'ACDI seront utilisés.

ADDENDUM I

APPENDIX II

1.	MR. T. GETAMBU	-	MOMBASA POLYTECHNIC
2.	DR. R. GORDON	-	HUMBER COLLEGE
3.	MR. T. M. HARPER	-	HUMBER COLLEGE
4.	MR. C. KASINA	-	MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
5.	DR. D. McWETHY	-	MCGILL UNIVERSITY
6.	MR. M. MUNJA	-	MOMBASA POLYTECHNIC
7.	MR. MYOSMA	-	MOMBASA POLYTECHNIC
8.	MR. P. NYAMBALLA	-	COMMONWEALTH ASSOCIATION OF POLYTECHNICS IN AFRICA.
9.	MR. N. OGWELL	-	KENYA POLYTECHNIC
10.	MR. P. OKAKA	-	KENYA POLYTECHNIC
11.	MR. ONGANGA	-	MOMBASA POLYTECHNIC
12.	MR. O. ONGUDU	-	KENYA POLYTECHNIC
13.	MRS. S. PALTIEL	-	DAWSON COLLEGE
14.	MR. M. W. SIAMBI	-	MOMBASA POLYTECHNIC
15.	MR. J. STEVENS	-	MOMBASA POLYTECHNIC
16.	MR. P. WAKOLI	-	KENYA POLYTECHNIC
17.	MR. R. WOODHAMS	-	MOMBASA POLYTECHNIC

Mombasa/Kenya/Dawson
Staff Development Project

Interview Protocol

For personal interviews with administrative and teaching staff at the Mombasa and Kenya Polytechnics.

The introductory statements by the interviewer will include an explanation of the purpose of the evaluation, distribution of the findings and confidentiality and anonymity of interviewees.

Each structured interview will consist of a number of open ended questions selected among the following:

- In which activities did you participate?
- What were the initial needs for developing a program of staff development at Mombasa or Kenya Polytechnic?
- There were six specific project objectives. Please comment on the attainment of each of the following:
 - 1) Improvement of administrative skills
 - 2) Improvement of curriculum and teaching methodologies
 - 3) Use of media resources equipment
 - 4) Develop contacts with counterparts in Canada
 - 5) To expose Kenyans to educational systems in Canada
 - 6) Opportunity to up-grade academic qualifications.
- As a result of this project have "links" or contacts between participants been established and maintained?
- Do you consider a staff development unit at your polytechnic to be an important resource for the institution?
- Is staff development the most important issue which your faculty must deal with?
- What impact, if any, has been observed on the participants?
- Did this project have any influence on your career?
- What were the most positive aspects of this project?
- What were the most negative aspects of this project?
- Do you have any other comments, suggestions or concerns?

PARTICIPANTS QUESTIONNAIRE

MOMBASA/KENYA/DAWSON
STAFF DEVELOPMENT PROJECT
COMPREHENSIVE EVALUATION

The three-year staff development project between Kenya and Mombasa Polytechnics and Dawson College has been completed. In order to evaluate this project your cooperation is requested in responding to this questionnaire. Individual responses will be kept anonymous but I ask that you identify yourself in case additional information is required.

Thank you,

Charles Joyner

Name: _____ Department: _____

Institution: Mombasa ☐ Kenya ☐

1. When did you first hear of the Mombasa/Kenya/Dawson staff development project?

1981 ☐ 1982 ☐ 1983 ☐ 1984 ☐

I have never heard of this project. ☐

Have you been a member of staff since 1981? Yes ☐ No ☐

2. From whom did you first learn of the project? _____

3. Which component(s) of the project did you participate in?

- a) August 1981 workshop in Nairobi ☐
- b) Staff development workshops
organized by Dr. David McWethy ☐
- c) Staff Development Committee
Activities ☐
- d) Other _____

Please indicate your opinion to each statement by circling the appropriate response.

- | | <u>Strongly
Agree</u> | <u>Agree</u> | <u>Don't
Know</u> | <u>Disagree</u> | <u>Strongly
Disagree</u> |
|---|---------------------------|--------------|-----------------------|-----------------|------------------------------|
| 4. The goals and objectives of your project activities coincided with the needs of the Kenyan Polytechnics. | SA | A | DK | D | SD |
| 5. The project activity(ies) were well organized and conducted. | SA | A | DK | D | SD |
| 6. Information about the Mombasa/Kenya/Dawson project was readily available. | SA | A | DK | D | SD |
| 7. The objectives for the project activity I was involved in were clear. | SA | A | DK | D | SD |
| 8. The objectives and goals of the project were relevant to your institution's needs. | SA | A | DK | D | SD |
| 9. Your institution, as a whole, benefitted by participating in this project. | SA | A | DK | D | SD |
| 10. Individuals within the institution benefitted by participating in this project. | SA | A | DK | D | SD |
| 11. The students at your institution benefitted from this project. | SA | A | DK | D | SD |
| 12. This project was mainly for heads of departments and administrators. | SA | A | DK | D | SD |
| 13. The Mombasa/Kenya/Dawson project has influenced: | | | | | |
| a) Your views about appropriate solutions to teaching problems. | SA | A | DK | D | SD |
| b) Your skills as an educator. | SA | A | DK | D | SD |
| c) Choices about your future career. | SA | A | DK | D | SD |

13. d) Your ability to work effectively in a group.

SA	A	DK	D	SD
----	---	----	---	----

- e) Your effectiveness as a teacher.

SA	A	DK	D	SD
----	---	----	---	----

14. As a result of this project the faculty or staff development committee has increased its role in assisting teachers to prepare and present their courses.

SA	A	DK	D	SD
----	---	----	---	----

15. Your faculty or staff development unit disseminates information about workshops and training programmes to assist you in your teaching.

SA	A	DK	D	SD
----	---	----	---	----

16. Information about staff development activities are readily available in my institution.

SA	A	DK	D	SD
----	---	----	---	----

17. The staff and faculty development unit is an important element of my institution.

SA	A	DK	D	SD
----	---	----	---	----

18. If the Mombasa/Kenya/Dawson staff development project had not taken place there would be no difference in the effectiveness of teaching in my school.

SA	A	DK	D	SD
----	---	----	---	----

19. Staff development continues to be one of your institutions most important needs.

SA	A	DK	D	SD
----	---	----	---	----

20. As a result of this project my administrative skills as a teacher or administrator have improved.

SA	A	DK	D	SD
----	---	----	---	----

21. As a result of this project my understanding of teaching methodology and pedagogy has increased.

SA	A	DK	D	SD
----	---	----	---	----

22. As a result of this project audio visual techniques are being used more readily.

SA	A	DK	D	SD
----	---	----	---	----

23. As a result of this project I have a better understanding of current practices in my specialization or discipline.

SA	A	DK	D	SD
----	---	----	---	----

24. I will continue to use the resources and services of the staff development unit.

SA

A

OK

D

SD

25. My students have benefitted from my participation in the staff development activities.

SA

A

OK

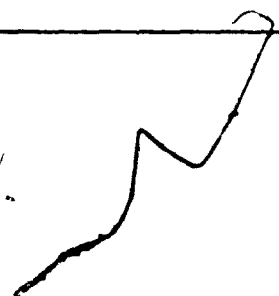
D

SD

26. What do you consider are the strengths of the Mombasa/Kenya/Dawson staff development project?

27. What do you consider are the weaknesses of the Mombasa/Kenya/Dawson staff development project?

28. Do you have any recommendations or suggestions to improve future staff development activities?



RESULTS OF EVALUATION QUESTIONNAIRE

Questionnaires Completed		Mombasa	Kenya
1. When did you hear of the project?	1983	11	5
	1984	1	0
	Have you been a member of staff since 1981?		
	Yes:	7	7
	No:	11	6
2. From whom did you first learn of the project?	Principal	1	5
	H.O.D.	7	1
	Dr. McWethy	7	4
	Other	3	2
3. Which Components did you participate in?	August 1981 Workshop	3	3
	Dr. McWethy's Workshop	15	11
	Staff Development Committee	3	7
	Other	1	2

Strongly Agree

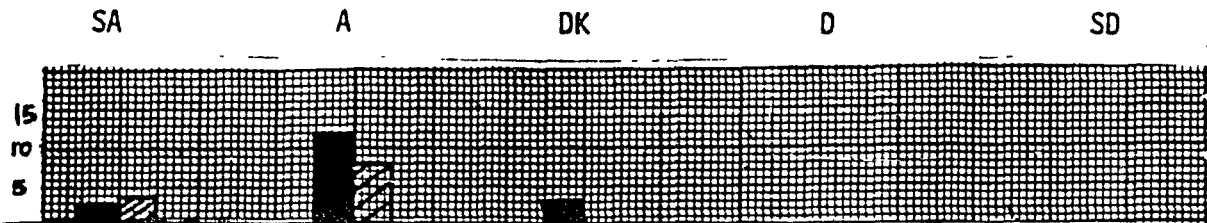
Agree

Don't Know

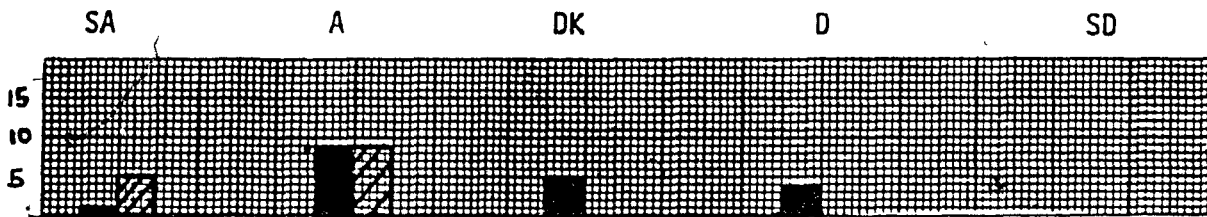
Disagree

Strongly Disagree

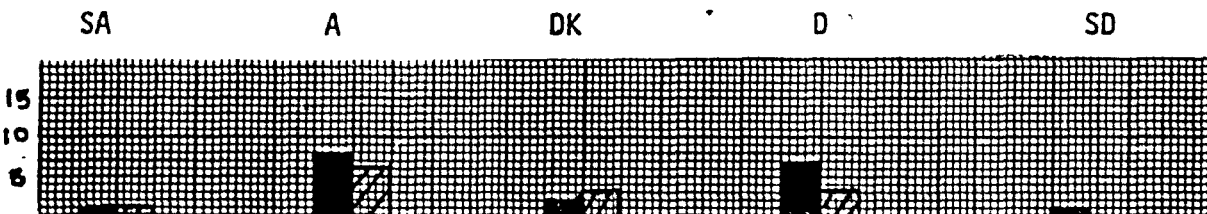
4. The goals and objectives of your project activities coincided with the needs of the Kenyan Polytechnics.



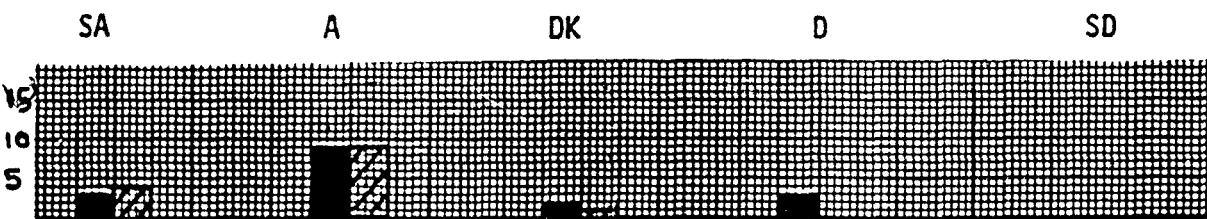
5. The project activity(ies) were well organized and conducted.



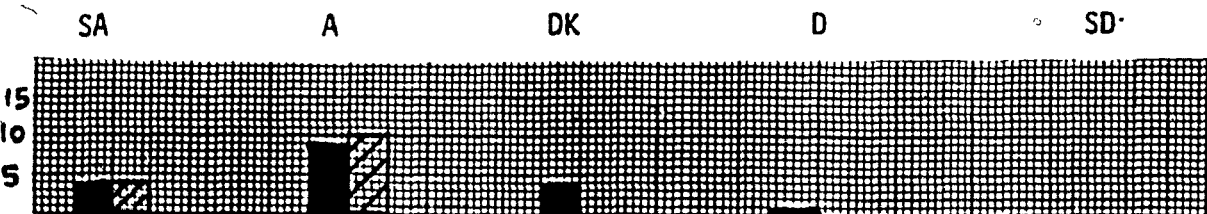
6. Information about the Mombasa/Kenya/Dawson project was readily available.



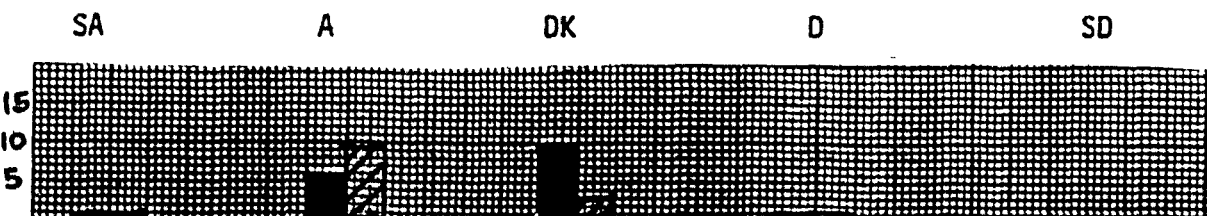
7. The objectives for the project activity I was involved in were clear.



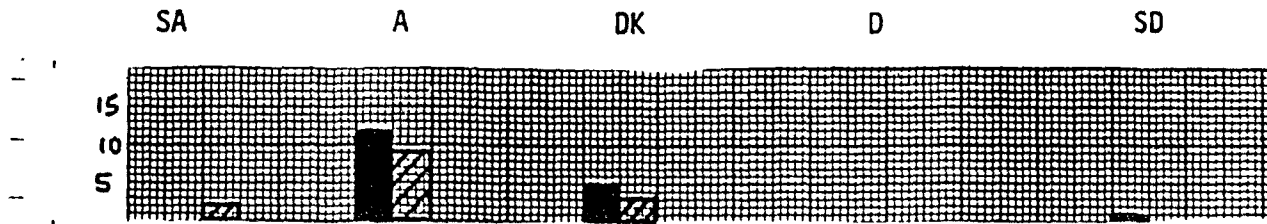
8. The objectives and goals of the project were relevant to your institution's needs.



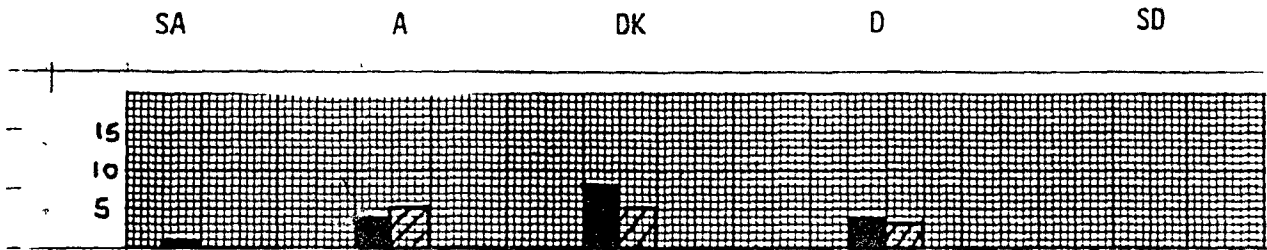
9. Your institution, as a whole, benefitted by participating in this project.



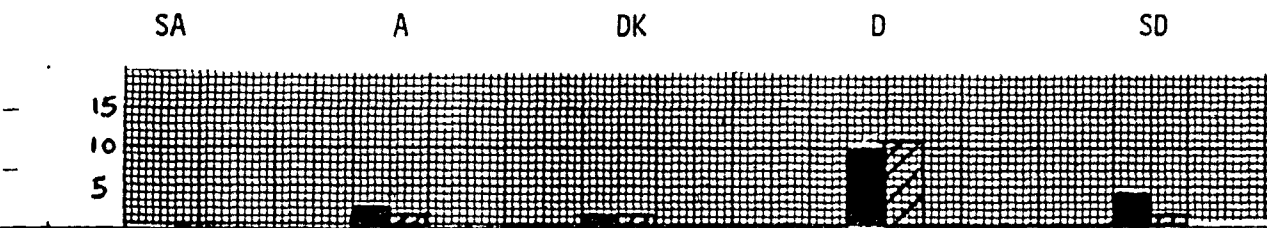
10. Individuals within the institution benefitted by participating in this project.



11. The students at your institution benefitted from this project.

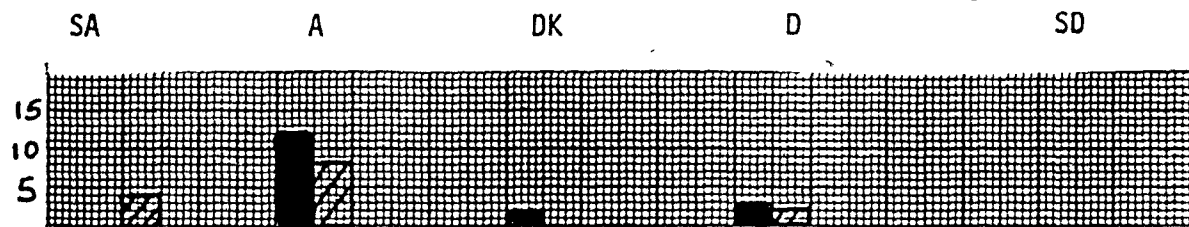


12. This project was mainly for heads of departments and administrators.

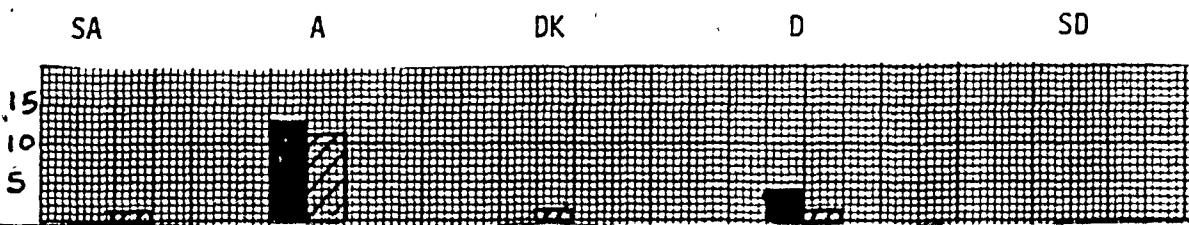


13. The Mombasa/Kenya/Dawson project has influenced:

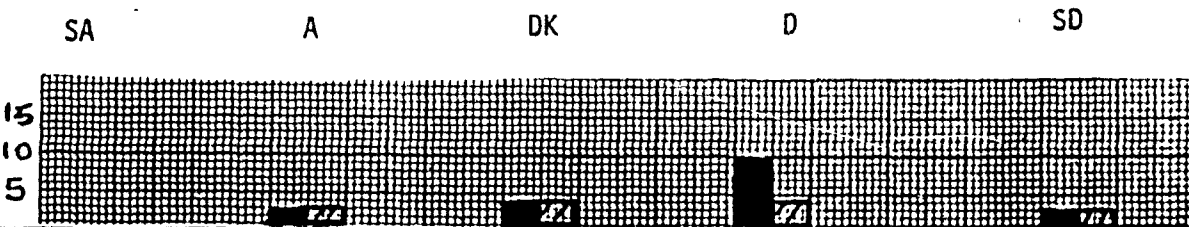
a) Your views about appropriate solutions to teaching problems.



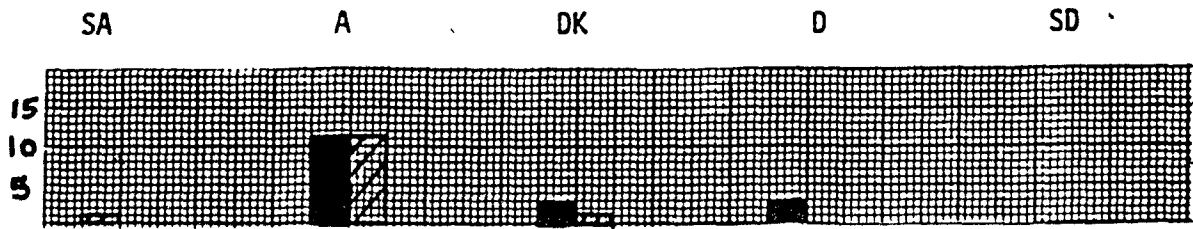
b) Your skills as an educator.



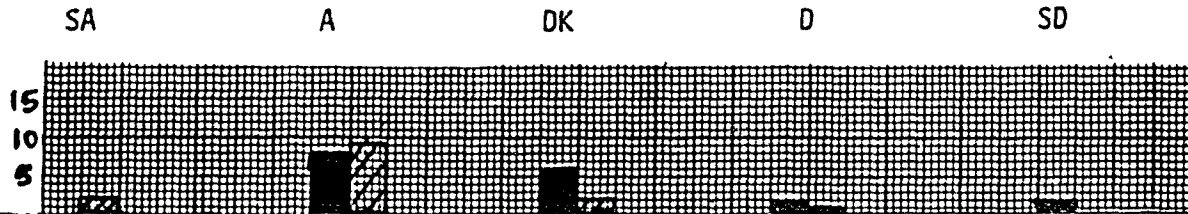
c) Choices about your future career.



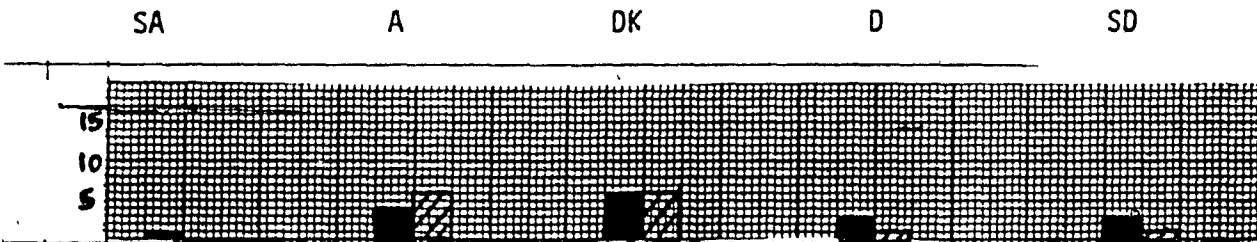
13. d) Your ability to work effectively in a group.



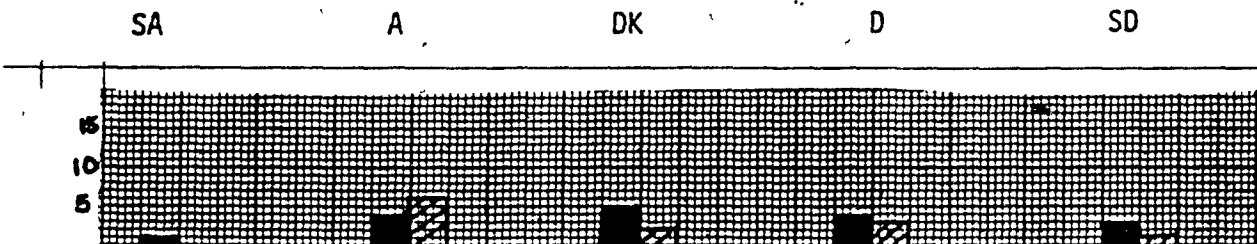
e) Your effectiveness as a teacher.



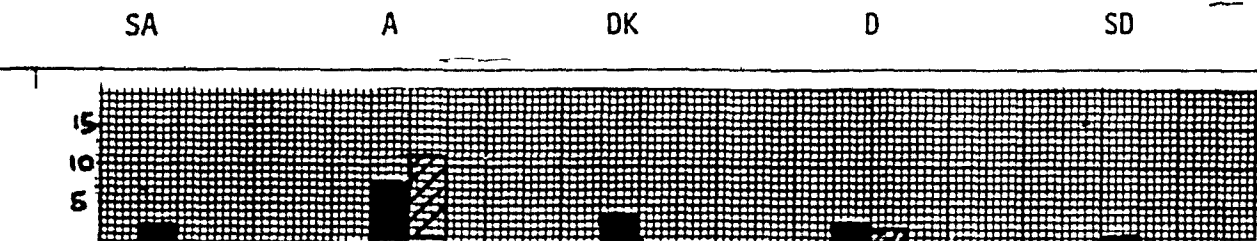
14. As a result of this project the faculty or staff development committee has increased its role in assisting teachers to prepare and present their courses.



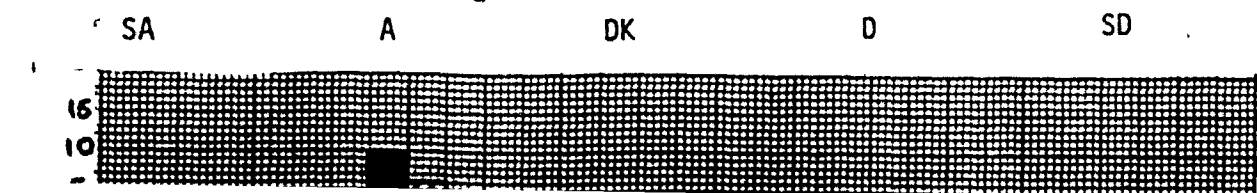
15. Your faculty or staff development unit disseminates information about workshops and training programmes to assist you in your teaching.



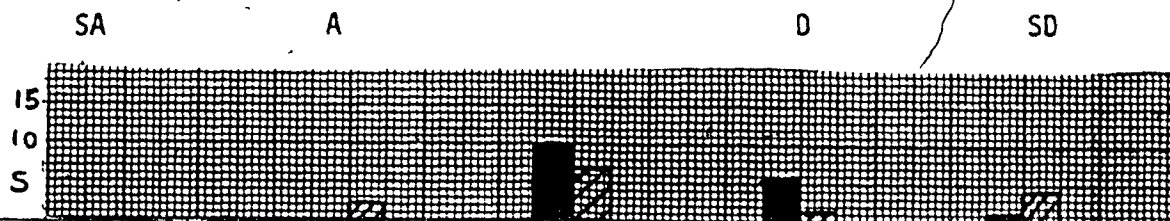
16. Information about staff development activities are readily available in my institution.



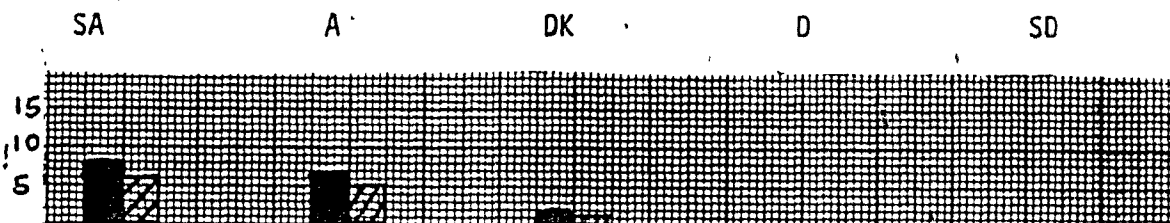
17. The staff and faculty development unit is an important element of my institution.



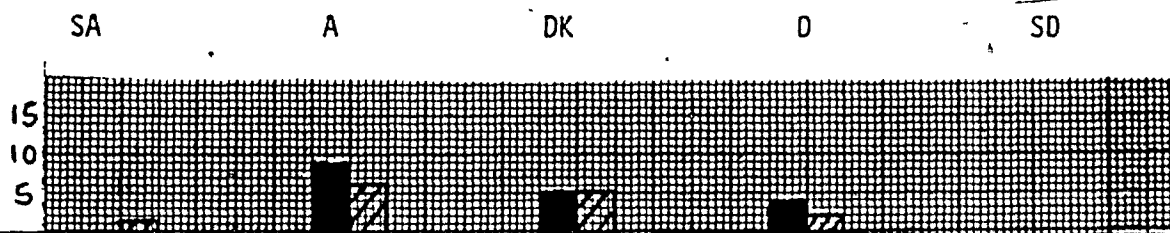
18. If the Mombasa/Kenya/Dawson staff development project had not taken place there would be no difference in the effectiveness of teaching in my school.



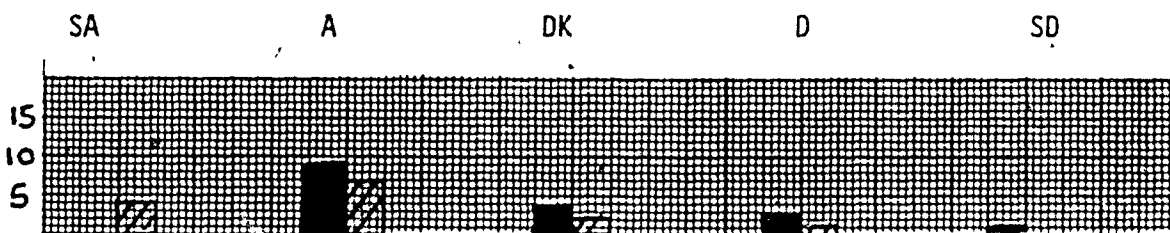
19. Staff development continues to be one of your institutions most important needs.



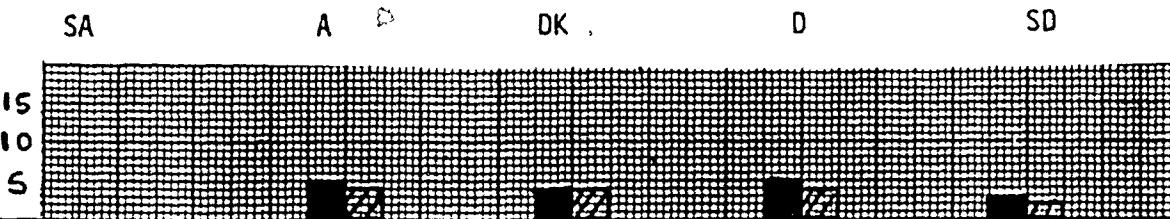
20. As a result of this project my administrative skills as a teacher or administrator have improved.



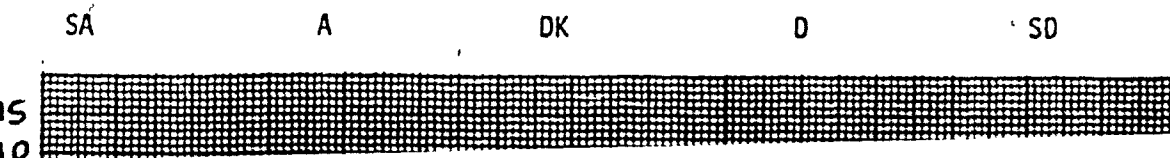
21. As a result of this project my understanding of teaching methodology and pedagogy has increased.



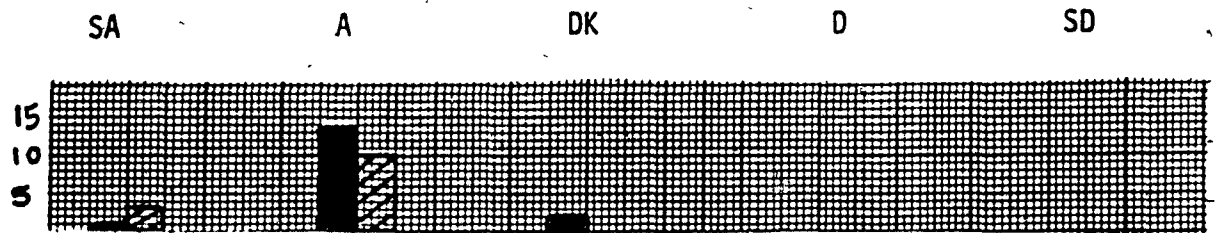
22. As a result of this project audio visual techniques are being used more readily.



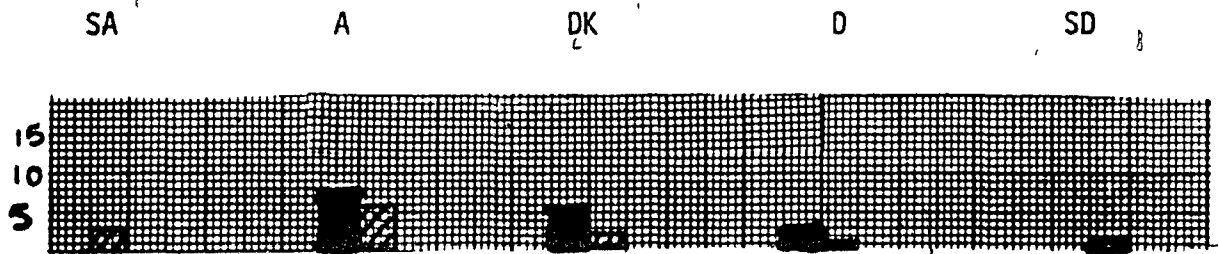
23. As a result of this project I have a better understanding of current practices in my specialization or discipline.



24. I will continue to use the resources and services of the staff development un



25. My students have benefitted from my participation in the staff development activities.



MOMBASA



KENYA



Comments from the Questionnaire

Kenya Polytechnic

26. What do you consider are the strengths of the Mombasa/ Kenya/Dawson staff development projects?

- Giving a chance to staff from various departments.
- Providing a full-time pedagogical consultant.
- Follow-up Evaluation to assess suitability and success.
- The realization that teachers need to be exposed to more teaching methodology and evaluation of both their teaching and programme.
- The idea of the link being made a reality to enable those who have not trained in education and methodology to do so - to improve the potential of the lecturers.
- Organized properly, it stands a very good chance of developing staff e.g. the Teacher Training Programme already discussed could go along way to improve staff teaching qualities for those untrained.
- The original general goals and objectives were very pertinent to Kenya Polytechnic.
- The attachment to Canada were generally successful in terms of organization and satisfactory fulfilment of objectives.
- The presence of a qualified representative from Dawson College who prepares the workshop programme for Kenya and Mombasa Polytechnics.
- At least half the staff who attended the pedagogical courses benefited from new ideas on teaching methodology. The desire to start an in house teacher training programme for post secondary education if pursued will greatly improve the quality of staff.
- They are specific (in answer to an existing and tangible problems).
- Readily available.
- They have little interference with normal teaching programme.
- The objective of training teachers which should eventually improve the quality of teaching at the

Comments from the Questions

Mombasa Polytechnic

26. It can develop a teacher's ability to deliver a lecture in a planned way.
- Proper coordination of ideas and activities.
 - Made us aware of what is expected of an effective teacher.
 - Has made members aware of the better methods of preparing and presenting teaching materials. Has introduced modern methods such as of AV.
 - Particularly useful to new teachers in the profession.
 - Link programmes
 - Workshops and attachments
 - There should be a follow up of what has already taken place.
 - Good objectives and goals - could be achieved by involving most members of staff in the Polytechnics
 - Very noble goals particularly interchange of staff
 - It benefited the participants and thus benefited students.
 - Weak in planning and implementation.
 - Teacher educator awareness
 - The strength of this project will be more enforced if regular workshops are organized and staff delivering the lectures are circulated within the three institutes.

Comments from the Questions

Kenya Polytechnic

27. What do you consider are the weaknesses of the Mombasa/Kenya/Dawson staff development project?

- Lack of reciprocal staff exchange
- Inadequate allowances for staff on short-term attachments
- Lack of certificate as a result of staff participation - most of staff are ill motivated.
- Time factor in terms of workshops and seminar period.
- There should be more emphasis on the local situation - perhaps staff (like me) who have done B. Ed can be put in the staff development committee to instruct - etc many staff are not trained teachers.
- Projects were run during the term time and unless one was lucky to be free at a particular time it was impossible to attend. Timetables may be could be made in consultation with members who wish to attend various activities.
- The initial needs analysis wasn't exhaustive, not equitably bilateral - there weren't enough preliminary visits by would-be resource persons.
- There was very little flexibility - in terms of readily accommodating changes in priorities and/or plans of action.
- There wasn't enough publicity for the project.
- There was no minimal equipment support to enable the trainees to start practicing what they had learned.
- All staff are not available due to daily teaching load as opposed to workshop scheduling days and times.
- Teaching aids i.e. Audio visual aids are very expensive and not readily available.
- Only one qualified member of staff available. Need to have more trained in Dawson.
- Not enough time was given to staff so as to fully participate in the pedagogical instructions, and hence there was some element of lack of motivation.
- Lack of proper attendance record and project commitment on the part of staff.
- Not exhaustive. Too little of a nice thing.

Comments from the Questions

Kenya Polytechnic

27. May run into difficulties of approval with Kenya Technical Teachers College in existence but if the person left is aggressive enough should push it through. It is important if not essential programme.

Participants was voluntary at staff's own time. This made it difficult for some members to avail themselves since programmes were arranged during teaching time.

Comments from the Questions

Mombasa Polytechnic

- 27.
- Lack of commitment and seriousness on the part of the participants due to other teaching and administrative duties.
 - Lack of proper coordination and seriousness.
 - Lack of seriousness in the project.
 - Lack of effective communication.
 - Lack of facilities weakness, the effectiveness of the development project, in our institution i.e. the methods taught cannot be applied without these facilities.
 - Could have been more effective if organized in form of short compact courses instead of many different sessions.
 - Very little time allocated in the exercise.
 - Lack of finance to sponsor to many Development programmes.
 - Communication between the administrative in certain vital decision affecting the continuity of the project.
 - Not setting adequate information about it.
 - Lack of workshops concerning "Equipment Maintenance".
 - Lack of involving most members of staff.
 - No incentive was given to the participants Monetary benefits like increments etc can attract more teachers.
 - For having only one expect taking part in all the two institutions.
 - Organisation are that we do not have enough audio visual aids to apply effectively what we gain from this programme.

Comments from the Questions

Kenya Polytechnic

28. Do you have any recommendations or suggestions to improve future staff development activities?

- Review of points and appointment of a local Pedagogical Consultant.
- There should be more seminar and workshops during college vacations. Part time teacher training programme should be developed and mounted.
- If possible, it could be conducted when the staff members are free.
- Seminars, workshops etc, should be held but I have noticed the numbers were very low almost discouraging - (enough to make the organizers lose heart: though Dr. McWethy did not lose his coll). I think departments should choose and literally force staff to attend because a lot of benefits are derived from such programmes.
- More people should be involved in the projects because that is the only way they learn and benefit.
- Dr. McWethy's workshops should be continued despite his departure, they were found to be of great help by the attendants.
- Just attempts to cancel the anamomalis identified in number 27.
- Time off to attend important development activities; reading books can be given for some subjects taught as well as certificates.
- A department should be set up in the Kenya Polytechnic capable of carrying out staff development activities and award certificates to those who qualify.
- Appropriate arrangements should be made by departments in their timetables to allow the staff to give the course their full participation. Attendance should be made obligatory for staff listed for those activities. There should be some form of testimonials at the end of these courses.
- Teachers who have never been given normal teacher training should be given an intensive three months training course.
- Are there more or possible ways of making the participant more serious and committed to the programme? e.g. A recognized certificate.

28. - Get approved and recognition from the relevant Ministry officials as quickly as possible.
- Evening classes in Education be started to enable staff to attend without neglecting their work. This should be a full course leading to a post graduate diploma.
 - Regular workshops involving all staff at one time or the other during the year. These should cover new developments in education and in particular Technical Education.
 - There should be a staff development newsletter to keep staff in the three colleges informed about such activities in each college.

Comments from the Questions

Mombasa Polytechnic

28. - Involve qualified teacher education in this country to handle seminars for small groups of lecturers for respective discipline.
- Staff should be given time to further themselves in their respective fields.
 - I strongly recommend offering of full time courses to members of staff who are not already professional teachers.
 - A full time course would be an appreciable programme for an individual teacher in the appropriate field.
 - I would recommend a full time course for members of staff in their respective areas of specialisation.
 - There should be a periodic staff exchange programme.
 - The persons in charge should first study the facilities available in our institution in order to come up with up to date ideas.
 - Design comprehensive courses and do away with seminars (3 month courses could be very effective).
 - Longer sessions in a more seriously planned syllabus to cover the requirements of a new untrained teacher.
 - Yes, short up-grading courses either Overseas to be encouraged.
 - More workshops on Media and methodology should be mounted for teaching staff.
 - When you have information, give it at an appropriate time.
 - There should be meetings for discussions for what the teaching staff should need.
 - Make the objectives clear to the participants.
 - Exchange of staff, seminars between the polytechnics staff development and equipment and personnel improvement