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"The District Development Centre" A Pilot
Project in Integrated Education
for Rural Development

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Introduction

This paper describes Kenya's search for a system of education which would provide the people with relevant skills, knowledge and attitudes for creating employment in their immediate surroundings and to help the government in raising incomes in the rural areas of the country and improving the quality of rural life. The education system should particularly address itself to the learning needs of unemployed school leavers and out of school youths and coordinate the training efforts of all government ministries and non-government organizations implementing development programmes.

The paper traces the origins of a multi-purpose training institution known as the District Development Centres (DDCs), preparation of a curriculum for the first two DDCs, and steps taken to implement the concept of a District Development Centre.

No rigorous evaluation has been carried out to assess the effectiveness of the DDC programme. In fact the first two DDCs are still at the stage of defining their role and experimenting with new courses and teaching approaches. However, the trends of thinking among economists and development planners suggests that education is not the dominant factor in the development of Kenya. Other factors such as economic policies and the rate of population growth have a greater effect on distribution of wealth and creation of employment.

CHAPTER I

The Role of Education in Development

Kenya has an estimated population of 13 million people which is growing at the alarming rate of 3.5 per cent per annum.^{1/} Of the total land area of 569,000 square kilometers, three quarters is arid waste land which carries a very light population. The bulk of the population is therefore concentrated in three clusters of dense population to the west of the country around the shores of Lake Victoria, in the central highlands and around the port of Mombasa to the East Coast.

The basis of the economy is agriculture. Ninety per cent of the population lives in rural areas and earns a livelihood from agriculture. A substantial number of the urban population is also employed in processing and/or distributing agricultural products and farm inputs and other off-the-farm agricultural activities. The main exports are coffee and tea.

The focus of all past national development plans has been to improve the rural areas by (a) increasing production of basic food stuffs (b) expanding employment opportunities and incomes for rural people and (c) providing social amenities so as to slow down the rate of rural-urban migration and to develop a society in which there is fair distribution of resources and incomes.

Education has been seen as the main tool for development. The Government of Kenya spends a third of the national budget on the formal system of education, and nearly as much on extension services and adult and non-formal education.^{2/} The people themselves, through the self-help movement "Harambee", invest a lot of resources in education. By 1974, self-help (Harambee) secondary schools were taking in 32,885 new students a year as compared to 24,900 students in

1/ Kenya, Development Plan, 1974-1978. Government Printer 1974, pp. 5-6.

2/ Ibid. p. 407.

Government aided schools.^{3/} All primary schools in the country are built by the people on harambee basis and run by the Government. Other educational institutions built and run on harambee basis with minimal support from the Government are nursery school for pre-school children; village polytechnics meant to give technical training to primary school leavers; and colleges of technology for training secondary school leavers.

The formal education system is expanding rapidly and is characterized by stiff competition for places. Of the 300,000 children who complete seven years education every year only 30 per cent proceed to secondary school. And of the 25,000 who complete four years secondary school only 7 - 8,000 get a chance to study for two more years of upper secondary level. The country has only one university which takes about 3,000 students a year. Thus there is a lot of wastage up the educational ladder, and many of the youths forced out of the system cannot all be absorbed in training institutions to become school teachers, extension workers and junior executives in business and public service.^{4/}

The plight of school leavers was first raised at the National Christian Council of Kenya Annual Youth Leaders Conference in 1963. In 1964 a Working Party of representatives from Christian Churches (both Catholic and Protestant) Government Departments, the Kenya National Union of Teachers and religious and social workers among young people was convened by the National Christian Council of Kenya to assist the Government to tackle the problem of school leavers.^{5/} Thus the school leaver problem received the attention it deserved at that time and new programmes were as a result mounted to meet the needs of the unemployed youths. In 1964 the National Youth Service was formed to

^{3/} Ministry of Education Planning Unit. In 1976 there were 761 Harambee secondary schools, and 413 Government maintained schools.

^{4/} In December 1973 the President announced free education for the first four years of schooling and in January 1974, 981,000 children registered in Std. 1 (the lowest class at primary school level). When this group completes primary education, there will be more competition for places up the ladder and more wastage.

^{5/} Details of the deliberations of the Working Party and the follow-up are published in a paper of the NCKK "After School What?"

give technical and moral training to school leavers, and the National Christian Council of Kenya, with Government support, developed the village polytechnic and youth training centres to give young people skills for using local materials and simple tools to earn a living in their villages.

In 1963 the school leaver problem involved only primary school leavers, but in the 1970s the number of uprooted and unemployed secondary school leavers is increasing rapidly. Increasing unemployment of school products has raised a lot of doubts about the quality of the formal education system, giving rise to frequent educational reviews starting with the 1964 Education Commission. The most recent review, the commission on Educational Objectives and Policies published its recommendations in 1978 suggesting sweeping reforms such as free education for seven years, reorganization of the curriculum to include more science, mathematics and practical subjects, and expansion of university education.

Education and other aspects of Kenya's economic and social development have in the past been hampered by lack of coordination of development efforts. Government Ministries and non-government development agencies have tended to implement their projects without taking full advantage of supportive and complementary contributions from other agencies. As a result there has been a lot of duplication of effort, unhealthy rivalry and wastage of resources. All the national development plans in the post independence period have stressed the need for coordination or integration of development programmes. In 1971 the Government of Kenya with support from foreign donors launched a five-year experimental programme in six different districts of the country to develop strategies for integrated rural development, the Special Rural Development Programme (SRDP). The SRDP has given the country a lot of lessons in planning and implementation of development programmes, albeit it was not successful enough to be replicated in all the districts in the country. The programme was discontinued in June 1976.

The District Development Centre which is the focus of this paper is an attempt to give relevant education for development, and as far as possible to integrate the educational programmes of all rural development agencies.

CHAPTER II

Evolution and Coordination of Non-Formal Education Programmes

For the past forty years institutionalized education has been seen as an important component of extension services and rural development in Kenya. This has all along been carried out in Farmers Training Centres, Community Development Centres and Rural Training Centres. Currently the Government of Kenya is in a process of developing a new type of rural training institution known as the District Development Centre (D.D.C.) which is intended to integrate the training programmes of both government and non-government rural development agencies in a district. The D.D.C. is expected, when fully developed, to take over the functions of two existing institutions : the Farmers Training Centre (F.T.C.) and the Community Development Training Centre (C.D.T.C.).

Both the F.T.C. and the C.D.T.C. evolved out of a training centre, the Jeanes School, established by community development workers in 1940 to train agricultural extension workers, "better farmers" and community teachers.^{1/} In 1950 the Government Agricultural Department established two institutes to train agricultural extension workers. The training programme for better farmers was withdrawn from Jeanes School in the mid-1950s and amalgamated with agricultural extension services. By 1964 the Ministry of Agriculture decided to build a Farmers Training Centre for every administrative district in the country.^{2/} At the same time the National Christian Council of Kenya (NCCCK) and other development agencies came forward to assist the Government to increase the number and residential facilities of F.T.C.s in the country. During the 1974-78 development period Kenya had 35 Farmers Training Centres with residential facilities for 1,670 course participants. The Government operated 26 of the F.T.C.s, the NCCCK operated 6 and the remaining three were

^{1/} Prosser, R.C., "Development and Organization of Adult Education in Kenya, With Special Reference to African Rural Development 1945-1970", (Unpublished Ph.D. Thesis), University of Edinburgh 1971.

^{2/} Farmers "Training Centres in Kenya", Ministry of Agriculture, Annual Report, 1964. The Republic of Kenya is subdivided into eight provinces which are further subdivided into 40 smaller administrative areas known as districts.

run separately by the Catholic Church, one local government authority (Kipsigis County Council) and the Church Province of Kenya Diocese of Nakuru.

The Jeanes School Community Development Programme produced Community Development Officers (CDOs) who were employed by the Central Government and posted into the field to work at district level, and Community Development Assistants (CDAs) who were employed by the local government authorities but worked under the supervision of CDOs.

The Need for Reform

The growth of District Development Centres is part of the post independence educational reforms in Kenya. Soon after independence, in 1964, the Government of Kenya set up an education commission, the Ominde Commission, to review the education of the country and to advise the Government in formulation and implementation of national policies which :

- (a) appropriately express the aspirations and cultural values of an independent African country;
- (b) take account of the need for trained manpower for economic development and for other activities in the life of a nation;
- (c) take advantage of the initiative and service of regional and local authorities and voluntary bodies;
- (d) contribute to the unity of Kenya;
- (e) respect the educational needs and capacities of children;
- (f) have due regard for the resources, both in money and in personnel, that are likely to become available for educational services; and
- (g) provide for the principal educational requirements of adults.^{3/}

The terms of reference of the Ominde Commission highlight the two main goals which have guided educational reform in Kenya in the first fifteen years of independence, namely the relevance of education to Kenya's economic and social development and the need to design an education system which can be provided within the limited resources of the country.

3/ Kenya Education Commission Report Part I and II, Nairobi, 1965. The Chairman was Professor Ominde of the University of Nairobi and hence the Commission is known as the Ominde Commission.

Evolution of the Concept of the District Development Centre

During the same year, 1964, the Government published a development plan covering the years 1964 to 1970. The plan pointed out that there was a need to coordinate the work of the several institutions offering adult education to ensure that resources are most efficiently used to avoid duplication and overlapping of services. The plan proposed the establishment of a Board of Adult Education to promote coordination of adult education programmes.^{4/}

A revised development plan for the period 1966 to 1970 asserted that it was "essential that each District in Kenya has a multi-purpose training centre. These centres were to be simple in design and their structure would incorporate features which can be copied in home improvement schemes by the local communities. The multi-purpose district training centres as they are envisaged now can offer a wide variety of courses concerned with community leadership, citizenship, home economics and would also be available to other Ministries to organize and conduct courses". The staff of the Community Development Department who would be running the DTCs would also be available to assist in various training schemes in the field including courses run by district farmers training centres, which according to the plan would remain separate. The plan proposed that Homecraft Training Centres like the CDTC should be converted to District Training Centres and taken over by the Central Government.^{5/}

In 1965 a conference on Education, Employment and Rural Development organized jointly by the Government of Kenya and the University College Nairobi (now the University of Nairobi) asserted that one of the chief tools with which to achieve rural transformation is education and training in their many forms - "as much the education of the adult farmer in new techniques

^{4/} Kenya Development Plan, 1964-1970, Government Printer, 1964, p. 114

^{5/} Kenya Development Plan, 1966-1970, pp. 326-27

and attitudes; as much training in cooperation and the management of credit, as much the education of women as the education of children and adolescents in formal schools and University." On farmer training, the conference recommended that "in certain areas it may be possible to combine the Farmers Training Centre with the multi-purpose District Centre mentioned in the plan; but it is vital that its (F.T.C.) primary responsibility for agricultural training should not be jeopardised."^{6/}

After independence the number of non-agricultural courses conducted at the F.T.C. increased with the expansion of government functions and the need to transform and accelerate the growth of the economy. The newly created Department of Cooperative Development (now up-graded to a full Ministry) launched an extensive programme to educate members and officials of cooperative societies. The courses for society officials were held at the nearest F.T.C. or CDTC. Similarly, the Department of Trade organized numerous courses at F.T.C.s or CDTCs to educate the local people who were taking over businesses from foreigners. Other organizations which increased the variety of courses offered by F.T.C.s and CDTCs included the Family Planning Association of Kenya, Youth and Women's Clubs, the Office of the President Training programmes for Assistant Chiefs, other Government Ministries not mentioned above, the National Christian Council of Kenya, and many other voluntary agencies. Thus the F.T.C. was gradually becoming a de facto multi-purpose training centre. Out of 20,000 people who attended F.T.C. courses in 1975 for example, about 7,500 attended non-agricultural courses.^{7/}

While the variety of courses offered at both the F.T.C. and the CDTC increased and the Government was continuing to expand the number and capacity of F.T.C.s, there was a relative decline in the utilization of F.T.C. places.

^{6/} Sheffield J.R. Education, Employment and Rural Development, Nairobi 1966. pp. 3 and 10.

^{7/} Figures received from the officer-in-charge of Farmers Training Centres in the Ministry of Agriculture, Mr. Kahuki.

In 1975 there was room for 39,000 course participants at all F.T.C.s in the country, and only 20,000, or about 51 per cent of all places available were utilized. The Farmers Training Centre Annual Report for 1971 shows that in that year about 70 per cent of the places at F.T.C.s had been utilized. Similarly, in a study of adult education in Kenya, R.C. Prosser estimated the utilization of CDTC to have been about 70 per cent in the late 1960's and suggested that the CDTC was on the decline because of inadequate funds, inadequate staffing, being poorly equipped and competition from other kinds of rural training centres.

The National Development Plan for 1970 to 1974 noted that the scope of courses offered at F.T.C.s would be broadened considerably to include a wider range of non-agricultural adult education programmes. Two of the F.T.C.s, Embu and Matuga would be converted into multi-purpose District Development Centres as a pilot project. If the concept of a multi-purpose District Training Centre succeeded, all F.T.C.s would become multi-purpose D.T.C.s which is the same institution as the D.D.C.^{8/}

8/ Kenya Development Plan, 1970-74. pp. 222 and 531-32.

CHAPTER III

Curriculum Development

The first two District Development Centres at Embu and Matuga were scheduled to start operating during the 1974-1978 development period. In February 1975 the Board of Adult Education which took responsibility for setting up the DDC programme published a booklet outlining the standard curriculum for the DDCs. Later an expert from the United Nations Development Programme (UNDP) was commissioned by the Board of Adult Education to review the first curriculum outline.

After eight months of consultation with development agencies, adult educators and development planners the UNDP expert presented to the Board of Adult Education the curriculum presented below, in December, 1975.^{1/} Both the short term and long term goals of the curriculum are quoted in full below.

Short term objectives

1. To co-ordinate rural informal educational activities through an integrated approach getting extension services method with complimentary services and linking related elements of education together so that their impact can be grater.
2. To determine priorities of training for the community in both formal and non-formal education and to encourage educational activities so as to function as an apex of rural adult education.
3. To provide in-service facilities for extension staff of different arms of services of the government and voluntary organizations and simultaneously to provide training and education for the farmers, artisans, craftsmen and entrepreneurs for better occupational skills and to compliment such skills with services like those of co-operatives, literacy campaign, youth clubs, etc.
4. To encourage the development and continuity of education from formal and informal levels to non-formal levels.

^{1/} "Training for Development : Curriculum for District Development Centres" Board of Adult Education, 1975.

5. To provide the venue and adequate facilities for organizing educational and cultural classes, club meetings, national festivals, etc. and also to promote cordial human relations among the masses and extension workers and to create a group feeling among junior and senior civil servants and the masses in the interest of easy communications.
6. To involve the local community meaningfully in planning and implementation and participation in development-oriented activities of the area and the centre and thereby encourage citizen participation progressively in the process of rural development, developing among the rural people the understanding, skills and above all the dedication and enthusiasm for rural development.
7. To support the above objectives by developing course contents, teaching materials and techniques of adult education adapted to the local community traditions and customs.

Long term objectives

1. To promote economic well-being, by improving occupational skills; social well-being by promoting cordial relationship among members of the group and among groups; cultural uplift by reviving cultural activities and in general to improve the general quality of life in rural areas.
2. To mobilize the resources and human energies by the expansion of non-formal education for development of rural areas.
3. To assess the impact of the DDC in the rural counties as a result of an integrated approach to training.
4. To slow down the rural-urban migration of youth by providing the unemployed with immediate employment opportunities through training for occupational skills.
5. To "evolve" an attractive career structure for adult educators and trainers at rural training institutions for adults.
6. To develop a viable research system to produce teaching materials and to improve techniques of teaching adults.
7. To "evolve" a comprehensive administrative and financial structure for Kenya's multitude of rural training centres.

Guidelines on Curriculum Development

The course contents presented in the standard curriculum are intended to provide a working framework for DDC trainers, and other adult educators who may find the document useful in their work. The final training packages to be used by DDC staff in specific situations will, however, be based on the needs of course participants.

Each training course should preferably focus on one subject area, and related topics within a subject should be arranged in a logical sequence with all the subsidiary interests integrated into the main theme so as to form a consummate whole. In practice it is not possible to give all relevant topics equal treatment in a curriculum. The trainers should select what topics to be covered and/or emphasized. In some cases the environment of the DDC and the course participants should determine the importance of different curriculum contents within a training package.

The immediate needs of course participants should form the starting point in curriculum development and all aspects of a selected subject should be covered. For example, in a course on coffee the farmers should cover growing, processing, marketing and all the significant aspects of coffee production. This, at times will involve integrating functional areas of different government ministries and development agencies in the same training package, and using experts from different areas of specialization in one class session (teach teaching).

Timing of courses should take into account the seasonal needs of participants. A course on the use of fertilizer, for instance, should be mounted just before the planting season so that participants can follow it up with practical application of the skills and knowledge they have acquired.

While members of the DDC staff are assumed to be well trained in the subjects they teach and have long experience in handling learning groups, they should draw on additional experience and expertise from field workers to bridge

the gap between institutional training and field work. When extension workers attend a course, their seniors should be brought in on the staff, and similarly when farmers attend a course the extension staff who supervise farmers activities in the field should join the DDC training team.

For illiterate learners the lessons must be made practical with the use of field visits, group discussion, audio-visual aids and practical demonstrations. Where participants have a working knowledge of the Kiswahili (the national language) vernacular should be discouraged as many extension workers use Kiswahili and instruction on packets of farm inputs are often given in English and Kiswahili.

All DDC staff should work as a team to promote integration of educational contents from different disciplines and to guard against duplication of effort and discontinuity between related educational contents.

It is then suggested that programming of DDC courses should be based on the following order of training priority :

- (a) training of trainers and extension workers,
- (b) leadership training,
- (c) programmes for actual doers of the work concerned (target population),
- (d) emergent programmes,
- (e) programmes necessary according to development plans,
- (f) coordination of programmes among Farmers Training Centres and Community Development Training Centres, etc.

Trainers at the DDC should devise methods of receiving feedback from field workers and course participants and conducting frequent evaluation of the effectiveness of DDC programmes.

The DDC should concentrate on non-formal education for "wananchi"* and act as service centres for government ministries and non-government organizations which require training facilities and resources. But DDCs should not take full

* "wananchi" - the people

responsibility for staff training or in-service training for a specific government ministry of any other development agency. The professionals within government and non-government development agencies know best what training needs their organizations have.

Participants

Five broad categories of course participants were envisaged :

- (a) occupational groups (farmers, traders, industrial employees, etc.)
- (b) salaried staff (from government and non-government organizations)
- (c) extension staff (those at the front line contact with the people)
- (d) women (community leaders, housewives, etc.)
- (e) youth (secondary school leavers, sportsmen, etc.)

The broad categories outlined above have to be broken down to sub-groups with specific needs. Farmers within the occupational group, for instance, can further be sub-divided into large scale farmers or small scale farmers, and small scale farmers can be sub-divided into coffee planters, poultry-keepers, etc. The categories given above are intended to help the planners and trainers to give due attention to the needs of each category separately.

The grouping is not water-tight. The division is based on the functional needs of participants. Each participant will have several functions overlapping e.g. a housewife may be a community leader and poultry farmer.

Extension workers are grouped separately from salaried workers to highlight the need to provide them with specific skills motivating people to participate in development, and for extension workers themselves to get into the habit of integrating their activities or projects into the total fabric of development programmes.

Youth, according to the DDC programmes are those between the age of 15 and 35. As a group, they need special attention because many are not gainfully employed, a large number lack skills for earning a living, while those in

employment need relevant education for adjustment to changing circumstances in their occupation.

Women have an important role in development especially in the rural areas where they form the bulk of the labour force. Women need to make up for the education they missed during their youth because of the discrimination against them in the formal education system and the great responsibilities they shoulder as mothers and instructors of the youth. Unless women are specifically mentioned as a distinct group, there is a danger of trainers and extension workers assuming that terms like "farmer" and "trader" refer to men, and thus excluding women from essential training courses.

Course Duration

The programme suggested three types of DDC courses : long courses, weekend courses and one-day courses.

Long courses

Long courses are designed for junior government servants, employees of commercial, and non-government organizations and farmers during their off-season periods. The long courses would be few and each would last one week to ten days.

Weekend courses

The weekend courses are proposed to cater for workers and self-employed persons who cannot afford to leave their occupations or homes for long periods or during working days of the week. The course would be very suitable for women, salaried employees, school children and traders. The weekend courses should, where possible, overlap with the long courses so that participants from the two categories share experiences through combined lectures, films, panel discussions, demonstrations and study visits.

One-day course

One-day courses are not residential and can be conducted where the

participants live. Participants could arrange their own meals or a cook from the centre could accompany trainers to the meeting point with equipment and materials for preparation of simple meals. One-day courses could be part of a series of topics within a subject area taken over a long time because participants cannot remain together long enough to cover the whole subject area.

Course format

1. The programme gives course outlines for ten-day sessions, each session consisting of about ten lecture hours, two or three study visits, three group discussions and a variety of other activities such as seminars, role play, demonstration.
2. Each lecturer or discussion leader must first introduce himself giving some details of the organization from which he comes.
3. Topics of common interest such as campaigns on health, traffic, civics, cooperatives, family planning should be related to all the subjects in the course outline and should be done with the support of field experts.
4. Group building must be done at the outset to break status distinction, bureaucratic superiority and inferiority tones and rich and poor divisions among members of the group and to introduce them to a helping relationship between members of a group.

Education Methods and Techniques

The curriculum gives a description of (a) the teaching methods and aids to be used to make DDC programmes effective (b) suggestions on how to make the programme of the centre an example for the people to follow and (c) how to involve the people in the activities of the centre.

CHAPTER IV

Growth of Embu and Matuga District Development Centres

Embu and Matuga DDCs started functioning from July 1976 when the first principals and staff were appointed. At the moment the centres are not confined to the districts in which they are situated : Matuga is serving 8 districts while Embu is serving 5. The two centres have many features in common and therefore a description of one of them will suffice.

MATUGA :

Matuga DDC is run by a Managing Committee composed of the Provincial Commissioner for the Coast Province or his representative

The District Commissioner for Kwale District

Representative from each District in the Coast Province

Provincial Planning Officer

Provincial Director of Social Services

Provincial Trades Officer

Provincial Director of Agriculture

Provincial Education Officer

Provincial Medical Officer

Assistant Commissioner for cooperative development (Coast)

Principal; Matuga Development Centre*

Because the management committee is made up of representatives of all ministries, it means that major decisions affecting non-formal education in the area, which need personnel development, research, etc. are dealt with collectively.

Apart from the Management Committee, within the Development Centre itself, there are various committees, each charged with the responsibility of developing certain areas of the Centre's activities. The main objective

* This representation is at provincial level because the Centre is still serving the whole province.

is to involve all members of the teaching staff in contributing ideas for the development of the Centre. The committees are :

1. Recreation and welfare committee
2. Curriculum development committee (chairman is the Deputy Principal/ Director of Studies)
3. Farm development committee (chairman lecturer/farm manager)
4. Editorial and material production committee
5. Coordinating and finance committee (chairman Principal)

Each committee is given powers to co-opt other persons from within and outside the Centre.

Plant and Facilities :

Matuga DDC has the administration block consisting of offices for the Principal and academic staff, a dining and assembly hall capable of seating 200 participants at a time, a workshop, 3 dormitories for women and 2 for men participants, 4 seminar or classrooms, a home science room and an audio-visual room (including a dark-room).

The Centre keeps chicken for which there are 3 hen houses - one for layers, one for meat birds and the other for chicks. There is also a hundred acre farm in which cross-bred cattle are reared. As will be pointed out later, both the cattle and the chicken are for demonstration and for improving the stock of the farmers that come for courses at the Centre and for those that live around it. There is also one acre of fruit nursery. The types of fruits nursed are those that are grown by the ordinary farmers at the coast e.g. mangoes (4 types), oranges (2 types), lemons, and cashewnuts.

The Staff :

For easy administrative purposes the Centre works in departments, though the idea of integrated approach is not lost sight of. Currently the following members of staff carry out the professional duties at the Centre :

Principal
Health Education 3 (appointed by Ministry of Health and seconded to the Centre)
Agricultural Education 2 (appointed by Ministry of Agriculture and seconded to the Centre)
Cooperative Education 1
Administration/Management 1
Business Education 1
Home Science 1
Community Education 1
Day Care (nursery) Programme 1
Teachers Advisory 2 (appointed by Ministry of Education)
Education and General Extension 1

In addition, external lecturers and facilitators are often invited wherever the need arises. It is also pertinent to point out that each member of staff is qualified in his/her discipline and is required to contribute in that area in as many courses run at the Centre as possible.

Utilization :

The Centre, as was mentioned earlier is used by 8 districts in the Coast Province as well as North Eastern. During 1977 a total of 82 courses with a total of 2161 participants were organized. These included short courses lasting between one week and three weeks, and a two-year course for Environmental Health Technicians. Besides the courses there were also seminars and meetings lasting half-a-day to a day.

Table I - Courses initiated and run by Centre staff

Health education	4
Agriculture	4
Environmental Health	2
Cooperative education	2
Business education	2
Home economics	1
Education and general extension	<u>1</u>
Total	<u>16</u>

<u>Courses initiated by Field staff</u>	
Ministry of Agriculture	10
Ministry of Health	10
Ministry of Housing and Social Services	16
Ministry of Cooperatives	18
Ministry of Education	5
Ministry of Lands and Settlement	2
Ministry of Commerce and Industry	1
Directorate of Personnel Management (Office of the President)	2
National Christian Council of Kenya	1
University of Nairobi	<u>1</u>
Total	<u>66</u>

Almost all the students that attended the courses at the DDC are low income rural people with the exception of a few who attend leadership courses (committee members). The majority of the students are women. The courses involving women account for over 75 per cent. These include Home Science/ Economics, Day Care Centres, Food Handling, Family Planning, Nutrition and Child Care. Because of the integrated approach to attitude change and adoption of new ideas, no one course is exclusively left to itself, ie. lecturers in various disciplines take part in teaching the course although the biggest part of the time is spent on the central theme. The Centre has made it a policy that in every course that takes place at the Centre, there will be included some element of general agriculture and family planning. Other specialized courses, into which general agriculture and family planning are injected are for committee members, fishermen, businessmen and in first aid.

CHAPTER V

Evaluation

The DDC was set up as a result of the appreciation of problems connected with integrating rural non-formal education activities. The in-built working patterns of the DDC was conceived as bringing together, "under one roof," for training purposes, all non-formal education activities in the district. However, hitherto, these activities had been conducted by the various organizations and even government departments independent of each other. Due to the "force of habit" it is taking time, and creating a few difficulties to now require these organizations to coordinate their training activities at the DDC. It is still noticeable that when agricultural extension workers come for an agricultural course, they feel reluctant and concerned when some of the time is spent on development planning activities or health or family planning or cooperative education. There seems to prevail a feeling of "that is not our concern". The same attitude can be detected within the sponsors of the training programme, in this case the Ministry of Agriculture.

Much as integration is desirable, if closely applied, the result becomes inadequate coverage and half-finished ends. This is because a number of courses are very short e.g. 5-day course (one week). In such a situation the participants may end up knowing very little about lots of subjects which may not be of practical use to them. This is more so because the teaching staff themselves have not been oriented to integrated approach to teaching.

Related to the first problem is the strong departmental adherence which manifests itself even when it comes to recruiting the participants. Each department recruits participants for a particular subject and will thus neglect other members of the community because they feel they are not strictly their people i.e. Family Planning recruiting only women (mothers) and neglecting men. In this way the message to the mothers is of necessity to be confined to their specific needs. At times the field staff, who do the recruitment bring to the DDC a mixture of literate and illiterate

participants thus making it difficult for the unsuspecting instructors who are used to writing on the blackboard or giving handouts to the participants.

Since the two DDCs are experimental, and since there is a possibility of starting others in the remaining districts, it is felt that the instructors at the two centres should have had induction courses together not only to introduce them to integrated approach to training, but also to build in a measure of comparability. At the moment the approaches at the two centres appear to be different making it difficult to learn from each other's activities and experiences. The centre does not have a specific vote for training, i.e. it cannot recruit and fund its own short courses for any group of participants. It depends on organizations and departments to sponsor courses. If the centre had its own training fund, it would sponsor inter-ministerial courses and seminars and coordination and integration would be soon to be done. However, this problem has been overcome at Matuga by creating a "floating vote" which enables the Principal to sponsor inter-agency seminars.

As can be observed at Matuga, there is a gradual move towards problem-solving approach and away from presentation of content in some chronological order, e.g. a training session on "farming" starting with soil preparation, planting, weeding, etc. Teaching the whole cycle of a plant or animal would show that the teacher doesn't know or if he does, doesn't take account of the participants' problem. The new approach at Matuga aims at developing problem-solving capabilities, communication skills and change-making habits - which are perhaps the most crucial areas of education for development. These skills and attitudes must, and do cut across subject areas.

The Management Committee of the DDC is part of the curriculum development. All field officers are given an opportunity to decide on educational priorities for the area from an overall viewpoint, rather than from departmental prioritizing. Trainers from different fields work side by side and get to know how their contribution fits into the total picture of development effort in the area. The Principal of the DDC, is by his office, a member of the District Development Committee which is the main development planning

organization. The District Development Committee brings together all heads of government departments, local authority, voluntary agencies and politicians in the district. The educational component is therefore considered as development plans for the district are prepared.

The DDCs have been placed under the Office of the President to avoid the kind of inter-ministerial rivalry which has hitherto undermined integration of education and training in particular and development programmes in general. Should the DDC experimentation of Matuga and Embu succeed, implementing the project (scheme) will not be expensive as there are already 34 fully staffed Farmers Training Centres and about 15 Community Development Training Centres which could be easily converted into District Development Centres. The plant and facilities already exist in these centres. What would be needed is integrative approach both in staffing and methodology.