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CASE STUDY  
CONTINUING EDUCATION PROGRAMMES  
UNIVERSITY OF NAIROBI

by

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I. GENERAL QUESTIONNAIRE

- 1) Kenya Development Plan 1970/74  
Chapter 6 Para. 26 Page 172.

Quote "Of particular significance to rural development is the provision and training for adults. This is a consequence of two major considerations. The retention of marginal labour force in rural areas hinges upon the creation of opportunities for effective use of productive potential it represents. This requires training.... for their elders..... which will make them quickly capable of applying new understanding and skills.

- a) It is for the purpose of co-ordination of the provision of adult education and training that the Board of Adult Education was established by Act of Parliament in 1966.
- b) Industrial Training Ordinance was established by Act of Parliament in 1960 to provide training facilities for the adult already in employment in order to improve their skills and enhance their productivity and earning powers.
- c) Hotels and Restaurants Act, 1971 imposes a Training Levy which is put into a fund known as the Training Levy Fund which, among other things, is used to train adult employees of the Hotel Industry.
- d) The Industrial Training (amendment) Act 1971 established the National Industrial Training Council to be headed by a Director.

It must be stressed that all these acts and amendments are in consonance with the Government Policy of National Vocational Training Scheme set up after 1964 Survey of training facilities by the I.L.O. experts.

- 2) a) The relevant legislation regarding compulsory requirements for manpower training entitling adult workers to attend particular courses on paid leave is a move initiated by the Government with the backing of the workers and the consent of the employers. It is fortunate that here in Kenya exists a strong Central Organisation of Trade Unions (COTU(K)) and an equally strong association of employers - Federation of Kenya Employers. The Trade Unions view legislation on training the workers as a means to improve the lot of their members while the employers see it as a way of increasing productivity through improved skills and understanding. The two sides therefore support the government in enacting the relevant legislations. On their own many employers pay for their employees to attend classes, or refund funds spent on further education.
- b) Exhortations to employers to promote the in-service training of employees.

The Industrial Training (Amendment) Act, 1971

Chapter 6 Para 5B (1) The Minister may make training levy for the purpose of giving effect to proposals submitted by the Council and approved by him ... may make different provisions in relation to different classes or descriptions of employers.

Para 5B (3) If any person fails to pay any amount payable by him by way of the training levy within the time prescribed by the training levy order, a sum equal to five percent of such amount shall be added to the amount for each month or part of a month thereafter that the amount due remains unpaid.

Para 5B (4) Any person who fails to comply with any provision of training levy order shall be guilty of an offence.

Para 5C (1) All monies received in respect of a training levy order shall be paid into a Training Levy Fund established in respect of the industry to which that order relates.

Para 5C (2) The Director acting on the advice of the Council may make payments out of a Training Levy Fund to persons in the industry in respect of which that Fund is established for any of the following purposes:

- a) the payment of maintenance and travelling allowance to persons attending training courses;
- b) the making of grants or loans to persons providing courses or training facilities;
- c) the payment of fees to persons providing further education in respect of persons who receive it in association with their training; and
- d) the reimbursement of an employer for all or part of his training costs including fees, instruction costs, material costs and wages of apprentices or indentured learners while attending training courses.

The act has been in operation for almost a year. It has been applied, for the most part and restaurants to meet the training of their employees at the Kenya Polytechnic. Its strong point is the knowledge by both the employers and the employees that the Government takes interest in the venture and that all the parties agree that this is a means of improving industry.

- 3) The main problems facing, and the main gaps in the manpower development programme are:
  - a) Training activities can conveniently be divided into those for Civil Servants and those for private sector employees. At the moment the two have separate arrangements, though the East African Staff College and the Management Training and Advisory Centre encourage the interaction of the two sections.

This distinction for manpower development i.e. Government and Private Sectors, is a handicap as this results in under-utilization of the existing training facilities. There is also not only the duplication of efforts but also the inevitable disparity in levels of training.

- b) The objectives of training are often not understood by the employees and to some extent by the employers. The former often take training to be entirely for promotional purposes while in essence it should be to enable the trainees to acquire the ability to perform more effectively.
  - c) In most training institutions there are no continuing programme of evaluating the effectiveness of the courses given to the trainees after they have left the institutions. It is therefore not possible to assess what effect the training has on job performance.
  - d) The over-riding objective for training immediately after independence - which was for Africanisation in the shortest possible time - does not seem to have been fully changed. The objective is now the improvement of actual job performance at the various levels. It would appear many training institutions still base their objective on the early sixties' programmes.
- 4) Utility of existing training arrangements in Kenya in relation to the known demand is quite satisfactory.

In government, the training policy is the responsibility of the Directorate of Personnel Management under whose direct control are the Kenya Institute of Administration, Government Training Institute (Maseno) and Government Secretarial Colleges. The University of Nairobi (Institute of Adult Studies) also plays its role in training personnel both from Government and private sectors, and so does the Kenya Polytechnic. Suffice to say that existing training arrangements in Kenya are just about adequate. It is the general feeling that training given locally is more relevant to the practical needs of manpower development in the country than training overseas. Often those trained overseas need some amount of re-training before they can be usefully placed.

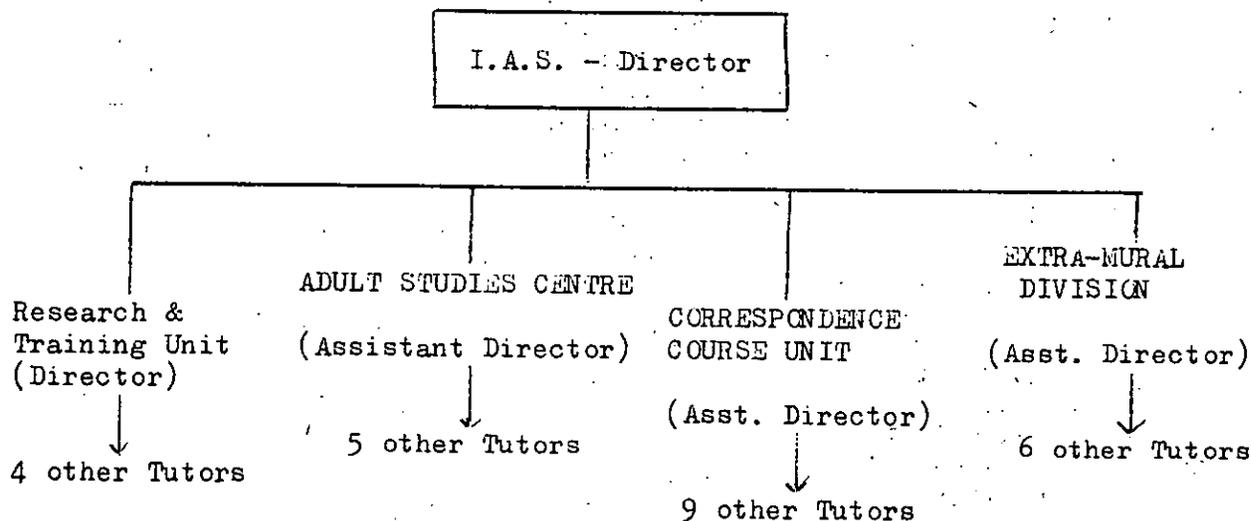
## II. PARTICULAR

- 5) The University of Nairobi has the Institute of Adult Studies, responsible to the Senate on all matters concerning continuing education.
  - a) Aims: The declared aims of Institute of Adult Studies are five:
    - i) to help create a better understanding between the highly educated minority and the majority of the people, many of whom cannot join the University as full-time students because of various other commitments;

- ii) to help create an informed public opinion without which there can be no effective popular participation in government,
- iii) to help enrich the cultural life of the rural areas thus making them more satisfying to live and work in,
- iv) to engage in research and training in adult education, especially for those who are involved in training others and generally to co-operate and aid other bodies involved in adult education,
- v) to enrich the University teachers themselves, by establishing close contacts with the general society they serve.

b) Organisations

The structure and organisation of the Institute of Adult Studies is as follows:



The 4 sub-departments form the Institute. Each unit is controlled by an Assistant Director, except, the Research and Training Unit which is directly under the Director, mainly because it is in the first stages of formation. Although each sub-department has its own specific programmes, there is a lot of coordination and joint activities.

6. Target Groups

- i) Research & Training Unit: A One-Year full-time Diploma Course in Adult Education for adult educators and extension officers working for government and voluntary agencies:
  - short-courses (1 week-end to 1 week) for similar officers (as in Diploma Course) in various regional centres, in adult education, leadership, development planning etc.,

- seminars on development planning for high level government officers stationed in the provincial and district capitals,
- short-training courses in principles and methods of adult education for school teachers, in an attempt to make them more effective members of the communities in which they live.

ii) Adult Studies Centre

Short, "tailor-made" residential courses (2 weeks to 3 months) for specific groups: adult educators from rural areas, women leaders, local government councillors, welfare and development officers, Members of Parliament, members of police, prisons and probation services, armed forces personnel, etc. Although these courses vary from group to group, depending on their special need, a sizeable part of the course is devoted to communication and human relations and general development of Kenya.

iii) Correspondence Course Unit

Mainly aimed at primary school teachers with inadequate educational background. The courses are also open to any other adult who has passed the Certificate of Primary Education, i.e. who has successfully completed primary education. Present courses cover the first two years of secondary school. Our courses are also being used by members of Cooperative Movement in training. Courses are now being prepared for those wanting to cover the full secondary school syllabus. During school holidays, Correspondence Course students attend residential courses at the Adult Studies Centre. We have 5 hours per week of air-time on the Voice of Kenya radio, to supplement our correspondence courses.

iv) Extra-Mural Division

The Division is made up of 6 Centres based on the main provincial capitals, where six university-employed administrative staff reside. This skeleton staff is supported by many part-time tutors, who teach in another 30 sub-centres spread throughout the populated parts of the country.

- General evening classes - once or twice a week for 30 weeks in the year. These are attended by adults wanting to improve themselves in their jobs, or those wanting general education for self-satisfaction. Many participants register for various examinations leading to qualifications similar to those for schools, e.g. London Ordinary & Advanced School Certificate.

- One to 2 hours public lectures followed by discussion on subjects of current interest in the country, which are open to general public, free of charge. Issues in rural (& general) development, politics, international affairs, are normally popular.

- Short-term seminars - similar to those given at the Adult Studies Centre - but at a lower level of complicity, but including many for farmers and small businessmen on improvement of their farms and businesses. These last from one week-end to more than 10 days, mainly non-residential as they are very localised.

7. If more resources were available, we could:

- Implement the mass rural education programme which aims at combination of radio, correspondence materials and study listening groups - directed to rural families. At present this is on the drawing-board, but will need funds for equipment and employment of qualified staff especially in combination of various media for rural groups.

- Organise more development-oriented seminars/courses at more rural centres.

8. Mainly covered under No. 6 above.

9. i), Correspondence Courses - as the courses cover the first 2 years of secondary education, successful completion of primary education is needed.
- ii) Adult Studies Centre - as courses are organised for particular groups, no minimum educational entrance requirement is sought, except that participants must be involved in the service for which the course is organised, e.g. must be a social welfare officer, or a Member of Parliament, etc. However, senior officers attend different courses from junior officers and the contents differ accordingly.
- iii) A student entering an Extra-Mural Division evening course should have minimum requirements for that particular course e.g. if he wants to join a course leading to stage II of Royal Society of Arts, he must have done Stage I course. Many of the professional bodies who set exams have specific entrance requirements and the students must comply with these.
- iv) For the Diploma Course in Adult Education, a student must have covered and passed the high school courses i.e. Cambridge School Certificate, London GCE Ordinary Level, or the East African Certificate of Education or their approved equivalent. He must also have worked full-time for at least 3 years in a field related to adult education.

10. The University officially awards only the Diploma Course in Adult Education after successful completion of the one-year course. The Correspondence Courses students and many in the extra-mural evening classes register for various public examinations. There has been no specific official statement re the place of the Diploma as far as promotion is concerned, BUT all those who have gone through the course have been assigned duties at a higher level, usually accompanied by more money and higher titles.

After completion of a course at the Adult Studies Centre or Extra-mural Division, a certificate of successful attendance is issued. Many of those have been used informally for promotion and for employment purposes.

11. Courses by the C.C.U. and those at the A.S.C. (which include the Diploma Course) are conducted in University - owned facilities at the Institute's Kikuyu Campus, 13 miles West of Nairobi. At the 6 extra-mural centres in the provincial capitals, limited teaching facilities are available. Therefore more than 95% of our activities outside the Nairobi extra-mural centre, are based on schools, community halls, and even in some government offices, turned into classrooms for the purpose. The Nairobi Centre used the University main campus facilities.
12. The library, yes (for reading, but not borrowing). We have no physical science based courses in Nairobi and therefore the University laboratories are not needed. In Nairobi, we use the Faculty of Engineering Workshops for computer courses and for car maintenance courses. In the provinces, a few schools have allowed us to use their laboratories for science classes. However, most schools would be against the use of their laboratories by strangers. To conquer this difficulty, we have used those schools' own teachers as our part-time tutors. In general, however, the laboratories are not available, but demand has not been high enough to demand our requesting the Ministry of Education to declare a general policy on the issue.
13. Most courses at the Institute are subsidized through government grant given to the Institute to the tune of £140,000 (1972/73). Students' fees are nominal for the extra-mural classes, (less than 1/4 of expenses), public lectures and up-country seminars are free. Correspondence students cover the cost of materials, books, postage and course - marking only; at the Adult Studies Centre, most students are sponsored by their employers, but the fees do not cover the Centre running budget. A few scholarships are available from international sources. Diploma Course students' employers pay full university fees.
14. Teaching at the Adult Studies Centre is done mainly by the 6 full-time staff resident there supplemented by another 10 persons or so from the Institute. We have also used a small number of staff from the Faculty of Education and the 2 research Institutes of the University,

and a few from government and voluntary organisations - roughly 15% of teaching being done by non-Institute people. The Diploma Course students attend one course for the Faculty of Education Diploma in Education Course, otherwise Institute of Adult Studies teaches it all.

An average of 30 course-markers (mainly secondary school teachers) are employed by the Correspondence Course Unit to mark the 7 subjects which are taught (English, Maths, History, Geography, Kiswahili, Biology, Physical Sciences); we have 10 full-time staff in this Unit, who write the courses and administer the programme.

About 10 out of some 150 part-time tutors employed by the Extra-Mural Division are internal university teachers. Our fee of 30/- per hour is not attractive enough to most internal teachers.

15. Short courses, normally one or two weekends in the year are given to part-time tutors. Each extra-mural resident tutor organises such a course in his area and staff members travel to help him. For the first time a course is planned for August to bring together some 40 part-time tutors for a week at the Adult Studies Centre. Correspondence Course markers will also have a week on similar instructions. Normally part-time staff are very bad at attending such training courses. We have started a system of duplicating relevant articles on teaching methods and psychology of adult learning and passing them to the part-time staff training is crucial seeing that most of our part-time staff are school teachers.
16. For residential courses at Adult Studies Centre and also in the regional centres, extensive use of case materials is done. Lecture, followed or combined with discussion, is a common method.

For Correspondence students, a science kit with all the needed chemicals and apparatus has been prepared and is part of students' material. They are instructed on how to supplement this with locally available material.

17. At the residential centre, teaching 16 mm. films are in constant use, overhead projector, slide/film strip projectors are also available. All staff members have undergone 2 two weeks intensive courses on use of various equipment, and many of these are now available for them.

Each extra-mural centre now owns a slide/film-strip projector and 2 sets of slides on development, and filmstrips on techniques teaching adults. A library of slides taken in Kenya is at an advanced position.

18. A very well run Correspondence Course Unit is an important sub-department of the Institute, offering courses supplemented by radio programmes, each 15 minute - programme being repeated once in each week. These programmes are also supplemented by one-week residential

courses both at Adult Studies Centre or in the provincial and district capital. At the Centre, tapes on all programmes ever broadcast by us are available for the students and they spend many hours replaying these.

19. A full study on the effectiveness of the correspondence programme has been done to supplement the many minor surveys done from time to time.

At the end of each residential course questionnaires are completed by students, and the information thus gathered is used in future improvement of courses.

Hardly any evaluation is done of evening classes and public lectures.

20. Within the Institute, it is accepted that courses given in the provinces are at a preliminary level and more advanced courses are offered at the Adult Studies Centre. However, there is no hard rule that only those who have attended the preliminary courses may attend the centre courses. Tutors teaching at the Centre are also heavily involved in the regional courses.
21. The Institute has been recognised as an important resource agency. We are called upon all the time to teach in others' courses. Also all our courses in the provinces are run jointly with the relevant government department, or trade union, to ensure that we have support for all our programmes, and also that what we teach is as the relevant department would wish to see taught. It also is cheaper seeing that government normally pays for accommodation of students if it is a residential course away from our own Centre. Also officers from those other organisations teach in some of these course albeit in a limited manner.
22. i) Finance is in the forefront. Although we have a grant from government, this could be more generous; for example, we have only £5,000 more for 1973/74 above 1972/73. We wanted £20,000 more, and we have learned to keep our requests low.
- ii) Qualified staff especially in some specialized fields such as mass media.
- iii) Lack of adequate understanding on the part of high officials (despite extensive educational programme for them!) on what we are trying to do. Hence not enough funds, difficulties in attracting some groups we would want for training, etc.
- iv) Availability of a large number of training institutions giving similar courses but where enough co-ordination has not been instituted to demarcate areas of operation. Hence we are refused at times various staff for training though not enough is being done for them.

23. i) Our 6 regional centres are inadequate for the whole country. We would open at least 3 more, and also employ about 10 part-time administrators (as opposed to teachers) in various strategic towns away from our Centres.
- ii) We would extend the Adult Studies Centre by another 30 beds (we now have 60) and also improve various other services at the Centre, e.g. dining hall, recreation facilities and library.
- iii) We would launch the rural mass education programme (see 7 above) to cover several districts. In the experimental stage we will need to use cassettes before we can ask the Voice of Kenya for air-time.
- iv) We would employ extra staff to enable the present ones to concentrate on higher degrees.
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