



K.I.A.



10 years

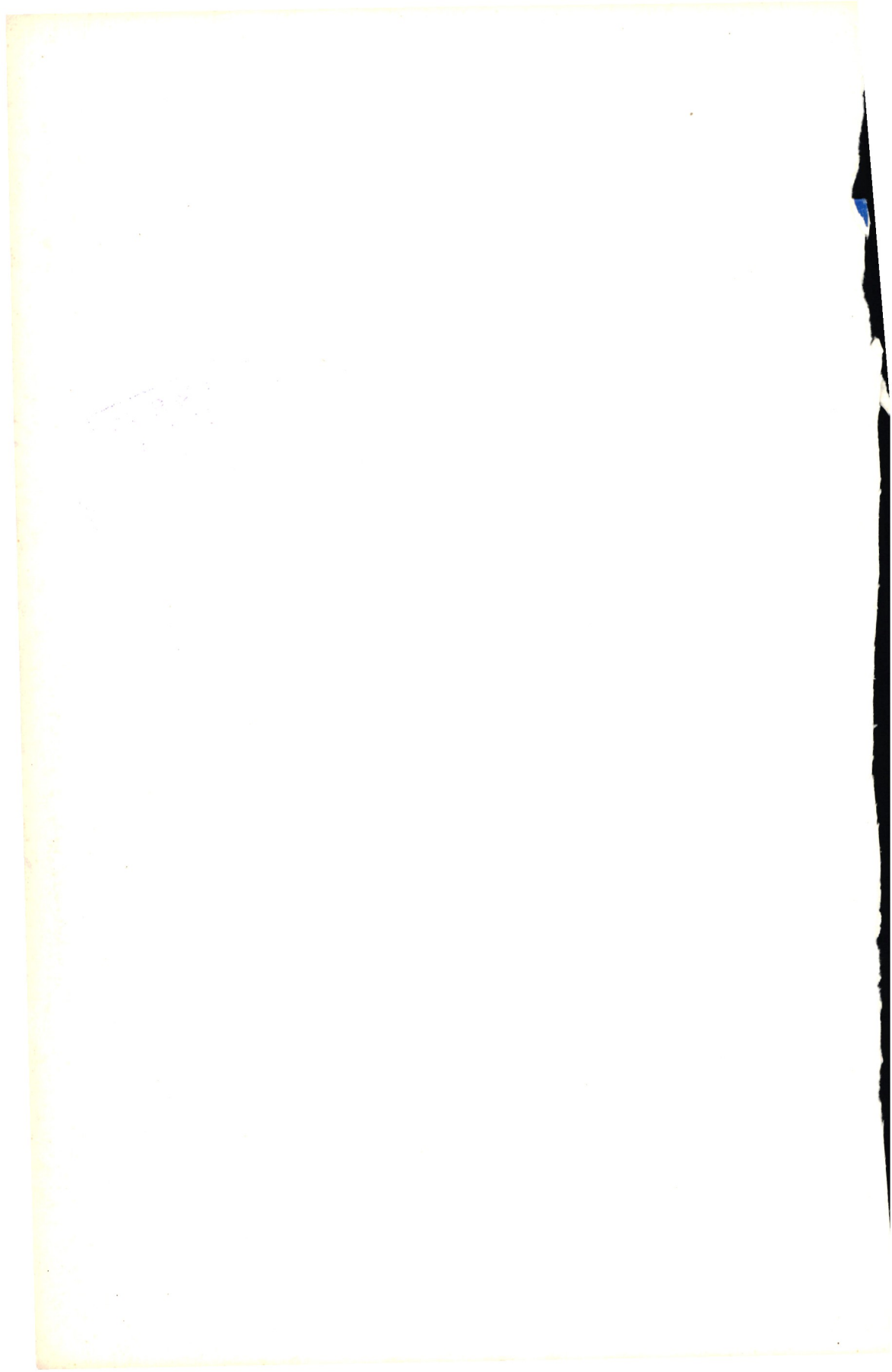
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Progress

1961 - 1971

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KENYA INSTITUTE OF ADMINISTRATION



Aerial view of K.I.A. Campus. In the foreground is the athletic field; on the left are residential halls. Tuition blocks can be seen on the far right opposite the football field. The Administration block is further right beyond the tuition block.

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**His Excellency The President Mzee Jomo Kenyatta, C.G.H., M.P.
Commander-in-Chief of the Armed Forces**

**MESSAGE FROM HIS EXCELLENCY THE PRESIDENT MZEE JOMO
KENYATTA ON THE OCCASION OF THE 10th ANNIVERSARY OF
THE KENYA INSTITUTE OF ADMINISTRATION, KABETE**

During the first ten years of its existence, the Kenya Institute of Administration has played a major role in the process of Africanizing the Kenya Civil Service through training. Today, the Civil Service has been Africanized 98 per cent. The Kenya Institute of Administration cannot therefore owe its future existence to the policy of training for Africanization. It is only fitting, therefore, that on this tenth anniversary, the Institute should launch itself on a policy of training for efficiency, dedication to the service and the development of a sense of mission and purposefulness to enable the service to carry out its many public responsibilities to the best of its ability.

Our 1969-74 Development Plan lays emphasis on Rural Development. The implied change of outlook and aspirations of our people means that the "care and maintenance" type of administration alone is no longer capable of adequately administering such change. It is only through the adoption of the most modern management techniques and the acquisition of new management attitudes and sympathies, through training, that the Civil Service can equip itself to meet the challenges of such change. The K.I.A. possesses adequate facilities and specialized personnel for this purpose. The fact that the K.I.A. has gained international reputation and assists, on behalf of my Government, in the training of nationals from other countries of Africa means that a meaningful training effort obtains here.

I am confident that the K.I.A. will successfully shoulder the new training effort of the present decade as it has done in the past ten years. Kenya's national development will be the positive achievement of men and women prepared through training to carry out those tasks that the national welfare requires from decade to decade or from one development plan to the next. On this Tenth Anniversary, therefore, I am delighted to be able to introduce K.I.A.'s second brochure and to wish it every success in its challenging task of providing necessary and relevant training during the coming decade.

Office of the President,
Nairobi.
November, 1971.

**MESSAGE FROM G. K. KARIITHI, THE PERMANENT SECRETARY,
OFFICE OF THE PRESIDENT, AND HEAD OF THE CIVIL SERVICE**

The public service is the executive instrument of a Government and is an institution through which Government policies and objectives, and hence the aspirations of the people are fulfilled. The political arm of Government can change, either as an outcome of national elections at the end of a statutory term of office, or possibly when some discipline is exerted by the people through a vote of no confidence in the national parliament.

Individual politicians can easily alter their allegiances, or their ideas, in the light of what they might see as new personal opportunities, or as they become more experienced, or, maybe when they get disillusioned about policies and slogans that at one time seemed appealing. The public service is not entitled to such privileges. It must have complete allegiance to the political Government of the day at all times. It is a permanent institution whose interaction with the public is designed to translate policies into tangible reality, whether it be new roads, water schemes, new schools, or many other developmental activities. Without an effective public service, the rapid economic, social and cultural evolution of a society to a better and more satisfying life—the avowed goal of most nations—cannot be easily attained. For a public service to be effective, it must be seen to deliver the goods of development to the people.

The Civil Service must not only absorb the shocks arising from the ebb and flow of political activity, but it must also essentially be able to cushion the country and the ordinary people against such shocks. In other words, the public service is a principal ingredient of national stability, keeping the machinery of the state always moving and continuing to activate all development and social services, irrespective of any changes— or even conflicts— on the political scene. A civil servant who thinks he can play the role of a politician usually plays with fire and the populace does not take long to disown him. But the converse is usually not true, for politicians can and usually do, join hands with civil servants on the agreed execution of certain public projects. This should be so.

Before Kenya attained Independence, the public service was colonial orientated and designed to serve its colonial masters thousands of miles away in London. Today, and ever since Kenya attained her *Uhuru*, the public service has been geared and reorientated towards serving our people in the course of nation building. This reorientation has been a tremendous achievement— an achievement which I am always proud to speak about. Today the Civil Service, with an establishment of over 80,000, is Kenyanized to the extent of approximately 98 per cent, and already our own citizens have begun to enter in sufficient numbers into those professional and technical posts that have not yet been fully localized. This commendable development of the Civil Service has to a large extent been through training— a process in which this Institute has played a major role.

Immediately after *Uhuru* various training schemes were mounted as “crash programmes” and were designed mainly with the aim of Kenyanizing certain key posts that were then held by expatriates. Hundreds of other training programmes, pre-service as well as in-service, were subsequently organized and these ensured the smooth take-over of responsibilities by our own citizens even where expatriates left us unprepared.

Training is a form of instruction or directed experience designed to improve an officer's performance in his present job or to prepare him for a more responsible one. It is possible to look at training as the function of helping the trainees to acquire and apply knowledge, (old and new) skills, abilities, and (actual and potential) techniques and attitudes, needed by the organization of which they are a part. The Kenya Government, much to its credit, considers that training of its national manpower is a vital prerequisite to the country's development, and spends a considerable amount of money in this Institute and others in making facilities available. In the process, the Government also hopes that people so trained will become true civil servants in the context of serving and not bossing.

We are a developing country faced with the problem of running and improving the machinery of the Government that came into being in 1963. In addition, we are undergoing major social, economic, political and cultural changes, which require that our personnel should be change oriented. To be able to handle effectively these responsibilities, and meet the aspirations of our society, which is literally changing by the month, our training programmes have to be adaptable at every stage to the changing circumstances. K.I.A. ought therefore to subject its training programmes to continuous scrutiny so as to keep the trainers abreast of the changing needs of the *wananchi*.

The K.I.A. has in the first ten years of existence been credited with the major achievements of training for the localization of the Civil Service and the local authorities all over the country. One can in addition identify K.I.A. as an institution which has been a source of the rejuvenating and revitalizing of public servants in the interest of dedicated service to the people.

Although there is no more significant need for training for localization, the training function must continue. We have new officers joining the service. These need to be given proper induction to the service. Many of our public offices require that we prepare the officers to fill them at professional level. It is also important that the public servants be imbued with the right attitudes, purposefulness and dedication to their work. K.I.A. has, therefore, still a very important function to perform. But perhaps the greater challenge for K.I.A. is to prepare the public servants that pass through it to be improvement and reform conscious, innovative and change orientated in conformity with the implications of the Development Plan, always mindful that development does not comprise aping or blue-print copying of the activities of other nations. Our national development is national because it is dictated by the needs of our people, and limited to our national environment and our natural endowments.

KENYA INSTITUTE OF ADMINISTRATION

ORIGIN AND PURPOSE

The Kenya Institute of Administration was founded as part of the Kenya Government's programme to provide for an efficient Civil Service and to provide training facilities for local government, community development and co-operative officers.

Shortly after the Lancaster House Constitutional Conference of 1960, a further conference was held on the public service, and this led to the formation within Government of a Service and Training Branch now absorbed within the Directorate of Personnel. One of its early functions was to Kenyanize the Civil Service with the greatest speed consistent with the maintenance of efficiency. To meet this challenge successfully, proper training facilities for the higher cadre of the Service had to be established. It was in order to provide these facilities that the Kenya Institute of Administration was opened in July 1961.

Today the training policy is the responsibility of the Directorate of Personnel. This responsibility is exercised through the Directorate's control of the common-cadre training institutions and of training posts, which are included in the estimates of the Directorate and not of the Ministry concerned.

To meet the training needs in various fields, there are now five departments under the overall direction of the Principal, and a Vice-Principal who is also the Director of Studies. The Department of Public Administration commenced its first course in July, 1961, closely followed in October by the Department of Executive Training. The Department of Local Government followed in May, 1962, and finally the Department of Co-operative Training, succeeding the East African School of Co-operation, in October, 1963. The Department of Community Development has had its name changed to that of Social Development Department to reflect the increased load of training social workers and probation officers in addition to community development officers.

Initial courses were run continuously, but a terminal system has now been adopted in order to provide staff with greater opportunities for research, and students with more scope for private study. The terms are of thirteen weeks each and run from January to March, May to July, and September to November.

On the successful completion of their course, students receive certificates issued by the Institute and describing the course they have taken.

STAFF

The Institute is headed by a Principal, assisted by a Vice-Principal and Director of Studies. Each of the five training departments has its own Head at Under-Secretary level. The three service departments, the Library, Audio-Visual Aids Centre, and Language, are at Senior-Lecturer level. There are 64 lecturing staff at the Institute. (*See "Who's Who at K.I.A."*)



One of the newly constructed staff houses



Main gate to the K.I.A.

The practical subjects which make up the bulk of the curricula are taught by staff who are not only professionally qualified but have personal experience of the work in which they instruct. They are able to draw on illustrations and cases from real life and maintain close contact with changing organizations and procedures so that their teaching can always be up to date.

GROUNDS AND BUILDINGS

The Institute has been fortunate in taking over the site and buildings of the old Jeanes School at Lower Kabete. The Institute is eight miles from the centre of Nairobi—far enough for an atmosphere of calm and detachment, and yet close enough for the facilities of the capital to be easily accessible.

The Institute has expanded its facilities considerably and now has the capacity for accommodation and tuition for 550 students.

A—DEPARTMENT OF PUBLIC ADMINISTRATION

The Department of Public Administration is one of the pioneering departments of the present-day Kenya Institute of Administration. It claims credit for its contribution to the Africanization of the administrative cadre of the Kenya Civil Service, in that many of the present-day senior and top administrators both in the field and Central Government offices passed through it. The department is headed by a Head of Department and is manned by a lecturing staff of nine, who possess varied qualifications and with a considerable wealth of experience. While many of the courses conducted in this department immediately before and after Independence were geared towards preparing local administrative officers for Africanization, it can rightly be said that Africanization was achieved by about 1964-5 and training thereafter has been directed towards preparing students to be more skilful and have better techniques, with improved knowledge for the purpose of improving the effectiveness of the Civil Service. The department has expanded considerably and the following training courses are regularly run in it:

- (a) Senior Management courses.
- (b) The Management Development courses.
- (c) The Advanced Public Administration courses for Administrative Officers.
- (d) Induction courses for Administrative Officers.
- (e) The District Magistrates courses.
- (f) The Police Officers courses.



Field visits are a valuable part of training programmes. An Advanced Public Administration Course visits a development project in Turkana District



A.P.A. Courses spend some of their stay learning Administrative Police Management

B—SOCIAL DEVELOPMENT DEPARTMENT

General

The department of Social Development runs three courses, namely, Community Development Officers and Community Development Assistant courses and the Social Work and Probation Officers courses. Training at the Community Development Training Centre was merged into K.I.A. in March, 1962. In January, 1968 the Kenya School of Social Work (formerly at Machakos) was moved and later incorporated as part of K.I.A. Since 1969 the Department has as part of its regular programmes the training of probation officers. The department in the initial stages used to be known as the Department of Community Development, but as its activities went beyond just the training of community development officers and their assistants, the name was changed to that of the "Department of Social Development" in order to include the additional training in other aspects of social welfare.

Broadly the Department aims at expanding knowledge, imparting skills and cultivating the right attitude and behaviour in its trainees, to enable them to appreciate the national development effort and know how best they can contribute to the mobilization of human resources in the rural and urban areas towards development activities. The training also looks at how best the evils that accompany development can be alleviated in society through the social welfare services.



A Head of Department leads a discussion group of Community Development students

Community development workers are charged with the responsibility of organizing self-help programmes for different types of projects. They also have the task of educating the general public to be development conscious. To be able to do this, a community development worker will require skills in Human Relations, planning skills and other skills including a strong sense of purpose, to enable him to encourage and promote social and economic development.

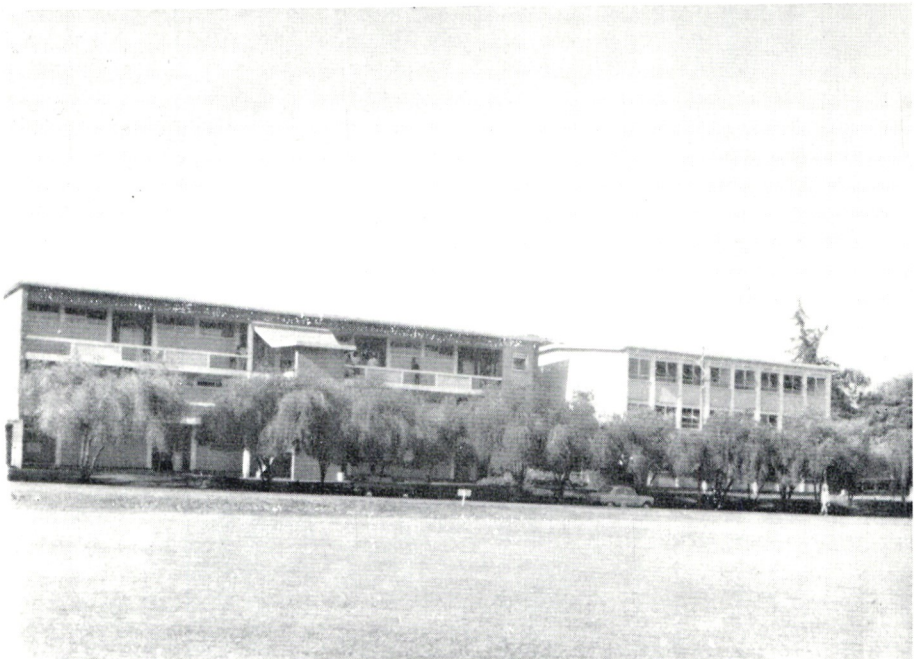
The programme for social workers aims at giving them a generic type of training so that they are able as social workers to operate in different situations. After training, social workers are employed in different fields of social services, for instance, as social welfare officers in the Ministry of Co-operatives and Social Services, as district social workers with local authorities and also as social welfare officers with private agencies. In addition, many Government ministries, such as Health, Home Affairs and Education, are now getting interested in the employment of social workers.

The CDOs and Probation Officers (POs) are sponsored by the Central Government for training at the Kenya Institute of Administration. The CDAs and some of the social workers are employees of local authorities, which also sponsor them for training. There are, however, a number of social work students who meet training expenses on their own, while international organizations and voluntary agencies have also played a part in sponsoring some students.

A number of African Governments have sponsored their own students to our courses here. These have included Swaziland, Botswana, Tanzania and Uganda.

C—DEPARTMENT OF LOCAL GOVERNMENT

The Department of Local Government is responsible for organizing training courses for administrative and financial officers of local authorities in Kenya and of the Ministry of Local Government. The main aim is to improve the standard



The three-floor tuition block

of operating efficiency of local authorities and to improve local authority staff to be more receptive to new demands for accelerated developmental activities. The Department offers a variety of courses to meet these needs and mounts new courses or seminars for which demand exists. Officers from other countries are also accepted on all the courses mounted by the Department.

The main Finance and Administration courses run by the Department usually last for one academic year and are at four levels. All of these courses lead to the examinations of the Kenya Accountants and Secretaries National Examinations Board, which was set up to provide examinations in finance and administration at professional as well as technical level, based on Kenya law and practice.

Finance Courses

1. Accounts Clerks Certificate Course.
2. Certified Public Accountants Course Part I (C.P.A. I).
3. Certified Public Accountants Course Part II (C.P.A. II).
4. Certified Public Accountants Course Part III (C.P.A. III).

Administration Courses

1. Administrative Clerks Course.
2. Certified Public Secretaries Course Part I (C.P.S. I).
3. Certified Public Secretaries Course Part II (C.P.S. II).
4. Certified Public Secretaries Course Part III (C.P.S. III).

D—DEPARTMENT OF CO-OPERATIVE TRAINING

The Department of Co-operative Training runs courses for the administrative and audit staff in the Department of Co-operative Development, and for managers, secretaries and accountants for the Co-operative Unions and Societies. The Department was established within K.I.A. in July, 1963, to take over the functions of the East African School of Co-operatives, which closed in 1962 after Uganda and Tanzania had established co-operative colleges of their own.

The Department aims at familiarizing the newly recruited officer with the nature of co-operative officers' duties. It also provides specialized courses for those who have been in the service for some time to arm them with the skills and co-operative techniques so necessary to senior positions within the co-operative movement and the Department of Co-operative Development.

The type of courses which are run now are much more advanced than was envisaged in 1963. The highest course available at that time was a three months' course for co-operative inspectors—now called co-operative assistants. The only other regular course was the six weeks' course for the staff of the smaller co-operative societies. The training of Government staff and advanced-level training for the co-operative movement has remained at the K.I.A., while the co-operative secretarial courses are now conducted at the Co-operative College.

Courses Run by the Department

1. Co-operative Management Diploma Course.
2. Co-operative Management Certificate Course.
3. Co-operative Accountants Certificate Course.
4. Co-operative Assistants Course.
5. Co-operative Officers Induction Course.
6. Co-operative Assistants Induction Course.

Other Courses

Seminars, refresher courses and conferences are held from time to time, as need arises.



A.P.A. course training in the use of arms

E—DEPARTMENT OF EXECUTIVE TRAINING

This Department was established in September, 1961, with the primary object of training middle-level executives in the specific skills and techniques so necessary for job efficiency in the three main areas of executive work, viz. Accounts and Personnel and Office Management. Since then it has become incumbent on the Department to assume a far wider role both in depth and vision and its aim today is not merely to ensure that an executive acquires technical competence and professional knowledge through, say, the training for a professional examination

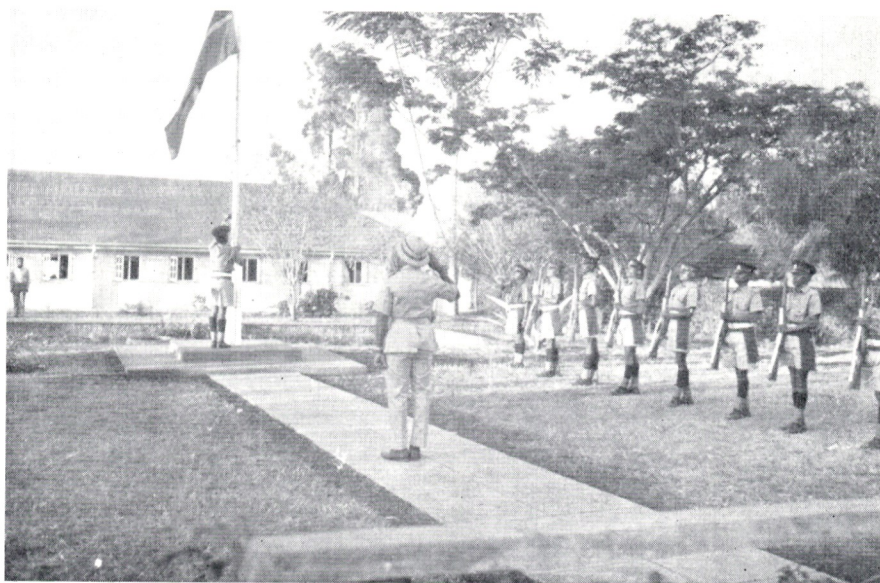
in Accountancy, viz. the Certified Public Accountants examination, but also to inculcate in him pride and confidence in national objectives and ideals as envisaged in the National Development Plan, by tailoring the teaching of Financial Administration to highlight the economic targets set out in the plan, and to the methods adopted and the progress being made towards fulfilling these national aspirations.

The junior courses in the aforesaid specializations were moved to the Government Training Institute, Maseno, in 1968, leaving this department to concentrate on the more advanced aspects.

The activities of the department are now geared to mount advanced Accounts and Personnel courses, Stores Management courses, Administrative Skills courses for professionally qualified civil servants, and departmental special courses for Immigration Officers, Hospital Administrators and the like.

Courses Run by the Department

1. The Certified Public Accountants Course Part I (C.P.A. I).
2. The Certified Public Accountants Course Part II (C.P.A. II).
3. The Certified Public Accountants Course Part III (C.P.A. III).
4. The Advanced Personnel Management course.
5. Stores Management Course.
6. Direct Entry Trainees Course.
7. The Storeman Course.
8. Administrative Skills Course.
9. Departmental Specialist courses.

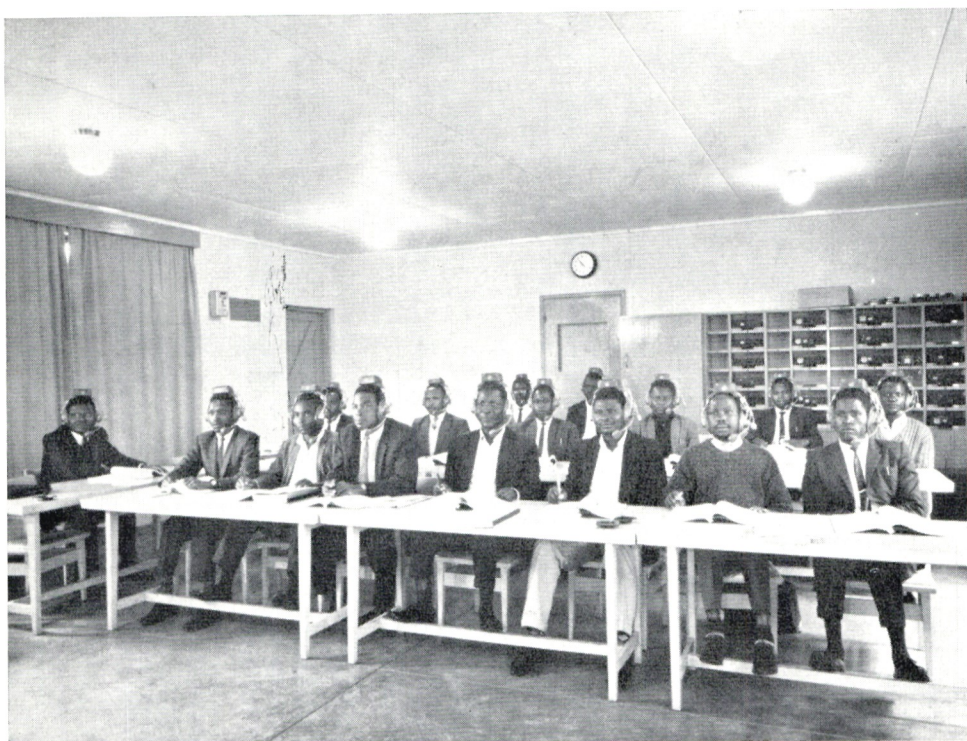


Ceremony of lowering the flag while an Administrative Officer on the A.P.A. course takes the salute

F—LANGUAGE DEPARTMENT

The English Department was set up in 1963 to improve mainly the written language of otherwise able officers who were severely handicapped in their studies. Areas covered included remedial language work and language skills such as official letter writing, judgment writing, report writing and summarizing of information. In addition many of our officers find themselves called upon to communicate with *wananchi* in Swahili. For these we have now started teaching remedial Swahili, mainly with a view to helping students gain mastery of the spoken language. It has therefore become necessary to change the name of the Department from "English" to "Language" in order to reflect the inclusion of Swahili.

The Department provides the required language work for all departments at the Institute. It has in addition organized its own courses in the use of a public-address system for the hostesses of the Ministry of Works and the East African Airways, and also for Voice of Kenya news announcers. A remedial English course for District Assistant Officers from the North-Eastern Province was once arranged.



A language laboratory is used in teaching language at K.I.A. In this picture a lecturer conducts a lesson by letting students listen to correct sentence drills, using headsets and audio notebooks

G—LIBRARY

The Library was opened in 1963 with initial shelving space for 40,000 books and wide holdings of periodicals, Government publications and other teaching and research materials. The library has since acquired additional shelving and seating space to keep pace with the rapid growth of the Institute, and can now seat more than seventy readers and adequately accommodate its staff, and plans are in hand to provide a separate reading-room for staff.



The main reading and shelving room on the ground floor of the library block

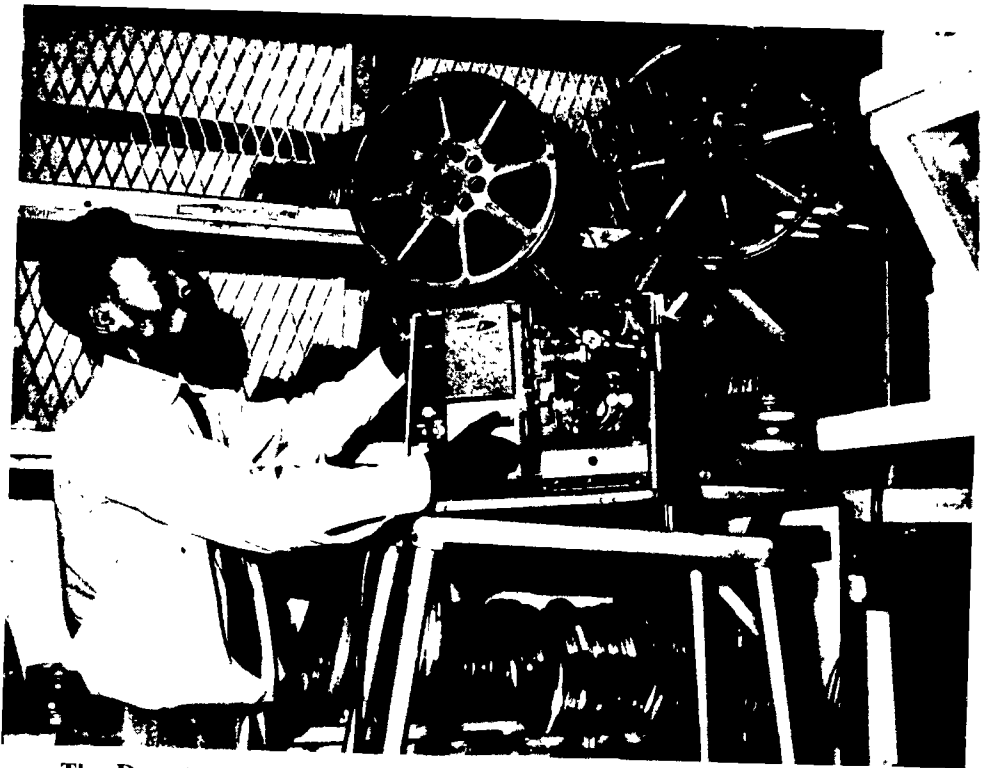
While the library covers a wide range of fields of study, its areas of specialization are those in which the Institute runs courses, i.e. Public Administration, Executive Training, Social Development, Co-operative Training and Local Government. Apart from the Institute staff and students, the library is occasionally used by Senior Government officials and staff of the University of Nairobi. Regrettably, many requests by outsiders, including past Institute students, have to be turned down on the ground that our present book stock cannot adequately meet the needs of our students and staff plus those of outsiders.

H—THE AUDIO-VISUAL CENTRE

The Centre houses an electronic classroom, an audio-visual classroom, a production room and a photographic darkroom. The audio-visual classroom provides facilities for the projection of instructional materials such as films, filmstrips, slides, transparencies for overhead projectors, and opaque materials such as photographs and other graphic material.

The production room is the main centre of activity for the preparation of instructional materials for the teaching staff. The centre is thus a service department with the following main functions:

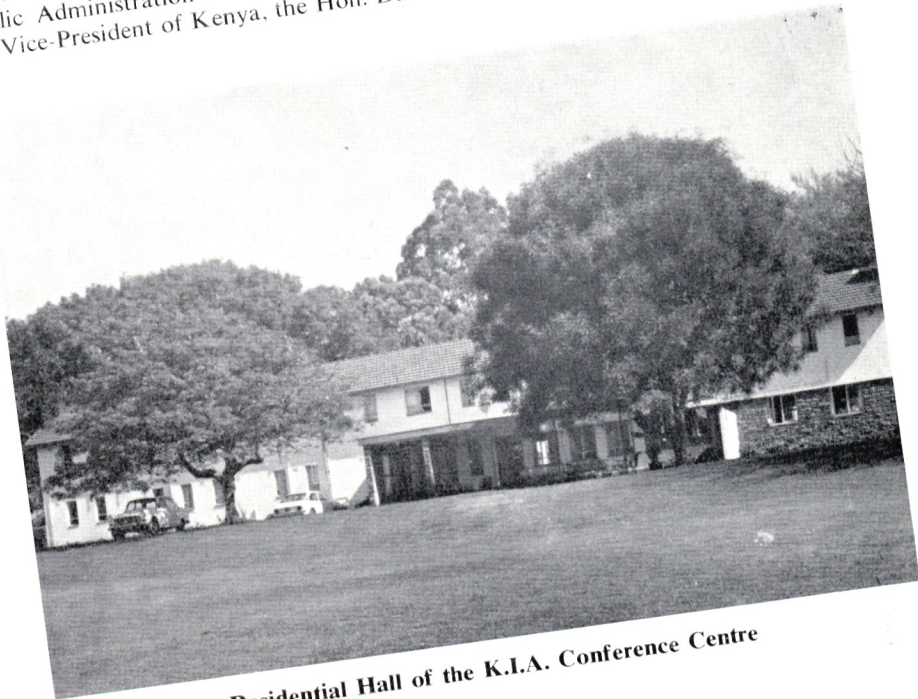
- (a) To prepare visual aids.
- (b) To instruct the teaching staff in the selection and use of instructional materials and equipment.
- (c) To serve as a resource centre from which instructional material and equipment can be drawn on request.



The Department of Audio-Visual Aids prepares instructional materials for the teaching staff. Here a projectionist runs a training film in the projection room

I—K.I.A. CONFERENCE CENTRE

The Institute has excellent physical facilities which make it a popular centre for conferences. A separate conference centre was renovated and equipped with the help of a grant from the Rockefeller Foundation. Since its establishment at the end of 1969 international bodies such as the ILO, ECA/African Institute of Development and Planning, UN/Water Hydrology Course, UNESCO, ECA/EATT, WHO, ECA/Directors Seminar on Planning Methods and Programmes, the Rural Development College of Denmark, the International Union of Local Government Authorities, etc., have held short courses and seminars. Kenya bodies such as Government Ministries and from the private sector have also made extensive use of the centre. This has not only helped the Institute build its name internationally but also has given K.I.A. staff a wide range of contact with important people all over the world. The most important seminar held and organized at the Institute was one of the Commonwealth Directors of Institutes of Public Administration held in April, 1971, which was opened by His Excellency the Vice-President of Kenya, the Hon. Daniel arap Moi.

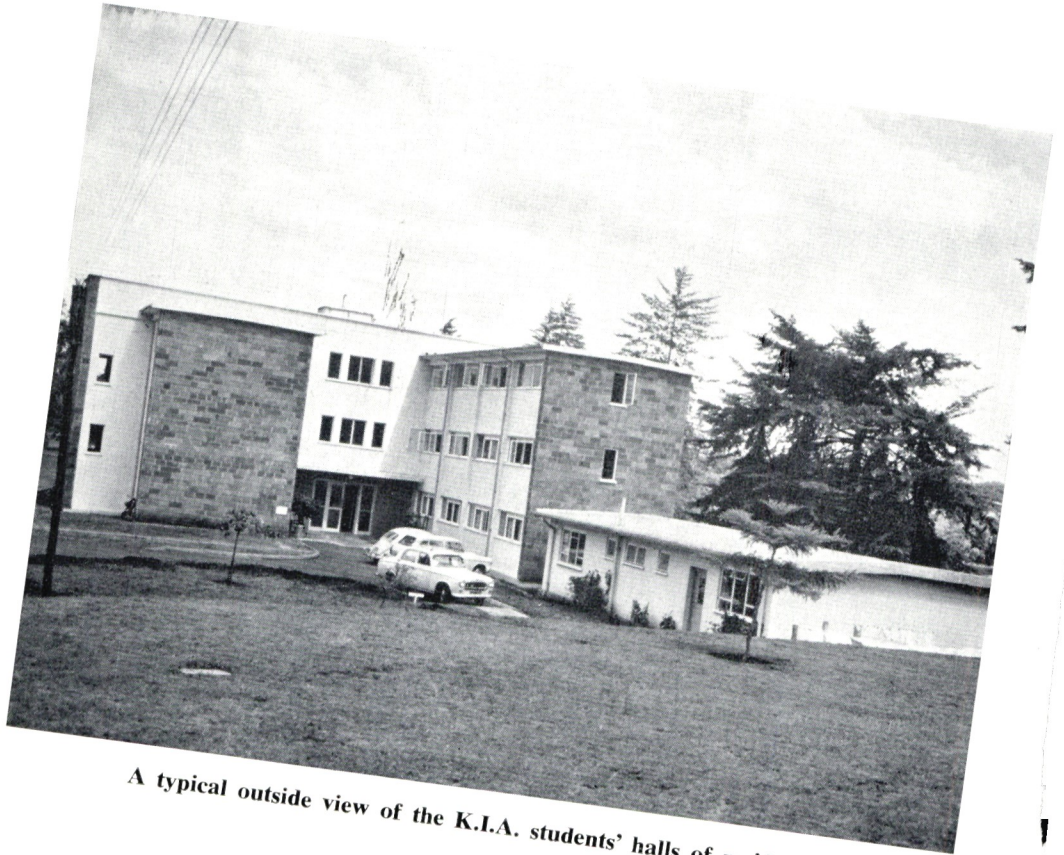


Residential Hall of the K.I.A. Conference Centre

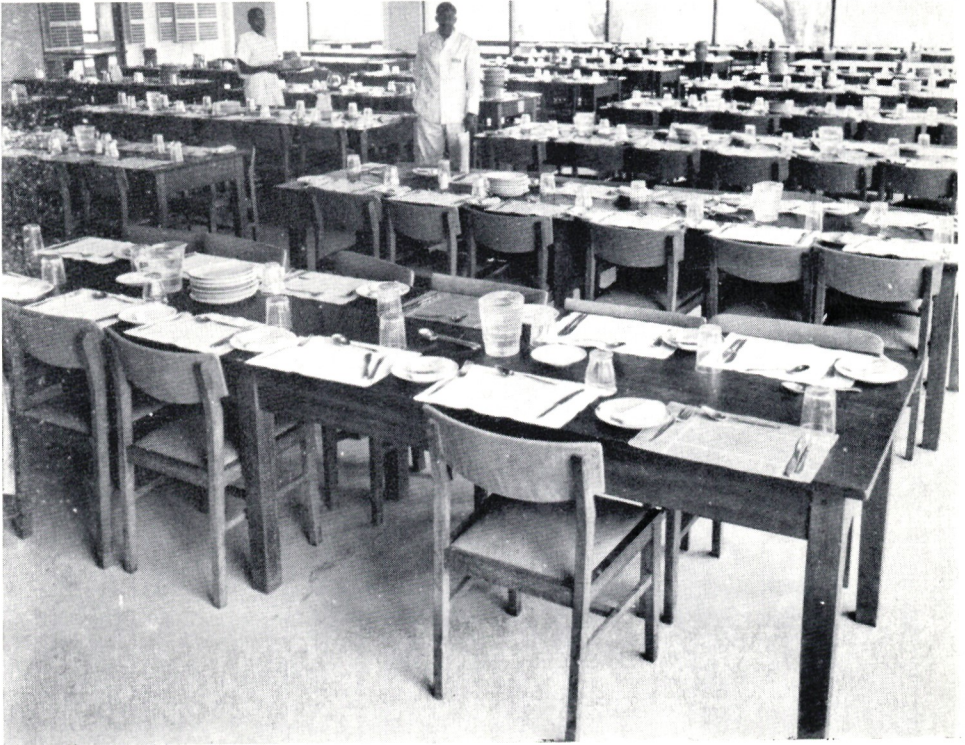
J—CATERING DEPARTMENT

The catering department is the biggest of all service departments. It has 70 members of staff—10 of them at the supervisory level with a cateress as the overall head.

Catering and housekeeping services, of a very high standard, are rendered to the main K.I.A. campus and the Conference Centre by this Department.



A typical outside view of the K.I.A. students' halls of residence



Lunch time—Inside the “Large Mess”, capable of accommodating up to 450 persons

K—THE STUDENTS COUNCIL

The Students Council is a representative body of all students. Besides concerning itself with the general welfare of students it also serves as a link between the students and the K.I.A. management. To facilitate smooth running of the council it is divided into five committees:

- Entertainment Committee.
- Sports Committee.
- Debating Committee.
- Publication Committee.
- Catering Committee.

The Students Council has proved to be a very useful body that unreservedly brings understanding between students and staff and generally arranges extra-curricular activities for students.

THE ROLE OF MANAGEMENT IN DEVELOPMENT

BY

ROBERT OUKO*

The role of management in development is inextricably linked with the formulation and effective implementation of plans thoughtfully conceived and regularly reviewed, for the promotion of economic, social and cultural progress of the people. With scarce financial resources and inadequate manpower supply, developing countries like ours in East Africa have the task of trying to achieve for our people within a few years a high and rising standard of living of the kind now enjoyed by people in the more developed countries only after scores of years of development. This helps to explain why, in our desire to fulfil this role, only the best of our efforts can be good enough—the joint efforts of all, not just of a few.

There has been a dramatic shift in objectives and priorities since Independence. Consequently, a new method of work and a new framework of attitudes must be developed and adopted in our efforts to serve these new goals. In this process, we must of necessity discard a whole set of defects left over from colonial administration, and eliminate a number of practices considered suitable in those days.

Management is part of a country's culture, and every country must solve its management problems in its own way. Thus, in seeking solutions to our management problems we should take due care to view them against the background of our own circumstances, and to take into account our stage of development and resource availability. The management problems that we have had to face are many and varied. However, I would like to discuss only a few of them.

ADMINISTRATIVE AND PROFESSIONAL STAFF

The first one concerns the traditional dichotomy between the professional and administrative or managerial staff. Under colonial administration, and even later, professional personnel were excluded from the line hierarchy of administrative officers, who alone enjoyed access to the highest-paid posts in the Civil Service. The effect of this tradition was to block the vertical mobility of professional personnel and other specialists to the top posts within their Ministries.

While recognizing the need to conserve scarce professional and technical skills by keeping doctors in hospitals and lawyers in courts, teachers in classrooms and architects on their drawing boards, it must be appreciated that as these professional men move up the promotion ladder their work becomes more and more supervisory. They supervise the work of their juniors and report on the latter's performance; they submit recommendations for policy formulation and assist in the preparation of draft policy statements; they partake in the formulation of the draft budgets of their respective Ministries and control the use of funds made available by Parliament to their divisions, etc. All these are managerial responsibilities. The obvious conclusion which emerges from this is that conscious efforts must be made to prepare such professional and other specialist personnel

* Dr. Ouko is Minister for Common Market and Economic Affairs in the East African Community. This article is an extract from the Tom Mboya Memorial Lecture which he delivered at the Kenya Institute of Management at Nairobi on 12th July, 1971. The author is grateful to the Kenya Institute of Management for permission to reproduce part of that Memorial Lecture.

for the management roles which they inevitably have to play.¹ Professional men and women have a vital role to play in the development of our society. Accordingly, personnel systems should be evolved which open avenues of access for them, along with the others, to the highest-paid jobs in the public service and in the private sector.

An important headway has been made in this respect by the Ndegwa Commission in their recommendation concerning the public service. The Report says: "It should be noted that these professional posts are included with all the others within the same 15 Job Groups and the 95-point single salary structure . . . We recommend strongly . . . that this approach should prevail in solving future salary problems; that is, by working within the common structure and not creating different job categories and thus reverting to the situation of many conflicting and incoherent salary scales."²

MOTIVATION

The second problem I wish to discuss is that relating to motivation. Workers give of their best only when they have a clear understanding of what their exact responsibilities are, what it is that they are expected to do, individually and collectively, and with what results; when they are made to feel a sense of belonging to an organization with a mission; when they are allowed to take part in decisions which affect their lives and the future of their career. Motivation remains a relatively neglected area of inquiry, particularly in the context of a developing African society like ours.

There has been on the market within the past few decades a large and growing number of books on motivation, and journals continue to publish results of various shades of research into this subject. However, a close examination of these works reveals that in the vast majority of cases, research on the subject has been done in foreign lands and in societies basically dissimilar to ours. Books and research findings of this kind obviously have their value in assisting us to understand what makes workers in other parts of the world tick, but they are not necessarily applicable in full to work situations such as those with which we are familiar. It is quite possible that the affluence of, say, Sweden influences a worker there in a manner different from that in which poverty and hunger exert its influence on workers in less fortunate countries. Similarly, it is possible that illiteracy and ill-health at his home base has a social and psychological impact on an African worker which is different from that experienced by a worker, in, say, the United Kingdom, where literacy and medical attention are virtually taken for granted.

Do principles of motivation have universal application in view of the universality of human nature, or is motivation subject to the influence of environmental circumstances?

Are African workers motivated by the same factors that motivate workers elsewhere? Take, for example, the experiment carried out by the British Glacier Metal Company in an effort to understand what goes on in organizations, and in particular the social systems under which a manager operates. According to the experiment, remuneration is based on the time span of discretion, i.e., "the length

¹ For a fuller discussion of this, see: *Report of the United Nations Inter-regional Seminar on the Development of Senior Administrators in the Public Service of Developing Countries* (Geneva, 19th to 29th August, 1968), p. 8, *et seq.*

² *Report of the Commission of Inquiry (Public Service Structure and Remuneration Commission)*, Government Printer, Nairobi, 1971, pp. 54-55.

of time which may elapse before the work of a person is checked and errors in it become apparent.”³ To what extent is this principle applicable to management in East Africa? Are any modifications necessary or desirable? If so, which, and if not why not? These and other questions need to be answered.

MANAGEMENT RESEARCH IN EAST AFRICA

This brings me to my major point on this subject. This is that we, as East Africa's indigenous managers and administrators, should intensify our research activities in the field of management to evolve systems and approaches that are consonant not only with the circumstances of our developing society, but also with the psychology and cultural background of our people, and above all with our development objectives. We should not confine our role in this field merely to passing judgement on research carried out elsewhere. I am of the opinion that we have in East Africa today an adequate supply of indigenous experts capable of executing this task of research. I do not refer only to the high-powered university staff that we have, but also to the many managers in responsible positions throughout East Africa, Permanent Secretaries and other senior administrators— including women, professional and scientific staff, provincial administration personnel, students, and many others too numerous to mention. We must always remember that the task of development rests squarely on our shoulders, and that whatever relevant contribution we as individuals or groups of individuals are able to make will be of critical importance in that process.

DELEGATION

The other area of inquiry I wish to highlight is that of delegation. The concept of delegation is that of investing a subordinate with appropriate authority to act on behalf of the delegator, to whom he remains accountable, especially for results. As Koontz and O'Donnel have pointed out, “there is a danger that a manager may fear to delegate any authority for decision making and may exaggerate the dangers or costs of mistakes by subordinates. An overburdened manager who does so may cause greater costs from delay or indecision than the costs he hopes to avoid by withholding decision-making power from subordinates.”⁴ Yet how often do we find that work is held up or an important decision is delayed because the manager or administrator is away on safari and there is no one else to help.

The delegation of decision-making power to subordinates should not be hindered on account of the likelihood of mistakes being made, but should be effected for two closely related reasons. Firstly, to relieve the senior officer of duties which he *can* delegate, and thus enable him to concentrate on responsibilities which he *must* personally shoulder. Secondly, because of the opportunity it provides for the delegatee to *learn* through practice the nuts and bolts of decision making—even at the cost of a few mistakes— for he, too, aspires to a position of higher responsibility requiring experience and decision making among other skills. In fact, one of the ways in which a manager or senior administrator is judged is the degree to which he delegates.⁵

³ *Modern Management Techniques*, An Edutext Publication, EDX 1388, Great Britain, 1971, p. 39.

⁴ Harold Koontz and Cyril O'Donnel: *Principles of Management* (McGraw Hill), quoted in *Report of the Ninth Inter-African Public Administration Seminar, Gaborones, Botswana, 3rd to 9th October, 1970*, p. 159.

⁵ For further discussion on this subject—see *ibid.*, p. 180.

Not all managers delegate adequately, and it would be of considerable research interest to find out why. One answer may lie in the belief of the senior executive that he can always do better than his subordinates. Would this kind of leader have done his training job properly? Perhaps not. The other reason may be the indifference or inability of the subordinate to produce high-quality work expected by the boss. I wish to suggest that part of the remedy to such shortcomings lies firstly in the recruitment procedures, secondly in the effectiveness or otherwise of training arrangements, and thirdly in motivation.

THE COMMUNICATION GAP

Another problem, which may be considered as an after-effect of Africanization, is the communication gap between the old highly experienced officer who has worked his way to the top through the years from a non-university base of education, and the young highly educated but relatively inexperienced entrant to the service. Here, the potential for conflict lies largely in attitudes. The experienced, rather elderly officer prizes his senior position as the culmination of years of hard work, often with roots in the pre-Independence period, while in the mind of the relatively young but highly educated man the rapid promotions in the immediate post-Independence period have tended to produce an unsettling effect. He tends to become impatient and frustrated. He sees little merit in keeping on top persons with less education than his, and wonders why management cares so little for his brilliance and talent.

This may be true or it may not. Experience is truly a valuable asset, for both public service and private enterprise. But so, too, is a trained mind—flexible and capable of logical reasoning. The answer, it seems to me, lies in a blending of the two qualities. There should really be no conflict between the two, if leadership is good. Education and experience should be complementary, not rivals. Experience is certainly necessary, but excessive reliance on experience alone as the criterion of promotion can and does have the undesirable effect of blocking the vertical mobility of young active graduates with a flair for getting things done. Yet it is this kind of man, among others, on whom the organization must count for the success of its future.

THE NDEGWA COMMISSION

My choice of the aspects of management which I have discussed above has been arbitrary, and does not conform to an order of importance or magnitude. On the whole, management practice in Kenya is of a high quality and it has not been my intention to give any impression to the contrary. Where I have raised questions, I have done so only to draw attention to areas in which I consider that improvement can and should be made, and to warn against the danger of complacency. It is none other than the current President of the Kenya Institute of Management, the Hon. Mwai Kibaki, who has urged people to be helpfully critical about their work. Said he, "our biggest problem is to be able, at every stage, to criticize ourselves".⁶ I wish, in this respect, to commend to all practising managers and administrators, and also to students of public administration and management, the Ndegwa Report to which I have already made reference and which, despite the controversy it has generated over pay for middle and low income groups and over the latitude it has provided for civil servants to partake in private gainful activities, is a national case study of management in the Kenya Civil Service and perhaps the most far-reaching management reform ever carried out in Kenya to date.

⁶ *Daily Nation*, 15th June, 1967, p. 4.



The Institute has good facilities for indoor and outdoor games. Here two groups of students and staff play volleyball and basketball

KENYA CIVIL SERVICE

CODE OF ETHICS

As an officer in the public service of the Government of Kenya I hereby solemnly and voluntarily declare that I shall, to the best of my ability, uphold the following Code of Ethics:

To observe the highest moral principles in the performance of my public duty, and always to be just and fair to all persons equally.

To give, in the service of my people and in return for the remuneration I draw from public funds, a full day's work each working day of the month.

To enhance my work-effectiveness as a public official through self-improvement and the adoption of up-to-date work methods in the discharge of my responsibilities.

To safeguard public funds and other public property entrusted to my care as a public officer, and to report misuse of the same whenever discovered.

Never to seek or accept favours or any benefits whatsoever which might in any way influence my judgement in the course of my official duties.

To avoid showing special favours to one person or group of persons which might be construed as discrimination.

To consciously expose corruption, nepotism and similar evils whenever these are discovered, and to endeavour to maintain high standards of honesty and integrity.

To observe meticulously the law of the land concerning official secrets and to protect all classified material from falling into enemy hands.

Not to discuss in public, information to which I have access by virtue of my public office, or the private affairs of persons brought to my knowledge in the discharge of my official duties as a public officer.

Not to engage in any business which may be inconsistent with the conscientious performance of my official duty, nor knowingly acquire or hold a direct or indirect monetary interest in an agency engaged in a contract with Government relating to matters falling within the function of the Department in which I am serving.

To uphold consciously and constantly the principle that my public office is truly a public trust.

Always to render service in full realization that I owe a duty to the Kenyans of tomorrow to strive for peaceful and prosperous progress, safe for my children and my children's children to live in.

PROFESSIONAL PURPOSEFULNESS AND ADMINISTRATIVE EFFICIENCY

H. J. Nyamu, Principal, Kenya Institute of Administration

Efficiency is an abstract term which can only be demonstrated through results. We can, however, speak of an efficient person, or an efficient service, if we are only thinking of the desired effectiveness of the person or the service. I must hasten to say however that "busybodiness" coupled with unbeatable eloquent verbosity are not necessarily demonstrative of efficiency. The only sure measure of efficiency is *results*. Results or effects of an action are normally anticipated before the execution of an action. In other words, people's desires, aspirations or expectations can be known well before their achievement. For instance, the collective populace of Kenya can be said to want higher standards of living than they "enjoy" now. They want to eat better food, clothe better, sleep better, rest better, travel better, farm better and so forth. The fact that they do not enjoy these "better" aspirations may imply a lot of things. Lack of resources like capital and manpower may be one reason. But the available means, e.g. of manpower, may not be effectively utilized to maximum capacity. In other words, assuming that at no one time shall we ever be able to satisfy manpower requirements in terms of progressive development, there can be only one way of ensuring that available resources are utilized to maximum capacity, i.e. through mobilizing and activating efficiency and channelling it as water is done through a turbine to produce desired power.

Efficiency is a twin brother of good human relations with talents of leadership and organization. It can, however, only be induced, drawn out of people through proper administration and management of people and work. Workers' attention can be drawn to the desirability of performing efficiently in meetings and lecture theatres without a ray of hope that they will be any more efficient than before. It operates only in two situations: first as a reciprocation to such practices as recognition of a person and granting of power with responsibility, and, secondly, if a person has a mission or professional sense of purpose to accomplish a goal irrespective of difficulties encounterable in the process.

Efficiency thus relates closely to a desire, a commitment, a conviction, or even an obsession.

One of the most efficient men that ever lived was Hitler. His efficiency was not based on conviction but on an obsession: the obsession that the Germans were the purest race and it was their right, therefore, to rule everybody else. Had his efficiency been based on conviction, he would not have been carrying out, through his Nazi scientists, experiments on the human body while the war was progressing, to prove the biological inferiority of the Jews. Churchill's efficiency, on the other hand, was born out of conviction: conviction that no one nation has the inherent right to dominate the entire world, basing its reasoning on flimsy notions of the superiority of one race over another. This conviction was shared by all the allies and certainly by non-belligerent nations during World War II.

There is one common ingredient between Hitler's efficiency and Churchill's, namely, total commitment of the mind and body by each of these gentlemen, to getting the results each desired. Hitler committed his entire political life to his obsession of Germans ruling the world. Every action of every German was controlled to contribute his best effort towards the achievement of the results pre-determined by and through that obsession. Churchill, on the other hand, committed his entire war-time life to the achievement of results based on a conviction that

it was wrong for any one nation to dominate all others. His was no obsession, for it was unreasonable and uncivilized then for any nation to enslave others or to endanger democracy. Totalitarianism through Nazism was anti-democracy. Even more unreasonable was the German claim to the pure-race theory, which could not stand up to scientific experimentation. The question of where one draws the line between conviction and obsession may be difficult to resolve. But Cassells' New English Dictionary defines obsession as "haunting", "besetting", "troubling" (as an evil spirit), "preoccupation of the mind of" (as a fixed idea). On the other hand "convince" is defined as "satisfy the mind of", "persuade to conviction", "*overcome by proof*".

Any good English dictionary will bring out the basic difference inherent in these two words. Obsession appears to be divorced from any kind of reasoning whereas conviction is born out of reason. But both, we must remember, are attributes which can, and usually do generate efficiency, and therefore results of one kind or another. The kind of results we are interested in for the purpose of this article are those envisaged in the Development Plan.

The purpose of all this in terms of manpower utilization in Kenya, or any developing country, is the urgent need to re-examine our work force, individual by individual, and evaluate the degree of the sense of commitment in calling, mission, professional purposefulness or even obsession with all the ideas that we call "development". Ideally, every public servant should be seen as forming the spearhead of development as a burning development agent obsessed with the urge, the will and professional purposefulness to bring about change as dictated by national aspirations and within the limitations of our natural environment and endowments.

I hope I am not interpreted to mean that we have no devoted officers in the public and private sectors of the economy. What should be questioned is my contention that there are far too many of us who today regard the service as merely a sideline of little or no consequence. Many of us do not even regard ourselves as career public servants. There are, indeed, too many officers who have lost the zeal that led us to prove to the outgoing colonial service our ability to take over the administration during the first years of Independence and to sustain its efficiency. We have today allowed ourselves to indulge in too many interests outside our own public responsibility. It is quite nonsensical nowadays to talk of "undivided loyalty". Our public work force has loyalties in excessive personal businesses and property. We have loyalties in unreasonable ambitions quite divorced from career considerations. We may even have loyalties to tribal groups, and, most unhappily, loyalties to self-aggrandisement to amass wealth for ourselves. What we sometimes do in our grandiose offices may not always be based on conviction, the urge, sympathy or even an obsession necessary to translate the ideas contained in the Development Plan into tangible reality. Rather, we are today tending to take service as routine, day-in day-out obligation to show our presence, attend meetings, pass on "the buck" to someone else and go off home, or to supervise some activity of our own during working hours.

Admittedly, not all of us fall into this description. Kenya is indeed lucky to have some officers and workers of the highest degree of public spirit and devotion to their obligations. But my contention is that many among the current serving officers are only going half throttle instead of full blast. It is even true that the men who really keep the service going form a very tiny fraction of the total work force. Unfortunately, this tiny fraction is getting disillusioned because it is increasingly feeling cheated to continue toiling with singleness of mind when some others are efficiently utilizing official time, or even their public positions to over-acquire inordinate private estates, real or personal.

I believe in the ability of the Public Service Commission to select only the best officers for the service. But this "bestness" appears to fizzle out somewhere along the line and reasons are not too hard to find. In a country where the Civil Service is so well (if not too well) paid, it is not unreasonable to expect—

- (a) immediate action being taken to stop active participation of public servants in businesses beyond limited ownership of certain types of property and share holding, e.g. activities in which their energies do not get dissipated through personal planning, management or supervision;
- (b) deliberate steps being taken to ensure that job specification of an officer's schedule of duties is sufficiently interesting and captivating to generate a desire in an officer to want to accomplish those responsibilities, and to enjoy doing so and expect appreciation for doing so;
- (c) work objectives and expected achievable targets being set and a requirement to explain failure adequately demanded by the administration, and each small department preparing their extracts from the main Development Plan as a targets or objectives pamphlet;
- (d) effective machinery being set up to make it possible for the Civil Service to weed out "dead wood" from the service without any non-Civil Service interference.*

After all, what price do we pay for being so well paid? We are basking in the free sunshine of a "do-what-you-will" attitude, totally lacking in close supervision and discipline. The service does not even have any effective sanctions for righting public service misdemeanors. Yet, somehow and quite unbelievably, we have managed to plod along with the circular system, which has only worked because of the few at the top who possess and cherish a sense of mission in our public service, and a handful of faithful lieutenants who are quietly efficient in their supporting positions, but who are also beginning to flag because they feel cheated. Honest service in itself is to public service what profit is to the private business. The question is what we can do to enable us to view *service to people* and country, *as an end*, rather than as a sideline that ensures a monthly pay, house-to-office mileage claims, disturbance allowances, etc. In other words, how can we develop a sense of mission in every public servant and do away with the present witch-hunt for more money, status for status's sake, and wealth? If we can spare so much energy to supervise, plan and manage several personal businesses, it means we are not giving as much as we should to the service for which we are paid through the sweat of the tax-payer. Perhaps we should remind the unreasonably rich, that wealth has never been had in sufficient quantities to a point where a person could say, "I shall now sit and enjoy the fruits of my labours". St. Paul in one of his teachings warned that the love of money was the root of all evil. Today, only the Bible contains this statement in its original version. Modern man, who is a professional materialist, has conveniently amended this to read "Money is the source of all evil". How interesting, that it is no longer the love of money exercised by man that is the matter, but the *actual coin* that must be blamed! Man, according to man, is without blemish!

I have chosen to write on this topic because it contains certain things that everyone knows to be true and harmful, and yet we do not talk about them. One fears jeopardizing one's position by talking about or writing on certain basic subjects. I believe we should feel free to express freely our ideas on how to improve a service of which we are part and parcel, i.e. self-criticize ourselves or re-examine our standards and principles. In the process, we are bound to point out what we consider to be wrong and needing improvement. But there are too many good

* "Dead wood" in this context has nothing to do with a person's potential or latent inefficiency —rather it connotes ineffectiveness caused by other interests outside public service responsibilities.

officers who talk quietly and in private against certain practices without making their views public for fear of some form of victimization or another. It is, in my view, regrettable that this should be so, because if we are serious with ourselves, we should not spare ourselves and let things drift. The service must be inward looking also and subject itself to self-criticism, designed to improve or correct undesirable tendencies that could even bring the machinery of administration to a grinding halt—to our own destruction and that of our children.

The sense of mission that I have elsewhere called conviction is that state of the mind which conceives, or borrows an idea and causes, in a person, a burning and all-conquering determination to translate such an idea into reality. The measure of how well, how quickly, how solidly and how smoothly (or roughly) the results have been achieved, or not achieved at all, is a measure of efficiency. There is therefore a very close relationship between mission (or purposeful career devotion through conviction) and efficiency. But a sense of mission does not only have to be related to the Development Plan, i.e. what we must accomplish for the future. A sense of mission or conviction in one's responsibility can also be built up around routine administrative duties. A lot of public business is, in any case, routine; so that issue of licences, routine accounting duties, writing of testimonials, replying to letters, granting appointments, routine supervision, registry routine, secretarial routine, etc., are very important "recurrent" duties. But unless they are performed by public-spirited officers as though they would benefit ourselves, and, therefore, to the best of our ability, the public may well one day show its wrath in one way or another, through its elected representatives. Senior civil servants have yet a lot to learn regarding their position and status. We pay lip service to our being "public servants" without as much as attaching any significance to the fact that we are actually paid from public funds. The ordinary tax-payer maintains us in order to serve him. The time is soon coming when the tax-payer will be as educated (if not as clever) as ourselves and will be in a position to question the propriety of occupying positions that we cannot justify. Increased formal and adult education is seeing to that. The only defence we shall have then, will be to have no cause whatever for the public to question our own positions, integrity and efficiency. We should realize that the taxation from the entire Civil Service alone cannot meet our salaries for even half a month with the present level of remuneration and the standards that the tax-payer has so accommodatingly enabled us to create for ourselves.

To come back to the central theme of this topic, it would appear that the kind of mission, conviction or even obsession that is required of us to activate efficiency could be deliberately created through administrative action. Many an officer would like to have a fair chance to demonstrate efficiency. There is, after all, a lot of reward in public service when results are appreciated by the people we serve. This is perhaps the greatest incentive, apart from promotion, that the public service can offer. But there are various frustrations that tend to and do actually stifle public servants' exercise of their potential ability to be efficient. One example is most prevalent in the entire service. Too often, new officers are issued with letters of appointment, and they may be given an office or told to come a week later when an office is available. If an office is available, they sit and probably wait for a file to be minuted to them with desirable action indicated. Thereafter, the officer is left to himself, ignorant, uncertain and baffled about his entire surroundings, not only within his new department but in the entire service.

The kind of knowledge that appeals to a person's ego in the service is to know:

- (a) his position in relation to all his colleagues;
- (b) his personal responsibilities and obligations;
- (c) his helpers departmentally as well as Ministerially;

- (d) who he can go to at any time for advice and help in personal matters;
- (e) precise job specifications: areas of independent decision and those that require guidance;
- (f) enjoyment of seeing his efforts being appreciated or producing desired results.

These and many others are the simple incentives that make a person build a loyalty, a commitment and an urge to strive to be efficient. Mistakes made in the process are lessons that every good officer must learn from.

Recently, a senior officer was offered an appointment in a Ministry to handle a national responsibility. For several weeks, he did not know who was who in the Ministry. He did not know to whom he was responsible and he could not carry out his "imagined" responsibility with any sense of finality and confidence. If this is not waste of manpower productivity, nothing is.

Quite contrary to common belief, employees do not always regard wages and salaries as the most important priority in their working life. A lot of research done on this, particularly in the U.S., reveals that the average employee wants, strictly in that order:

1. Appreciation for work done;
2. a sense of belonging and a feeling of being wanted;
3. help on personal problems;
4. job security;
5. good salary or wage;
6. interesting work --not necessarily easy;
7. chance for promotion;
8. loyalty to other workers;
9. good working conditions;
10. tactful discipline.

These are some of the most important criteria that, in some developed countries, have helped to produce workers with a mission, and conviction in the propriety of doing a good day's, month's, year's, decade's work. Such also are the considerations that generally ensure the creation of undivided loyalties to one's employer. Only in good working climates can we have cases of employees sticking to their jobs for a life-time. Job-hunting should not be necessarily attractive if the right working climate prevails in a person's employment situation.

This country has a first-class Establishment Department of enlightened, forward-looking officers receptive to ideas and change. But these officers cannot spend their time going round to see that Ministries and Departments provide proper working conditions for all workers on the lines indicated above. The service should also thank its lucky stars for having a Treasury that has understanding and sympathy for development, and is equally receptive to ideas and change. If, therefore, the Administration does not take advantage of these favourable conditions and resuscitate that "fireballness" that we experienced in 1963-1965, a golden chance will have been lost forever. The "benevolent obligation" to the public demonstrated by unreserved involvement, by the civil servants, through generous contribution to Harambee programmes is highly commendable, but it is not what this article is concerned with. There is a difference between voluntary demonstrations of "paternal" willingness to participate fully in Harambee efforts on the one hand, and a mandatory service requirement for officers to show true "public servantness" in their normal office routine and particularly during their interaction with the members of the public our true masters.

If an officer gets tired and begins to relax for one reason or another it should, ideally, be he who should confidently ask to be relieved, particularly if other interests weigh heavily upon his public duty. Since this ideal position cannot be achieved, the service should not find it difficult to evolve machinery for relieving them, through retirement, in order to take part in those other activities that attract their attention more, and which they would probably perform better without constraining the public service with their half-productive presence.

The purpose of all this is not to imply that public servants should not have some sort of property. Indeed it has already been mentioned earlier that the writer would not object to public servants owning the kind of property that did not involve the personal planning, management or supervision of a particular public servant. For instance, share holding is the kind of business that hardly involves the share holder's mind in any way. Owning of a residential plot or even a small "hobby farm" could be some of the activities which will provide variation and breaks in the monotony of office routine. The dangers, however, begin to creep in when there is no limitation on the extent of how much private activity is in consonance with the requirements of the Civil Service. The attraction to own as much as possible is a normal human tendency. But if this tendency is unbridled and tends to go contrary to Civil Service theory and practice, then there should be ways and means of dealing with excessive indulgence in business activities that interfere with desirable standards of efficiency.

It is a well-known fact that colonial civil servants did have property and land in this country, but in the majority of cases such property may have been bequeathed from their families, and it had been probably amassed over a long period of years. But the kind of ownership of property practised by these gentlemen did not, for some reason, seem to affect their efficiency in the same manner that the indigenous service is being affected. Perhaps the colonial service had a strong colonial mission! This, however, needs a little elaboration.

The professional purposefulness that we now require of the indigenous civil servants has got a slight touch of difference compared to what was expected and what could have been said of the colonial civil servants. The colonial, non-African, or non-indigenous civil servant worked surrounded by some mystery which made him maintain a kind of social distance from the people he ruled (not so much served). The local civil servant cannot, even if he wanted to maintain this social distance because he is not a ruler but a servant of a people as black as he is, as poor as he should be, and born and bred in nearly similar circumstances as himself, including having gone to primary school barefoot, without lunch, and for a distance of five to ten miles like many other Kenyans.

The colonial civil servant was "special" and mysterious. He had his own exclusive "white" clubs and other places into which the "uncivilized" Africans he ruled were not expected to stray. The people he ruled over, therefore, had no knowledge of his private interests, since there could not be any question of social interaction after 4.30 p.m. or during weekend parties. His having property or not did not therefore influence the behaviour of the general populace towards him. But even if it was known that he had some property some place, it was not something to be questioned, because the white man was always "right" and was supposed to be rich anyway. He was also accorded, submissively, the right of being in possession of all the best of the very good things of life.

It was therefore normal to identify the white civil servant with wealth, because he was the ruler and master. He was not, as such, considered an equal of the populace socially or economically. The indigenous civil servant today faces a very

different situation and set of attitudes. His official philosophy is that of African Socialism—or at least it should be that. Politically, he is an equal of the general populace he serves—not rules over. Economically he has initially been seen as an equal, although accorded a certain degree of recognition as a man who can advise and one who knows how to go about improving other people's economic status. His "word" has weight but he is not expected to use his "word" and weight to benefit himself alone. His comparative and unproportional economic rise, if and when it takes place (as it has in several cases), appears too conspicuous, mainly on account of how short a time it takes for a young but educated officer to create a huge economic gap between himself and those that surround him.

The populace do not accord him any dubious privileges based on the colonial "ruler-ruled" mentality. He is, to them, a Government officer who should live decently and serve as an example for emulation by them, and give useful advice on how available benefits of knowledge and materials can be utilized to the best advantage. As a local servant then, and tied to the common people perhaps through family, early schooling, marriage and common public social places, the public servant of today becomes a distinct kind of officer from his colonial predecessor, and there can be no question of our service today behaving and living as though they were mere substitutes of colonial officers. There is no comparison.

It must be said in the same breath that civil servants must play a leading part in Africanizing the private sector, but not merely by using their positions to own the lion's share of Africanized business *while still in service*. They can do this by leaving the service first and leaving it to the younger, upcoming generation. I still maintain that we cannot serve two masters, and it is a matter for us to take a decision where we want to belong.

The idea of "dead wood" mentioned in the Ndegwa Commission Report should be seen, not as a condemnation of persons, but as a suggestion that what appears to be an unsuccessful officer in public service can probably contribute much more in the private sector. There is such a thing as incompetence becoming evident in certain types of people as they get promoted many times in the same job to higher positions. Those who, while in the Civil Service, have discovered their business acumen should come out in the open and realize that this may be their chance to serve this country from without the public service, instead of letting other public servants know that they cannot possibly devote all their time to public responsibilities on account of other outside and personal preoccupations.

All this amounts to throwing a personal challenge, to all of us, of being able to objectively select, or determine, and decide where one will best serve the public with a singleness of purpose untrammelled by too many demands of a private-interest nature. It is also a challenge to all of us to subscribe to a commitment to professional purposefulness and efficiency. It is a challenge to stop the *kazi ya serikali* mentality which tends to remove us from that *serikali* and discourage us from making sacrifices even when we know they are for the good of our people and ourselves. It is a challenge to exalt the saying that good and honest work is its own reward: a challenge to make a well-done job an end in itself.

Public servants must decide to do one thing and do it well instead of trying everything and doing none well at all. One wants to hear the civil servants relaxing after work, talking about administrative and management ideals and efficiency, of how to go about development projects. One wants to see new entrants to the service cared for more and properly initiated into the service.

This paper is a challenge, humbly but honestly offered to the reader. The writer knows that younger officers in the service think this way, if only (probably) because they have not reached their age of incompetence. Efficiency is born out of a singleness of purpose in any human endeavour, and something of a missionary's zeal to accomplish and enjoy the satisfaction of the accomplishment of both the action and ourselves. It goes with a total commitment of the mind and body, and what remains to supplement its smooth functioning we can teach at the K.I.A. We can teach human relations, leadership, delegation, decision taking and all the other facets that ensure efficient operations in an organization. All we need is to be assured that participants attending courses at the K.I.A. are men and women such as this paper has tried to describe.

MESSAGE TO THE KENYA INSTITUTE OF ADMINISTRATION

**By Mr. J. N. Oluoch, the Permanent Secretary,
Ministry of Co-operatives and Social Services**

Before the K.I.A. came into being in July, 1961, the Ministry of Co-operatives and Social Services, through the then Department of Community Development, used to mount a series of courses and seminars to train and to orientate both officers and field workers on the importance of rural reconstruction. The training was particularly for the teaching staff and the *Maendeleo ya Wanawake* Organization, but it was not until March, 1962 that the actual Community Development Programme as we know it today began at the former Jeanes School, Kabete which is now known as K.I.A., and with this new concept in both approach and orientation the changes started bearing their fruits.

In the year 1962 to date, 121 Community Development Officers, 55 Community Development Assistants, 95 District Training Instructors and 100 Social Workers have attended either in-service or pre-service training courses. Later on 732 departmental officers have participated in seminars and conferences organized in this Institute. It should also be interesting to note that before independence, the Department consisted of about 20 expatriate officers, with perhaps one or two African staff, but with the advent of independence, it was realized that there is need for rural reconstruction development and with this in mind, the Government announced the launching of the National Community Development Programme coupled with re-birth of self-help work concept.

To go back to this programme with the increased rural development activities, more Community Development Officers and other staff were to be recruited both from Local Government and Central Government. After their recruitment, they were found not to be fit or they did not have the necessary skills required for the implementation of Government programme on National Rural reconstruction. It was only possible with the help of the K.I.A. for the Government programme in this respect to succeed. It is, therefore befitting to congratulate K.I.A. on the 10th Anniversary since its inception. Not only on this particular programme where the K.I.A. has contributed to this Ministry, it has made numerous contributions to other areas of our activities.

Apart from the training of the Community Development Officers and the staff, this Ministry has been very fortunate to have staff for the Co-operative movement trained at the above Institute. The K.I.A. has made a very solid contribution towards the training of personnel for the Co-operative movement throughout the country. It has also contributed to the very solid foundation on which the Co-operative movement now rests, without which the movement could not have come off the ground. Today we can boast of several accountants, Co-operative Assistants, Assistant Co-operative Officers, Co-operative Officers and a good number of staff employed in the Co-operative movement who have been successfully trained at K.I.A. This is not a minor contribution by any means. It is a major contribution to the Republic of Kenya and indeed to East Africa.

On this day, it would only be fitting for the Ministry of Co-operatives and Social Services and the entire personnel who have either gone through training at K.I.A. or who have worked along with those trained at the Institute to congratulate the Principal and the staff of the K.I.A. for the solid achievements which have been attributed to this Institute. We all join in the celebration and we all call for the rededication for further betterment of K.I.A. to be enshrined in our hearts and minds.

LOCALS CAN BE MADE THE REAL EXPERTS—THE EAST AFRICAN EXAMPLE*

By JAMES H. OBASO

Part I—Africanization—The Subtly Incomplete Exercise

There is a book that bears the title, *Lying with Statistics (Figures)*. As with anything else, it is also very easy to lie with statistics. The danger is that of facing having to be found out, as is always true in cases where truth and objectivity are avoided. "Truth always will out" is a maxim which confronts any liar sooner or later and this is very much the situation we are bound to find ourselves in if we believe too unquestioningly the figures that we have available to prove what a high rate of Africanization we have attained in East Africa.

When the Kenya Institute of Administration was started in 1961, as it is still continuing today, its main focus was on training. But it was training with another secondary focus of Africanization, which at the time carried a lot of political weight. Because of political reorganization in preparation for independence, K.I.A.'s secondary function of training for Africanization became the only emphasized function, and training *per se* could nearly have been said to lose face. It was not long before the object of Africanization was realized, but this did not mean training would end.

The rate of Africanization has continued very steadily, and among politicians the percentage is highest, with Heads of all the East African States being 100 per cent Africanized since independence. The same is true for most political statuses and Civil Service political appointments.

The question is, however, what do the statistics mean?

Collecting of data to arrive at figures such as would interest us in an area like that of Africanization is not too difficult to do with easy reliance on the scientific method. It is their interpretation that poses a problem.

Since the concern of this paper is administration, one may wish to focus here on "decision making", which is the critical element of administrative operation. Who makes decisions and with whose influence? Is the East African administrator in a position to make his decisions without any political, social, foreign or technical-aid pressures? Is he, or can he be free from the influence of advisers? Can he be free from the pressures of money providers in his decision making? Or is he merely a victim of old precedents? If precedents, which are they, traditional African or ex-colonial?

The incompleteness of Africanization is in fact not subtle. It is very conspicuously overt. Here we can be thinking of the trained East African, with skills relevant to employment as an administrator. If his Minister for Finance comes back from a globe-trotting trip to announce he has obtained enough aid to run many projects in the whole country for ten years,¹ how much would this facilitate the administrator's independent decision making? Some of the questions already raised point to the fact that several handicaps exist which make it difficult for the administrator to operate independently and objectively. There are the problems

* This paper, now reorganized, was initially written under the title "Justification for Giving a Local Orientation to Administrative Training in East Africa" and presented at the Conference on Comparative Administration in East Africa, Arusha, Tanzania, 25th to 28th September, 1971.

of having to compromise with aid givers, having to accommodate any "advisers" who come with aid, having to be a victim of old traditional African, and redundant ex-colonial precedents. All these and many others are factors which influence the decision making of the East African administrator.

The phenomenon of the "adviser" is the example that best highlights these factors that influence the decision making of the local administrator. Since this paper does not deal with advisers in general, it would be appropriate to confine oneself to training—as it concerns trainees and trainers—only. The consideration of trainers as falling under the category of advisers is dealt with in more detail later under Part III.

The latent idea not to be lost sight of is the fact that Africanization should be considered incomplete because of the influence that still exists from outside East Africa to shape and help change decisions. Many Africans in top positions are still thrown off balance at the mere sight of a white person. In a hidden way a white person is lucky to be in East Africa because the mere fact of his being white still makes him an adviser and consultant in whatever field he cares to say he was once upon a time a student. Colour still gives him status and respect in many situations. Belonging to countries that give us aid also gives them a backing and tends to automatically accord them a high status, higher than that of their local counterparts, as soon as they arrive (one of the writer's former student colleagues, graduated from a U.S. university with a Ph.D. in 1968 and only two years before the writer, is now a UN/ILO expert in East Africa!).

Part II—The East African Administrative Trainees and Their Needs

The East African administrative trainee is faced with conditions that are characteristically attributed to developing countries.² He is faced with these conditions in East Africa and has to grapple and be familiar with their East Africanness. The Administrators' role can be named as that of planning, directing, executing, co-ordinating and supervising. It is these activities that the East African administrators are to be effectively engaged in if their global goal of national development is to be attained—or be seen as being attained.

For the bulk of administrators it can be said that Africanization is complete at the middle and low levels, and nearly so at the top levels also. In most cases, therefore, the administrators and those still going through their initial stages of training are locals of East Africa. It is hardly worth labouring to identify who the local indigenous East African is.

A point worth spending more time on is that of trying to specify administrative training needs. The determination of training needs³ is a very important but tricky task in any organization. It is very important because without its proper understanding it is impossible to organize and evaluate a training activity. It is only through a clear knowledge of needs that a trainer can meaningfully gauge how effective a training programme will be, or has been. It is the only way of knowing where one is going.

Many practical trainers who appreciate the value of being able to determine training needs, and who have practically been confronted with the task of having to name such needs are very cautious about wholesale condemnations such as some academics may feel they have the academic freedom to engage in. The writer recollects very vividly the deliberations of a recent symposium on "Africa's

Training Needs for the 1970s" where one scholar, in presenting his paper, felt he had enough courage to conclude his presentation on the note that "Africa lacks training objectives". The usual rush, a common feature of any such symposium or conference, gave not enough time for exhaustive discussion and critical re-examination of terms and concepts. There was not even enough time to check through verbalization if by "training objectives" participants understood and meant the same thing. One very much regrets the fact that an opinion so loosely expressed could now be gathering momentum among academic research theorists, very much to the detriment of people who are locally practically engaged in thinking about training theoretically while at the same time practically involved in conducting and evaluating training programmes, a way by which they can put their theories to the test.

Training objectives, like training needs, can be very abstract and unprecise in some cases if they have to be expressed in terms of organizational needs—which in this context can only be viewed and talked about at a national level. Nationally one can pose the question in any one of the following ways:

What are the national goals and objectives of development?

How does an administrator in East Africa operate in the process of trying to realize these objectives?

Broken down to specifics, what are the smallest activities an administrator is involved in and how could one make use of these to design a training programme for the East African Administrator?

Theoretically, is there any difference between trying to determine training needs for a trainee administrator of New York Black Ghettos, and Nairobi's Mathare Valley?

Anybody with the best choice of words would falter or resort to vague theoretical broad concepts if he were asked what the duties of PCs, DCs, PSs, DOs or Assistant Secretaries were. The use of answers like "they co-ordinate development activities" are vague and unspecific enough to make it very difficult to narrowly define training needs.

These problems are not unique to East Africa, Africa or any developing country; nor are they to any developed countries.

Any practical trainers who have exercised their minds on the problem of determining training needs know very well, and in fact consider it an elementary notion, that it is much easier to determine training needs for a manual worker than it is for an administrator or manager. The work of an engineer, a surgeon, a brick-layer, a carpenter, a driver, a mason, a typist and other similar types, provides many examples of areas in which it is much easier to determine training needs than for administrators or managers. To a large extent this difficulty in determining training needs has considerable universality, and defies any distinctions, such as the Riggs' scholars may wish to draw by over-emphasizing the elementary economic thesis that developing countries have some unique characteristics—a basis on which they attempt to formulate theories for developing countries, appearing to forget that the existence of these development characteristics is usually a question of degree.⁵

To reiterate what was touched on above in Part I, decision making is the critical element of an administrator's job. If training can be said to provide knowledge, skills, attitudes and behaviour relevant to the work situation, and if administration can be seen as "getting things done through people and with

people", then it can be seen also that administrative training has very much to do with "attitude" and "behaviour". Decision making is largely a function of one's attitudes in a given environment and the behaviour he chooses to engage in as a result of holding these attitudes. These attitudes and resultant behaviour in the administrator have to be relevant to local values and aspirations if the administrator is to be interpreted as being relevantly productive. This need for local relevance demands that the trainee be a local person—a fact which is both economically and politically justifiable. Earlier, at the beginning of this Part II, it was pointed out that the administrative trainees and practitioners in East Africa are largely natives. This is good and hardly needs any defending. It should be encouraged on all grounds, even if considered subjective by those from outside who feel denied opportunities. Any shortcomings in practice should be made good by training and retraining instead of by employment of people from outside East Africa, whose knowledge, skills, attitudes, and behaviour have to be remodelled over time to give them a local orientation. Training locals to work locally, especially in the area of administration, is more economic, if not more moral, than embarking on training outsiders to administer locally.

For the local administrator, one of the biggest advantages he has over his foreign counterpart would be that of having had the practical experience of growing around and learning through socialization attitudes that are consistent with locally expected normative behaviour. This is an advantage a foreigner cannot acquire despite prolonged exposure to his new environment. Having been born in Kisumu 20 or 30 years ago, having lived around there and gone to school bare-foot, hungry, through rain and drought, having lived in mud houses with thatched roofs, having done all these things aware that close by were Indian and European children going to Indian and European schools, wearing ties, coats and trousers, sleeping in beds with blankets to cover with, going to European schools in Nairobi or Kitale after steaming hot Kericho tea and Uplands bacon for breakfast. One could give endless examples contrasting the kind of life that existed in East Africa about 20 years ago, as practical experience of which a locally brought-up person can boast. For an adult person, who now needs to express in various ways his past, political experience probably represents the most important area of social life that left the greatest imprint on his mind. The open racial discrimination, the segregated schools, the European-Asian-African toilets, the colonial bosses and the still continuing white men's commissions of inquiries on behalf of the King or Queen to better the African's way of life in the interest of the colony, business owners, car owners, the judges and policemen, the Christians and High School teachers, etc.—all these are experiences which were lived as a matter of reality and which are now expected to change.

Bringing these kinds of experience to a stop necessitated the rise of political organizations and uprisings: the *Maji Majis* and *Mau Maus*, as means of political expressions and symbols of political ability and success. These uprisings, preceding the fact of independence, which was attained alongside of vigorous political organizations, marked the area of social life to be first Africanized. Then came public political pronouncements about what the public should expect and how things would change—how the East African was going to be master and decider of his own destiny.

These experiences, the innocence with which they were initially accepted and taken for granted, the realization, change of mind and the frustrations they later created, then finally, hopes and expectations that people got prepared for close to independence, are experiences that can rightly be considered unique to East Africans. Surrounding these experiences are resultant attitudes which can only

be held and fully appreciated by persons who practically went through them—feeling a victim of circumstances. Persons who went through them at the receiving end—who felt injustices meted out to them and who hopefully looked forward to when the wind of change would blow in their favour during the post-independence period—are the ones who can fully claim to have experiences best relevant to the local administrator's needs.

When one talks of local East African trainees, one means or should mean people who went through the kinds of experiences described above, and who can more or less intuitively make comparisons between what now is, and what was. This is the kind of person who lived through and understands what it is we are changing—or parts of which we need to change. This is the man who intuitively knows the dignity the locals require as a people and who (if properly trained) should easily find it possible as a trainee, and later administrator, to initiate change away from what he can genuinely understand as "now being inappropriate and in bad taste". These are the kinds of persons to whom we should channel our training, as future administrators and relevant change agents.

This is the right material for our training. All that needs to be added to this relevant wealth of experience is a relevant and rigorous course of training locally given by our unquestionably well-reputed Western formal educational standard—the professional Diplomas, the theoretical or professional BAs, MAs, PhDs, plus most importantly practical in-service training in East Africa to avoid the problem of transferring training to job environment."

The little that has been said about local experience has been given to throw light on the type of attitudes and behaviour which the trainee has in East Africa, and which the trainer should be aware of as part of his material: an awareness, which, if lacking, would inhibit the effectiveness of training, especially if the trainer is a foreigner and experientially unaware of the social dynamics which prevailed in East Africa prior to independence. It is these attitudes and behaviour which we need to add to relevant knowledge and skills to make training complete. Questions combined to form the title to this section regarding who the East African Administrative trainees and what their training needs are would simply be answered in the following ways:

1. The administrative trainees should be locals because it is they who have the relevant local experience and are aware of what they are supposed to be changing from in their regular duties as change agents in the process of administering development.
2. Training needs can be determined in specific terms from economic and socio-political objectives, depending on what type of administrator one has in mind. There are such objectives in East Africa, much as there are in any other country, developed or developing. The task of determining training needs is a very important but not easy exercise, especially for administrative and management training. And this, of course, is true anywhere—which is why in the majority of cases on-the-job training does tend to feature as the most important method of administrative and management training. But no mistake should be made which gives some scholars the courage to assert that there are no training objectives in East Africa and the whole of Africa for that matter.⁷

Part III—The Administrative Trainer in East Africa

Much that has been said in Part II about the East African administrative trainees, could also be said of the trainers, with regard to the need for similarity in experience. Trainers, as much as the trainees, in fact more so, need to have a proper three-dimensional time orientation with regard to events in East Africa. They need to know, best and practically what East Africa has been, what it now is and what it aspires to be. It is only this that can enable them to be the most relevant decision makers in East Africa and consequently best trainers. The frustrations of having been brought up here, plus the challenge there should be of wanting to improve on things are feelings which can only be seen as genuine in East Africans who know they are here to stay, with nowhere else to run to after failures of their own making. This would of course also be true for anybody who has taken up citizenship and who has wilfully stated his intention not to go away. People who have decided to take up citizenships can in fact be very committed to, and involved in their work even more than some citizens, since beside doing their routine work, they also have to try and gain acceptance through identification. But then, how many of such persons ever hope to become citizens of East Africa?

The advantage that an indigenous Eastern African has is invaluable as a quality a trainer should have, or as a condition he should satisfy to be effective on his job. It is against this background that one should then begin to seek formal educational or professional training relevant to a trainer. It is to this experience of being East African that one should seek to add formal academic qualifications and any desired forms of professional training relevant to a trainer. The fact about a justification can again be raised at this point. Economically, socially, and politically, employing East Africans in their own labour market hardly needs to be questioned. It is easiest to verbalize the need for this politically, but even otherwise it is not a difficult task. If one might raise the question on economic grounds that it is cheaper (average cost per head) to provide advanced training overseas, socio-political reasons would outweigh any such considerations. The fact is that training institutions are required "here", especially in the area of administration, where the importance of a cultural content^s cannot be ignored.

The desire to have training organized by East Africans poses a challenge which, if not faced, will mean very little can be achieved in Africanizing administrative trainers in East Africa. The challenges to be met are as follows:

- (a) Advanced formal education to the levels of Bachelors', Masters' degrees and PhDs—general or professional.
- (b) Professional qualifications in various fields.
- (c) Training as trainers, in teaching, in principles of learning or adult education.
- (d) Research in fields related to administrative practice or training. (Not the mere collection of data for higher academic qualifications in overseas universities.) Implied here is research by scholars interested in training to help collect local teaching material, which is terribly lacking, and also to help research into various governmental and development-related problems organizing findings in a manner that is applicable to the lay administrators who may not be doctoral scholars.

All these conditions, specifying different types of challenge, should be faced by trainers who are only currently entering the field. Much by way of experience, and probably only a Bachelor's degree, and in some cases even less, can be said to suffice for veteran trainers who have been at it for years. In about a decade,

one would wish to see in most indigenous East African trainers, an automatic combination of most of these qualification requirements, i.e. a high formal educational or professional training background, East Africanness and involvement in research—not necessarily for higher academic qualifications.

The question about research activity might be clarified at this point. Scholars, especially university lecturers, are the ones who currently dominate the research field. For purposes of administrative training, some of the research done in social sciences has problems too narrowly defined, in an attempt to be scientific in methods of data collection and analysis. To be modern and academically fashionable, the data should even be possibly analysed by computers at some point or place. The narrowness of problem definition and the attempt to use modern techniques sometimes produces results, findings or data that cannot be operationally functional for an administrative trainer or practitioner. Such papers or research findings force discussants or participants in conferences to spend more time discussing research techniques than results, and how they could, or could not be applied to practical situations. The research activity sometimes tends to rotate around the objective of "testing a scholar's ability to use a given technique".

The thesis here is not that this is a waste of time; rather, it is that the results of such activities are not operational in terms of administrative training and practice.

Since it is these narrowed-down research projects that are most often discussed and read, and since most of them are by foreign scholars for higher academic qualifications and name-making as specialists of such and such an area in the developing countries of "Eastern Africa", the image of the indigenous East African trainer is still very dubious. Because foreign scholars are the ones who mostly write and speak, they are the ones with whom the reading world interacts. And they are interacted with on anything they may wish to say in any way.

The challenge here falls once again to the indigenous East African trainer or academic. They should write and discuss what they are doing. One does not of course mean the over-stretched attempts at theoretical rigmaroles of trying to relate minute insignificant details of, say, a part of the life of a German statesman of the fourth century with recent, only whimsical aspects of some one East African national leader's hobby! One means the kind of stuff that an administrative trainer or practitioner can read, and want to read again, or hear and want to listen to again for practical usefulness. This falls as a challenge and partial responsibility to the Departments of Government in East African Universities but fully as a responsibility to institutes of Administrative Training.

The challenge is even more serious to the indigenous trainer, in the sense that without research, writing and discussion, the foreign scholar is given the chance to operate as if he were in an academic or intellectual vacuum. It gives foreign trainers the courage to say that nothing is being done—so the question may arise as to whether they should not possibly stay to fill the academic, and also the job vacuum. The only way this challenge can be answered by the local trainer is by engaging in both practical training and related applied research.

Said differently, in many areas one wants to see East Africans involved in training. In many areas, what one might call on-the-job training has been going on for some time. In the area of training, one would imagine that a few years should be sufficient for on-the-job trainees to learn their jobs and do it. Foreign counterparts, if they are worthwhile staff-developers, should have programmes whereby they expect and hope that their counterparts can take over a programme

by which they objectively and consciously hope to phase themselves out for their on-the-job local trainees to take over.

Developing the East African trainer and letting him actually take the job and do it is in many areas still dependent on the interest and honesty of the foreign trainers and the initiative of the local native. Many scholarships are tied up with technical assistance of course and one appreciates the fact that if the fund administrator goes, the funds also go. The paradox of aid for development is still standing and its honesty being questioned.

Co-operation between applied researchers in areas related to administrative training, and practising trainers should be encouraged so that local literature and teaching material is fast developed which can help give a local orientation to administrative training in East Africa.

Part IV—Conclusion

Giving administrative training a local orientation in East Africa is possible. There are locals, many and educated enough to make the hope a reality. The locals need to face the challenge of training and research to be felt and seen as doing something. After all the qualifications are attained, some aggressiveness is necessary if the local trainers are to be felt and seen as doing something. Technical assistance plus the specialist advisers who always come with it from the donor countries are yet another problem and it is next to impossible to convince them that one is well trained enough to undertake any assignments in one's own country. Undue reliance on and belief in foreign expertise is yet another problem. We don't seem to believe ourselves, and question ourselves too much. It is not too difficult to find tasks of local national significance entrusted by our Governments to men from overseas who know nothing of the local setting, who in order to be able to participate fully in a commission of inquiry of any sort, must spend more than half the time learning local names and in between sightseeing, or looking for things like a maize plant to see one for the first time ever. Local experts would right away plunge into their task without wasting days on familiarization tours. So, the fact of doubting ourselves unnecessarily is another very important hindrance to the local expert; it is a practical expression, related to the biblical citation that a prophet is not known in his own home. It is an inferiority complex, a product of pre-independence racial discrimination which still keeps looming up. Many of our nationals have been overseas and gone to schools in renowned institutions of learning with foreigners in their own lands, and yet when it comes to picking experts locally it is the foreigners who qualify because the local is too local to be expert—making very real the sarcastic definition of an adviser, consultant or expert as "a person who is at least 50 miles away from home". Nor should our internationalness in education and training be questioned.

As trainers, one of the things we have to do if we are to localize administrative training is to stop doubting our qualifications and abilities. When we know, we had better operate as if we do.

Being able to act on the assumption that we know what we are supposed to know is an attitude that is needed if local people are to try to take the places of non-indigenous experts. The attempt to cater for local trainers and trainees is enough justification for trying to show that local persons have advantages over their counterparts, the non-locals. It is familiarity with an environment, all things being equal, that one would like to consider as of the greatest importance with regard

to administrative behaviour. Locals with the necessary awareness are in a better position to examine and choose from American, English or Australian ideological technical-assistance packages. He does not merely work to perpetuate his home values and continue empire building, as the advisers from various countries are bound to do. He can get involved and live to see his mistakes through, even when he ceases to operate officially as an expert in his field. The foreigner goes after some time and has a lesser sense of moral attachment in the course of his administrative operations. Several behavioural traits plus skills acquired during a training course go to make a local who can be considered the best expert in the affairs of his own environment.

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THE KENYA INSTITUTE OF ADMINISTRATION'S CONTRIBUTION TO THE PROVINCIAL ADMINISTRATION

By **J. S. Mathenge, Deputy Permanent Secretary,
Office of the President**

Ten years ago the Kenya Institute of Administration was established. This period has witnessed the development of an Institute originally started to provide intensive training for the Africanization programme prompted by the need to train a Civil Service drawn from local personnel to prepare an expatriate Civil Service in independent Kenya to a real training institution for an efficient and capable Civil Service which addresses itself to the needs of the people, as the Africanization programme was levelling off.

Throughout this period the Institute has played a significant role in shaping up the Provincial Administration through the training process in administrative and executive skills and techniques necessary for an efficient and capable field administration. This contribution has emanated from the efforts of the Departments of Public Administration and Executive Training. I will illustrate:

1. Department of Public Administration

The real, direct and practical Administration starts at District level with Administrative Officers as co-ordinators in the whole administrative machinery. The need for training of these officers is vital and requires no over-emphasis:

(a) The Kenya Institute of Administration has run Public Administration Courses, for serving District Officers and District Assistants to equip them with administrative knowledge and skills needed for efficiency. Many of them have passed the Administrative Officers' Examination after receiving course lectures in relevant subjects.

Officers who have attended these courses have gone up the ladder in both the field service and the Central Government jobs. Many of these officers have also joined the private sector.

(b) Whenever need has arisen to recruit non-graduates to fill Administrative Officers posts, the Institute has organized Competitive Entrance Examinations to assess their suitability for these appointments. The successful candidates and newly appointed Administrative Officers from Colleges and Universities have had to undergo organized induction courses to provide them with basic administrative skills before they are posted out to the field. These courses have been very useful to newly recruited officers. The D.C.s have found that those who take induction courses find it easier to carry out their duties more quickly than those who did not.

(c) Most District Commissioners have attended Senior Management Courses at the Institute. These courses bring Senior Government servants and executives from the private sector and other public bodies into closer contact with one another for exchange of ideas and experience from a wide background of experiences. The courses have provided participants with the necessary background for policy and decision making through case studies and project work. This method of training has been of tremendous value to District Commissioners who shoulder high and direct responsibilities requiring responsible decision making on a spectrum of matters.

2 Department of Executive Training

The supporting arm of the Provincial Administration is the Executive Cadre, i.e., District Clerks, District Accountants, Personnel Officers and Provincial Accountants. Both the Administrative and the Executive branches are inseparable. The need for an efficient administrative machinery calls for an efficient executive machinery.

To this end the Institute has organized courses in Accounts, Personnel and Office Management to give the Executive cadre a broad knowledge in executive work. At senior level, courses in Personnel Management have been organized to provide the officers with knowledge in modern management principles necessary for good administration and better development of their potential.

In brief, the Provincial Administration has received its share of these training opportunities during this period. This training has made a tremendous impact in achieving a responsible and mature field administration.

As one of the Institute's old students, I welcome this opportunity to express my appreciation to the staff for their useful contribution in the training of personnel for the public service and to wish the Institute continued success in these efforts in the years ahead.

During the last ten years, the Institute has recorded success. We look into the future with hope for more success.

KENYA MEASURING ROD

By J. Gichangi, Lecturer, Department of Public Administration

K.I.A. is for the Government and the Government is for development, and therefore the Institute is for both Government and development. This may look like no proof, but think of how many aspects of K.I.A. prove this even before you know it.

One idea that has become clearly apparent in our development is that to succeed we have to have the spirit of team work, and perhaps this is as a result of our *Harambee* power. The internal structure of the Institute is more or less made on these same lines. If you think we merely train a magistrate in law in K.I.A. you are wrong, just as much as you would be wrong to think that a social worker only deals with social or psychological study in this Institute. The period of streamlining a student in one narrow line is gone with the colonial generation, although rudiments still linger among us.

Unlike the old age of specialization, K.I.A. has realized the importance of diversified learning. This first meets the need today of knowing as much as possible about the next person if one is to be efficient in whatever he is doing. If you can prove this wrong, then tell me how you can possibly succeed as a policeman without knowing a bit of the psychology of people or even the national pattern of development, which brings with it national problems.

K.I.A. is unique in Eastern Africa, if not in a larger area, and unique in the ways of training. Think of it in terms of the Management Course—one brings a District Commissioner, a Provincial Agriculture Officer, a Senior Officer from the K.M.C. or an Education Officer together, all of whom have contributed in diverse ways in the field, but once in K.I.A. a lecturer convinces them that they actually do the same thing in the field, only in slightly different ways, and if they helped each other in the different ways of doing their own thing, national progress would be boosted tremendously. It may take a few minutes to tell them this, but after a month of lectures, observation, discussions, interviews, and other means of learning, they can tell anybody in the world that K.I.A. is a great thing.

You do not even have to be in K.I.A. to know the impact it has on the Civil Service. On one of those tours inside Kenya a top civil servant found me at a party and on learning that I was from K.I.A. he became more interested to talk to me, and he started this way (I will call him X and I will call myself Z):

Mr. X: Are you really from K.I.A. and if you are could you tell me what you tell your students that changes them so much?

Mr. Z: First, it is true I am from K.I.A.

Mr. X: K.I.A. is doing a good job in training.

Mr. Z: I am happy to hear this for the first time and hope most people in the nation share your view.

Mr. X: I will definitely prove my point by an example from my district.

Mr. Z: You mean of somebody in your district that we trained?

Mr. X: Yes, not one but many, and to prove my point I will give you the example of a Police Officer, who worked with me for years before he came to K.I.A. and after K.I.A. I was fortunate to have him posted back here. This Officer was the most obstinate person to work with and he always over-valued his decisions over anybody else's.

Mr. Z: Wasn't that bad for national progress?

Mr. X: Oh! Terrible. But there was nothing I or anybody else could do to make him change. But, you know, I am happy that K.I.A. did it finally. You people down there are great and I wish I could know how you did it.

Mr. Z: That is a great thing to hear and you may be sure the Principal will hear about it.

Mr. X: He'd better, and I wish he could extract all these "crooks" in the Civil Service and, I hope, in the private sector too and put them at K.I.A. for ten years if not more and have them come out better servants.

Mr. Z: What exactly are you referring to as "crooks"?

Mr. X: Crooks are crooks, no matter where they are, as I expect you to know if you are from K.I.A. A lot of people have failed in one important thing, and that is how to work and get along with other people. You have an example of the police officer to show you what I mean, but remember you have not as yet told me what you did to him. Take any profession—teaching, medicine, engineering, trade or even our own noble Civil Service; there are some people who get to the top by miraculous accidents and when there they literally block any advancement. Haven't you noticed examples such as these?

Mr. Z: I will be honest with you. I have only been in the Civil Service about a year and any statistics that would prove this are still in their initial stages.

Mr. X: Then let me tell you the conclusions of my older statistics. K.I.A. is training people not only in Accounts and Law but more importantly they seem to be doing something which somehow helps us to get along together in the field. We spend comparatively less time in our district meetings because of less arguments.

Mr. Z: Why less arguments?

Mr. X: This is for K.I.A. to tell us. People who have been through K.I.A. seem not only to understand their problems but also to understand and consider the problems of others too. They are apparently better educated in what goes on around them and are alert and willing to take the necessary action. And you must understand as well as I do that nobody is likely to succeed if he keeps his problems to himself and never bothers to know about other people's problems.

Mr. Z: It seems you must have been a student of K.I.A., because your talk is practical and in K.I.A. we believe in practical things. We teach co-operation in the programmes that enhance advancement. For example, any project in our development is governed by four aspects: the social aspect, the economic aspect, financial aspect and very importantly, the physical aspect, and if you can tell me any single Ministry that can deal successfully with all these aspects without co-operation from other Ministries then you will not have to come to K.I.A., because you will have solved a national problem.

Mr. X: In other words, your teaching is basically on these aspects of development as a national problem?

Mr. Z: The national problem is how to grow and grow fast economically, to be able to cater for the ever-increasing population, and to grow fast we have to develop the various aspects of development, as they are only parts of the whole and we can never succeed if the whole does not develop.

Mr. X: The trouble with you educationists is that often you use Science or Philosophy to a layman like me. Why don't you tell me exactly what you are getting at?

Mr. Z: All I am trying to tell you is that in our Institute we train people, whoever they may be, to have as their ultimate objective the furthering of national development, both social and economic, and no one at all can do it by himself. We should all get together and develop these aspects to come up with full developments. Some people make the mistake of not wanting to learn from others, and so keeping everything, good or bad, to themselves, thereby doing very little good, if any, to the whole nation. An obstinate officer, who never listens to others but only issue his orders, is the type I am referring to, and when he comes to K.I.A. he is shown how impossible it is to make progress if he continues like this. Maybe you were lucky to have such officers in your district change after K.I.A. courses, but who knows about other districts?

Mr. X: You had better take it from me that I am talking not only about this district but from experiences of many districts. You ask anybody who understands our problems in the Republic, he will tell you of the important co-ordinative role K.I.A. plays for our people. But if I may say it once again, why the hell don't you people train all our "dead logs"? What I am referring to is a good number of our top men who have reached the highest level of inefficiency, and since they know they are truly inefficient they keep all the bright minds at a distance and those as a result do not contribute as much as they would have if allowed free play. These "logs" have stopped burning and any log that starts a flame nearby is immediately extinguished by the moisture oozing out of the dead logs!

Mr. Z: Do you really think K.I.A. could be of any help to make those logs burn?

Mr. X: Who else can but K.I.A.? It is an African Institute for Civil Servants, dead or living, and it has already been known to do the job right, but the rate is too slow for our development. With the tremendous rate of increase of population, we need a very high rate of economic growth, which can only be there if are no dead logs.

Mr. Z: Oh! I see what you are getting at. But maybe we could have family planning to hopefully slow down the rate of population.

Mr. X: Are you trying to associate K.I.A. with family planning? For goodness sake let nature take its own course. Why should anyone be forced to refrain from noble, normal and indisputably natural activities? The Bible is for these activities, we have enough land in the nation, we need a lot of people to defend our frontiers, and I suggest that K.I.A. should close down if it reaches this! It should be a major supporter of nature taking its own course.

Mr. Z: If we continue at the same rate of birth we have in Kenya today the people could double in another eighteen years, and this is going to be terrible.

Mr. X: You had better stop that, otherwise you will have to quit K.I.A. The subject is more the one I was talking about and not this nonsense of family planning. Anyway, to go back to the original idea, all I want to know is what the Institute does to our people and secondly why it does not embark on our dead logs?

Mr. Z: The Institute has a down-to-earth mass-education programme on how to work better with the other guys, but all this has a central tendency on developmental efficiency of our manpower and since this is done only by our

Institute it may take years before we root out all the dead logs. But I am not promising to be able to get to it at all. Some will have quit the service and others will have grown chronically untrainable by the time we reach them.

Mr. X. Then what do you do with them?

Mr. Z: It would be a waste of public finance to train such people, and therefore we just leave them. This is economically justifiable, using the law of comparative advantage.

Mr. X: Stop all this jargon and train our people and discuss those whom we cannot train—see what I mean? And then Kenya will be much better than it is today. Let us not have this nonsense of qualifications, length of service, experience and so on—what counts is the volume of production brought about only by efficiency. If not efficient, go to K.I.A.; if not efficient still, you can be labelled “untrainable” and should quit immediately. K.I.A. should be the measuring rod of the Civil Service and those who do not measure up to it even after training should be rejected.

At this stage he was very serious and although he had had a few beers, he could still tell me that K.I.A. is unique and that it should remain so, and at this stage he could repeat the idea of the measuring rod and the central tendency as the qualities of K.I.A., and he told me not to talk any more but to listen to him. After finalizing, he banged down his glass three-tenths full of beer, pulled out his pseudopodium and he was on the way to his small beetle outside the building.

SOME POKOT CUSTOMS

By Ben Murio, Social Work Department

The Pokot live in the arid and stony northern part of the Rift Valley. Like any other nomadic tribes in Africa, life is relatively hard for the Pokot. With very few inches of rain in the year, people cannot practise agriculture, even if they wanted to except by irrigation. During the colonial era, Pokot was sealed off from the rest of the country by law. These factors have tended to leave the Pokot where they were when the colonial government came. A description of some of their customs would, to me, tend to represent those customs of the people that were "left behind" during the colonial days.

A Historical Background

The Pokot are known to have lived next to the Nandi, on a fertile land, to the south of Kitale. Historical accounts relate that they were driven away from this area by the European settlers in the Trans Nzoia area to a stony area (Kapenguria) to the north of the present Kitale. The period is known as "Konyi Kwenta". Even during the days when the Pokot lived in fairly well-watered areas, water as well as irrigated land belonged to the clan. "Koghn" is the term used to express clan ownership of irrigated land. Any clan member who did not share in the digging of furrows for irrigation might be refused permission to draw water unless he offered a goat or pots of beer in compensation. The use of irrigated land was hereditary, even after some members of the family moved to "greener" pastures.

Initiation Customs and their Significance

Both circumcision and the extraction of the two front lower teeth play a significant role in initiating young people into the next age group. Circumcision plays a more significant role. However, boys and girls are still circumcised.

Boys are circumcised every four years, by the specialist of any one given area. After circumcision, boys are expected to stay away from their homes, and in the bush, being fed and given instructions in the responsibilities of manhood. This lasts over two months. During this period, their parents are not expected to see them. On an appointed day, the newly initiated boys "come out of hiding" and are given presents by their parents and those closely related to them. How well the presentation is done depends on how well the circumcised stood the painful rigours of circumcision.

Fathers normally present heifers while mothers give goats. It is after these circumcision (Rotwo) and the killing of a cow (Sapana) ceremonies that a young man may ask the permission of his parents to marry, especially the father. I want to stress here that education does not exempt one from this obligation.

Girls undergo a similar circumcision ceremony every year and when they are between the ages of 14 and 16 years. They, in turn, are instructed by grandmothers in the art of housewifery during their period of initiation. Among the Pokot no girl may be married unless she is circumcised and once circumcised, she has to get married even though to an old and polygamous husband. Society does not condone single women and unmarried mothers.

Marriage Customs

As pointed out, young people can only get married after circumcision. For both the marriage is generally pre-arranged. Bride price is fixed by the parents and it may be useful to stress here that bride price is paid for the unborn children the mother is likely to bear. The price will be reclaimed and divorce granted if the wife is incapable of bearing children or has them but they die in infancy. A proportional bride price is retained by the bride's father for the child (children) who survived into youth.

The bride price is shared among the close relatives of the bride, with the bride's mother invariably getting a selected heifer. After a brief period at his parents' home, he is expected to move to a new home to start his own homestead.

Polygamy is permitted since society does not permit single women or unmarried mothers. It depends on how virile one is. The consent of the first wife is always sought out but not necessarily taken. It is prestigious to have many wives and many children as they are an indication of one's economic status in society.

A wife is under a strict obligation not to have extra-marital pleasures. She has to swear before her husband on the first day of her marriage. There is no hiding unfaithfulness on her part, for the Pokot believe that the husband of the guilty wife becomes ill or stupefied. The children or the couple's animals die as a result. The guilty man must come to bathe the unfaithful wife's children and their mother with his own urine mixed with the milk of a cow. Subsequently he has to pay a "fine" of 10 bulls, 20 goats and five sheep.

Miscellaneous Customs

A "blood price" may be demanded by the neighbours of a person thought to have the power to cast evil eyes on others. Customarily the killing of such a man would have to be done by close relatives, or in the case of a son, his own father. Fathers of two or more children only may be allowed to drink beer, with elders. Beer drinking is otherwise permitted for the elders and their wives.

There is every chance that *you* will get posted to the Pokot country to work there. If you are, and with this information in mind, you have been helped to try and make the people there appreciate the need for accepting change.

WHAT K.I.A. HAS ACHIEVED—1961-1971

By F. K. Nganatha, Director of Studies and Vice-Principal

The Kenya Institute of Administration as it is known to-day came into being officially on 1st July, 1961. The site and the premises it occupies belonged previously to the Jeanes School, which was established in 1924. The Jeanes School was established with the help of a grant from the Anna Jeanes Foundation of the United States for the purpose of training teachers intended to promote and supervise rural education in Kenya. The foundation had helped in establishing such schools in the United States for the training of freed slaves to help them settle down as free people. The Jeanes School trained teachers in carpentry, farming, scouting, health education, animal husbandry, agriculture, brick-laying and so on, but at the outbreak of the Second World War in 1939 the school was taken over by the army for training soldiers. After the war the school was used for training ex-servicemen in an attempt to help them settle down in civilian life. After the need for training ex-servicemen, many of whom were trained as teachers, had been fully met the Jeanes School returned to training clerks, typists, health officers, etc., as it had done before the outbreak of the war.

The present Kenya Institute of Administration was established in 1961 for the purpose of training local officers to replace the expatriate officers from the Kenya Public Service. The need for an institute to train local officers became acutely felt after the second Lancaster House Constitutional Conference, of 1960, when it became obvious that Kenya was moving rapidly to independence. At that time, as everybody knows, the Civil Service depended very heavily on British Colonial Civil Servants and many officers of Indian origin. As was to be expected, an independent Kenya Government was not going to tolerate having most of its work done by people who did not belong to Kenya and who could at any time decide to leave.

Africanization of the Public Service was a short-term policy which has for all practical purposes already been accomplished. The continuation of training at K.I.A. in future is based not on Africanization but on training for professional qualifications in certain areas and sub-professional qualifications in others. It is also the objective of the Institute to prepare officers to have the right attitude for service to the people, and generally to be adaptable leaders in a rapidly changing society. In the Management training programmes, for example, we recruit students from the Armed Forces, Statutory Boards, and all sectors of our economy. I would like to emphasize that the Institute does not train people who have no jobs to go back to after their training.

There are very many courses going on at the Institute at any one time, teaching the officers different skills. Sometimes as many as 25 courses are in residence. Very briefly, the Institute provides courses for Government Administrative Officers, such as the District Officers and Assistant Secretaries, personnel officers and Government Accountants. It also provides courses in accountancy and in administration for officers of the Government employed in co-operative work and also for officers employed by co-operative societies and unions. It also offers courses for community development officers, social workers and probation officers. The Institute is also called upon from time to time to organize special courses for different types of Government officers engaged in administrative and executive work of all kinds.

The K.I.A. falls under the Director of Personnel and therefore constitutes a department under the Office of the President. It is fully financed by the Government, except where we have a shortage of certain teaching skills, in which case technical assistance is sought through the Government.

The Institute is still expanding its physical facilities, so that more and more officers in the public service, including local authorities, public corporations and the private sector, can be afforded an opportunity for training. Our hope is that before long it should be possible to say that every person employed in the public service has at one time or another been through the Institute and has been armed not only with the skills but with the needed attitudes for discharging his responsibilities in his service to the people.

Since K.I.A. is celebrating the 10th anniversary of its life, one may want to have the question answered, "What has K.I.A. done within this period?". The following is a list of departmental students statistics showing the numbers per department:

DEPARTMENT OF PUBLIC ADMINISTRATION

Course	Duration of Course in Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
Senior Management ..	1	30	369	60
Management Development	3 weeks	10	135	60
Adv. Pub. Admin. ..	3	7	166	-
Adv. Pub. Admin. ..	6	9	153	36
Diplomacy	1½	2	27	Nil
District Magistrates ..	3	1	30	Nil
District Magistrates ..	12	7	110	-
SS. Secretaries (Designated)	3 weeks	1	18	Nil
Admin. Skills	2 weeks	2	28	Nil
Police Officers	3	9	164	60
Induction Courses	2 weeks	2	40	20
TOTAL			1,240	236

DEPARTMENT OF LOCAL GOVERNMENT

Course	Duration of Course in Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
Advanced Finance ..	12	5	98	-
Finance Accounts Clerks ..	12	9	207	25
Special Course for Treasurers	7	1	21	-
Adv. Admin.	12	4	71	--
Administration	7	4	91	-
Seminars for Council Officers	3 days	4	118	-
Seminars for Officers of Local Authorities ..	3 days	1	43	--
Personnel Administration	—	—	—	50
C.P.S. I	12	2	40	20
C.P.S. II	12	1	10	—
C.P.S. III	12	—	—	20
C.P.A. I	12	4	114	25
C.P.A. II	12	4	30	—
C.P.A. III	12	—	—	20
TOTAL			843	160

EXECUTIVE TRAINING DEPARTMENT

Course	Duration of Course in Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
Chief/Senior Personnel Officer	3	1	21	--
Advanced Personnel ..	7	4	88	15
Personnel Management ..	3	3	62	--
Certified Public Accountants I No. 12	12	4	85	25
C.P.A. I Conversion Course	2	1	26	--
Advanced Accounts ..	7	8	175	--
Accounts	3	16	371	--
Accounts—Direct Entrants	12/7	4	92	--
District Accountants ..	6 weeks	3	54	--
Office Management ..	3	10	206	--
Registry Supervisors ..	2 weeks	4	88	--
Admin. Skills	2/3 weeks	23	312	--
C.P.A. II No. 1	12	1	--	20
Induction/Orientation ..	1/1½ weeks	1	32	--
C.P.A. I No. 13	12	1	--	25
Hospital Admin.	3	5	77	20
Immigration Officers ..	3	6	90	20
C.I.D. Fraud Inves. ..	3	1	13	--
L/G Civil Reg.	3/2 weeks	4	58	--
Supplies Officers	3	1	25	--
Supplies Officers Trainees ..	12	2	41	50
Storemen	Morning Release	6	134	--
TOTALS			2,050	165

CO-OPERATIVE TRAINING DEPARTMENT

Course	Duration of Course in Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
Co-operative Inspectors Assistants	3	10	213	--
Co-op. Secretaries	1½	8	236	--
Co-op. Assistants Ind. ..	1	2	38	--
Co-op. Assistants Refresher	1	3	46	--
Dairy Managers	1	1	27	--
Co-op. Management and Admin. Cert. Course ..	12	4	85	--
Co-op. Management Dip. Course	12	1	19	24
Co-op. Accountants	12	5	116	--
Co-op. Officers Ind. ..	1	2	29	--
Co-op. Inspectors Seminar	--	--	60	--
Co-op. Officers Seminar ..	--	--	41	--
Commercial Accountants C.P.A. I	12	--	--	24
Commercial Accountants C.P.A. II	--	--	--	24
TOTAL			910	72

SOCIAL DEVELOPMENT DEPARTMENT

Course	Duration of Course in Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
Adv. Comm. Dev. ..	21 & 12	1 & 8	121	15
Comm. Dev. Asst. ..	12	120	660	25
District Training Centre Instructors ..	3	15	95	—
Youth Centre Leaders ..	2	3	64	—
Women's Club Supervisors	3	2	55	—
Agricultural Instructors ..	1	1	24	—
Police Women (Orientation C.) ..	1	2	28	—
Nursery Centre Supervisor	3	2	64	25
Maendeleo ya Wanawake (Exec.) ..	2	1	20	—
National Youth Service ..	1	4	60	—
Social Work ..	24	7	105	30
Probation Officers ..	24	3	41	—
Music and Drama ..	1	1	28	—
TOTAL ..	—	—	1,425	95

LANGUAGE DEPARTMENT

Course	Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
N.E. and Eastern Province Officers ..	3	2	30	—
V.O.K. Staff ..	9 weeks	2	19	—
Airport and E.A.A. Hostesses ..	3 weeks	3	18	20
TOTAL ..	—	—	67	20

AUDIO-VISUAL AIDS CENTRE

Course	Months	Courses Completed by 31-12-71	Students Completing by 31-12-71	No. Students Estimated for 1972
Information Officers ..	2 weeks	9	19	—
Information Assistants ..	2 weeks	—	10	—
Training Officer Ministry of Works ..	5 weeks	—	1	—
Information Officer (from Swaziland) ..	7 weeks	—	1	—
Information Officer (from Tanzania) ..	4 weeks	—	1	—
TOTAL ..	—	—	32	—

The summary of K.I.A. regular courses, therefore is as shown below:

DEPARTMENT	No. of Students up to 31-12-71	No. of Students Estimated for 1972
1. Public Administration	1,240	236
2. Local Government	843	160
3. Executive Training	2,050	165
4. Co-operative Training	910	72
5. Social Development	1,425	95
6. Language	67	20
7. A. V. Centre	32	--
TOTAL	6,567	748

For regular courses, one sees that K.I.A. in the last 10 years has offered training to 6,567 students and plans to do the same for 748 students in 1972.

There are many other non-regular courses that are run at the Main K.I.A. Campus and the Conference Centre. The following is a list of such courses that have been conducted so far:

NON-REGULAR COURSES AND SEMINARS HELD AT K.I.A. BETWEEN
1963 AND 1971

COURSES AND SEMINARS	Nos.	Dates
1963---		
1. Artificial Insemination Course	14	18/7-7/8
2. Land Consolidation Course	25	4/11-8/11
3. Veterinary Assessment Course	73	2/9-21/9
4. Agriculture Courses	28	June
5. Agriculture Courses	60	September
1964---		
1. Hides and Skins Inspectors Course	25	9/3-25/3
2. Agriculture Department Course	25	5/4-11/4
3. Veterinary Course	28	1/7-22/7
4. Councillors Seminar	26	20/7-31/7
5. Councillors Seminar	27	28/9-9/10

NON-REGULAR COURSES AND SEMINARS HELD AT K.I.A. BETWEEN
1963 AND 1971—(Contd.)

COURSES AND SEMINARS	Nos.	Date
1965—		
1. 3rd Conference on Community Health Services	30	5/4-9/4
2. Councillors Seminar	55	21/6-2/7
3. 1st Development Plan Seminar	35	19/8-21/8
4. 1st Provincial Administration Seminar	37	12/8-15/8
5. 2nd Development Plan Seminar	45	26/8-28/8
6. African Conference on Mobilization of Local Savings	40	4/12-11/12
7. CUNA/AID Project	40	5/12-11/12
8. Community Development Seminar	35	30/11-3/12
9. Local Government Seminar	30	6/12-9/12
10. Sports	48	5/12-18/12
11. F.A.O.	20	6/12-23/12
12. Seminar on Implementation of Kenya National Development Plan (KANU) Politicians	30	15/12-17/12
1966—		
1. Development Seminar for members of the KANU Parliamentary Group	48	13/4-15/4
2. F.A.O.	20	17/1-15/5
3. Co-op. Credit Society	17	17/4-23/4
4. Mathematics Seminar	50	8/8-20/8
5. F.A.O. Horticulture	30	28/11-22/12
6. W.H.O. Medical	20	5/12-9/12
7. Planned Parenthood Association	14	13/11-2/12
1967		
1. F.A.O. Meat Hygiene	19	16/1-28/4
2. United Nations Aided Self-Help Housing Course	20	3/4-28/4
3. Income Tax Assessors	12	10/4-21/4
4. Community Development Trainers	15	31/7-9/9
5. Trade Officers' Course	16	20/8-26/8
6. Councillors Seminar	55	4/12-9/12
7. Mathematics Science Workshop	120	4/12-15/12
8. French Teachers Seminar	15	11/12-16/12
1968—		
1. Land Adjudication	13	3/4-5/4
2. F.A.O.	20	April—30 days
3. Health Conference	18	1/4-6/4
4. Labour Officers Seminar	22	8/4-11/4
5. Regional Seminar on Training for Public Administration	55	16/4-28/4
6. Maths Seminar	100	6/8-6/9
7. Nurses Course	11	11/8-6/9
8. Local Government Introductory Course	12	12/8-23/8

NON-REGULAR COURSES AND SEMINARS HELD AT K.I.A. BETWEEN
1963 AND 1971—(Contd.)

COURSES AND SEMINARS	Nos.	Dates
1969—		
1. Income Tax Assessors	20	14/4-25/4
2. Land Adjudication	20	14/4-18/4
3. Land Adjudication	21	21/4-25/4
4. Census	50	21/4-26/4
5. 1st L. G. Councillors Seminar	100	9/4-11/4
6. 2nd L. G. Councillors Seminar	100	29/4-1/5
7. D. C. Conference	60	14/4-19/4
8. Provincial Administration Seminar	61	5/5-10/5
9. Land Adjudication Course	12	17/8-26/8
10. Land Adjudication Course	18	27/8-6/9
11. Land Adjudication Course	20	8/12-20/12
1970—		
1. Income Tax Assessors	9	5/4-18/4
2. Land Registrars	20	1/4-1/5
3. Directors of Institutes of P.A. Common- wealth Seminar	—	13/4-17/4
4. Co-op. Seminar on Accountancy	30	27/4-30/4
5. Land Adjudication	20	4/8-15/8
6. Land Adjudication	20	16/8-18/8
7. Primary School Supervisors	36	3/8-28/8
8. Public Health Supervisors	20	10/8-14/8
9. Seminar on Environmental Sanitation Dv. 10. Seminar for County Treasurers	20 —	24/8-28/8 15/12-17/12
1971—		
1. Land Adjudication	20	13th April-30th April
2. Land Adjudication	35	9th August-28th Aug.
3. National Social Welfare	34	9th Aug.-18th Aug.
4. Land Registrars	30	22nd Aug.-28th Aug.
GRAND TOTAL	<u>2,231</u>	
Average per year	248	

**SEMINARS AT CONFERENCE CENTRE
K.I.A.**

SEMINARS	Nos.	Dates
C.U.N.A. Credit Union	29	12/9-16/9/68
Internal Conference	—	
U.N., W.H.O. (Doctors and Nurses)	—	8/12-30/12/68
B.P. Shell	10	2/1-22/1/69
F.A.O./Ministry of Agriculture	29	26/1-8/2/69
U.N. Industrial Development Course	30	17/2-14/3/69
Shell Chemicals	10	15/3-24/4/69
4K Club Ministry of Agriculture	25	30/3-3/4/69
C.D.O. Conference	25	15/5-12/7/69
Shell	20	25/5-12/7/69
U.N.E.S.C.O. Water Hydrology	30	24/8-21/10/69
ECA/GATT	29	3/11-5/12/69
I.L.O. Labour Administration Course	30	16/4-30/5/70
Kenya Shell	21	4/7-25/7/70
E.C.A. Director Seminar on Modern Training Methods and Programmes	20	4/8-15/8/70
Rural Development College of Denmark	32	13/3-27/3/71
Football Association of Kenya	30	1/5-13/5/71
I.U.L.A.	29	7/6-26/6/71
National Trainers Workshop	22	15/8-27/8/71
Shell	13	18/9-8/10/71
Shell	14	10/10-22/10/71
Shell	14	23/10-5/11/71
Purchasing and Supplies Workshop	30	8/11-20/11/71
TOTAL	462	

From the above figures, it will be seen that K.I.A. has conducted non-regular courses for 2,231 students in the nine years since 1963, with an average of 248 students per year at the K.I.A. main campus. We also note that the Conference Centre at K.I.A. has been host to many short conferences, seminars and workshops. It has had 462 participants, local as well as from overseas, since 1968, when the centre was established.

If we add together regular to non-regular courses, conferences, seminars and workshops, we find that within the last 10 years the K.I.A. has been host to nearly 10,000 students recruited mainly from local sources but also from outside our boundaries. The figures are impressive but it is not enough to try to justify one's achievements only by numbers.

Since the attainment of independence, the curricula of the various courses have at every stage been revised to keep pace with the changing needs of our society. For instance, we have constantly re-examined the administrative officers programme and have introduced new subjects or deleted others to make the training geared towards understanding the officer's new role of giving service to equal human beings who are in a hurry to improve their economic growth.

In other areas, professional courses in accountancy, based on local qualifications more in line with the conditions prevailing in the country, are offered. Other professional courses include administrative officers in local authorities, social workers, probation officers and so on.

May I lastly say a word concerning the evaluation of the overall effect the K.I.A. may have had on our public service. This is an area where those working outside this Institute in our public service are best placed to comment. Here at K.I.A. we may try to teach skills and in a very subtle manner also try to influence public servants' attitudes. There is also a cross-fertilization of ideas that takes place when students study together in an Institute like this. But senior public servants under whom the past students work after training here are the best judges of these officers after they leave our courses. Has the course improved the productivity of this or that officer after the course? Is his attitude to the public better or worse after K.I.A. training? These and many other questions could only be answered by the senior officers on the job. Indeed, let this be a challenge to us all; let there be a flow of information from the field and the headquarters to K.I.A. in this area, since such information will no doubt help in perfecting our training programmes further in this decade.

HUMOUR AT K.I.A.

(a)—A Blind Beggar Who Was Never Blind

One Saturday morning arap Rutto asked his father for some money to buy a pencil; his father did not object to the idea, but offered him five coins of ten cents. On his way to the shop he came across a blind, ugly and miserable looking beggar. Rutto was frightened, but sympathized with the beggar, whose arms were not only open to receive any help from passers-by but whose mouth was also shouting "*saidia maskini!*".

When Rutto heard of this he gave the beggar a coin and he gave Rutto in return his blessings; then Rutto left the scene for the shop.

At the shop Rutto asked the shopkeeper to get him a pencil; the shopkeeper told Rutto that a pencil cost 50 cents, but at that moment Rutto had only 40 cents. On hearing this Rutto dashed home for 10 cents.

Rutto: Please, Daddy, would you kindly add another coin of ten cents? I cannot purchase a pencil without it.

Father: How much does a pencil cost nowadays? I thought I gave you 50 cents?

Rutto: You are right, Daddy, but on my way to the shop I met a poor, blind beggar to whom I gave 10 cents.

Father: Is that the skinny looking beggar sitting near Gudka's shop, who shouts "*saidia maskini!*"?

Rutto: Yes, Daddy.

Father: Oh, Rutto, that man is not blind!

Rutto: Sure, Daddy, that man is completely blind. How do you mean he is not blind?

Father: I one day gave him a bad coin (I mean Uganda's money), and then before I removed my body from the place, he shouted to me to come back because the coin was a bad one, and could not be spent in Kenya. If he was blind he could not know this.

Rutto: Well, this is interesting. I must go back and check on it.

As the blind beggar noticed that Rutto was approaching, he started shouting "*saidia maskini!*".

Rutto: Are you really blind?

Beggar: Who said I was blind? I am not blind; I am just sitting here begging for my blind brother who is off today.

Rutto: Where is your blind brother gone to? Or is he begging somewhere?

Beggar: No, he is not begging now; he has gone to see a movie.

(b)—The Thoughts of a Destitute

The word "destitute" is a very popular term in social work. It is mainly used when referring to those characters who are entangled with socio-economic problems. Voluntary organizations as well as the Ministry of Co-operatives and Social Services have been engaged in planning and assisting financially these unfortunate people to come to a normal life, but there is one small question that we have never asked ourselves, and that is what goes on in the mind of a destitute?

Here is a destitute, trying to think aloud about his problems, or rather talking to himself:

"Is it any use living and believing? Living as I do in a tumbledown hut, shoved into a blind alley of impossibility? Father of six naked children? Husband of a worn-out old woman in her tenth pregnancy? A tiller of the soil that yielded nothing? Master of a household over-run with cockroaches? A landless cow-tormentor? The parent of brats that will get no schooling? A lifelong beggar for charity? A distiller of illicit liquor?"

Look at my rags. These rags make me sick; with holes everywhere I look like a zebra, although for a zebra it is beauty, but as for me it is lack of clothes. My skinny, sick wife has an everlasting lack of clothes.

Poor creatures! I mean my scabby, weak, undernourished children, at this moment shivering in the filthy hut that is swarming with cockroaches as though in a pigsty. A room with broken panes and the roof torn by the storms of God.

I see myself as if through the wrong end of a telescope. The whole of my life up to now, the everlasting scimping and scraping, the lagging behind, the living from hand to mouth. Why?

In the name of human reason, why?

My feet are stuck for good in the mud of poverty."

J. A. O. NDISI,

Lecturer, Social Development Department.

(c)—Why worry?

There are only two things to worry about—

Either you are well or you are sick.

If you are well, then there is nothing to worry about.

But if you are sick, there are two things to worry about;

Either you will get well or you will die.

If you get well there is nothing to worry about;

If you die there are only two things to worry about;

Either you will go to Heaven or Hell.

If you go to Heaven there is nothing to worry about;

But if you go to Hell,

You will be so damn busy shaking hands with friends

You won't have time to worry.

J. S. NYARIBO,

Lecturer, Social Development Department.

(d)—Living Heart

My heart pounds within me
Like the beat of a drum
Like the click click of a clock
Like the sound of a machine gun
Oh! poor heart, don't you take a rest?

It thuds and swells within my ribs
I feel it caressing my chest
In the middle of the night.
It keeps me company when everything is quiet
I feel I am living, I wake

I sleep, I walk, I run
Eat, talk and laugh
Everything I do I owe you
Living heart, thy thudding keeps me alive
If thou stoppest, I will stop living.

GIDEON MWANIKI,
Student, Co-operative Department.

(e)—Don't Quit

Phase I

When things go wrong as they sometimes will.
When the road you're trudging seems all up hill.
When the funds are low and the debts high.
And you want to smile but you have to sigh.
Rest, if you must, *but don't you Quit.*

Phase II

Life is queer with its *twists and turns*
As everyone of us sometimes learns.
And many a failure turns about
When he might have won had he stuck it out.
Don't give up though the pace seems slow.
You may succeed with another blow.

Phase III

Success is failure turned inside out.
The silver tint of the clouds of doubt
And you never can tell how close you are,
It may be near when it seems so far.
So stick to the fight when you're hardest hit.
It's when things seem worst that you must not Quit.

Phase IV

Some people never let ideas interrupt the easy flow
of their conversation

The trouble with opportunity is that it always looks
bigger going than coming.

You can't keep trouble from coming, but you needn't
give it a chair to sit on.

Don't let your life be a "brief candle" let it be a
splendid torch.

It takes less time to do a thing right than explain
why you did it wrong.

Keep on trying—it's often the last KEY on the bunch
that opens the LOCK, so don't Quit.

S. NDWIGA,
Lecturer, Social Development Department.

(f)—Permission to Go Home

A K.I.A. student recently asked his course officer for permission to go home.
The conversation was as follows:

Student: I have a problem, Sir.

C.O.: Book-keeping or statistics?

Student: No, a domestic problem. I want permission to go home.

C.O.: Why?

Student: To see my wife.

C.O.: Your . . . what? Wife?

Student: Yes, wife.

C.O.: The last time I interviewed you, you told me you were single?

Student: Yes, I was. Now I'm double for then my wife was big with child, but
now she has delivered a son.

AGGREY O. OLUANDE,
Student, Co-operative Management.

(g)—From the Courses With a Light Touch

I met a district magistrate who told me that when he was in the field a chap
was brought to court for drunken driving. The chap pleaded guilty and was fined.
After paying the fine he was told he could go. He insisted that he should be given
a receipt. The magistrate told him that the fine would be entered in the court's
records and he would never hear about the matter again. The chap was adamant
and was not ready for any other explanation; he simply wanted a receipt. Then
he addressed himself to the magistrate.

"Your honour, do you believe in the Day of Judgment?"

"Yes", replied the surprised magistrate.

"On this day", said the drunken driver, "I will be summonsed to the Judgment seat; God will say unto me that on a certain day I drove while I was drunk; I will tell him yes, but I paid the fine."

"Where is the receipt?" God will ask me.

"Then, your honour, do you think I will then leave God waiting and go all the way to Hell to look for you and your clerk?"

After a prisoner was sworn on the Bible the magistrate examined him to see whether he knew the importance of making a sworn statement.

"Do you know what will happen if you lie?" asked the magistrate.

"Yes," said the prisoner, "I will go to Hell and burn for ever."

"Do you know what will happen if you tell the truth?" queried the magistrate further.

"Yes, I will lose the case."

A social worker was saying that when she was on field practice a client, a young man, came to see her. The young man said it was all about his girl friend.

"What has happened?" asked the social worker.

"Since I took her out," said the Romeo, "I have never been able to eat or sleep."

"Why?" asked the social worker, "do you miss her so much?"

"Since that day I have been flat broke," answered the victim of female exploitation.

A police officer was telling of an incident about a young lady who came to his office and reported that a certain man had kissed her by force.

"Can you describe him?" asked the police officer, arming himself with a pen and a note book.

"No," said the young lady, "I close my eyes when I kiss."

A head of department said that he introduced absentee forms to curb the number of absent students. Then one morning when he had settled himself at his desk, there was a knock at his door.

"Come in," he said. A young man from his department came in.

"Sir," he started, "I would like leave of absence for a day because my wife wants me at home."

The head eyed the relatively young man suspiciously and said, "I am sorry I cannot give you permission, because I have received a letter from your wife, telling me that when you are at home you are more bother than help."

The young man kept quiet and turned to go; then he said, "Sir, I have found out that there are two people in this department who handle the truth rather carelessly. I am one, because I am not married; who is the other?"

Once a lecturer noticed a student sleeping in the classroom in one of the hot afternoons. The lecturer told him, "Sorry to wake you; I do not mind you sleeping, but I think it is very rude of you to go to bed without even saying good-night."

*Collected by Waa Nguli,
CPA II.*

WHO'S WHO AT K.I.A.

1. *Administrative Staff*

The Principal	H. J. Nyamu, B.A. (Lond.); Dip. Ed. (EA).
Vice-Principal and Director of Studies	F. K. Nganatha, B.A. (Addis); M.P.A. (NYU); Teachers Cert.
Administrative Secretary	A. A. Maawiy.
Bursar	J. D. Gathuri.
Senior Cateress	W. O. Odera (Mrs.).

2. *Department of Public Administration*

Head of Department	H. M. O. Josiah, B.A. (Culver); M.A. (Howard).
Senior Lecturers	J. H. Obaso, Teachers Cert., B.A. (EA); M.S. (Cornell). K. Ram, B.Sc., B.T. (Punjab); Dip. Ed. (Birm.), LL.B. (Lond.); Barrister-at-Law (Lincoln's Inn); Advocate, High Court of Kenya.
Lecturers	J. Gichangi, Dip. Ed. (EA); B.Sc. (Illinois); M.A. (Oregon). J. Kitonga, B.Sc., Doctor of Laws (Wisconsin). J. Lavuna, B.A. (EA). J. S. Mwangi, LL.B. (Hons.) (EA); Advocate of the High Court of Kenya. J. E. K. Thimba, LL.B. (Hons.) (EA); Advocate of the High Court of Kenya.

3. *Department of Social Development*

Head of Department	Vacant.
Acting Head	A. Gethi (Mrs.), B.A. (Hons.) (Nairobi); Dip. Soc. Sc. (Swansea); Cert. Com. Dev. (Lond.).
Senior Lecturer	C. Kuria (Mrs.), B.Sc. (Oregon State); Dip. Ed. (EA).
Lecturers	E. Nderito (Mrs.), B.Sc. (N.Y. State); Dip. Ed. (EA). M. Siwo (Mrs.), B.A. (Hons.) (Wilb. Univ. Ohio); M.A. (Illinois). J. Nyaribo, Dip. Com. Dev. (Calif.). A. Mogwanja (Mrs.), Teachers Cert. (UK); Dip. Soc. Sc. and Adm. (Lond.). S. Ndwigah, Dip. Com. Dev. (Missouri). A. Mutyambai (Miss), Dip. Soc. Pol. and Adm. (Swansea); Dip. App. Soci. Stud. (Newcastle). P. Adhiambo (Mrs.), Dip. Soc. Dev. and Adm. (Swansea); Dip. Soc. Stud. (UK). J. Muyemba, B.A. (EA); Dip. in Soc. Work and Adm. J. A. O. Ndisi, Fil. Kand. Socionom (Lund Univ. Sweden).

4. *Department of Local Government*

Head of Department	J. G. Johnston, A.C.I.S.; B.Sc. (Hons.), P.C.T.
Senior Lecturers	D. Hillyard. E. Seymour, A.I.M.T.A., A.C.I.S., D.M.A., A.M.B.I.M., M.I.O.M.
Lecturers	G. Haywood. W. Kessler, B.A., M.A. (Calif.). B. Bradfield, F.C.C.A., A.I.M.T.A., A.C.I.S. T. Davies, A.I.M.T.A., A.M.B.I.M. P. Njeha, B.COM. (EA). W. Mbaya, LL.B. (Hons.) (EA). J. Balu, B.A. (Hons.) (EA). J. Kyondo, LL.B. (Hons.) (EA). N. Njeru, B.A. (Hons.) (EA).

5. *Department of Executive Training*

Head of Department	E. K. Mbogori, C.C.S.; Dip. Ed. (EA).
Senior Lecturer	J. S. D'Souza, A.C.I.S.
Lecturers	J. Paulding, B.COM., B.Sc. (Hons.) F.C.I.S., A.M.B.I.M. A. Bresson, M.I.S.M. C. A. Simoes, A.M.B.I.M. T. Visser, M.I.P.S. G. Z. Owiti, A.C.I.S. A. Maina, B.Sc. Econ. (Hons.) (Makerere). F. Vas, A.C.I.S.

6. *Department of Co-operative Training*

Head of Department	J. Ochieng, A.C.I.S., A.M.K.I.M.
Lecturers	E. Lester-Harrison, M.Ed. T. Dip., F.R.G.S., F.R.S.A., M.C.P., A.M.K.I.M. R. J. Shukla, B. Com. (Baroda). S. J. Ouma, Dip. in Co-op. Man.

7. *Language Department*

Head of Department and Senior Lecturer.	P. A. N. Itebete, B.A. (EA); Dip. T.E.S.L. (M.H., Edin.); Teachers Cert.
Senior Lecturer	B. D. W. Hocking, B.A. (Hons.) (Adelaide).
Lecturers	A. F. MtoMugambi, Dip. Ed. (Lond.); B.S.S.F. (G.U.); M.A. (Syracuse). L. Kessler (Mrs.), B.A., M.A. (Calif.). W. Mbotela

8. *Library Department*

Head of Department and Senior Lecturer.	Z. B. Kanaiya, M.A. (Denver); B.Sc. (Lond.).
Lecturer/Librarian	J. Osundwa, B.A. (Hons.) (EA); A.L.A.

9. *Audio-Visual Aids Centre*

Head of Department and Senior Lecturer.	S. W. Watatua, B.A., M.E.D. (Mas.).
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10. *Research Nucleus*

Lecturer	S. Lung'aho, B.A. (EA); M.A. (U.C.L.A.).
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SOME PROMINENT PAST STUDENTS

The following is a list of some of K.I.A.'s past students who have risen to some degree of prominence in their chosen professions or work. The Institute does not claim to have exhausted all the past students who are prominent in public life today.

DEPARTMENT	COURSE ATTENDED	PRESENT POSITION
<i>1. Public Administration Public Admin. No. 1</i>		
Boit P. K.	P.C., Western.
Cheluget I.	P.C., Nyanza.
Hinawy F. M. A.	Ambassador, Zaire.
Kyalo J.	P.S., Ministry of Health.
Koitie J. K.	P.S., Ministry of Lands and Settlement.
Lusiola M. M.	Formerly District Commissioner.
Mathenge I. M.	P.C., Rift Valley Province.
Mahihu E. M.	P.C., Coast Province.
Mburu J. G.	P.C., Nairobi.
Mugambi S.	Chairman, E.A.P. & Tel.
Muganda W. O.	D.C., Machakos.
Mutugi J. M.	Labour Commissioner.
Ngugi N. M.	Senior D.C., Lamu.
Omolo G. M.	
Riyamy S. R. A.	
<i>A.P.A. Course No. 2</i>		
Gathiuni S. D.	Deputy Secretary, Agriculture.
Gethenji J. A.	P./S. Director of Personnel.
Kahara J. H.	Under-Secretary, Ministry of Health.
Karanga M. A. N.	Secretary, Public Service Commission.
Kimani D. G.	Deputy P.C. Rift Valley Province.
Mahinda J. G. N.	Admin. Secretary, Kenyatta Hospital.
Mbela D. M.	D.C., Embu.
Muraguri E. A.	P.C., Central Province.
Nyachae S.	Deputy P.C. North-Eastern Province.
Osare B. O.	Chairman, Cotton Lint Board.
Owino D.	
<i>A.P.A. Course No. 3</i>		
Akibaya J.	Deputy P.C., Nyanza.
Ilako J. K.	Ambassador.
Kangethe A. A.	District Commissioner.
Kinyanjui J. K.	Deputy Director Land Adjudication.
Shitemi S.	Senior Assistant Secretary.
Wandera J. D.	Deputy Secretary.
<i>A.P.A. Course No. 4</i>		
Cherogony F. K.	District Commissioner.
Galgalo L.	Senior District Commissioner.
Karunditu S. R.	Chief Personnel Officer, Ministry of Works.
Kirui J. K.	District Commissioner.
Lempaka M. H.	Member of Legislative Assembly.
Maawiy A. A.	Admin. Secretary, K.I.A.
Mbithi J. M.	District Commissioner.
Musyoki R. K.	District Commissioner.
ole Ncharo M. M.	District Commissioner.
Okech C. P.	Senior District Commissioner.
Omino J. H.	Admin. Secretary, Central Bank of Kenya.
Rotich B.	Manager, Brooke Bond Tea.

DEPARTMENT	COURSE ATTENDED	PRESENT POSITION
<i>Public Admin.—(Contd.)</i>		
<i>A.P.A. Course No. 5</i>		
Waiboci J.	Deputy P.C., Central.
Gituma J.	Deputy Director, Harbours.
Keriri J. M.	Deputy P/S, Treasury.
Maina K. A.	District Officer.
Muliro J.	Ambassador, Sweden.
Nganga N.	Deputy P.S., Treasury.
Kibe J. G.	Permanent Secretary, Agriculture.
Kihara G.	Clerk, Nyeri Municipality.
Kiio J. N.	Chief Negotiator, E.A. Community.
Mathenge J. S.	Deputy Permanent Secretary.
Murenga J.	Deputy Permanent Secretary.
Nderi A. M.	Airport Manager.
Wamalwa W.	Chairman, Public Service Commission.
<i>Adv. Pub. Admin. 6</i>		
Bonyo J. P.	District Commissioner.
Ekirapa A. A. A.	Director, Kenyanization Bureau.
Etemesi J. K.	D.C., Nyandarua.
Idwasi E. A.	District Commissioner.
Jeneby M. S.	District Assistant.
Mulamba D.	Permanent Secretary.
Orwa Z.	District Commissioner.
<i>Adv. Pub. Admin. 7</i>		
Awich H. G.	Senior Assistant Secretary Education.
Koinange S. K.	D.C., Kwale.
Nderi P. N.	D.C., Kajiado.
Nthenge F. N.	Senior Assistant Secretary.
Ogessa S. W. O.	Senior Planning Officer.
Shikule M.	Deputy Director, Nairobi Industrial Estate.
<i>Adv. Pub. Admin. 8</i>		
Gicogo G. K.	Under-Secretary, Home Affairs.
Mbaabu E. K.	District Commissioner.
Mbindyo C.	Senior Planning Officer.
Wahome M.	Senior Assistant Secretary.
Yaa J. W.	Under-Secretary, Treasury.
<i>A.P.A. Course No. 9</i>		
Bilott K. N. K.	Senior Assistant Secretary.
Kihumba S.	Secretary, Adult Education Board.
Muthengi D. J.	Senior Assistant Secretary.
<i>A.P.A. Course No. 10</i>		
Hiribae E. E.	District Commissioner.
Njenga E.	District Commissioner, Mombasa.
Njiiri F. A. G.	Deputy Director, Kenya National Parks.
Ndoro A.P.N. N.	D.C., Kwale.
Psenjen E. M.	D.C., Baringo.
Shikwe R.	Under-Secretary, Treasury.
<i>A.P.A. Course No. 11</i>		
Ndoto J. K.	Under-Secretary, Treasury.
Timothy S. M.	D.C., Busia.

DEPARTMENT	COURSE ATTENDED			PRESENT POSITION
<i>Public Admin.—(Contd.)</i>				
<i>A.P.A. Course No. 12</i>				
Kipsanai J. K.	Senior Assistant Secretary, Treasury.
Lavuna J. L.	Lecturer, K.I.A.
<i>A.P.A. Course No. 13</i>				
Adagala E. K.	Assistant Secretary.
Anyim K. K.	Planning Officer.
Githunguri S.	Manager of Bank.
Josiah H. M. O.	Head of Department of P.A., K.I.A.
<i>A.P.A. Course No. 14</i>				
L. Gichangi	District Commissioner, Siaya.
Ohare E. O.	District Commissioner.
<i>Senior Management Course</i>				
S. O. Josiah	..	No. 1	..	Lately Chairman, E.A.P. & Tel.
P. Kakenyi	..	1	..	Kenya Army.
J. N. Michuki	..	1	..	Chairman, Kenya Commercial Bank.
J. C. Mulinge	..	1	..	Kenya Army.
D. Owino	..	1	..	Formerly Ambassador.
C. K. Koinange	..	2	..	P.C. Eastern Province.
C. C. Murgor	..	3	..	M.P.
J. E. Opembe	..	3	..	Maize and Marketing Board.
A. I. Machayo	..	4	..	Agriculture.
J. M. G. Wainaina	..	8	..	Pyrethrum Board.
F. E. A. Nderito	..	10	..	Chief Roads Engineer.
Dr. J. G. Kigundu	..	12	..	Director, Family Planning.
P. G. Wang'oo	..	13	..	Chief Supplies Officer.
E. M. Gaitho	..	14	..	Maize and Marketing Board.
J. B. O. Omondi	..	15	..	Senior Education Officer.
P. K. Karanja	..	15	..	General Manager, K.T.D.A.
D. G. Kimani	..	16	..	Secretary, Public Service Commission.
D. T. Wanjuki	..	16	..	Under-Secretary, Treasury.
J. Munuve	..	18	..	Senior Education Officer.
M. W. Fedha	..	19	..	Chief Archivist.
I. A. Owala	..	22	..	M.P.
G. K. Gatende	..	23	..	Provincial Engineer.
Mrs. I. Obel	..	23	..	Senior Probation Officer.
M. K. Biegon	..	24	..	Senior Immigration Officer.
Dr. G. A. Orie	..	29	..	Deputy Principal, Egerton College.

DEPARTMENT	COURSE ATTENDED	PRESENT POSITION
<i>2. Local Government</i>		
	<i>Admin. Fin. No. 1</i>	
S. K. Mbugua ..		City Treasurer, Nairobi City Council.
J. M. Njoya ..		Town Treasurer, Mombasa.
N. M. Kange'the ..		Chief Accountant, K.M.C.
P. K. Mwaura ..		County Treasurer, Kiambu County Council.
	<i>Admin. Fin. 2</i>	
D. T. Nyagah ..		Municipal Treasurer, Nakuru.
P. Okwaro ..		County Treasurer, Busia County Council.
L. N. Mwangi ..		County Treasurer, Murang'a County Council.
S. K. Kariuki ..		City Treasurer's Department, Nairobi.
	<i>Admin. Fin. 3</i>	
D. O. Mpoie ..		County Treasurer, Narok County Council.
A. A. Maawiya ..		County Clerk/Treasurer, Lamu County Council.
	<i>Admin. Fin. 4</i>	
C. A. Karanja ..		Town Treasurer, Thika.
A. H. Kadir, M. P.		M.P.
J. Nguzo		County Treasurer, Kilifi County Council.
	<i>C.P.A. II (I)</i>	
S. K. Masson ..		Accountant-General, E.A.C. Headquarters, Arusha.
W. K. Amutalla ..		Town Treasurer, Kitale.
N. K. arap Mutai ..		County Treasurer, Sirikwa County Council.
D. K. Gitau ..		Treasurer, Eldoret Municipal Council.
	<i>C.P.S. I (I)</i>	
J. S. Wafula ..		County Clerk, Bungoma County Council.
	<i>C.P.S. II (I)</i>	
F. N. Kathembe ..		County Clerk, Kitui County Council.
	<i>Special Course for Treasurers</i>	
W. K. A. Cheruiyot		County Treasurer, Kipsigis County
R. M. Mutala ..		County Treasurer, Machakos.
	<i>Adv. Admin. 1</i>	
B. O. Wambayi ..		Town Clerk, Kitale.
	<i>Adv. Admin. 2</i>	
J. M. Momanyi ..		Town Clerk, Nakuru.

DEPARTMENT	COURSE ATTENDED	PRESENT POSITION
	<i>Adv. Admin. 3</i>	
E. M. James ..		County Clerk, Kirinyaga County Council.
H. K. Sheikh ..		County Clerk, Garissa County Council.
P. T. Nyachieo ..		County Clerk, Gusii County Council.
C. B. Wasige ..		Town Clerk, Kakamega.
	<i>Adv. Admin. 4</i>	
J. A. Otsola ..		County Clerk, Kakamega.
P. K. Leparleen ..		County Clerk, Samburu.
S. K. Kurgat, M.P.		M.P.
	<i>Adv. Admin. 1</i>	
W. J. K. Chesire ..		Ag. County Clerk, Central Rift, Nakuru.
3. <i>Social Development</i>		
	<i>C.D.O. 1/62</i>	
J. Mbataru ..		Deputy Director Social Services, Nairobi City Council.
J. Muriu ..		Principal C.D.O., Nairobi.
J. Siboi ..		Director Social Services, Nyanza.
B. Munyeki ..		Director of Social Services, Central Province.
	<i>C.D.O. 7</i>	
S. Murugu ..		Director of Social Services, Coast.
G. Mahinda ..		Director of Social Services, Rift Valley.
E. Masale ..		Principal Youth Officer, Ministry of Social Services.
Miss M. N. Gichuru		Senior C.D.O. Ministry of Social Services.
	<i>C.D.O. 1/62</i>	
E. P. Nakitare ..		Lecturer, University of Nairobi.
A. A. Musumba ..		Head of C.D. Training, G.T.I. Maseno.
Ben Sitati ..		Deputy Clerk, Bungoma County Council.
D. M. Gitahi ..		C.D.O., Kiambu.
W. Wahome ..		C.D.O., Embu.
B. M. Wandera ..		C.D.O., Ministry of Co-op. and Social Services.
J. R. W. Mwakugu		C.D.O., Taita Taveta.
Chris Ngare ..		Ag. Director of Social Services, Coast Province.
S. Ferunzi ..		Deputy Director Housing, Mombasa.
	<i>C.D.O. 7</i>	
G. Ebu ..		M.P., Busia North.
Joseph Muturia ..		M.P., Meru.
<i>Foreign ex-students holding important positions in their home country and who have been trained in this Training Department</i>		
	<i>C.D.O. 7</i>	
Nelson Mamba ..		Univesity Lecturer, Swaziland.
Abednego Hlatshwayo		Minister and M.P., Swaziland.

4. Executive Training

M. J. Njenga ..
H. J. Nyamu ..
G. O. Opondo ..
N. W. Ogunde ..
S. R. Karunditu ..
S. K. Beri ..
D. M. Ngunzi ..
T. M. Munyoki ..
G. W. Anjiah ..
H. A. Koyier ..
V. Cardozo ..

Personnel

Deputy Director of Personnel.
Principal, K.I.A.
Asst. Director of Personnel.
Ag. Principal Pensions Officer.
C.P.O., Ministry of Works.
C.P.O., Office of the President.
C.P.O., Ministry of Agriculture.
C.P.O., Home Affairs.
C.P.O., Health.
C.P.O., Education.
Major, Kenya Army.

Accounts

G. K. Kinyua ..
M. Z. Kiarie ..
A. J. Okoth ..
I. Mwaniki ..
M. Wele ..
J. H. N. Othoche ..
M. Kilea ..

Ag. Financial Controller, Lands and Settlement.
Chief Accountant, Ministry of Health.
Chief Accountant, Office of the President.
Chief Accountant, Agriculture.
Chief Accountant, N.S.S.F.
Chief Accountant, Defence.
Chief Accountant, Lands and Settlement.

5. Co-operative Training

J. M. Hongo ..
I. K. Muchina ..
G. M. Sila ..
M. M. J. Kisoso ..
A. Ochieng ..
A. Nyagucha ..
S. J. Ouma ..
J. C. Mukule ..
I. F. Obonyo ..
J. D. Nyamwange ..
O. Adungo ..
G. Kanyi ..

Treasurer, Kisumu County Council.
Manager, Kiambu Co-op. Union.
Accountant, Co-op. Bank of Kenya.
Asst. Accountant, Kenya Tourist Development Corporation.
Co-operative Officer.
Chief Accountant, Kisii Farmers Union Limited.
Lecturer, K.I.A.
Lecturer, Co-op. College of Kenya.
Co-op. Officer, Department of Co-op. Development.
Co-op. Auditor, Department of Co-op. Development.
Co-op. Development Auditor, Department of Co-op. Development.
Assistant Accountant, Kenya Planters Co-op. Union Limited.

