

1 技術協力センター方式説明資料

Overseas Technical Cooperation Centre Programme of Japan

Outline

Cooperation under this programme is generally offered in accordance with a Record of Discussions agreed upon for implementation of a specific project and signed by the competent authorities of the governments of recipient countries and the Implementation Survey Team of Japan.

In certain cases, it is offered on the basis of agreements between the governments of the recipient countries and Japan.

In general, the Japanese government supplies certain items of machinery, equipment and materials required for the implementation of the Projects, dispatches experts and undertakes training of their counterpart personnels in Japan, whereas the governments of recipient countries are required to secure land, buildings of centres, provide services of counterpart personnels, and bears all the operational expenses of centres.

The important points to be noted are as follows.

1. The government of Japan offers technical cooperation to centres through the Japan International Cooperation Agency, at the request of the governments of recipient countries.
2. The cooperation is offered in accordance with a Record of Discussions agreed and signed by the competent authorities of the governments of recipient countries and the Implementation Survey Team of Japan. In certain cases it is offered on the basis of agreements concluded by the governments of the recipient countries and Japan.
3. The contents of the Japanese cooperation are dispatch of experts, donation of machinery and equipment and receiving counterpart personnels for their technical training in Japan.
4. The objectives of the Japanese cooperation are to have staff members of centres be well trained to operate centres successfully for themselves through training of counterpart personnels and technical advices to them.
5. The period of the Japanese cooperation is generally about four years.

6. Government of recipient countries provide land, buildings, machinery, equipment and other materials and all expenses necessary for the operation of centres.
7. The governments of recipient countries (usually undersecretaries of the competent ministries) have the overall responsibility for the implementation of centres.
8. The Japanese experts have the responsibility for the technical matters concerning the operation of centres.

Measures to be taken by the both governments

1. Japanese side

- (1) to dispatch experts at its own expense.
- (2) to provide machinery and equipment at its own expense.
- (3) to receive at its own expense an adequate number of counterpart personnels for technical training in Japan.

Remarks;

- (1) Machinery and equipment are delivered C.I.F.
- (2) Japanese budgetting is single-year system.
- (3) The Japanese cooperation is executed with the prescribed application forms of the Japanese government submitted by recipient governments.

2. Recipient governments

- (1) To provide services of personnels necessary for the operation of centres;
- (2) To provide land, buildings and facilities necessary for centres;
- (3) To provide machinery, equipment and other materials necessary for the operation of centres other than those provided by Japan;
- (4) To provide necessary for official travels of the Japanese experts;
- (5) To provide for a vehicle with a driver for the Japanese experts during working hours and from and to their residences;

- (6) To provide suitably furnished accommodations for the Japanese experts and their families;
- (7) To bear the following expenses;
 - a. expenses necessary for the domestic transportation of machinery and equipment provided by Japan as well as for their installation, operation, maintenance thereof
 - b. customs duties, internal taxes and other charges, imposed on in respect of machinery and equipment provided by Japan
 - c. expenses necessary for the provision of textbooks
 - d. all running expenses necessary for the implementation of the Projects.
- (8) To provide the Japanese experts and their families with the privileges, exemptions and benefits such as free medical services and exemption from income tax and customs duties no less favourable than those granted to the experts of third countries or international organizations performing similar missions;
- (9) To ensure that the knowledge and techniques acquired in Japan by counterpart personnels are utilized effectively for the operation of centres.

2 質 問 状

Questionnaire on the JOMO KENYATTA COLLEGE OF AGRICULTURE AND TECHNOLOGY PROJECT
proposed by the Government of the Republic of Kenya

The Government of Japan had dispatched Survey Teams twice for the studying of the implementation of the Japanese Grant Aid, primarily for the construction of the buildings and supply of machinery and equipment of the establishment of the College.

On the other hand, the Government of Japan understands the necessity of the cooperation under the Overseas Technical Cooperation Centres Programme, which is explained attached sheet.

For the implementation of this programme, this Preliminary Survey Team has dispatched.

Some of the following items had already been discussed and agreed, but for going next step your cordial answer to them will be helpful.

I. General

1. Authority to take the full responsibility in concluding the Record of discussions with the Government of Japan
 - a. Name and title, who will sign on the R/D
 - b. Organization chart of the Ministry of Education
 - c. Role, duties and term of the Kenyatta College Implementation Committee
2. Objectives of the establishment of this College

For the purpose of providing practical and theoretical education for Kenyan who will be contributing to the economic and social development of the Republic of Kenya
3. Location and Consignee
 - a. Address of the College
 - b. Consignee
4. Land owner and area of the site
 - a. Land owner
 - b. Map and area of the site

5. Owner of buildings

6. Treatment of the Japanese Experts On these matters you have the laws and regulations and your concrete and detail explanation will be helpful.
- (1) Residences
 - (2) House allowance
 - (3) Exemption from taxation
 - (4) Exemption from import tax
 - a) Car, furniture and other personal effects
 - b) Duration of exemption
 - (5) Official travel allowance
 - (6) Transportation facilities from and to their residences
 - (7) Medical services for the Japanese Experts and their families
 - (8) Hokiday

7. Development Plan (1974-78), especially educational part Copy of it, if we have.

8. The cooperation by the third countries in the field of education

- (1) Area and scale
- (2) Role and duties of the Experts

II. The Kenyatta College

- 1. Curriculum and Syllabus
 - a. Department of Horticulture
 - b. Department of Agricultural Engineering
 - c. Department of Food Engineering
 - d. Agricultural Machinery Engineering
 - e. Motor Vehicle Engineering

- f. Construction Plant
 - g. Irrigation Engineering
 - h. Construction Technician
 - i. Architectural Technician
 - j. Electrical Engineering
 - k. Electronic Engineering
2. Qualifications of Lecturers and Technicians
 - a. Lecturers
 - b. Technicians
 3. Duties of Lecturers and Technicians
 - a. Lecturers
 - b. Technicians
 4. Conditions of Lecturers and Technicians
 - a. Lecturers
 - b. Technicians
 5. Assignment Plan of Lecturers, Technicians, Official staff and others
 - a. Tentative time schedule of assignment of them
 - b. Recruitment of Lecturers and Technicians

6. Measures for Lecturers and Technicians to settle

The success of the Project will depend on their settlement.

7. Role and duties of the Japanese Experts in the College and Administration of the College

Permanent Secretary of the Ministry of the Republic of Kenya will have the overall responsibility for the implementation of the Project.

The Principal of the College will be responsible for the operation of the College, while the Japanese Chief Advisor will be responsible primarily for the technical matters and advise, if necessary, to the Permanent Secretary of the Ministry of Education pertaining to the Project.

Japanese Experts will give technical advice and cooperation to the Kenyan Lecturers and Technicians under the instruction of the Japanese Chief Advisor.

Education will be carried out by the Kenyan Lecturers.

8. Students

(1) Application requirement

Who are graduate from 7 years Primary school and 4 years Secondary school and get the E.A.C.E.

(2) Recruitment

Media of recruiting the students, newspaper or radio.

And also, time schedule

(3) Selection

Entrance Examination or something

(4) Expense born by students

During their college life, any expense should be paid by them.

(5) Scholarship

Who will become their sponsor and living allowance and studing materials are included in it.

(6) Employment and privileges of graduates

a. Job-finding services

b. Diploma, Technician Certificate and Part II, III

These certifications are different from Japan's, your explanation in detail will be helpful.

9. Provision of textbooks

10. Working hours

a. Yearly; beginning and end

b. Weekly schedule

c. Holiday; summer vacation and winter vacation

- 11. Budget
 - a. in 1978
 - b. in 1979
 - c. Estimated expense for construction
 - d. Estimated running expense
- 12. Openning
- 12. Openning The date of starting of the College

Questionnaire for the University of Nairobi, Egerton Agricultural College,
Kenya Polytechnic and Mombasa Polytechnic

Japanese Survey Team are going to visit the above mentioned Univ. and College,
and hope to get the following materials

- 1. Textbook, curriculum and syllabus
- 2. List of machinery and equipment
and ask as follows
- 3. Supply of educational materials
- 4. Employment of Lecturing staff and
Technicians

3 質問狀解答 (英文)

JOMO KENYATTA COLLEGE OF AGRICULTURE
AND TECHNOLOGY

Following are answers to questions raised by JICA representative who was a member of the Japanese Survey Team which was in Nairobi between August 12th and 22nd, 1978:-

Part I - General:

1.
 - a) Permanent Secretary, Ministry of Education or his representative will sign all agreed minutes. Where formal exchange of notes or agreement is to be signed, the Minister of Finance and Planning or his authorised representative will sign for Government of Kenya.
 - b) The organizational chart of the Ministry of Education was supplied to JICA representative.
 - c) Role and duties and terms of reference for the JKCAT Implementation Committee will be as in the Agreed Minutes of March 18th, 1978, namely "The committee will be responsible for the co-ordination of actions of the organs within the Government of Kenya as well as liaison on behalf of the Government of Kenya, with the Government of Japan, through the Embassy of Japan in Kenya."
2. The objectives of the establishment of this college remain the same as those stated in the project brief - second draft, 1978 paragraph 2:1:2, namely -
 - "a) To provide young Kenyans with technical skills and abilities necessary in making them useful citizens.
 - b) To prepare young Kenyans for productive employment or self-employment especially in the rural areas.

- c) To train young Kenyans to fill the manpower gaps and to ensure rapid development of the national economy.
 - d) To re-orientate the attitude of youths in Kenya towards productive activities."
3.
 - a) The address of the College between now and commencement of the College buildings will be Ministry of Education, P.O. Box 30040, Nairobi.
 - b) Between now and the commencement of College buildings, the consignee will be Permanent Secretary, Ministry of Education. Thereafter, the consignee shall be The Project Director, J.K.C.A.T., c/o Ministry of Education, P.O. Box 30040, Nairobi.
 4.
 - a) The land will be owned by the Jomo Kenyatta College of Agriculture and Technology.
 - b) The map of the property, measuring approximately 200 ha. is shown in Annex A. (附添圖ハ手交アリ)
 5. The owner of the buildings on this land will be The Jomo Kenyatta College of Agriculture and Technology.
 6. Treatment of Japanese experts: The whole of this question is subject to negotiation between Government of Kenya and Government of Japan through Embassy of Japan in Kenya.
 7. A copy of Development Plan (1974-1978) was supplied to JICA representative.
 8. The co-operation by third countries in the field of Education: We would appreciate your explanation of the relevance of this question to the Jomo Kenyatta College of Agriculture and Technology to enable appropriate reply.

Part II - The Jomo Kenyatta College of Agriculture
and Technology :

1. Syllabuses for most courses have already been submitted: Basic syllabuses for Milling and Baking and Construction Technician Courses have already been submitted. Detailed syllabus will be despatched as soon as it is compiled.

2. a) The qualification of teaching staff will be at two levels:-

Level I: University graduates with Pedagogical Training. Preference should be given to candidates with postgraduate training in the relevant field.

Level II: High Diploma or its equivalent with Pedagogical training and relevant industrial experience.

The qualifications for Technicians shall be as listed below depending on workshop or laboratory one is attached.

- i) Diploma in Agriculture
- ii) Ordinary Diploma in Mechanical, Electrical or Building.
- iii) Technician Part III in the relevant discipline.

3. a) Proposed Duties of Teaching Staff:

It is suggested that all departmental establishment shall comprise:

- | | |
|--------------------------|---|
| 1 Principal Lecturer | - Head of Department |
| Senior Lecturers | - Section Heads |
| Lecturers and Asst. Lec. | - The breakdown to be determined by each department |

1. Head of Department - Principal Lecturer:

- i) Must possess a Degree in the relevant field or Chartered Engineer status with several years approved experience including substantial number

of years of teaching at the required level. Having held senior posts involving organisation and administration in a recognized technical college is advantageous.

- ii) To be responsible to Dean of the Faculty as a whole.
- iii) To control the internal organization, management and development of the department within the framework of the faculty.
- iv) To convene Advisory Committees, prepare agenda and papers (where applicable).
- v) To submit to the Dean an annual report on the work of the Department.
- vi) To teach appropriate number of lectures and any other duty allocated to the Head by the Dean.

2. Head of Section - Senior Lecturer:

- i) To be responsible to the Head of Department as a whole.
- ii) To control the internal organization, management and development of the section within the framework of the Department. He thus must be an expert on the core subjects for the section, for example, the Head of Motor Vehicle Engineering section must be a specialist in motor vehicle engineering.
- iii) To lecture for periods considered reasonable by the College.
- iv) Any other duties allocated to him by the Head of Department.

3. Lecturer:

- i) To be responsible to the Head of Section and Head of Department.
- ii) A University Degree, Higher Diploma or Full Technological Certificate or equivalent.
Appropriate experience.
- iii) Assist the Head of Section in the day to day running of the section e. g. Course Tutor, Class Tutor, etc.
- iv) Any other duties allocated to him by the Head of Department.

4. Assistant Lecturer:

- i) Same as 3 (i), (ii) and (iv).
- ii) To lecture for periods determined by the College.

5. Technicians:

- i) Workshop Technicians will be assigned the following duties:-

- To be responsible to section head.
- To look after, care and maintain tools.
- To cut materials and prepare workshops before commencement of class.
- To check and clear the workshop after class.
- To perform other duties assigned by the Head of Section.

- ii) Laboratory Technician:

- To be responsible to section head.
- To set apparatus, arrange equipment and prepare the laboratory before start of the classes.
- To check and clean apparatus after classes.

- To maintain and carry out minor repair of laboratory apparatus.
 - To perform other duties assigned by Head of Section.
6. Conditions of lecturers and technicians will be in accordance with Code of Regulations as determined by the College and in conformity with the national Code of Regulations for lecturers. Current national Code of Regulations is forwarded herewith.
 7. The working hours of Teachers and Technicians will in general be in accordance with Kenya working hours. Actual timetable for teachers will depend on the course. Individual working hours will be determined by the College.
 8. So long as staff houses are provided on the site, the settlement of staff should be fairly smooth. The class and number of staff houses required is shown in Annex B.
 9. Role and duties of the Japanese Experts in the College and administration of the college. Permanent Secretary for the Ministry of Education of Republic of Kenya will have the overall responsibility for the implementation of this project. The Principal of the College will be responsible for the operation of the College. He will be responsible to the Permanent Secretary for the Ministry of Education. The Japanese Chief Adviser will be responsible primarily for technical matters and advice. He will be responsible to the Principal of the College on matters pertaining to the project. Japanese experts will give technical advice in co-operation with the Project Director while the College is under construction. When the College opens the teaching will be carried out jointly by Kenyan teaching staff and Japanese experts.

10.
 - i) Basic entry requirements will be as per second Project Brief, Paragraph 2. 1. 6.
 - ii) Recruitment will be through the career forms and public media.
 - iii) Students will be expected to pay minimal fee.
 - iv) Scholarships will be available in accordance with the government regulations and as determined by the prospective employer.
 - v) Employment will be in accordance with the Directorate of Personnel Management Scheme of Service, Kenyanization of Personnel Bureau and private sector where applicable.

11. Text Books:

Students will be expected to supply some textbooks, but a library will be available in the college. Bursary element may also be included to cover cost of text books and stationery.

12. Budget - Action is being taken by the Ministry of Education through the normal channels, to include local funds in the 1978/79 development programme.
13. Opening - The College is expected to open in March, 1981.

3 質問状解答（和文仮訳）

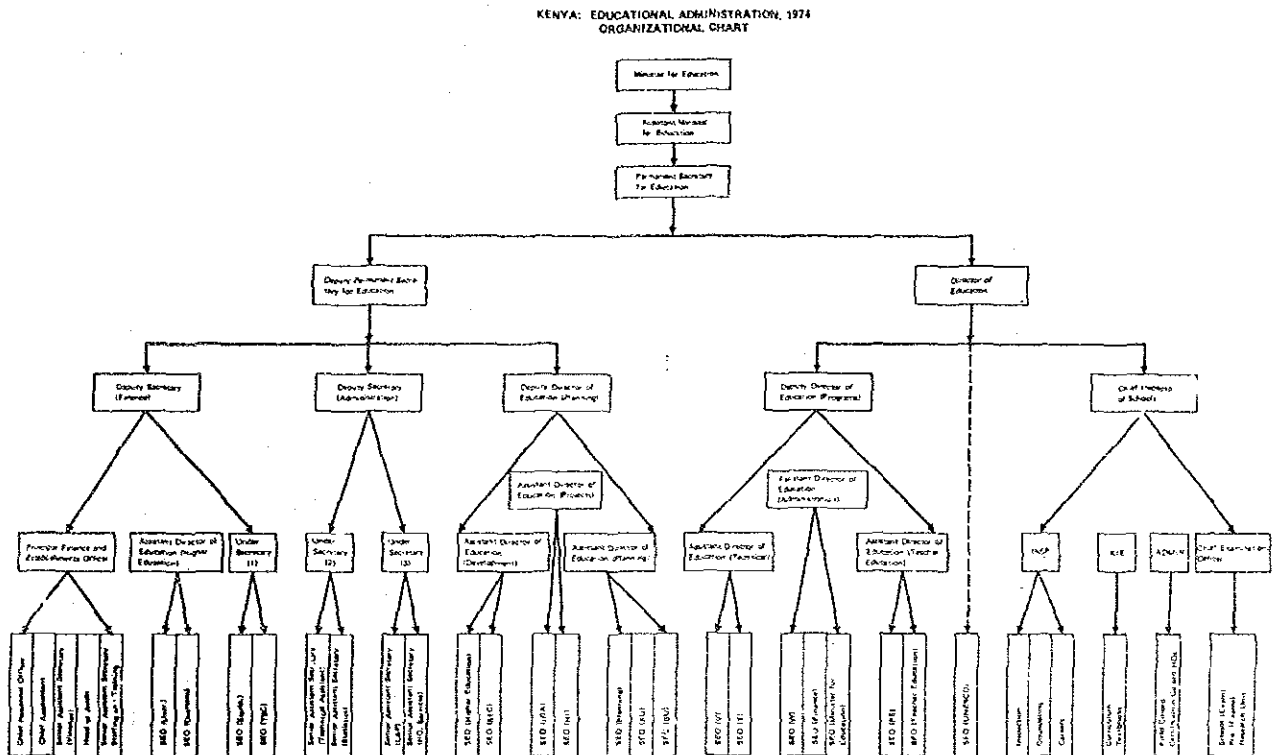
質問状解答 (仮訳)

I 一般事項

1. (a) R/D署名

教育省次官あるいは次官代理者が全ての合意議事録 (AGREED MINUTES) に署名する。又交換会文及び協定は財務企画大臣あるいは大臣代理が署名する。

(b) 教育省組織図は下記の通り



(c) JKCAT 設立委員会

本委員会は、1978年3月18日の AGREED MINUTES に記されているように「ケニア国政府関係各省の調整及び在ケニア日本国大使館を通じて日本国政府との連絡調整を行う」

2. 本大学設置目的

- (a) 有能な国民として必要な技術的能力を身につけさせること。
- (b) 特に、地方において、生産的職業又は自営に就く能力を身につけさせること。
- (c) 労働力のギャップを補充するような技能を身につけさせ、国民経済の急速な発展を確実にすること。

(d) 着実な生産的手労働への関心を惹起すること。

3. 所 在

(a) 建築工事開始迄「Ministry of Education, P. O. BOX 30040, Nairobi, Kenya」

(b) 荷受先:

建築工事開始迄は「Permanent Secretary, Ministry of Education」

建築工事開始後は「The Project Director, J. K. C. A. T., C/O Ministry of Education, P. O. BOX 30040, Nairobi, Kenya」

4. 土 地

(a) 所有権は「the Jomo Kenyatta College of Agriculture and Technology」

(b) 面積は約 200 ㍊

5. 建 物

所有権は「the Jomo Kenyatta College of Agriculture and Technology」

6. 日本人専門家

特権・免除等に関しては、ケニア国政府と在ケニア日本大使館を通じ日本国政府との間での交渉による。

7. 開発計画(1974~78)5ヶ年計画は

付属資料6を参照

II ケニヤッタ農工大学に関し

1. カリキュラム・シラバス

別冊付属資料 参照

2. 教員資格

(a) レクチャラー(次の2段階がある)

LEVEL I 教育学を修めている大学卒の者とし、関連分野の大学院卒の者を優先とする。

LEVEL II ハイディプロマ取得者あるいは教育学及び関連産業経験者とする。

(b) テクニシャン(実習室・実験室により以下の3種類となる)

(i) 農学関係ディプロマ

(ii) 工学関係オーディナリーディプロマ

(iii) テクニシャン Part III

3. 各学科構成は

1名の主任レクチャラーが学科長

上級レクチャラーがコース長

レクチャラー及びアシスタントレクチャラーが教育内容に応じた業務

職 務

学科長＝主任レクチャラー

- (i) 関係分野の学位（DEGREE）所有あるいは、必要水準の十分な講義を含む公認される数年の経験を持つ、エンジニアであること。
- (ii) 学部長に従う
- (iii) 学部組織内において学科内の組織・運営・開発を管理する。
- (iv) 討議事項、資料を準備しアドバイザーコミュニティを召集する。
- (v) 学科活動の年次報告を学部長へ提出する。
- (vi) ある程度の講義の他学部長命令の仕事もある。

コース長＝上級レクチャラー

- (i) 学科長に従う
- (ii) 学科組織内においてコース内の組織・運営・開発を管理する。よってコースの重要な科目の専門家であること。
- (iii) 講義をする
- (iv) 学科長命令の業務

レクチャラー

- (i) 学科長・コース長に従う
- (ii) 大学卒、ハイアードプロマ取得あるいは十分な技術的資格の所有又はそれと同等の者。十分な経験を有すること。
- (iii) コース指導、クラス指導等日々のコース運営においてコース長を補助すること。
- (iv) 学科長命令の業務

アシスタントレクチャラー

- (i) レクチャラーの(i)(ii)(iv)と同じ
- (ii) 大学で決めた期間の講義

テクニシャン

- (i) 実習室テクニシャンの業務
 - コース長に従う
 - 工具の維持管理
 - 授業用資機材の準備
 - 授業終了後の整理
 - コース長命令のその他業務

(ii) 実験室テクニシヤンの業務

コース長に従う

授業用機器の準備

授業後の機器の整理

実験機器の維持補修

コース長命令のその他業務

4. (英文6) 待遇

レクチャラー、テクニシヤンの待遇は、大学により決められた「Code of Regulations」により、これは「the National Code of Regulations for Lecturers」に準ずる。

レクチャラー、テクニシヤンの労働時間はケニア労働時間に拠る。時間割はコースにより個々の教員の労働時間は大学により決められる。

5. (英文8) 定着化

教職員宿舍が大学構内に建物されることにより定着化が十分見込まれる。

6. (英文9) 日本人専門家の職務及び大学運営

ケニア共和国教育省次官は本プロジェクト実施に関して全責任を負う。

大学の学長は大学の運営責任を負い、又、教育省次官に対して責任を負う。

日本人チーフアドバイザーは主に技術的事項に責任を負い助言し、プロジェクトに関する事項に関し大学学長に対して責任を負う。

日本人専門家は大学建設中はプロジェクトディレクターと協力し技術的助言を行う。又、大学開校後の講義をケニア人教員と協力し実施する。

7. (英文10.) 学生

入学資格は、11年の教育修了したE. A. C. E(O LEVEL) 合格者あるいは、13年の教育修了したE. A. A. C. E(A LEVEL) 合格者とする。

募集は、「キャリアフォーム」(付属資料4参照)及び公報により行われる。

学生負担費用 最小費用負担が予定される。

就職は (1) the Directorate of Personnel Management Scheme of Service

(2) Kenyanization of Personnel Bureau

(3) 私企業

の募集により行われる。

8. (英文11) 教科書

学生は一部教科書の支給を受け、又大学内図書館を利用することとする。

教科書代及び保存費も計上されることになると思われる。

9. (英文12) 予 算

1978/79年(ケニア予算年度は7月～6月)度開発計画に沿って、通常手続に基づき、教育省が措置しているところである。

10. (英文13) 開 校

1981年3月を予定する。

4 キャリアフォーム



MINISTRY OF EDUCATION

CAREERS INFORMATION BOOKLET

1978

PART 1

INSTRUCTIONS FOR FILLING IN THE CAREERS FORM

The Careers Form has been designed to enable you apply for entry to Form 5 and certain careers. Before you begin to fill it in, read through this information Booklet carefully. You should also refer to the relevant sections of the Handbook for Schools Guidance Counsellors, which you can borrow from your Careers Teacher or Guidance Counsellor.

The work of preparing selection lists from the Careers Form is done by computer. To help us do this, every educational and career opportunity for which you can apply has been given a code number. These code numbers are all listed in Parts II and III of this Booklet. You will see, for instance, that the Kenya Science Teachers College has the code 102, and the career of Radiographer has the code number 302. You MUST give the code numbers for the opportunities for which you wish to be considered in the boxes provided on the form. Write the numbers clearly, one digit to each box. You will notice that some boxes already have letters or asterisks printed in them. These are to help us transfer the information to the computer, and you should ignore them.

The form is divided into six sections. You will fill in Sections A, B, C and D yourself. Section E and F will be completed by your teachers. Only one copy is needed.

In Section A you are asked for information about yourself. Write your name and contact address after December in BLOCK CAPITALS in the boxes provided. Write one letter to each box, and separate words by leaving one box blank. You MUST use the same names as in your EACE entry form. Similarly record your 1978 EACE index number, one digit to each box. The first four boxes are for your examination centre number, and the second three boxes are for your personal number. If your personal number is below 100, add zeroes before the digits so that all three boxes are filled. For instance, if your personal number is 69, you should enter 069; if it is 4, you should enter 004.

It is MOST IMPORTANT that your E.A.C.E. number be correct. We shall use your E.A.C.E. number to match your career preferences with your E.A.C.E. results on the computer. If your number is incorrect, matching will not be possible and you may be omitted from the selection lists.

Indicate your sex by writing "M" or "F" in the box provided, and then give the code number for your home District (the District where you live permanently). The District code numbers are as follows:-

LIST OF DISTRICT CODE NUMBERS

COAST		EASTERN		RIFT		WESTERN	
11	Taita Taveta	31	Machakos	51	Nakuru	61	Busia
12	Kilifi	32	Kitui	52	Kericho	62	Bungoma
13	Tana	33	Embu	53	Nandi	63	Kakamega
14	Lamu	34	Meru	54	Laikipia		
15	Kwale	35	Marsabit	55	Kajiado		NYANZA
16	Mombasa	36	Isiolo	56	Narok	71	Kisumu Rural
				57	Baringo	72	Kisumu Municip.
	CENTRAL	41	Nairobi City	58	Keiyo Marakwet	73	Gusii
21	Nyandarua			59	Uasin Gishu	74	S. Nyanza
22	Nyeri			5A	Turkana	75	Siaya
23	Kirinyaga			5B	Samburu		
24	Murang'a			5C	Trans Nzoia		NORTH-EASTERN
25	Kiambu			5D	West Pokot		
				5E	Nakuru Municip.	81	Garissa
						82	Wajir
						83	Mandera

In Section B you are given the opportunity to apply for entry to a Form five (Higher School Certificate) course. If you wish to be considered for Form five, write the names and code numbers of up to THREE schools in the spaces provided. Then give the code numbers of up to FOUR subjects you would like to take, in your order of preference. Do not write subject combinations in the boxes. The code numbers for the subjects are given on p.7 of this booklet. Note that your preferences are for the guidance of the selecting schools only; you may be offered a course in different subjects, particularly if you get better E.A.C.E. grades in them. Make sure that the schools you choose teach the subjects you wish to take.

In Section C you are asked to indicate your career preferences. If you apply for a form-five place in Section B, you will be considered for the opportunities you list in Section C only if your form-five application fails.

Part III of this Information Booklet lists seven types of careers open to fourth-form leavers (Groups 1 to 7). Read through this information carefully several times. You should also read the more detailed information given in Section C of the Handbook for Schools Guidance Counsellors. Then choose the type of career for which you would like to be considered.

Now, from the career group you have chosen, select up to THREE specific jobs or training opportunities and write their names and code numbers in the places provided, in your order of choice. The specific opportunities you select must come from the career group you have chosen. For example, if you wish to be considered for a career in Health, all of your career choices must come from Group 3, and all of the career codes you write in the boxes must begin with the digit 3.

When you have completed Section A, B, C and D, check that you have entered all the code numbers and other information correctly and sign your name before returning the form to your Form Teacher or Careers Guidance Counsellor.

PART II

INFORMATION ABOUT FORM FIVE (ADVANCED CERTIFICATE OF EDUCATION) COURSES

In 1977-78 about 41,200 fourth-form leavers applied through the Careers Form for entry to Form Five in 1978. The table below shows the percentage of applicants accepted for form five according to their grade aggregates:

EACE Grade Aggregate	Number of applicants	Percentage of applicants accepted for Form Five
Between 6 and 24 points	5392	85%
" 25 " 27 "	2118	40%
" 28 " 30 "	2624	21%
" 31 " 33 "	2978	4%

Pupils with a grade aggregate of 34 or poorer were not accepted for form five.

When a pupil had a good grade aggregate but was not accepted the reason was usually that his EACE did not include credits in three subjects which he could continue in an Arts or Science course in Form Five. Geography, Mathematics and Economics are the only subjects which can commonly be part of a course in either Arts or Science. Physical Science is accepted by most schools as a preparation for both Physics and Chemistry in Form Five. Health Science and General Science are not accepted as a preparation for any science subject

In 1979 there will be about 6,860 places available, of which about 58% will be in Science streams and 42% in Arts streams. If you wish to continue your education into Form Five, and if you think you have a good chance of getting the necessary grades in suitable subjects, then you should apply by completing Section B. Your chances of being selected for a career opportunity will NOT be affected should your application fail.

Schools which will offer form-five courses in 1979 are listed below. You may apply for schools in any part of Kenya. The abbreviations used are explained at the end of the table on p.6. The School code numbers are given in the first column. They are the same as the E.A.C.E. school index numbers, and all begin with the letter K.

For schools for which we have the information, we have listed the courses which will be available in 1979. You will see, for instance that at school K2511 (Kanunga) you may take science courses MPC (Maths, Physics, Chemistry), PCB (Physics, Chemistry, and Biology) and MCB (Maths, Chemistry and Biology). At school K5205 (Kipsigis Girls) you can choose any three subjects from among English, History, Geography and Religious Education. This means you could take EHG (English, History, Geography) EHR (English

History and Religious Education), ERG (English Religious Education and Geography) or HGR (History Geography and Religious Education). Note that we have listed Principal subjects only; Subsidiary subjects are not included.

For some schools we do not have information as to the courses which will be available in 1979. For these we have simply listed the subjects taught. The subjects are separated by commas, to distinguish them from courses.

The number before the words "Arts" and "Sciences" indicates the number of streams. At school K2201 (Nyeri), for example, there will be 1 Arts and 2 Science streams in 1979. An Arts stream normally contains 35 pupils; a Science stream 30 pupils.

The table also tells you how many first-choice applications each school received at the end of 1977 for 1978 intake. You will see that for some schools there were several hundred first-choice applications, while for others there were fewer applications than places. Some of the schools which received large numbers of applications were able to fill their classes entirely from first choices; they did not consider second choices and third choices at all. On the other hand, some other schools had difficulty filling their places even after they had considered second and third choices. If you choose schools which receive many applications as your second or third preferences you are wasting your choices.

University Education. If you wish to continue your education to University, be careful to choose the EAACE subjects which are needed for the course you wish to take. For all University courses the minimum requirement is two Principal-level passes, but for some courses, passes are required in specific subjects. Details are given below.

<u>University Course</u>	<u>Approx. intake</u>	<u>Compulsory subjects</u>	<u>Best EAACE courses</u>
Agriculture	80	B + C (Principal) and P or M (Subsid)	PCB, MCB
Forestry	15	Same as Agriculture	PCB, MCB
Food Science & Tech	20	B + C (Principal) and P or M (Subsid or O lev.)	PCB, MCB
Agric. Engineering	20	M + P (Principal) and B or C (Subsid. or O lev.)	MPC, MPB
Architecture	40	M or AppM or P or A (Subsid)	MAppMP, MPC
Building Economics	30	M or AppM or P (Subsid)	MAppMP, MPC
Land Economics	30	E + M (O lev.)	-
Design	30	A (Subsid)	-
Commerce	170	M (O lev)	-
Engineering (Civil, Elect. and Mech)	150	M + P (Principal) and C (Subsid or O lev.)	MPC, MAppMP
Surveying	20	M + P (Principal)	MPC
Medicine	125	B + C or P or M (Principal)	PCB, MCB
Dentistry	40	Same as Medicine	PCB, MCB
Pharmacy	30	C or B (Principal) and M or P (Subsid)	PCB, MCB
Veterinary Medicine	80	C + B (Principal) and M or P (Subsid)	PCB, MCB
Law	70	Pass in General Paper	-
Science	300	2 Principals, Science Subjects	-
Arts	350	2 Principals, Arts Subjects	-
Education (Arts)	150	2 Principals, Arts Subjects	-
Education (Science)	150	2 Principals, Science Subjects	-

For Commerce and Economics (BA) you are strongly recommended to take Mathematics, although this subject is not compulsory.

School Fees: The fees now payable in forms five and six are as follows:

Kenya Polytechnic	: 600/- (Day);	550/- per month Hostel fee
High-cost Schools	: 600/- (Day);	1,800/- (Boarding)
Low-cost Schools	: 400/- (Day);	800/- (Boarding)

High-cost schools are listed separately at the beginning of the table below. Pupils who are at present in high-cost schools may apply for form-five education in low-cost schools if they wish. Do NOT apply for high-cost schools unless you can afford the fees.

LIST OF FORM 5 SCHOOLS 1979, WITH CODE NUMBERS

STREAMS AND COURSES OFFERED

Note: The abbreviations used are explained at the end of this table, on page 7.

Code No.	Name of School	Applicants (1st Choice) 1977-1978	No. of streams and courses or subjects offered
<u>A: HIGH COST SCHOOLS</u>			
K2004	Limuru Girls (GB)	309	1 Arts 1 Science: Any 3 subjects from the following groups, not more than 1 from each group. Group 1 : E,C Group 2: B,Ec,R Group 3 : P,G,S Group 4: M,H,F Group 5 : A,Mus,M
K4001	Lenana (BB/D)	429	1 Arts: EGEC,EHG,EFM,HGEC,MGEC,EMEC 2 Science: MPC,PCB,CBG. FurthM can be taken with any Science course.
K4002	Nairobi Boys (BB/D)	851	1 Arts: EGEC,EGR,EHS,EGS,ERS. 2 Science: MPC,PCB,MGEC,CBG. A can be taken with any Arts or Science course.
K4003	Kenya High (GB/D)	430	2 Arts 1 Science: Any 3 subjects from the following groups, not more than 1 from each group. Group 1: P,G,A, Group 3:B,R,Ger,H,Tex Group 2: C,R,E,F Group 4:M,S,E,Nut
K4005	Strathmore (BB)	137	2 Science: MPC,PCB
K4006	Kenya Polytechnic (MD)	64	1 Science: MPC,PCB 1 Arts: HGR,EHR,EGR,MGEC
K5001	Highlands (GB)	498	2 Arts: Any 3 from G,E,R,H,A or S or any 3 from E,H,G,M or R 2 Science: MPC,MCB,PCB,MCG,CBG,CBNut
<u>B: LOW COST SCHOOLS</u>			
K1001	Mombasa Poly. (MD/B)	481	5 Science: MPAppM,MCB
K1101	Kenyatta,Mwatate (BB)	489	3 Science: MPC,PCB,CBG,MGEC,GEcGeol
K1103	Murray Girls (GB)	NEW	1 Arts: E,G,H,S,R
K1501	Kwale High (BD)	NEW	1 Arts: E,G,H,S.
K1502	Matuga Girls (GB)	502	2 Arts: E,H,G,S.
K1601	Allidina Visram (MD)	695	1 Arts: MGEC,EEcS,ERS,EHEc,HEcS, HGS,HGEC,GEcS 2 Science: MPC, PCB
K1603	Shimo-la-Tewa (BB)	1094	1 Arts: Any 3 subjects from E,G,H,Ec or S. (Ec and S not in same course) 3 Science: MPC,PCB,MGEC.
K1605	Coast Girls (GD)	357	1 Arts: Any 3 from E,H,G,Ec,S.
K2001	Alliance Boys (BB)	675	1 Arts: Any 3 subjects from E,G, Ec or S, R or F,H or M. 2 Science: MPC,PCB,CBG, Furth M may be taken with MPC.
K2002	Alliance Girls (GB)	397	1 Arts: Any 3 subjects from: E,H,G,R, F,A,Nut,Mus,Tex. 2 Science: MPC,PCB,MCB,CBG,CBNut, CBTex.
K2003	Mangu (BB)	337	2 Science: MPC,PCB.
K2005	Loreto, Limuru (GB)	805	1 Arts: Any 3 subjects from E,H,G,R,S
K2006	Maryhill Girls (GB)	NEW	1 Arts: Any 3 subjects from H,G,S,H,Ec
K2102	Nyandarua (MB)	411	2 Science: MPC,PCB,CBG,MGEC. 1 Arts: EGEC,EHS,EGS
K2201	Nyeri (BB)	758	1 Arts: EGEC,HEcG,EHEc,MGEC,EHG. 2 Science: MPC,MCB,CBG.

K2203	Kagumo (BB)	1258	2 Arts: EHG,EGEc,EHEc,HGEc,EHR,EGR,HGR,MGEc. 2 Science: MPC,MCB,MPG,MBG
K2204	Ngandu (GB)	462	1 Arts: Any 3 subjects from E,H,G,R.
K2205	Tumutumu (GB)	214	2 Science: MPC,PCB,CBG,MGEc.
K2217	Chinga (BB)	NEW	1 Science: MPC,PCB,MCB,CBG
K2218	Kirimara (BB)	525	2 Arts: E,H,G,Ec
K2227	Kangubiri (GB)	NEW	1 Arts: Any 3 subjects from E,G,H,R.
K2301	Kerugoya (BB)	NEW	1 Arts: MGEc,EHG
K2302	Kianyaga (BB)	235	2 Science: MPC,MPB,MCB,PCB,CBG.
K2303	Kabare (GB)	137	1 Science: MCB,MCG,MBG,CBG.
K2401	Njiri's (BB)	398	3 Science: MPC,PCB,CBG,MGEc,MCB.
K2402	Kahuhia (GB)	468	1 Arts: Any 3 from E,H,G,R.
K2403	Mugoiri (GB)	263	2 Arts: EHG,EHR,EGR.
K2405	Githumu (MB)	96	1 Science: MPC,MCB,MBG,CBG.
K2406	Gaicanjiru (BB)	22	1 Science: MPC,MCB.
K2410	Njumbi (BB)	74	1 Science: MPC,MPB,MBG,MCG,CBG,MCB,PCB.
K2411	Murang'a (BB)	218	2 Science: MPC,MBG,CBG,MPB.
K2503	Mary Leakey (GB)	523	2 Arts: Any 3 subjects from E,H,G,R.
K2506	Chania (MB)	71	1 Science: MPC,PCB. 1 Arts: E,H,G.
K2507	Kijabe (MB)	211	2 Science: MPC,PCB,CBG. 1 Arts: EHG,EGEc,EHEc,HGEc,MGEc,HCR.
K2511	Kanunga (BB)	84	2 Science: MPC,PCB,MCB,CBG 1 Arts: E,H,G,R,Ec,M.
K2512	Kirangari (BB)	67	2 Science: MPC,PCB,MCB. 1 Arts: E,H,G,Ec,R,M.
K2513	Muhoho (BB)	107	2 Science: MPC,PCB,CBG,MCG. 1 Arts: E,G,H,Ec.
K2514	Thika (BB)	1029	1 Arts: EHG,EHR,EGEc,EGS,EHS,MGEc. 2 Science: MPC,PCB,MCB,MPEc.
K3102	Machakos (BB)	789	1 Arts: E,G,H,Ec,F,S. 1 Science: MPC,PCB,MBG.
K3101	Kabaa (BB)	112	1 Science: MPC,MCB,MBG,CBG.
K3103	Makueni (BB)	NEW	1 Science: M,P,C,B.
K3104	Machakos Girls (GB)	458	2 Arts: Any 3 subjects from E,S,G,Ec.
K3109	Kangundo (BB)	39	2 Science: MPC,PCB.
K3201	Kitui (BB)	311	2 Science: MPC,PCB,MBG,MCB,MPB,MCG,MGEc.
K3203	Mulango (GB)	NEW	1 Arts: E,G,H,R
K3301	Kangaru (MB)	2916	2 Arts: EHG,EGEc,MGEc,EHR,EHS,ERS,EGcS,GRS, EGR,EGS,HGEc,HGR,HGS,EREc,ESEc,GREc,HREc 2 Science: MPC,PCB,MCG,MPG,MGEc,FurthM may be taken with MPC.
K3401	Chuka Boys (BB)	New	1 Arts
K3305	Kyeni (GB)	363	2 Arts Any 3 subjects from E,H,G,R.
K3401	Chogoria (BB)	90	2 Science: MPC,CBG,MBG.
K3403	Meru (BB)	392	2 Arts: EHEc,EGEc,HGEc,MGEc. 1 Science: MPC,PCB,CBG,MCB.
K3404	Nkubu (BB)	184	3 Science: MPC,PCB,CBG,MBG,MCB,MCG,MGEc.
K3405	Kaaga Girls (GB)	227	1 Science: MPC,MCB,PCB,CBG.
K3406	St. Mary's Igoji (GB)	NEW	1 Arts: E,G,H,R.
K4102	Dagoretti (BB)	321	2 Science: MPC,PCB,CBG.
K4103	Jamhuri (MD)	483	1 Arts: EHG,MGEc. 3 Science: MPC,PCB.
K4105	Highway (MD)	448	1 Arts: MGEc,EHEc,HGEc,EHR,HGR,EGR. 3 Science: MPC,PCB.

K4109	Upper Hill (BD)	807	1 Arts: Any 3 from E,H,G,Ec,M,S or R 2 Science: Any 3 from M,P,C,B,G.
K4110	Nairobi Technical (BD)	74	1 Science:MPC.
K4114	Nairobi Girls (GB)	559	2 Arts: Z,H,G,S,R, Tex
K4115	Ngara (GD)	146	1 Arts: EHEc,EGEc.
K4117	Pangani Girls (GD)	200	1 Arts: E,H,G,Ec,A,F,M. 1 Science: Any 3 from M,P,C,B.
K4119	State House Girls (GD)	227	1 Arts: E,H,G,A,M, Tex 1 Science: M,P,C,B
K4121	Aga Khan NBI (MD)	308	1 Arts: EHG,MGEc,MHEc. 1 Science: MPC,PCB.
K5002	Nakuru (MB/D)	339	3 Science: MPC,PCB.
K5061	Menengai (BB/D & GD)	124	1 Science: MPC,PCB,MCB,MPB, F may be taken with any course 1 Arts: E,G,H,M,Ec.
K5104	Njoro (BB)	219	2 Science: MPC,MCB,CBG.
K5202	Kabianga High School(BB)	406	1 Arts: Any 3 from E,H,G,Ec.
K5204	Kericho (BB)	240	3 Science: MPC,PCB,CBG.
K5205	Kipsigis Girls (GB)	561	1 Arts: Any 3 from E,H,G,R.
K5302	Kapsabet (BB)	165	3 Science: MPC,PCB,MCB.
K5402	Thomson's Falls (MB)	176	2 Science: MPC,PCB,CBG,MGEc
K5702	Kabarnet (BB)	650	2 Arts: EHG,EHEc,MHEc,MHG.
K5704	Kapropita (GB)	NEW	1 Science: B,G,C,Nut
K5803	St. Patrick's Iten(BB)	144	2 Science: MPC,PCB,MCB.
K5901	Uasin Gishu (MD)	NEW	1 Arts: E,G,H,Ec,S
K6101	Amukura (BB)	372	2 Science MPC,PCB,MCB,MPB,MGEc,CBG.
K6201	Bungoma (BB)	462	1 Arts: EHG,MGEc.
K6202	Friends, Kamusinga(BB)	845	1 Arts: Any 3 from E,H,G,S. 2 Science: MPC,PCB,CBG.
K6207	Lugulu Girls (GB)	210	1 Science: MPC,MCB,PCM,MPG,PCB,BGTex 1 Arts: EHG,HGEc,EGEc,EHEc.
K6222	Chesamisi (BB)	925	2 Arts:EHG,EGS,MGEc,HGS,GSEc.
K6301	Butere Girls (GB)	876	1 Arts: Any 3 from E,H,G,R,S. 1 Science: P,C,B,M,Ec.
K6302	Chavakali	124	1 Science: MPC,PCB,MCB,CBG.
K6307	Kakamega (BB)	496	1 Arts and 1 Science: Any 3 from:- Group 1: M,G,E,C. Group 2: C,B,G,M. Group 3: M,P,E,H. Group 4: C,M,E,D.
K6306	Kaimosi (GB)	NEW	1 Science: M,P,C,B,G.
K6308	Bunyore Girls(GB)	NEW	1 Arts: E,G,H,R,S
K6310	Mukumu Girls (GB)	299	1 Arts: Any 3 from H,G,Ec,R 1 Science: C,B,G, HomEc.
K7001	Maseno (BB)	657	1 Arts: EHG,EHEc,HGEc,EGEc. 2 Science: MPC,MPG,PCB,CBG,FurthM may be taken with MPC,PCB,CBG.
K7104	Nyakach Girls(GB)	NEW	1 Arts: E,G,H,R,S
K7201	Kisumu High (MD)	326	1 Arts: HGEc,MGEc,EHEc,EGEc,HGEc,HGR 2 Science: MPC,PCB,MCB,CBG.
K7301	Kisii (BB)	2304	1 Arts: Any 3 from E,H,G,Ec,M,R. 1 Science: Any 3 from M,P,C,B,G.
K7302	Nyanchwa (BE)	NEW	1 Science: MPC,B,G
K7303	Kereri Girls(GB)	481	2 Arts: Any 3 from E,H,G,R,Ec.
K7304	Nyabururu (GB)	NEW	1 Science: M,P,C,B,G
K7308	Cardinal Otunga(BB)	1183	1 Arts: Any 3 from E,H,G,R,Ec,M,S. 1 Science: M Compulsory + any 2 from P,C,B,G.

K7322	Sironga (GB)	NEW	1 Arts: E,H,G,R,S, Ec
K7401	Agoro Sare (BB)	290	2 Arts: ENG, MGEc, MNG, EHR, HGEc.
K7402	Asumbi Girls (GB)	469	1 Arts: Any 3 from E, H, G, R, 1 Science: MCB, CBG.
K7404	Homa Bay (BB)	521	1 Arts: ENG, MGEc, HGEc, ENG, EMEc, EHEc. 1 Science: MPC, MCB, CBG, PCB, MPB.
K7501	St. Mary's Yala (BB)	1313	1 Arts: ENG, EHEc, MHEc, EHR, EGR, HGEc, HGR, HRS, GEcA, MHE, EGEc. 2 Science: MPC, MCB, MPB, MBG, PCB, PBG, BCG, MGEc.
K7502	Maranda (BB)	63	1 Science: MPC, PCB, CBG, PCG.
K7504	Ng'iya Girls (GB)	248	1 Science: PCB, MCB, CBG
K7505	Lwak Girls (GB)	491	1 Arts: Any 3 from E, G, R, Ec, H or M 1 Science: Any 3 from M, C, B, G.
K7507	Ambira (BB)	118	1 Arts: Any 3 from E, H, G, Ec.
K7508	Sawagongo (BB)	109	1 Science: MPC, MCG, MPG, MPB, MBG, PCB, PBG, CBG.

ABBREVIATIONS FOR SCHOOLS

BB - Boys' Boarding	GD - Girls' Day
GB - Girls' Boarding	MD - Mixed Day
MB - Mixed Boarding	BB/D - Boys' Boarding + Day
BD - Boys' Day	GB/D - Girls' Boarding + Day

CODE NUMBERS AND ABBREVIATIONS FOR SUBJECTS

<u>Code No.</u>	<u>Abbrevia- tion</u>	<u>Subject</u>	<u>Code No.</u>	<u>Abbrevia- tion</u>	<u>Subject</u>
799	HomEc	Home Economics	866	C	Chemistry
801	E	Literature in English	870	B	Biology
802	R	Religious Education	873	Bot	Botany
804	H	History	875	Zoo	Zoology
807	G	Geography	877	Geol	Geology
809	Ec	Economics	880	A	Fine Art
823	F	French	890	S	Swahili
869	M	Mathematics (Modern)	891	Mus	Music
844	AppM	Applied Mathematics	892	Tex	Textiles
845	FurthM	Further Mathematics	893	Nut	Food & Nutrition
861	P	Physics	894	Need	Needlework
			895	Ger	German

PART III: INFORMATION ABOUT CAREERS

This part of the Information Booklet gives you the code numbers of the various career opportunities you may apply for in Section C of the Careers Form, together with brief details of the entry requirements and type of work involved.

Where the information is available, we have indicated for each career opportunity the approximate number of places likely to be open in 1979. You are also told how many 1977 fourth-form pupils applied for each opportunity as their first career choice for entry in 1978. You will see that some opportunities are more competitive than others. In Group 2, for instance, the Egerton General Agriculture course attracts more applicants for each place than the courses at Embu, Bukura, or AHITI.

GROUP 1: CAREERS IN TEACHING

In 1979, Kenya Science Teachers' College will recruit about 180 fourth-form leavers for training as secondary (S1) science teachers. Entry qualifications are high; a Division I or upper Division II EACE with credit 4 passes or better in English, Mathematics and relevant sciences or technical subjects is needed. The only EACE science subjects which are acceptable are Physics, Chemistry, Physical Science and Biology. Please note that KSTC no longer teaches Geography; thus Geography is NOT acceptable as a science subject. The course lasts three years, and the starting salary after training is f855 p.a.

Kenya Technical Teachers' College will recruit about 60 Fourth-Form leavers in 1979. Minimum requirements are a Division II EACE with credits in English, Mathematics, a science subject, and a technical subject. The course lasts 3½ years, and all trainees spend some of their time receiving practical training in industry. The starting salary after training is f855.

Primary teachers' colleges no longer recruit EACE leavers directly from school. Each applicant must now have at least one year's work experience (preferably as an untrained teacher) before he can be considered. If you wish to work as an untrained teacher, you should ask your District Education Officer for an application form. He will forward your application to the Teachers' Service Commission for consideration. Application form may also be obtained by writing to the TSC directly (P.O. Private Bag, Nairobi). The minimum qualification is an EACE with passes in English, Mathematics, and one Science subject.

Further information on teaching as a career can be found in the Guidance Handbook Section C Group 1. You should also refer to the prospectus of the Kenya Science Teachers' College. Ask for these from your Careers Teacher.

Code No.	Name of Job	Approx. No. Places for EACE leavers 1978	Applicants (1st Pref. only) 1976-77
102	Secondary Science Teacher (Kenya Science Teachers' College course)	180	857
103	Secondary Technical Teacher (KTTC course)	60	New

GROUP 2 CAREERS IN AGRICULTURE AND WATER DEVELOPMENT

Fourth-form leavers wishing to take up careers in agriculture may apply for three-year diploma courses at Egerton College, or two-year certificate courses at the Embu Institute of Agriculture, the Bukura Institute of Agriculture or the Animal Health and Industry Training Institute (AHITI) at Kabete. The total Kenya instake is about 500 each year. Most trainees are recruited straight from school.

The minimum educational requirement for courses at Egerton is a Division II EACE with credits in English, Mathematics, and at least two science subjects. Agriculture is counted as a science subject, but Health Science is NOT. Applicants for the Agricultural Engineering course will be given preference if they have credits in Physics and technical subjects. For courses at Embu, Bukura and AHITI, the requirement is a good EACE pass, with good grounding in science subjects. On completion of training, Egerton graduates in Government employment start at a salary of £864 p.a.; from Embu, Bukura and AHITI, the starting salary is £531 p.a.

For careers in Water Development there is a training period of three years, and the intake for 1979 will be about 150. All new recruits take six months pre-selection course at the Water Development Staff Training School in Nairobi, after which they are selected for more specialised courses. At present eleven different courses are offered including Water Supply Inspection, Sewerage Inspection, Water Engineering, Pollution Control and Hydrology. All students spend a high proportion of their time receiving on-the-job training in different parts of Kenya. Entry requirements are an EACE with credits in English, Mathematics and Physical Science or Science for Technical Students. The starting salary is £864 p.a.

All courses at Egerton are now open to both boys and girls. Further information on all these careers may be found in the Guidance Handbook, Section C Group 2 and also in Prospectus published by Egerton, Embu and AHITI and Water Development Staff Training School.

Code No.	Training Course	Name of Job	Approx. No. of places 1979 (Kenyans)	Applicants 1st Pref. 1977-78
201-207 EGERTON COURSES				
201	General Agriculture	Agric. Extension Officer etc.	25	1533
202	Agricultural Education	Agricultural Secondary Teacher	37	530
203	Agricultural Engineering	Agricultural Eng. Technical	35	700
204	Animal Science	Livestock Officer etc.	32	971
205	Dairy Technology	Asst. Dairy Officer	9	144
206	Agriculture and Home Economics (Girls)	Agric. Extension Officer (H.E.)	21	317
207	Range Management	Asst. Range Officer	27	690

Code No.	Training Course	Name of Job	Approx. No. of places 1979 (Kenya)	Applicants 1st Pref. 1977-78
211-214 EMBU AND BUKURA COURSES				
211	General Agriculture Embu	Technical Asst. Agriculture	100	1566
212	Agriculture with Home Economics Embu (Girls)	"	20	362
213	General Agriculture Bukura	"	100	1707
214	Agriculture with Home Economics Bukura (Girls)	"	20	225
221-223 ANTI COURSES				
221	Animal Health (Boys & Girls)	Technical Asst. Animal Health	63	1568
222	Range Management	Technical Asst. Range Management	40	761
223	Hides & Skins	Technical Asst. Hides & Skins	20	228
231 WATER DEVELOPMENT COURSE				
231	Water Development	(Water supply inspector) (Sewerage inspector) (Water engineering assistant) (Hydrology assistant etc.)	150	2244

GROUP 3: CAREERS IN HEALTH

All careers in Group 3 require pre-service training for three years. Courses are held at the Medical Training Centre, with the exception of the Clinical Officers' (previously called Medical Assistants') course, which is based in Nakuru. Registered nurses may train at the Nairobi Hospital and at the Aga Khan Hospital, Nairobi, as well as at the M.T.C. Entry qualifications vary from course to course, but in general an EACE with at least six credits, including English, Mathematics and Science subjects is needed. Health Science is NOT counted as a science subject, except for career No.301 (Registered Nurse). For Career No.308 (Occupational Therapist) preference will be given to candidates with credits in Art, Woodwork, Metalwork, or Domestic Science.

About 400 trainees will be recruited in 1979, most of whom will be fourth-form leavers. Career No.307 (Entomology Lab. Technician) is open to boys only. Career No.301 (Registered Nurse) will recruit mainly girls, and career No.310 (Reg. Clinical Officer) mainly boys. All other careers are open to both sexes equally.

For all careers in Group 3, the starting salary after training is £864 p.a. For further information on careers in Health, See the Handbook for Schools Guidance Counsellors, which you can borrow from your Careers Teacher or Guidance Counsellor.

Code No.	Name of Job	E.A.C.E. Credits	Approx No. of Places 1979	Applicants (1st Pref.) 1977-78
301	Registered Nurse	E,B, or one science subject	180	5551
302	Radiographer	E,M or P + 2 other science subjects	24	707
303	Environmental Health Officer (Public Health Officer)	E,M + 2 other science subjects	27	771
304	Physiotherapist	E,B,P (or PS or GS)	17	568
305	Pharmaceutical Technologist	E,M,B,P,C (or PS)	24	736
306	Medical Lab. Field Technologist	E,M + 2 science subjects	18	250
307	Entomology Lab. Technologist	E,M + 2 science subjects	4	111
308	Occupational Therapist	E,B,P (or PS or GS)	10	218
309	Dental Technician	E,M,GS (or PS or P + C)	2	316
310	Registered Clinical Officer	E,B,GS (or PS or P + C)	100	1831
311	Orthopaedic Technologist	E,M,B or GS and P or PS)	6	325

Abbreviations for EACE subjects:

E - English	M - Mathematics	B - Biology
GS - General Science	P - Physics	C - Chemistry
PS - Physical Science		

GROUP 4: CAREERS IN TECHNICAL WORK (TECHNICIANS)

Technicians are employed in a wide variety of tasks where a combination of scientific and practical skills is required. They usually work under the supervision of professional engineers or scientists. Detailed job descriptions are given in the Handbook for School Guidance Counsellors, pp. 40-44.

School leavers who wish to enter technical occupations need to have an EACE with credits in English, Mathematics and an appropriate science subject. Candidates who have also passed in a technical subject are given preference.

Technical trainees must spend at least half their time learning on the job. But they are also sponsored by their employers for part-time or block release courses at the Kenya Polytechnic, Mombasa Polytechnic or other training institutions. A few large employers, such as East African Power and Lighting, East African Posts and Telecommunications and Metal Box also run their own training schools. The period of training is usually four years.

Recruitment into technical training in the public sector is carried out by the Public Service Commission with the assistance of the Directorate of Personnel Management. For the private sector, recruitment is the responsibility of the Directorate of Industrial Training and the Kenyanisation of Personnel Bureau, working in collaboration with the Federation of Kenya Employers. If you wish to be considered for technical training you should state in the Careers Form whether you would prefer to work in the public sector or the private sector. A list of some major employers in both sectors is given in the table below.

Salaries paid to technical trainees depend on the type of work and level of experience. For further details about these careers, see the Handbook of Careers Guidance Counsellors, Section C, Group 4. You should also refer to the Kenya Polytechnic Prospectus and the D.I.T. training scheme.

Code No.	Name of Job	Major Employer	Approx. Applicants intake (1st Pref.)	
			1979	1977-78
401	Mechanical Engineering	Public sector: MOW, Police Railways	62	2050
		Private " : Motor Companies EAPL, Metal Box		
402	Electrical Engineering	Public sector: MOW, EAPT, VOK	52	846
		Private " : Manufacturing firms EAPL		
403	Building Engineering	Public sector: MOW, EAPT Survey of Kenya	85	481
		Private " : Building contractors EAPL, Architectural firms		
404	Laboratory Technicians	Public sector: Govt. research labs.	10	152
		Private " : Manufacturing firms		

GROUP 5 : CAREERS IN CRAFT WORK (CRAFTSMEN)

Craftsmen are skilled manual workers. They work with their hands, and they build, operate and repair machinery, equipment and structures of all kinds.

In many small firms craftsmen start work as unskilled labourers and gradually learn their skills on the job. More recently in the larger firms, however, new entrants usually become "apprentices" for a period of three to five years. Under the provisions of the Industrial Training Act apprentices will spend part of their time in formal training at National Industrial Vocational Training Centres. The first three Centres are already in operation, at Nairobi, Mombasa and Kisumu.

Recruitment into craft apprenticeship is arranged by the Directorate of Industrial Training, in collaboration with the Federation of Kenya Employers. For apprenticeship in the printing trades, an EACE with a pass in English and preferably Mathematics is needed. For other craft apprenticeships, the requirement is an EACE with passes in two or three technical subjects. Appropriate EACE subjects for the various trades are given in the table below. Persons with passes in the National Trade Test at grade II level are also considered for craft apprenticeships.

The wages paid to a craft apprentice vary according to his trade and level of experience. Apprentices who make outstanding progress may be considered for transfer to technician training. For further details, see the Handbook for Schools Guidance Counsellors, Section C, Group 5, and also the D.T.I. training scheme.

Code No.	Name of job group	Appropriate EACE subjects	Approx. Intake 1979	Applicants (1st Pref.) 1977-78
501	Metal and Mechanical trades (e.g. machinist, welder, fitter)	Mechanical Technology Mechanical Application	65	344
502	Automotive trades (e.g. motor mechanic, panel beater, diesel engine fitter)	Automotive Technology Automotive Application	50	273
503	Electrical and Electronics trades (e.g. electrician, linesman)	Electrical Technology Electrical Application	30	144
504	Woodworking Trades (e.g. carpenter, joiner)	Carpentry & joinery Technology Carpentry & joinery Application Wood Technology	30	122
505	Building trades (e.g. mason, plumber, carpenter, painter)	Carpentry & joinery Technology Carpentry & joinery Application Masonry Tech. & Application Plumbing Tech. & Application	35	189
506	Printing trades (e.g. Compositor, linotype operator)	English, Mathematics	20	156

GROUP 6: CAREERS IN TOURISM, TRAVEL AND OTHER SERVICES

Although the growth of Kenya's tourist industry has slowed down recently, it is still anticipated that there will be many opportunities for fourth-form leavers to take up careers in tourism and in hotel and restaurant work over the next few years. To meet the demand for trained manpower, the Government of Kenya, in co-operation with the Swiss Government and the local tourist industry, has recently established the Kenya Utalii College near Nairobi.

For fourth-form leavers without work experience, Utalii College offers basic level courses. The total intake into these courses from schools for 1979 will be about 500. All basic-level courses last one year. Practical experience is gained at the Utalii Hotel attached to the College. Recruits are sponsored by the Catering Levy Trustees, and receive an allowance of 100/- per month during training. Those who complete their courses successfully will be awarded a certificate and given assistance in finding suitable jobs, but employment is not guaranteed. Holders of basic-level certificates may be admitted, after one more year of experience, to a higher-level course. Students in the higher-level courses will be trained as future heads of departments (head waiter, head chef, etc.)

For all basic-level courses, the minimum educational requirement is an EACE pass. For courses No. 604 (Front Office), 605 (Travel Clerk) and 606 (Tour Clerk) Division II pass with credits in English and Mathematics is needed. Candidates with credits in the following EACE subjects will be given preference:

601 (Kitchen)	: Mathematics	604 (Reception)	: English, Maths
602 (Service)	: English, Maths	605 (Travel Clerk)	: English, Maths
603 (Housekeeping)	: English	606 (Tour Clerk)	: English

In addition, special consideration will be given to candidates with passes in EACE French.

As well as the Utalii College courses, there is also a course in Institutional Management at the Kenya Polytechnic. Most recruits are girls, but boys may also apply. The minimum entry qualification is a Division II EACE, with credits in English, Mathematics and Science subjects, preferably Physical Science or Physics and Chemistry. The course takes two years, but may be extended to three years. Sponsorship is arranged for about two thirds of successful candidates.

All Careers in this group are open to boys and girls, but for Careers No. 603 and 611, preference will be given to girls.

Further information on careers in Group 6 may be obtained from the Utalii College and Kenya Polytechnic Prospectuses. Ask for these from your Careers Teacher.

Code No.	Name of Course	Name of Job	Starting salary (Approx.)	No. of Places 1978 (Approx.)	Applicants (1st Pref.) 1977-78
601-606	KENYA UTALII COURSES (one Year)				
601	Basic Kitchen	Assistant Cook	£270 p.a.	32	484
602	Basic Service	Waiter, steward	£270 p.a.	48	470
603	Basic Housekeeping	Room Steward/ Stewardess	£240 p.a.	20	614
604	Basic Front Office	Hotel Receptionist	£330 p.a.	20	1342
605	Travel Clerk	Travel Clerk	£330 p.a.	12	730
606	Tour Clerk	Tour Clerk	£370 p.a.	12	2146
611	KENYA POLYTECHNIC COURSE (two years)				
611	Institutional Management	Cateress/caterer	£594	40	657

GROUP 7: CAREERS IN SKILLED OFFICE WORK

Secretarial training courses are offered at the Kenya Government Secretarial College in Nairobi. In 1979 new trainees will enroll at the Nairobi College. The minimum educational requirement is a good EACE with a good pass in English. Preference will be given to candidates with a pass in Literature in English. The course lasts two years, and on completion of training recruits are bonded to work for the Government for three years, starting at a salary of £642 p.a. Nakuru High School also offers a secretarial course; and in addition there are a number of reputable private secretarial colleges. A list is given in the Handbook For School Guidance Counsellors. The Kenya and Mombasa Polytechnics also accept private fee-paying students for secretarial courses.

Courses for Production and Information Assistants in Radio and Television are offered at the Kenya Institute of Mass Communication. Educational requirements are a Division I or II EACE with credits in English and Swahili plus the ability to speak both languages fluently. For Production Assistants, a credit in Mathematics or Physics or Chemistry is needed. The courses run for 15 months, and the starting salary on successful completion is £642 p.a.

The Kenya Cooperative College offers a two year training course for Cooperative Assistants. The entry requirement is an EACE with credits in English and Mathematics. The starting salary after training is £642 p.a. Candidates who wish to join courses for Information Assistants at the K.I.M.C. and the Cooperative Assistants at the Cooperative College should wait for the courses to be advertised by the Public Service Commission and apply directly.

Banks, Insurance Companies and other commercial firms usually recruit their new employees as general clerks or accounts clerks, and then sponsor the most promising for day-release or evening classes in accountancy, office studies or business administration at the Kenya or Mombasa Polytechnics. The minimum requirement for entry to these courses is usually an EACE with five credits, including English and Mathematics. For employment in general office work please contact your local Labour Exchange Bureau/Office for information. Do not apply through the career form.

*For further information on these careers, see the Handbook for Schools Guidance Counsellor, Section C Group 7 and also the 1977/78 Kenya Polytechnic Prospectus (Section 5; Business Studies Department)

Code No.	Name of Job or Course	Approx. intake 1979	Applicants (1st Pref.) 1977-78
701-703	SECRETARIAL COURSES: (Girls only)		
701	Government Secretarial College, Nairobi	100	3892
702	Nakuru High School (Commercial course)	30	635
711-713	MISCELLANEOUS COURSES		
711	Radio or TV Production Assistant (KIMC)	15	1149
712	Information Assistant (KIMC)	15	899
713	Cooperative Assistant	25	473
721	DIRECT ENTRY INTO OFFICE WORK		
721	General office work	100	688

*All references to the Handbook for School Guidance Counsellors in this booklet refers to the New Edition of the Revised Handbook which is now out. Ask for a copy from your careers teacher.

大学教員の待遇（給与）

（1977年7月1日現在 1 shs = 33.70円）

学 長	5 4 6 0 shs ~ 6 6 0 0 shs (184,002円 ~ 222,420円)	1 ~ 4年後 = 毎年 220 shs/mUP, 5年後 260 shs/mUP,
副学長	4 5 2 0 shs ~ 5 9 0 0 shs (152,324円 ~ 198,830円)	1 ~ 3年後 = 毎年 180 shs/mUP, 4 ~ 7年後 180-220-220-220 shs UP
学部長 〔Principal Lecturer〕	4 5 2 0 shs ~ 5 9 0 0 shs (152,324円 ~ 198,830円)	1 ~ 3年後 = 毎年 180 shs/mUP, 4 ~ 7年後 80-320-220-220 shsUP
主任教員 〔Senior Lecturer〕	3 5 9 0 shs ~ 4 7 0 0 shs (120,983円 ~ 158,390円)	1 ~ 5年後 = 毎年 150 shs/mUP, 6 ~ 7年後 毎年 180 shs/mUP,
教 員 〔Lecturer〕	2 9 9 0 shs ~ 3 8 9 0 shs (100,763円 ~ 131,093円)	1 ~ 5年後 = 毎年 120 shs/mUP, 6 ~ 7年後 毎年 150 shs/mUP,
補助教員 - G I	2 4 1 0 shs ~ 3 2 3 0 shs (81,217円 ~ 108,851円)	1年後 80 shs/mUP, 2 ~ 6年後 100 shs/m, 7 ~ 8年後 120 shs/mUP,
" - G II	1 8 1 0 shs ~ 2 3 3 0 shs (60,997円 ~ 78,521円)	1 ~ 4年後 = 毎年 70 shs/mUP, 5 ~ 7年後 80 shs/mUP
参考(1)教材管理者 Kenya Univ College Diploma holders	1 6 2 0 shs ~ 2 6 9 0 shs (54,594円 ~ 90,653円)	1 ~ 2年後 = 毎年 60 shs/mUP, 3 ~ 7年 = 70 shs/m, 8 ~ 12年 = 80 shs/m 13 ~ 14年 = 100 shs/m
(2) Part II · Ordinary Diploma 取得者は Part III	1 4 4 0 shs/m (Scale G) "	(Scale H)

5. 教育給与表

TSC/REM/1

SCHEDULE XVI
TEACHERS SERVICE COMMISSION

SALARY SCALES

Grade	Salary Scale Kf per annum
Untrained teacher without C.P.E. ...	189
*Untrained teacher with C.P.E. ...	210
*Untrained teacher with K.J.S.E. or equivalent	240
Untrained teacher with E.A.C.E. ...	363
Untrained teacher with one acceptable subject at "A" or Principal level ...	477
Untrained teacher with E.A.A.C.E. or two acceptable subjects at "A" or Principal level	528
P2 Teacher and Assistant Technical Instructor Grade I	414 by 15 to 504 by 21 to 546 30 to 756
P1 Teacher and Technical Teacher Grade II	594 by 30 to 774 by 36 to 954 39 to 1,071
S1 Teacher and Senior-Master on former B5-3 (Flemming)	819 by 36 to 963 by 45 to 1, by 51 to 1,314 by 54 to 1,476
Kenyatta University College Diploma holders	891 by 36 to 963 by 45 to 1,0 by 51 to 1,314 by 54 to 1,476
Untrained Technical Teacher	819 by 36 to 963 by 45 to 1,0 by 51 to 1,059
Trained Technical Teacher with Ordinary Technician Diploma Part II ..	891 by 36 to 963 by 45 to 1,00 by 51 to 1,314 by 54 to 1,476

Grade	Salary Scale Kf per annum
Trained Technical Teacher with Higher Technician Diploma (former Technical Master)	1,059 by 51 to 1,314 by 54 to 1,476 by 66 to 1,674
Trained Graduate Technical Teacher ...	1,263 by 51 to 1,314 by 54 to 1,476 by 66 to 2,004
Headmaster on former B5-2 Flemming Scale (Segment 2)	1,542 by 66 to 1,674
*Graduate/Approved Teacher	1,059 by 51 to 1,314 by 54 to 1,476 by 66 to 2,004
Senior Headmaster II, Secondary and Technical Secondary Schools	2,010 by 72 to 2,154 by 90 to 2,514
Senior Headmaster I, Secondary and Technical Secondary Schools	2,514 by 90 to 2,604 by 108 to 3,036
Assistant Lecturer Grade II	990 by 48 to 1,278
Assistant Lecturer Grade I	1,329 by 51 to 1,635
Lecturer	1,704 by 66 to 2,100
Senior Lecturer	2,121 by 72 to 2,409
Principal Lecturer	2,496 by 84 to 2,748
Deputy Principal, Teachers Colleges - Primary	2,229 by 90 to 2,409
Principal, Teachers Colleges - Primary and Deputy Principal - other institu- tions	2,544 by 120 to 2,904
Principal - other institutions	3,075 by 120 to 3,435

*Graduate/Approved Teacher Scale

Entry Points	Kf per annum
* (1) Four year untrained graduate E.A.C.E./C.S.C.	1,059
* (2) Approved Teacher	1,059
* (3) Three year untrained graduate after D.A.A.C.E./H.S.C.	1,110

*Graduate/Approved Teacher Scale

Entry Points	Kf per annum
* (4) B.Ed. graduate (Arts) B.A. with Education P.1 plus B.A.	1,161
* (5) B.A. plus Dip. Education P1 plus B.Sc., B.Sc. with Education Option S1 plus B.Ed., S1 plus B.A. B.Ed. Graduate (Science)	1,212
* (6) B.Sc. plus Dip. Education S1 plus B.Sc. Acceptable science subjects: Physics, Chemistry, Biology and Maths.	1,263

TSC SALARY SCALES - EFFECTIVE 1.7.77

P.1 TEACHER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	594	990/-	666	1110/-
2	624	1040/-	690	1150/-
3	654	1090/-	714	1190/-
4	684	1140/-	744	1240/-
5	714	1190/-	774	1290/-
6	744	1240/-	804	1340/-
7	774	1290/-	834	1390/-
8	-	-	864	1440/-
9	810	1350/-	900	1500/-
10	846	1410/-	936	1560/-
11	882	1470/-	972	1620/-
12	918	1530/-	1008	1680/-
13	954	1590/-	1044	1740/-
14	993	1655/-	1086	1810/-
15	1032	1720/-	1128	1880/-
16	1071	1785/-	1170	1950/-

Old Scale - K£. 594 × 30 - K£. 774 × 36 - K£. 954 × 39 - K£. 1071

New Scale - K£. 666 × 24 - K£. 714 × 30 - K£. 864 × 36 - K£. 1044 × 42 - K£. 1170

Note: This Conversion replaces the Conversion on P1 Scale in Circular No. 7 of 1977.

S.1 TEACHER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	819	1365/-	900	1500/-
2	855	1425/-	936	1560/-
3	891	1485/-	972	1620/-
4	927	1545/-	1008	1680/-
5	963	1605/-	1044	1740/-
6	1008	1680/-	1086	1810/-
7	1059	1765/-	1128	1880/-
8	-	-	1170	1950/-
9	1110	1850/-	1212	2020/-
10	1161	1935/-	1254	2090/-
11	1212	2020/-	1302	2170/-
12	1263	2105/-	1350	2250/-
13	1314	2190/-	1398	2330/-
14	-	-	1446	2410/-
15	1368	2280/-	1494	2490/-
16	1422	2370/-	1554	2590/-
17	1476	2460/-	1614	2690/-
18	1542	2570/-	1674	2790/-

Old Scale - K£. 819 × 36 - K£. 963 × 45 - K£. 1008 × 51 - K£. 1314 × 54 -
K£. 1476

New Scale - K£. 900 × 36 - K£. 1044 × 42 - K£. 1254 × 48 - K£. 1494 × 60 -
K£. 1674

Note: This Conversion replaces the Conversion in Circular No. 7 of 1977

UNTRAINED TECHNICAL TEACHER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>KE. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>KE. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	819	1365/-	900	1500/-
2	855	1425/-	936	1560/-
3	891	1485/-	972	1620/-
4	927	1545/-	1008	1680/-
5	963	1605/-	1044	1740/-
6	1008	1680/-	1086	1810/-
7	1059	1765/-	1128	1880/-
8	-	-	1170	1950/-

Old Scale - KE. 819 × 36 - KE. 963 × 45 - KE. 1008 × 51 - KE. 1059

New Scale - KE. 900 × 36 - KE. 1044 × 42 - KE. 1170

Note: This Conversion replaces the Conversion in Circular No. 7 of 1977

GRADUATE/APPROVED TEACHER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE K£. P.A.</u>	<u>KSHS. PER MONTH</u>	<u>NEW SCALE K£. P.A.</u>	<u>KSHS. PER MONTH</u>
1	1059	1765/-	1170	1950/-
2	1110	1850/-	1212	2020/-
3	1161	1935/-	1254	2090/-
4	1212	2020/-	1302	2170/-
5	1263	2105/-	1350	2250/-
6	1314	2190/-	1398	2330/-
7	-	-	1446	2410/-
8	1368	2280/-	1494	2490/-
9	1422	2370/-	1554	2590/-
10	1476	2460/-	1614	2690/-
11	1542	2570/-	1674	2790/-
12	1608	2680/-	1734	2890/-
13	1674	2790/-	1794	2990/-
14	1740	2900/-	1866	3110/-
15	1806	3010/-	1938	3230/-
16	1872	3120/-	2010	3350/-
17	1938	3230/-	2082	3470/-
18	2004	3340/-	2154	3590/-

Old Scale - K£. 1059 × 51 - K£. 1314 × 54 - K£. 1476 × 66 - K£. 2004

New Scale - K£. 1170 × 42 - K£. 1254 × 48 - K£. 1494 × 60 - K£. 1794 × 72 -
K£. 2154

TECHNICAL TEACHER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K₹. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K₹. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	1059	1765/-	1170	1950/-
2	1110	1850/-	1212	2020/-
3	1161	1935/-	1254	2090/-
4	1212	2020/-	1302	2170/-
5	1263	2105/-	1350	2250/-
6	1314	2190/-	1398	2330/-
7	-	-	1446	2410/-
8	1368	2280/-	1494	2490/-
9	1422	2370/-	1554	2590/-
10	1476	2460/-	1614	2690/-
11	1542	2570/-	1674	2790/-
12	1608	2680/-	1734	2890/-
13	1674	2790/-	1794	2990/-

Old Scale - K₹. 1059 × 51 - K₹. 1314 × 54 - K₹. 1674

New Scale - K₹. 1170 × 42 - K₹. 1254 × 48 - K₹. 1494 × 60 - K₹. 1794

HEADMASTER GRADE II SCALE - SECONDARY
AND TECHNICAL SCHOOLS

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K₹. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K₹. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	2010	3350/-	2154	3590/-
2	2082	3470/-	2244	3740/-
3	2154	3590/-		
3	2244	3740/-	2334	3890/-
4	-	-	2424	4040/-
5	2334	3890/-	2514	4100/-
6	2424	4040/-	2604	4340/-
7	2514	4190/-	2712	4520/-
8	-	-	2820	4700/-

Old Scale - K₹. 2010 × 72 - K₹. 2154 × 90 - K₹. 2514

New Scale - K₹. 2154 × 90 - K₹. 2004 × 108 - K₹. 2820

HEADMASTER GRADE I SCALE - SECONDARY AND TECHNICAL SCHOOLS

<u>POINTS IN SCALE</u>	<u>OLD SCALE Kf. P.A.</u>	<u>KSHS. PER MONTH</u>	<u>NEW SCALE Kf. P.A.</u>	<u>KSHS. PER MONTH</u>
1	2514	4190/-	2712	4520/-
2	2604	4340/-	2820	4700/-
3	2712	4520/-	2928	4880/-
4	2820	4700/-	3036	5060/-
5	2928	4880/-	3144	5340/-
6	3036	5060/-	3276	5460/-
7	-	-	3408	5680/-
8	-	-	3540	5900/-

Old Scale - Kf. 2514 × 90 - Kf. 2604 × 108 - Kf. 3036

New Scale - Kf. 2712 × 108 - Kf. 3144 × 132 - Kf. 3540

ASSISTANT LECTURER GRADE II SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE Kf. P.A.</u>	<u>KSHS. PER MONTH</u>	<u>NEW SCALE Kf. P.A.</u>	<u>KSHS. PER MONTH</u>
1	990	1650/-	1086	1810/-
2	1038	1730/-	1128	1880/-
3	1086	1810/-	1170	1950/-
4	1134	1890/-	1212	2020/-
5	-	-	1254	2090/-
6	1182	1970/-	1302	2170/-
7	1230	2050/-	1350	2250/-
8	1278	2130/-	1398	2330/-

Old Scale - Kf. 990 × 48 - Kf. 1278

New Scale - Kf. 1086 × 42 - Kf. 1254 × 48 - Kf. 1398

ASSISTANT LECTURER GRADE I SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	1329	2215/-	1446	2410/-
2	1380	2300/-	1494	2490/-
3	1431	2385/-	1554	2590/-
4	1482	2470/-	1614	2600/-
5	1533	2555/-	1674	2790/-
6	1584	2640/-	1734	2890/-
7	1635	2725/-	1704	2990/-
8	-	-	1866	3110/-
9	-	-	1938	3230/-

Old Scale - K£. 1329 × 51 - K£. 1635

New Scale - K£. 1446 × 48 - K£. 1494 × 60 - K£. 1794 × 72 - K£. 1938

LECTURER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	-	-	1794	2990/-
2	1704	2840/-	1866	3110/-
3	1770	2950/-	1938	3230/-
4	1836	3060/-	2010	3350/-
5	1902	3170/-	2082	3470/-
6	1988	3280/-	2154	3590/-
7	2034	3390/-	2244	3740/-
8	2100	3500/-	2334	3890/-

Old Scale - K£. 1704 × 66 - K£. 2100

New Scale - K£. 1794 × 72 - K£. 2154 × 90 - K£. 2334

SENIOR LECTURER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	-	-	2154	3590/-
2	2121	3535/-	2244	3740/-
3	2193	3655/-	2334	3890/-
4	2265	3775/-	2424	4040/-
5	2337	3895/-	2514	4190/-
6	2409	4015/-	2604	4340/-
7	-	-	2713	4520/-
8	-	-	2820	4700/-

Old Scale - K£. 2121 × 72 - K£. 2409

New Scale - K£. 2154 × 90 - K£. 2604 × 108 - K£. 2820

PRINCIPAL LECTURER SCALE

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	2496	4160/-	2712	4520/-
2	2580	4300/-	2820	4700/-
3	2664	4440/-	2928	4880/-
4	2748	4580/-	3036	5060/-
5	-	-	3144	5140/-
6	-	-	3276	5460/-
7	-	-	3408	5680/-
8	-	-	3540	5900/-

Old Scale - K£. 2496 × 84 - K£. 2748

New Scale - K£. 2712 × 108 - K£. 3144 × 132 - K£. 3540

DEPUTY PRINCIPAL GRADE II - PRIMARY TEACHERS COLLEGES

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>Kf. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>Kf. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	-	-	2244	3740/-
2	-	-	2334	3890/-
3	2229	3715/-	2424	4040/-
4	2319	3865/-	2514	4190/-
5	2409	4015/-	2604	4340/-
6	2499	4165/-	2712	4520/-
7	-	-	2820	4700/-

Old Scale - Kf. 2229 × 90 - Kf. 2499

New Scale - Kf. 2244 × 90 - Kf. 2604 × 108 - Kf. 2820

PRINCIPAL GRADE II SCALE - PRIMARY TEACHERS COLLEGES
DEPUTY PRINCIPAL GRADE I SCALE - OTHER INSTITUTIONS

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>Kf. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>Kf. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	-	-	2712	4520/-
2	2544	4240/-	2820	4700/-
3	2664	4440/-	2928	4880/-
4	2784	4640/-	3036	5060/-
5	2904	4840/-	3144	5240/-
6	-	-	3276	5460/-
7	-	-	3408	5680/-
8	-	-	3540	5900/-

Old Scale - Kf. 2544 × 120 - Kf. 2904

New Scale - Kf. 2712 × 108 - Kf. 3144 × 132 - Kf. 3540

PRINCIPAL GRADE I SCALE - OTHER INSTITUTIONS

<u>POINTS IN SCALE</u>	<u>OLD SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>	<u>NEW SCALE</u> <u>K£. P.A.</u>	<u>KSHS.</u> <u>PER MONTH</u>
1	3075	5125/-	3276	5460/-
2	3195	5325/-	3408	5680/-
3	3315	5525/-	3540	5900/-
4	3435	5725/-	3672	6120/-
5	-	-	3804	6340/-
6	-	-	3960	6600/-

Old Scale - K£. 3075 × 120 - K£. 3455

New Scale - K£. 3276 × 132 - K£. 3804 × 156 - K£. 3960

6 開発計画（1974～78）5ヶ年計画

(1) 教育省高等教育分野投資計画

(2) 教育訓練

(i) 教育政策

(ii) 高等教育計画

開発計画 (1974 ~ 78)

第3次開発5ヶ年計画抜粋

(1) 教育省 高等教育分野投資計画

7. Tertiary Education Programme Area

This programme area is composed of the University of Nairobi (main campus and Kenyatta College) and the Mombasa and Nairobi Polytechnics. Although University students will begin to pay for the non-tuition part of their education, the repayment of student loans will not affect the financing of university education until the end of the Plan period. Enrolments at the main campus particularly in Arts and B.Ed. (Art) will be carefully controlled; capital requirements will be more modest. Capital development of Kenyatta College will be based on a pre-investment study to be carried out in the first year of the Plan. Both Polytechnics will phase out lower-level courses and concentrate on higher-level technician courses.

TERTIARY EDUCATION PROGRAMME AREA, EXPENDITURE AND FINANCE, 1974/78

K£'000

	1973/74	1974/75	1975/76	1976/77	1977/78	Total
Recurrent Expenditure..	6,076	6,655	8,119	8,714	9,275	38,839
Development Expenditure ..	655	950	1,550	870	250	4,275
TOTAL EXPENDITURE ..	6,731	7,605	9,669	9,584	9,525	43,114
Estimated Foreign Aid	400	512	880	617	125	2,534
Local Finance	6,331	7,093	8,789	8,967	9,400	40,580

7.1 KENYA POLYTECHNIC PROGRAMME

The Kenya Polytechnic will continue its long-term expansion programme. New higher-level courses will be introduced. High priority will be given to the provision of new equipment and the training of instructors.

PROJECTS IN KENYA POLYTECHNIC PROGRAMME

Expenditure in Kf'000

Project Name and Number	1973/74	1974/75	1975/76	1976/77	1977/78	Total 1974/78
3107010001 00 Kenya Polytechnic Student Hostel Total Expenditure ..	-	-	200.0	100.0	-	300.0
3107010002 00 Kenya Polytechnic Canteen and Recreat Total Expenditure ..	-	-	-	60.0	20.0	80.0
3107010003 00 Kenya Polytechnic Classroom Blocks Total Expenditure ..	-	60.0	60.0	-	-	120.0
3107010004 00 Kenya Polytechnic Administration Building Total Expenditure ..	-	-	-	-	75.0	75.0
3107010005 00 Kenya Polytechnic Accommodation, renovation Total Expenditure ..	-	50.0	50.0	-	-	100.0
3107010006 00 Kenya Polytechnic, Purchase of Land Total Expenditure ..	-	-	50.0	-	-	50.0
3107010007 00 Kenya Polytechnic, Academic Equipment Total Expenditure ..	-	65.0	50.0	50.0	-	165.0
3107010008 00 Kenya Polytechnic, Lecture Theatre Total Expenditure ..	-	-	25.0	-	-	25.0

7.2 MOMBASA POLYTECHNIC PROGRAMME

There will be an extensive capital development programme at the Mombasa Polytechnic. Emphasis will be given to the introduction of higher-level courses as opposed to the expansion of enrolments. Donor assistance will be very significant both in the supply of facilities and equipment and the provision of technical assistance.

PROJECT IN MOMBASA POLYTECHNIC PROGRAMME

Expenditure in Kf'000

Project Name and Number	1973/74	1974/75	1975/76	1976/77	1977/78	Total 1978/79
3107020003 00 Mombasa Polytechnic, institutional Equipment Total Expenditure ..	-	51.0	51.0	-	-	102.0
3107020001 00 Mombasa Polytechnic, Main Building Programme Total Expenditure ..	-	257.0	256.0	-	-	513.0
3107020002 00 Mombasa Polytechnic, Department Equipment Total Expenditure ..	-	145.0	145.0	-	-	290.0
3107020004 00 Mombasa Polytechnic, Site Renovation Total Expenditure ..	-	78.0	-	-	-	78.0
3107020005 00 Mombasa Polytechnic, Adaptions of Facilities Total Expenditure ..	-	24.0	23.0	-	-	47.0
3107020006 00 Mombasa Polytechnic Sewage Plant Total Expenditure ..	-	30.0	-	-	-	30.0
3107020007 00 Mombasa Polytechnic Staff Housing Total Expenditure ..	-	200.0	100.0	50.0	50.0	400.0

7.3 UNIVERSITY OF NAIROBI PROGRAMME

Capital requirements at the main campus will be more modest than the previous Plan period. The transfer of the Faculty of Education to the Kenyatta College campus will release badly needed facilities. Greater attention will be paid to increasing enrolments in areas of acute manpower shortages; enrolment in the Arts and B.Ed. (Arts) programmes will be strictly controlled.

PROJECTS IN UNIVERSITY OF NAIROBI PROGRAMME

Expenditure in K£'000

Project Name and Number	1973/74	1974/75	1975/76	1976/77	1977/78	Total 1974/78
3107030101 00 University of Nairobi, Central Catering Unit Total Expenditure ...	26.0	-	-	-	-	26.0
3107030102 00 University of Nairobi, Hall No. 12 Total Expenditure ..	39.4	-	-	-	-	39.4
3107030103 00 University of Nairobi, Hall No. 13 Total Expenditure ..	6.5	-	-	-	-	6.5
3107030104 00 University of Nairobi, Women's Hall Total Expenditure ..	22.1	-	-	-	-	22.1
3107030301 00 University of Nairobi, Physical Science Building Total Expenditure ..	258.5	242.0	-	-	-	500.5
3107030601 00 University of Nairobi, Architecture Building Total Expenditure ..	30.0	212.5	-	-	-	242.5
3107031001 00 University of Nairobi, Extension to Veterinary Farm Total Expenditure ..	4.0	-	-	-	-	4.0
3107031001 00 University of Nairobi, Pharm./Toxicology Facilities Total Expenditure ..	-	-	75.0	50.0	-	125.0

7.4 KENYATTA UNIVERSITY COLLEGE PROGRAMME

The further development of Kenyatta University College during the Plan period will be based upon the secondary teacher education programme. Capital, personnel and operating requirements will be specified by a major pre-investment study to be carried out in the first year of the Plan. The Faculty of Education and related research activities will have been transferred to the College by 1978.

(2) 教育訓練

(i) 教育政策

CHAPTER 19 EDUCATION AND TRAINING

Education Policy

19.1 Since independence, the educational system has been charged with a number of formidable tasks: the expansion of educational opportunities; the production of high-level manpower; and the promotion of national unity. The response of the system to these challenges may be summarized in the following list of major achievements:-

- (a) The rapid expansion of educational opportunities at the primary and secondary levels in rural areas.
- (b) The removal of racial segregation from the school system.
- (c) The localization of syllabi at all levels of education.
- (d) The production in Kenya of textbooks and other educational materials on a vast scale.
- (e) The establishment of secondary teacher education programmes at Kenyatta University College, Kenya Science Teachers College, and the Faculty of Education.
- (f) The introduction of applied subjects into secondary schools, and associated teacher education programmes.

(g) The introduction of a Supervisory Service for primary education.

(h) Major advances and rapid expansion in technical and tertiary education.

These accomplishments mark major contributions to the social and economic development of the nation.

19.2 The educational system, however, has also developed certain characteristics which are best understood by looking at two major factors. The first factor is that the formal educational system is seen as the most accessible route to individual social and economic advancement. In the period since independence, most of the gains from Kenya's rapid economic growth have tended to concentrate in the modern formal sector of the economy. Entry into this sector of the economy has been easiest for those who have completed the secondary and tertiary levels of the formal educational system. The second factor is that the structure and content of the formal educational system has reinforced this pattern. The present system is highly selective in character. Its objective is to produce a few individuals who are equipped for placement in the modern formal sector of the economy. Its highly selective nature and exclusive orientation towards the modern urban sector are in fundamental contradiction to the social and cultural values upheld by the Government.

19.3 These two factors are mutually reinforcing and have created a situation which the Government views with concern. One dimension of this situation is the appearance, in ever-increasing numbers, of individuals whom the formal educational system has not equipped with the skills and qualities required by the economy. In addition, these individuals are competing for relatively fewer openings in the modern sector. The proportions of the "school-leaver" problem are growing: the number of jobless is increasing; the period required to obtain employment lengthens; and formal qualifications rise steadily and usually bear no functional relationship to the job concerned. However, these observations merely describe the situation at its most visible level. Another dimension of this situation, perhaps of even greater significance, is the fact that although the structure and content of the formal educational system have undergone several important modifications since independence these changes have not been effective in coping with this situation. Change such as has occurred, has been in the direction of quantitative expansion within the inherited framework. This expansion, in the final analysis, has merely heightened the competition among the products of the system for individual social and economic advancement within the modern sector of the economy. Moreover, this expansion has drawn an ever

increasing proportion of the nation's resources into the inherited system and left fewer resources available for change.

19.4 There has been much private initiative to enlarge access into the secondary levels of education. These efforts are often carried out at great personal sacrifice. However the products of the formal system, whether from the public or private sector, are still fundamentally unchanged. They are narrowly oriented and are, as a group, ill adapted towards playing their role in the social and economic development of Kenya. Thus in recent years the quantitative broadening of access to the higher levels of the system has increased the fierceness of the competition for the relatively few opportunities in the modern urban sector. An increasing proportion of the nation's human and material resources are flowing into the urban areas and the rural areas are being drained of their potentially most valuable resource, the energies and abilities of their youth.

19.5 This development in recent years has resulted in a vicious circular movement of more young people with higher pro forma qualifications chasing relatively fewer jobs in one small part of the economy. It has tended to distract parents from posing the truly substantive questions concerning the educational process. Thus, for example, the calls for "curriculum reform" are often merely demands to substitute one "package of accumulated facts" for another, so as to improve one's own competitive position. However, "facts" change with an astonishing rapidity, skills become outmoded, and new occupations are constantly being created. Indeed the one constant feature of society is that the rate of change itself is accelerating. Therefore, any fundamental reform of the educational system must commence by posing the most basic question of all, namely the nature of the educational process itself. The Government has recognized the serious nature of this situation and intends to initiate reform along several lines during this Plan period.

19.6 First, the Government intends to influence the pattern as well as the rate of economic growth so as to redress the disparity of development between the rural and urban areas. The creation of new opportunities in the countryside will reduce the outflow of human resources from the rural areas. Second, the Government intends to create new means for individuals to acquire those skills and abilities necessary to improve their social and economic status. It intends to encourage a network of second chance institutions such as the Harambee Institutes of Technology. It is the Government's policy that these

second chance institutions will not run parallel to or duplicate the structure and content of the formal system of education. They will cater for individuals of widely varying backgrounds and ages and provide more specific forms of training and skill development within a setting that is more responsive to local needs. Moreover, these institutions, by addressing themselves to the more specialized problems of skill development at the community level, will be able to stimulate employment in a flexible and efficient manner. Over a longer term period, they will evolve, within the national context, into a loosely structured network of institutions that seek to develop the innate abilities of the populace by means other than those that can be provided by a formal educational system.

19.7 In order to achieve maximum effectiveness, these policies must be matched by far reaching changes in both the structure and content of the formal educational system. Therefore the Government intends to establish a National Commission on Education Objectives and Policies. The Commission will be composed of prominent citizens from both public and private life. Its aim will be to evaluate the present educational system, to define a new set of educational goals for the second decade of independence and to formulate a programme of action to implement these goals. The Government will fully support the Commission's work by providing it with a full range of technical and professional experience, both local and foreign. The Commission will be given the following terms of reference:-

- (a) To identify the elements of the educational process which are significant in promoting the nation's social, economic and cultural values.
- (b) To examine the relationship between the structure and content of the formal educational system and the rate and pattern of economic growth.
- (c) To examine the optimal structure and content of the first cycle of education and recommend steps for its implementation.
- (d) To examine the relationship between the training function of the formal educational system and other systems of training, both public and private.
- (e) To study the operation and management, including the cost effectiveness, of the formal system of education, and recommend measures to improve its capacity to formulate, implement and control educational programmes.

It is the Government's intention that the end product of the Commission's work

will be the recommendation of a specific programme of action.

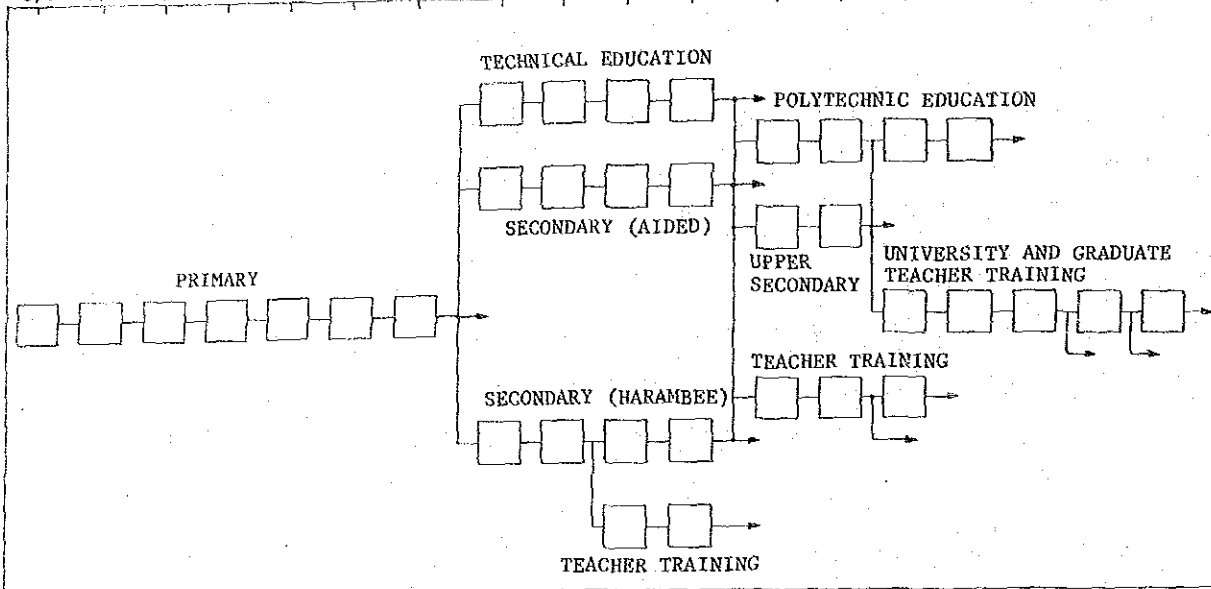
19.8 This review will have a far reaching effect on educational policies. Nevertheless, it will not preclude more immediate action by the Government. First, the Government intends to take measures to alleviate the more glaring aspects of the school-level problem. Second, it wishes to create the environment most likely to facilitate and encourage the work of the Commission. Therefore the Government intends to pursue the following policies:-

- (a) The Government reaffirms its commitment to the fundamental right of every child to have access to seven years of basic education. The Government will continue to promote the movement towards universal primary education during the Plan period, and towards this end will remove the fees from Standards I to IV.
- (b) Whilst the Government recognizes the right of every child to a basic education, it will adopt measures to ensure that access to the higher and more specialized levels is directly related to the nation's economic needs. Moreover, the recipients of the benefits of this education will be required to shoulder a greater part of its costs.
- (c) The Government recognizes that much of the content of the educational system is open to question on the grounds of its relevance to social and economic needs. The Government feels that the true substance of education lies in the modes of inquiry and self-initiative stimulated in the student, rather than in the mere accumulation of "facts". Therefore the Government intends to study the curriculum, the methods of teaching and the forms of selection presently practised at the primary and secondary levels.
- (d) Since independence an increasing proportion of Government expenditure has been allocated to education. If this trend were to continue unchecked, by 1990 over 80 per cent of the annual budget would be spent on education alone. This amount would not include funds to make the necessary improvements in the structure or content of the educational system. The Government, therefore, must carefully control the expansion of the educational system at the secondary and tertiary levels. Its objective in financing education is to limit the resources needed to operate the present system and thus make available the additional manpower and finance necessary to change it. As a specific target, the

THE PRESENT FORMAL KENYAN EDUCATION SYSTEM - 1973

AGES

6/7 7/8 8/9 9/10 10/11 11/12 12/13 13/14 14/15 15/16 16/17 17/18 18/19 19/20 20/21 21/22 22/23 23/24

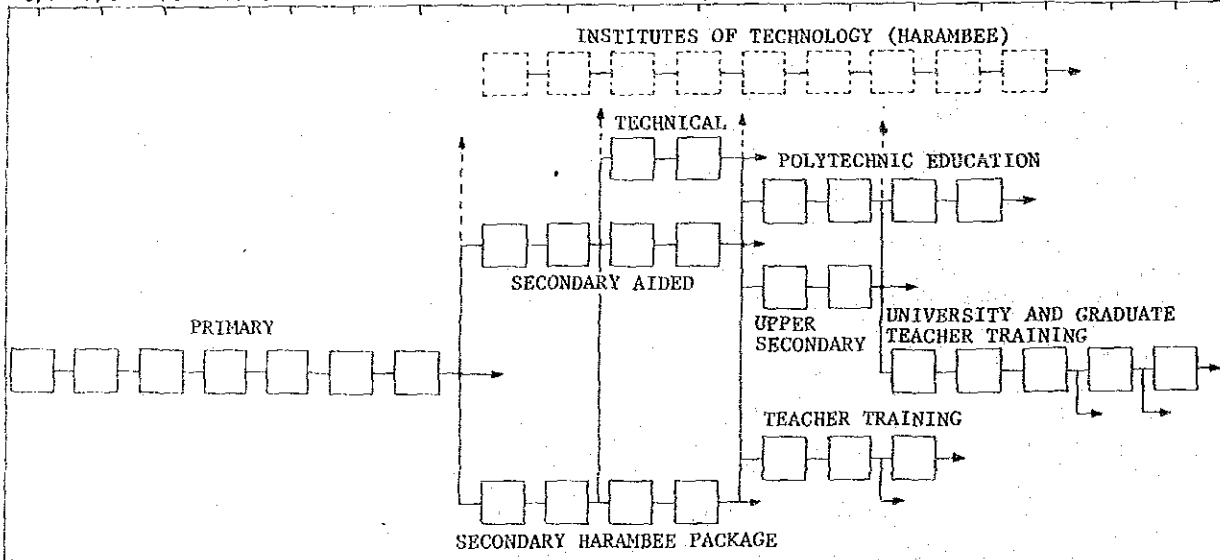


Note - 1. The thick dots indicate an examination as well as a selection point.

2. Arrows indicate flow out of the system into Labour Market and non-formal education

AGES

6/7 7/8 8/9 9/10 10/11 11/12 12/13 13/14 14/15 15/16 16/17 17/18 18/19 19/20 20/21 21/22 22/23 23/24



Notes - 1. The thick dots indicate an examination as well as a selection points.

2. Continuous arrows indicate flow out of the system into Labour Market as well as non-formal education.

Government intends to reduce the annual growth in educational expenditure to less than 11 per cent by the end of the Plan period, as compared with over 15 per cent at the beginning.

- (e) The Government recognizes that the nation's stock of professionally qualified teachers, whilst representing its most valuable educational asset, also accounts for the greatest proportion of expenditure. Therefore the Government intends to exercise the closest control over the number and type of teacher trainees, and over their deployment in the schools in order to ensure that they are utilized as efficiently as possible.
- (f) The Government intends to restrict capital investment in the education sector to those projects most likely to improve the quality and content of the educational system.

19.9 It is anticipated that the Commission's work will result in major Changes in the educational system towards the end of the Plan period. Moreover, it is difficult to specify the impact of certain major policy changes such as the removal of fees in Standards I to IV and the programme of assistance to unaided secondary schools. Therefore, the estimates presented in this chapter should be regarded as tentative and will be revised annually in the light of experience.

(ii) 高等教育計畫

The Tertiary Education Programme

General Policy

19.47 The cost of education at the tertiary level is significantly greater than that at the primary or secondary levels. For example, in 1974, the Government will spend on average over Kf1,000 p.a. on a University student as opposed to less than Kf15 p.a. on a pupil in a rural primary school. In view of its scarce resources and the need to spread the benefits of education as widely as possible, the Government intends to control enrolments carefully at the tertiary level in accordance with the needs of the economy. The recipients of education at the tertiary level stand to gain much more personally from their education than those who have received primary or secondary education only. Therefore, it is the Government's policy that these recipients will in future pay a greater proportion of the direct costs of their education. However, measures will be taken to ensure that no individual who has been granted entry into an institution at this level will be denied access for financial reasons.

The Polytechnics

19.48 The Government's plan for the two Polytechnics is based on the following policies:-

- (a) There should be close liaison with employers, in accordance with the Industrial Training Act.
- (b) There should be consultation with all Ministries likely to be concerned when courses are being planned.
- (c) There should be a move to drop lower level courses and develop higher level courses in their place.
- (d) There should be no duplication of each other's courses where this is or would become uneconomic.
- (e) Although there will be an overall ceiling on enrolments, the Polytechnics will continue to be flexible regarding individual courses in response to

the requirements of employers.

Kenya Polytechnic

19.49 An annual growth of enrolments of 8.0 per cent is the target for the plan period. This projected growth is based on the known demands from industry for expanded outputs from existing courses and for new courses. The enrolment structure by Department is shown for two years 1972 and 1978 in Table 19.17.

ENROLMENT STRUCTURE OF THE KENYA POLYTECHNIC, 1972 AND 1978

Table 19.17

Department	Enrolments		Department	Enrolments	
	1972	1978		1972	1978
Mechanical Engineering ..	907	1,000	Printing	102	300
Electrical Engineering ..	408	550	Science	324	500
Building/Civil Engineering	417	600	Business Studies	478	800
			Catering	181	300

Note: Technical Teacher Training will have been phased out by 1978.

Mombasa Polytechnic

19.50 The Mombasa Polytechnic will assume a very clear role in the Tertiary level of education. The Polytechnic will drop many low level courses and expand those at higher levels. While making this transformation there will be only a modest expansion of total enrolments during the forthcoming plan period. A minimal duplication of courses with Kenya Polytechnic - to meet demands at Mombasa for day release and evening classes - is planned. Table 19.18 gives a tentative structure of projected enrolments by Department for the last year of the plan.

ENROLMENT STRUCTURE OF MOMBASA POLYTECHNIC, 1977/78

Table 19.18

Department	Enrolments	Department	Enrolments
Building and Civil Engineering	192	Management and Business Studies	432
Electrical Engineering	284	General Studies ..	200
Mechanical Engineering	490		

Costs

19.51 It is anticipated that the Kenya Polytechnic Programme will require Kf2.69 million in Recurrent Expenditure and Kf915,000 in Development Expenditure over the plan period. The corresponding estimates for Mombasa Polytechnic are Kf1.12 million and Kf1.46 million. A detailed breakdown of costs is provided in Table 19.22.

The University of Nairobi

19.52 The period 1970-74 has been one of vigorous development of the University of Nairobi. The major objectives set out by the Development Plan 1970-74 have been achieved: new Faculties have been established; existing Faculties have been extended; and enrolment targets have been surpassed. There has been a major investment in the physical infrastructure of the University of over Kf5 million. In contrast to the previous Plan, the period 1974-78 will be marked by a consolidation and careful deployment of the University's resources towards achieving the following aims:-

- (a) The University will produce the high level manpower, particularly in professions such as Commerce, Medicine, Engineering and Agriculture that are essential to support the nation's rapid social and economic development.
- (b) The University will assist in carrying out research on problems of social and economic importance to the country.
- (c) The University will apply its expertise and manpower more directly to solving relevant problems at the community level.

19.53 In order to achieve these objectives the Government has established the guidelines outlined in Table 19.19 for the overall development of the University. The University has set out the enrolment guidelines outlined in Table 19.20 for each individual Faculty. Within these guidelines the following new Departments will be established: Physical Planning (Architecture); International Law, Comparative Law (Law); Orthopaedic Surgery, Microbiology, Diagnostic Radiology, Anaesthetics (Medicine); Public Health Pharmacology and Toxicology (Veterinary Medicine). Degree programmes will be broadened with the introduction of new studies. There will be a carefully controlled expansion of existing post-graduate programmes; new post-graduate programmes will commence in the Faculties of Commerce, Engineering and Medicine. These post-graduate programmes will be subject to external evaluation to ensure that internationally accepted standards are maintained at the University.

UNIVERSITY OF NAIROBI: FINANCIAL AND ENROLMENT PROJECTIONS, 1973/74-1977/78

Table 19.19

Year	Total Enrolment Ceiling	Per Student Grant (Including student loan)	Total Recurrent Expenditure
		K£	K£'000
1973/74	4,100	1,200	4,920
1974/75	4,410	1,170	5,160
1975/76	4,760	1,120	5,330
1976/77	5,140	1,075	5,525
1977/78	5,550	1,035	5,745

UNIVERSITY OF NAIROBI: PROJECTED ENROLMENT BY FACULTY

Table 19.20

Faculty	1972/73 Total Enrolment	1978/79 Total Enrolment
Agriculture	144	471
Architecture	389	420
Arts (non B.Ed.)	500	500
Commerce	344	570
Education	400	Transferred to K.U.C.
Engineering	497	548
Law	139	230
Medicine	353	569
Science	391	842
Veterinary Medicine	290	363
Journalism	22	85

19.54 The University research activities will be sponsored by individual Faculties through post-graduate and staff development programmes; by the University through Fellowship Awards; and by the more specialized Centres and Institutes. During this Plan period, the University will assist in the establishment of an International Centre for Insect Physiology and Ecology, and inter-faculty Populations Studies and Research Centre, and a Natural Resources Centre. Additional support will be forthcoming to the Institute for Development Studies and the Institute of African Studies. The Child Development Research Unit will be moved with the Faculty of Education to the Kenyatta University College campus.

19.55 In line with the Government's general policy for tertiary education, University students will be made responsible for financing the non-tuition portion of their education. A Loan Scheme for Students, incorporating a substantial concessionary element, will be introduced. The Halls of Residence will be placed under a non-profit Trust to ensure that students are charged low but economical amounts for boarding and accommodation.

19.56 One inevitable result of the rapid establishment of many new Departments and Faculties in a relatively short period has been the inability to utilize professional staff as efficiently as possible. The 1974-78 period will allow the

University to consolidate its overall student/staff ratio at 10:1, and no Faculty will have a ratio of less than 6:1 by 1976. Moreover, greater efficiency in this area will permit Kenyanization to take place at a faster rate without prejudice to the University's standing in the international academic community.

19.57 The Government and the University will be introducing a Scheme of Service for Students whereby university students will undertake a year of public service before completing their studies. The scheme will be administered by the University, and will have two principal objectives, namely to promote the development of rural areas, and to provide a practical focus to university education.

19.58 Most of the University's physical requirements have been fulfilled, Additional facilities will become available with the transfer of the Faculty of Education to Kenyatta University College in 1977/78. Therefore capital building requirements will not exceed Kf0.9 million. Priority will be given to the completion of the Physical Science complex, the further development of student facilities, and the provision of specialized facilities to existing Faculties.

Kenyatta University College

19.59 The Plan period will see the completion of the long-term development of KUC into an institution of university status. By 1980, all non-degree programmes will have been phased out except for a small programme for Home Science teachers. It is the Government's intention the KUC will become the second main campus of the University of Nairobi. Major development of the College in this direction will commence near the end of the Plan period and will continue into the next decade. It will be based on the following policies:-

- (a) It is the Government's intention that the move to University status will, in its early stages, be focussed around the requirements of the teacher training programme. The Faculty of Education, presently located on the main campus, will have moved together with its associated research activities to KUC by 1978. Thereafter, KUC will have responsibility for all undergraduate teacher training programmes.
- (b) The Government's policy on higher education enrolments is that they should be closely defined by the nation's requirements for high level manpower. The projected output from the University of Nairobi is considered sufficient for this purpose. Therefore for the greater part

of the Plan period, KUC's intake will be confined to the undergraduate and non-graduate teacher training programmes in Arts and Science. A limited intake to three non-teacher training courses will commence near the end of the Plan period.

- (c) The duplication of facilities, personnel and courses between the main campus and KUC should be avoided wherever possible.

19.60 The following guidelines on enrolments will apply to KUC during the Plan period.

PROJECTED ENROLMENTS AT KENYATTA UNIVERSITY COLLEGE, 1974-1978

Table 19.21

Year	Teacher Training Courses (Graduate only)	Other Degree Courses
1974	750	-
1975	820	60
1976	920	120
1977	990	180
1978	1,000	200

19.61 In the early years of the Plan, the Government will sponsor a detailed study of the College. Its purpose will be to identify the College's capital requirements for its teacher education programme and its longer term development as the second main campus of the University of Nairobi.

Costs

19.62 It is anticipated that the KUC programme will require Kf4.79 million in Recurrent Expenditure and Kf1.0 million in Development Expenditure during the Plan period. A more detailed breakdown of expenditure on the Tertiary Education Programme is provided in Table 19.22 below.

TERTIARY EDUCATION PROGRAMME, 1973/74 TO 1977/78

Table 19.22

K£'000

	1973/74	1974/75	1975/76	1976/77	1977/78	Total
A. RECURRENT-						
1. Kenya Polytechnic ..	445	487	534	585	641	2,692
2. Mombasa Polytechnic	181	185	222	256	279	1,123
3. Kenyatta University College	530	846	1,095	1,145	1,175	4,791
4. University of Nairobi	4,920	5,160	5,330	5,525	5,745	26,680
5. Student Service Scheme	-	-	900	1,125	1,350	3,375
TOTAL	6,076	6,678	8,081	8,636	9,190	38,661
B. DEVELOPMENT-						
1. Kenya Polytechnic ..	40	240	380	255	-	915
2. Mombasa Polytechnic	-	365	730	365	-	1,460
3. Kenyatta University College	95	155	250	250	250	1,000
4. University of Nairobi	520	190	190	-	-	900
TOTAL	655	950	1,550	870	250	4,275
GRAND TOTAL	6,731	7,628	9,631	9,506	9,440	42,936

7 討 議 概 要

MINUTES OF THE MEETING HELD FROM 12TH AUGUST TO 22ND AUGUST
1978 BETWEEN KENYA GOVERNMENT IMPLEMENTATION COMMITTEE ON
JOJO KENYATTA COLLEGE OF AGRICULTURE AND TECHNOLOGY AND
THE JAPANESE SURVEY MISSION.

MEMBERS

- | | | |
|-----|--------------------|--|
| 1. | Mr. P.J. Gachathi | - Permanent Secretary, M.O.E.
Chairman |
| 2. | Mr. J.H. Wairagu | - S.D.S., M.O.E. - Vice-Chairman |
| 3. | Mr. A. Githinji | - Ministry of Finance & Planning |
| 4. | Mr. E.A. Wangai | - Ministry of Education |
| 5. | Mr. P.T. Kanyue | - Ministry of Works |
| 6. | Dr. P.T. Obwaka | - Egerton College |
| 7. | Mr. S. Ndirangu | - Ministry of Education |
| 8. | Mr. M. Kariuki | - " " " |
| 9. | Mr. E.A.A. Luchemo | - " " " |
| 10. | Mr. D.B. Shah | - Kenya Polytechnic |
| 11. | Mr. M.M. Ng'ang'a | - " " |
| 12. | Miss M.W. Mundara | - " " |
| 13. | Mr. H. Bagha | - Ministry of Finance & Planning |
| 14. | Mr. G.O. Ogola | - Ministry of Agriculture |
| 15. | Prof. T. Uenosono | - Head, Professor, Dr. of Engineering |
| 16. | Dr. H. Fukuda | - Dr. of Farm Management |
| 17. | Dr. H. Nakagawa | - Dr. of Engineering |
| 18. | Dr. T. Masuda | - Dr. of Horticulture |
| 19. | Mr. H. Ogiwara | - Overseas Centres Div., Social
Development Cooperation Dept., JICA |
| 20. | Mr. H. Nirasawa | - Unit Chief, Planning and Coordination
Div. |
| 21. | Mr. H. Iida | - Engineer (structure), K.A.E.C. |
| 22. | Mr. S. Shimbo | - Social Development Cooperation
Department of J.I.C.A. |
| 23. | Mr. Inoue | - Architect, K.A.E.C. |
| 24. | A. Yomota | - Dr. of Agricultural Engineering |
| 25. | Y. Nagashima | - Engineer, Kume Architects Engineers
Co. (equipment) |

III ATTENDANCE:

- | | | | |
|-----|----------------|---|---------------------------------|
| 1. | I. Okamoto | - | 1st Secretary, Japanese Embassy |
| 2. | K. Kumagai | - | Japanese Embassy |
| 3. | G.C.O. Opundo | - | Ministry of Finance & Planning |
| 4. | P.O. Okaka | - | Kenya Polytechnic |
| 5. | D.M. Kialah | - | Ministry of Works |
| 6. | D. Baker | - | Ministry of Water |
| 7. | A.S. Birdi | - | " " " |
| 8. | F.A. Akolo | - | Ministry of Works |
| 9. | W.N. Warucha | - | Ministry of Agriculture |
| 10. | C.R.K. Njoroge | - | " " " |
| 11. | N.N. Kakai | - | Kenya Polytechnic |

1. OPENING REMARKS:

The Permanent Secretary, Ministry of Education welcomed the Japanese Survey Mission to Kenya and then outlined the various issues that would be discussed during the two weeks deliberations. He assured the Survey Mission that most of the information asked for would be provided before the Survey Mission went back to Japan and any other information that was not readily available would be provided later. He assured the Survey Mission that all the facilities required would be provided to enable construction of the College to begin as scheduled. He also pointed out that the Kenya Government placed a lot of importance on this college and for that reason an Implementation Committee had been formed with him as the Chairman. Land had already been identified and the transfer was in the process. To enable the smooth running of the college when it opens a number of students who would provide the first intakes would in the meantime undergo similar courses at the existing institutions. He also laid emphasis on the future expansion of the college both in academic and physical development and asked the meeting to consider this issue and provide room for expansion in the Master Plan. On Staff housing, the Permanent Secretary requested this to be included in the grant aid as one of the most important pre-requisites for the success and development of the college. After asking the Treasury official to highlight on Technical Co-operation he left the meeting for other official assignment. The rest of the meetings were chaired by the Senior Deputy Secretary, Mr. J.H. Wairagu. It was agreed that most of the issues arising would be discussed exhaustively later as indicated in the programme. It was also agreed that the Survey Mission would later in the week visit existing institutions to see staff housing and other facilities. The rest of the minutes summarize the two weeks deliberations and issues agreed upon.

2. GRANT AID:

The meeting was informed that Kenya would receive 1.8 billion Yen, the equivalent of US\$ 9 million for the phase I of the College. It was emphasized that to enable the release of an extra 2 billion Yen for Phase II, the grant of Phase I should be spent as scheduled. Buildings would cost 1.65 billion Yen

and equipment would cost 0.15 billion Yen in Phase I. The cost of building and equipment in Phase II would be 1.35 billion Yen and 0.65 billion Yen respectively. Any funds not used in Phase I will be carried forward for one year.

3. TECHNICAL CO-OPERATION:

This would include the dispatch of Japanese experts, provision of light equipment and training of Kenyan counterparts. A document on technical co-operation issued by the Survey Mission was distributed and it was agreed that information asked for in this document would be supplied later. The Survey Mission was informed that Technical Co-operation agreement is standardized between Kenya and other governments and the Mission was assured of detailed explanation of the regulations contained therein. It was agreed that the percentages of cost of equipment funded under the grant aid and technical co-operation would be worked out later. The agreed minutes would be signed between the Permanent Secretary, Treasury and the leader of the Survey Mission on Technical Co-operation. Kenya would also provide information on areas of shortage of lecturers to enable the Survey Mission provide the necessary technical assistance. The Survey Mission would also be given a list of other donors from whom education in Kenya had benefited.

4. PHYSICAL FACILITIES:

In Phase I, basic buildings including administration block, Assembly Hall, Library, Cafeteria, Dormitories, Agriculture and Engineering buildings would be provided under the grant aid. However, the Survey Mission was asked to consider provision of dormitories for the total number of students population of 720 and not for 588 students as appearing in the Master Plan as there was no possibility of having day students in such a college built in a rural setting. This request by Kenya would be communicated to Japan in writing. It was also agreed that the Master Plan provided room for future expansion, agriculture expanding to the north, engineering to the south and classrooms to the middle.