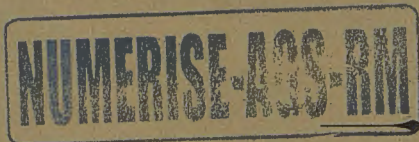


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THE KENYA INSTITUTE OF ADMINISTRATION



COMMUNITY DEVELOPMENT TRAINING CENTRE

COMMUNITY DEVELOPMENT OFFICER  
TRAINING PROGRAMME  
RELATED AND OTHER TRAINING  
PROGRAMMES

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PROGRAMMES AND COURSE CONTENT

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1962

PRINTED BY THE GOVERNMENT PRINTER, NAIROBI

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The Kenya Institute of Administration.

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Community Development Training Centre.



COMMUNITY DEVELOPMENT OFFICER TRAINING PROGRAMME

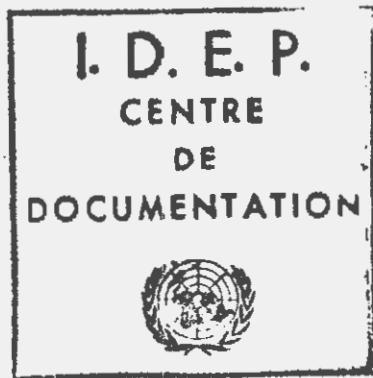
RELATED AND OTHER TRAINING PROGRAMMES

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Programmes and Course Content

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COMMUNITY DEVELOPMENT OFFICER TRAINING PROGRAMME  
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A part of the Kenya Institute of Administration, the Community Development Training Centre (C.D.T.C.) is the central training institution for community development and related personnel. It is administered by the Department of Community Development in the Ministry of Social Services as an integral part of Kenya's community development programme.

There are four types of training programmes, at least, at the C.D.T.C. : (1) courses designed for the professional community development worker at both the officer and subordinate staff levels; (2) courses aimed at the field worker in ancillary schemes (for example, youth workers, nursery centre instructresses); (3) courses planned for staff members of other departments of government who need particularly instruction in the techniques of community development and extension education; and (4) courses tailored to the special needs of a voluntary society, such as Maendeleo ya Wanawake.

These training programmes vary in length from three weeks to two years, and they are designed to meet varying qualifications in education and experience. The following is a more detailed description of each training programme.

Community Development Officer Training Programme.

Early in 1961 the Government of Kenya, in the second year of its three-year development plan, advanced its localisation timetable. The need was felt for a faster programme of localisation and training for the public service.

Towards this end and in keeping with the Government's decision to begin with training in the reorientation and strengthening of its community development programme, a two-year officer training course was begun in March 1962. Kenya thus became one of very few countries in the world which provide professional officer-level training "at home". Eleven officer candidates (nine men and two women) were the first trainees.

The officer training programme is based on the following working principle, a statement of the functions of a community development officer, and an outline of the purposes of training.

A Working Principle. A belief in people and a faith in their ability to manage their own affairs are fundamental to community development. It is essential that this belief and this faith become a working principle of those who desire to be community development workers.

Functions of a Community Development Officer. The aim of community development, therefore, may be defined as follows : to assist in the development of the people's competence and confidence to manage their own affairs and to participate more fully in the affairs of the larger community.

Related to this aim as steps in its attainment are the primary functions of a Community Development Officer. They may be described as follows :

1. to discover the characteristics, special features, problems, needs, and resources of the community (in practice, an administrative district);
2. to discover, develop, and make appropriate and effective use of community leadership;

3. to stimulate the people of the community to recognize their needs, problems and resources;
4. to help the people to meet their needs by their own efforts, with their own resources, and when necessary with assistance from governmental and other sources;
5. to aid in the creation of better living conditions and a healthier, happier, and fuller life for the people; and
6. to foster an understanding of the continuing nature of self-help and development.

Purposes of Training. In order to help prepare a Community Development Officer to fulfil effectively his responsibilities, a training programme has been planned with the following goals:

1. to develop self-awareness:
  - a. to become aware of himself as a person with needs, wants, and hopes;
  - b. to recognize and appreciate his strengths, limitations, and motivations;
  - c. to become conscious of his reactions to people and situations;
  - d. to identify and develop his professional self or image;
  - e. to learn to use his personality in a professional or skilful manner;
  - f. to achieve satisfaction and self-fulfillment in carrying out his responsibilities.
2. to increase his ability to analyse problems and situations:
  - a. to identify the manifestations of the problem or situation;
  - b. to find the immediate reasons for the problem or situation;
  - c. to discover the underlying causes of the problem or situation;
  - d. to develop objectivity and a scientific approach.
3. to improve his ability to understand and to work with people:
  - a. to recognize people as individuals with needs and wants and hopes;
  - b. to identify people's strengths and limitations and motivations;
  - c. to become aware of people's similarities and differences;
  - d. to recognize and understand people's reactions to various conditions and situations;
  - e. to develop a liking for people;
  - f. to identify himself with other people, their needs, wants, and hopes.

4. to help him help people develop their self-reliance and their abilities to work together cooperatively and effectively :
  - a. to understand self-help;
  - b. to become aware of what it means to give and to receive;
  - c. to measure readiness;
  - d. to determine essentials for cooperative action;
  - e. to understand timing and pace;
  - f. to discover leadership;
  - g. to develop leadership;
  - h. to develop followership.
5. to make more effective his ability to inform people to learn:
  - a. what message to convey (content) and how to prepare it;
  - b. by what means (media) and how to use them;
  - c. at what time (date, hour, frequency);
  - d. to what place (location);
  - e. for what people (audience);
  - f. for what purpose (aim, goal).
6. to make more effective his ability to teach new skills:
  - a. to understand the process of learning;
  - b. to learn the fundamentals of teaching;
  - c. to know skills appropriate for :
    1. purpose or aim
    2. available resources (people and things)
  - d. to become acquainted with the sources of and how to use available teaching aids;
  - e. to learn how to make teaching aids, especially from indigenous (locally available) materials.
7. to improve his knowledge and effective use of professional and technical resources and other aids :
  - a. to learn the functions and resources (human and material) of the various agencies and departments of government;
  - b. to become acquainted with the programmes and resources of voluntary organisations;
  - c. to understand cooperation and coordination and how to effect them;
  - d. to know when and how to use professional and technical resources;

- e. to know how to prepare people to use professional and technical resources.
8. to increase his ability to develop democratically a sound and effective community development programme:
    - a. to understand the components of a good community development programme;
    - b. to know the necessary prerequisites for initiating a community development programme;
    - c. to become acquainted with possible deterrents to developing a sound community development programme.
  9. to increase his ability to administer democratically a sound and effective community development programme:
    - a. to understand the elements of democratic administration;
    - b. to know the governmental laws, codes, policies, and procedures relating to the administration of governmental programmes;
    - c. to learn budgetary, fiscal, and accounting policies, procedures, and forms;
    - d. to know how, when, and how much to exercise authority;
    - e. to understand protocol and social obligations and requirements;
    - f. to become acquainted with political, tribal, governmental, and other pressures and forces.
  10. to increase his ability to supervise democratically a sound and effective community development programme:
    - a. to know how, when, and how much to delegate authority and responsibilities;
    - b. to know the various degrees of supervision and their appropriate use;
    - c. to understand supervision as a part of administration;
    - d. to understand supervision as a part of training.

Structure of Training Programme. The officer training programme is divided into three parts. The first part, largely theoretical, consists of three twelve-week terms. Each term has 180 two-hour sessions; that is, fifteen sessions a week approximately. The second part, which continues for eleven months, consists of supervised field work. The trainees then return to the training centre for a final "finishing" term of two or three months duration.

During the first part, a tutorial or counselling relationship has been developed between each trainee and a member of the training staff, in order to help the trainee to develop the characteristics necessary to becoming an effective Community Development Officer and to assist him in measuring his own progress. Community Development Training Centre staff members are expected to have a continuing relationship with the trainees during the entire training programme.



Content of Training Programme. There are five basic topics in the training programme with the following content and distribution (by the number of two-hour sessions) :

1.	Understanding Community Development	26	
2.	Understanding Kenya	36	
3.	Understanding Social Change	36	
4.	Understanding Social Institutions and Leadership	36	
5.	Doing Community Development	366	
	a.	Administrative Skills	36
	b.	Group Planning and Programming	60
	c.	Human Relations Skills	24
	d.	Survey and Evaluation Methods	36
	e.	Teaching Skills	48
	f.	Technical "First Aid" Skills	180
	(1)	Adult Literacy and Education	
	(2)	Agricultural Skills	
	(3)	Building Construction Skills	
	(4)	Carpentry	
	(5)	Community Recreation	
	(6)	Cooperatives	
	(7)	Equipment Maintenance	
	(8)	First Aid Skills (St. John's Ambulance Course)	
	(9)	Health and Sanitation	
	(10)	Road Construction Skills	
	(11)	Vehicle Maintenance	
	(12)	Water Supplies	
	(13)	Youth Work	
	(14)	Recreation	
6.	Educational Trips and Visits and Field Study Tours	40	

General Structure. The general scheme, subject to slight variations, is as follows :

Term I

1.	Understanding Community Development	26
2.	Understanding Kenya	24
3.	Understanding Social Change	12
4.	Understanding Social Institutions and Leadership	12

5.	Doing Community Development	86
	a. Administrative Skills	12
	b. Group Planning and Programming	12
	c. Teaching Skills	12
	d. Technical "First Aid" Skills	50

6.	Educational Trips and Visits	20
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Term II

1.	Understanding Kenya	12
2.	Understanding Social Change	12
3.	Understanding Social Institutions and Leadership	12
4.	Doing Community Development	144
	a. Administrative Skills	12
	b. Group Planning and Programming	24
	c. Human Relations Skills	12
	d. Survey and Evaluation Methods	12
	e. Teaching Skills	24
	f. Technical "First Aid" Skills	60

Term III

1.	Understanding Social Change, Social Institutions, and Leadership	6
2.	Doing Community Development	154
	a. Administrative Skills	12
	b. Group Planning and Programming	24
	c. Human Relations Skills	12
	d. Survey and Evaluation Methods	24
	e. Teaching Skills	12
	f. Technical "First Aid" Skills	70
3.	Field Study Tours	20

Community Development Assistant Reorientation

Training Programme

Concurrent with the professional officer-level training, there is a reorientation training programme for Community Development Assistants. They are subordinate staff members, all of whom are employed by local government authorities (district or locational councils).

This reorientation training programme is designed to help prepare the "field" for the new concepts of community development and to receive the officers who are in training. Each group of approximately twenty (20) Community Development Assistants is given two months of training in these new concepts.

The curriculum which is used is based on the concepts, principles, and content of the officer training programme. While it varies somewhat for each group, there are usually about 132 two-hour class sessions, including examinations; that is, approximately fifteen sessions a week. The following is a typical pattern of the content and distribution of courses by the number of two-hour sessions :

1.	Understanding Community Development	12
2.	Understanding Kenya	12
3.	Understanding Social Change, Social Institutions and Leadership	12
4.	Doing Community Development	76
	a. Administrative Skills	6
	b. Group Planning and Programming	10
	c. Human Relations Skills	6
	d. Teaching Skills	10
	e. Technical "First Aid" Skills	44
	(1) Audio-Visual Aids	
	(2) Adult Literacy and Education	
	(3) Building Construction Skills	
	(4) First Aid (St. John's Ambulance Course)	
	(5) Recreation Planning	
	(6) Health Education	
	(7) Youth Work	
	(8) Other (including Library Management, etc.)	
5.	Field Study Tour, Educational Visits	12

The Community Development Assistants also attend evening lectures at the Community Development Training Centre.

#### Training Programmes for Ancillary Workers.

Related to community development at the local level in many districts of Kenya are such organizations as youth centres and nursery centres. The training of staff members from these and similar institutions is given at the Community Development Training Centre. While the course for nursery centre instructresses continues for three months, the course for youth centre leaders is for three weeks, the latter being more of a "refresher" course. Sample programmes are listed below.

Nursery Centre Instructresses Training Programme. This programme is designed to meet the staff needs of the ever increasing number of nursery centres. Members of a course usually come from local government authorities, city and county social welfare departments, and commercial organisations. Full use is made of the facilities and services of the nursery centres of the Nairobi City Council for supervised experience.

The content of the course and its distribution are as follows:

1.	Child Care	16
2.	Construction of Simple Nursery Equipment	16
3.	Games and Recreation	16
4.	Health and Nutrition	16
5.	Music and Movement	12
6.	Teaching Methods	16
7.	Administrative Skills	8
8.	Supervised Practice	One month

Educational trips and visits also are included in the training programme, and course members attend evening guest lectures during their stay at the Community Development Training Centre.

Youth Leaders Training Programme. The object of this short training programme is to provide youth leaders with new trends in youth work principles and techniques and the opportunity to learn and to "brush up" on needed skills. Emphasis is placed on the extension of services into the community and beyond the walls and membership of the centre building. Also significant is the opportunity for fellow youth leaders to get together and to exchange ideas.

Including educational trips and visits and guest lectures, the course content is usually distributed as follows :

1.	Teaching Methods	6
2.	Recreation Planning	6
3.	Understanding Community Development	4
4.	Understanding Kenya	4
5.	Kenya Association of Youth Centres and Youth Work	4
6.	Health Education and Communication	4
7.	Accounting Procedures	4
8.	Programme Planning	4
9.	Committee Organisation	2
10.	Audio-Visual Aids	2
11.	Other (including Human Relations Skills, Library etc.)	3
12.	Educational Trips and Visits	4
13.	Guest Lectures	4

Other Training Programmes.

The successful promotion of the community development programme requires the understanding and assistance of people who are engaged in other betterment activities and services. Consequently, the Community Development Training Centre staff members welcome opportunities to participate in other training programmes, especially those being conducted in other parts of the Kenya Institute of Administration.

Equally valued are requests from other governmental departments and ministries for training in community development techniques and extension methods for their personnel. Such training programmes are usually of short duration (two or three weeks) and the content is planned in cooperation with the appropriate officials of the requesting agency. Samples of this kind of training programme are recently concluded courses for agricultural instructors and policewomen.

For the agriculturists, the course content for their three-week training programme included field trips, lectures by Department of Agriculture personnel, guest lectures, and group seminars, as well as the following distribution of subjects :

1.	Understanding Community Development	9
2.	Understanding Social Institutions and Social Change	9
3.	Teaching Methods	9
4.	Group Planning and Programming	5
5.	Survey and Evaluation Methods	5
6.	Understanding Kenya	4
7.	Health Education	4
8.	Nutrition	2
9.	Audio-Visual Aids	4
10.	Agricultural Extension Methods	2
11.	Recreation Planning	2

The policewomen's training programme was designed to help them fulfil more effectively their social welfare responsibilities. A three-week course, the content included nearly an equal number of sessions in child care, cookery, health and hygiene, home management, nutrition, and sewing. There were also special lectures and educational visits, and the policewomen attended every guest lectures. The emphasis of the training was how the policewomen could extend themselves and their welfare services and thus become more effective officers.

Maendeleo Executive Training Programme.

One of the successful developments of the community development programme in Kenya is the establishment of the women's organisation, Maendeleo ya Wanawake, as a registered voluntary society. Begun and nurtured as a part of the government's community development programme, Maendeleo ya Wanawake became an independent organisation in 1960. While community development workers continue to advise and assist Maendeleo clubs, they are no longer responsible for their administration.

In 1962 the Maendeleo organisation asked the Community Development Training Centre to provide a training programme for its district executive committee members and officers. The course, planned jointly with the Maendeleo organisation to meet the special needs of this group, emphasized administration and organisational matters, programme planning and development, training methods, discussion techniques, and what might be called "membership maintenance" activities. During the three weeks of the course the members also had opportunities to make educational trips, to have special lectures, and to attend evening guest lectures at the Community Development Training Centre.

NOTE: See further, "A Training Programme in Community Development for the Localisation Scheme", which contains detailed course outlines, including related readings and selected bibliographies, prepared by the Community Development Department of the Ministry of Social Services of the Government of Kenya, March 1962, duplicated.

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