SCHOLARSHIPS AND UNIVERSITY DEVELOPMENT
IN KENYA AND TANZANIA

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ABSTRACT

Concern about the increasing cost and questionable relevance of much overseas training, combined with the growth of home country training facilities, has in Africa raised questions about the extent to which scholarship provision has adapted to changing circumstances in recent years. It has pointed to the need for more systematic information than we now have about the pattern of scholarship provision and its relationship to training needs and job performance. At present we have a rather fragmentary basis for deciding which kinds of skills and knowledge can best be provided at home and which need to be sought elsewhere. Where overseas training seems advisable we need to know more about the kinds of training, institutions, programmes and time periods which relate to particular skill needs and how they can be integrated into national and regional programmes. As a step towards the provision of some relevant information this article examines the impact of one specific scholarship programme which has been concerned with the training of university staff for Kenya and Tanzania. The experience of this programme is used to suggest some conditions and identify some issues associated with effective overseas training. Effectiveness is examined from the standpoint of congruence between training content and occupational requirements and then in relation to features of the occupational and administrative culture which exist in the scholar's home country. Finally some suggestions are made for fruitful research areas and approaches.

Introduction

Four intensifying developments of the past five years stand out amongst those confirming the timeliness of an effort to assess the past patterns of scholarship provision and their contribution to training needs. The first is the...
escalating cost of overseas training. Tuition fees at some overseas universities now exceed $7,000 per year and the total cost of a full PhD programme for a foreign student can be as much as $60,000. Such costs encourage and seem to require a search for cheaper alternatives to the kind of protracted overseas training which has been a feature of the past. A second major development has been the expansion of training facilities within the home country. For example, fifteen years ago the University of Dar es Salaam was a single faculty in a borrowed building and that of Nairobi had got little beyond its first incarnation as the Royal Technical College; both are now fully fledged autonomous universities with a full panoply of professional faculties and a wide range of graduate programmes. Furthermore, university level training is supplemented by a variety of training institutions which range in Tanzania from such tertiary institutions as the Institute of Finance Management to Folk Development Colleges for newly literate adults and post-primary craft centres for Standard 7 leavers, while a similar pattern is evident in Kenya between say the Harambee Institutes of Technology and the Village Polytechnics. The expansion of various training facilities has reduced the earlier general dependence on overseas training and is a stimulus to an assessment of what the domestic institutions can do and hence to an identification of areas of continuing need for overseas training which can in turn be related to domestic capability. A third development is a psychological outgrowth of the training achievements of the first fifteen years of independence. Immediately after independence the manifest necessity of replacing expatriates, who continued to dominate the government and commercial sectors, precluded much debate about "ideal" types of training. Given the shortage of local facilities the quickest route to replacement was perceived to be the rapid expansion, through overseas training, of the number of those with qualifications which would enable them to replace the incumbent expatriates. Now that self-reliance in high level manpower is close to realization it is more feasible than before to treat developmental needs rather than localization per se as the criterion for training and scholarship decisions. This provides a corresponding opportunity for taking stock of the relationships between qualifications and developmental needs and hence of the kinds of purpose which future scholarships may be able to fulfil.

A fourth factor is contributed by changes in thinking about the nature of development and the relationship of education to it. At a time when economic growth was viewed as the virtually exclusive goal of development, and the creation of human capital as the educational link, it was axiomatic that scholarships for virtually any type of training contributed to development. From this standpoint the principal question was the extent of "fit" between skills required by the developing economy and the content of training provided. This question remains important, but needs to be supplemented. Under the increasingly influential concept of development which views