

**The Role of Social Science Research in the Social, Political and Economic
Transformation in Kenya.**

Report of Kenya National Workshop.

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The Role of Social Science Research in the Social, Political and Economic Transformation in Kenya

Rapporteurs

John O. Shiundu
John Aluko Orodho

1. OPENING SESSION

1.1 Introduction

The workshop was attended by 30 participants drawn from OSSREA - Kenya Chapter members in public and private universities and a few invited guests. The workshop had four main activities: Opening Session, Paper Presentation and Discussion, Business Session, and Workshop Evaluation. This report is divided into four sections to reflect these four activities.

The Kenya OSSREA Liaison Officer, Dr. John Aluko Orodho, welcomed all the participants to the workshop. He started by explaining briefly the objectives of the workshop. He stressed that given the importance of the theme of the workshop, i.e., *The Role of Social Science Research in the Social, Political and Economic Transformation in Kenya*, a lot was expected from the participants in terms of mapping out research priorities and the needs of the country. He noted that the topics of the papers to be presented reflected the seriousness with which the Kenyan scholars sought to critically reappraise the nature of the existing social science knowledge in the country; the adequacy of conceptual and analytical tools to understand the social, political and cultural conditions in the country; and the urgent gaps which need to be filled with fresh research. The fact that the papers were drawn from the social, physical and biological sciences underscored the importance and seriousness of the workshop in its attempt to understand the social, political and economic scenario from a multi-disciplinary perspective. Finally, Dr. Orodho invited the Chairman of the session, Prof. John O. Shiundu, who is also the OSSREA Vice- President, to go ahead with the formalities of the workshop.

The chairman thanked again the participants and invited the speakers for the opening session according to the programme.

1.2 Report of the Liaison Officer

The Liaison Officer started by briefing the participants on the historical aspects of OSSREA and the OSSREA-Kenya Chapter activities since the last workshop held at Kenyatta University, on August 7-8, 1995. He informed the participants that OSSREA is a sub-regional social science organization established by researchers from the East African region in 1980. Presently, it serves the regions of Eastern and Southern Africa and draws its membership from 13 countries. In its 18 years of existence (from 1980-1998), OSSREA has been producing and disseminating relevant and valuable knowledge to a wider audience in the Eastern and Southern Africa region and beyond. The objectives of the organization, as stipulated in its constitution, are as follows:

- To encourage and promote interest in study of and research in the social sciences in the region;
- To promote collaborative research and facilitate scholarly exchange of ideas and publications between individuals and institutions engaged in study and research in the region;
- To promote training of African scholars in the social sciences;
- To cooperate with other individuals and institutions in Africa or elsewhere in the world engaged in areas of interest; and
- To establish special funds for such research grants and training fellowships as are consistent with its objectives.

The Liaison Officer also pointed out that the OSSREA - Kenya Chapter has been one of the most active in the region. The membership drive has been quite impressive, standing at 50 paid-up members as of September 1998. These members have also been very active and they have participated in the Social Science and the Gender Issues Research Competitions every year. They have won several of these grants in the two categories. The other activities of the OSSREA-Kenya Chapter have been:

- Organizing Workshops;
- Participating in OSSREA Competitions;
- Contributing to OSSREA Research Report Series and other publications;
- Participating in OSSREA Executive Committee (by some members); and
- Participating in other OSSREA workshops and congresses (by some members).

The Liaison Officer then concluded that despite the logistical problems that he was facing in managing the Kenya-Chapter, the Chapter was making more effort to promote OSSREA's activities. He urged the members to keep up the spirit in order to ensure the survival of the Chapter. He singled out good work being done by Prof. John O. Shiundu as the OSSREA Vice-President and Prof. Paul P. W. Achola as a member of the Editorial Board of the *Eastern Africa Social Science Research Review*.

1.3 Remarks by Prof. John O. Shiundu

The Chairman, Prof. John O. Shiundu, reiterated the role of OSSREA in promoting the development of research and scholarship in the region. He encouraged the members to continue participating actively in the research competitions. He advised those who have won such grants, to strive to complete their researches in time so as to enhance the good image of Kenyan scholars. At the same time, he encouraged the members to contribute articles to the various

OSSREA publications. This, he explained, was an important component of OSSREA's activities, i.e., disseminating research results and providing mechanisms for communication among scholars in the region. He further revealed that these publications include: The *Eastern Africa Social Science Research Review* (EASSRR), Occasional Paper series, the OSSREA Newsletter and books.

Prof. Shiundu finally touched on the administrative structure of OSSREA. He explained that OSSREA is run by an Executive Committee elected by the Congress. The only full time member of the Executive Committee is the Executive Secretary who is appointed for a three-year contract. As a network of social scientists in the region, OSSREA is governed by a constitution and a congress that holds its meetings every three years to review its activities, to lay out new ones and to elect an executive committee that manages and oversees the activities of the organization until the next congress. The day-to-day activities are run by OSSREA's Secretariat from its Head Office in Addis Ababa, Ethiopia, while the Liaison Officers in the respective countries ran the National Activities of their chapters with the support of the National Committee.

The chairman thanked the participants once again and invited the guest of honour, Prof. Bethwel Alan Ogot, Director, Postgraduate Studies and Research Institute at Maseno University College, to open the workshop on behalf of the Principal, Prof. William Ochieng.

1.4 Opening Statement by Prof. Bethwel Alan Ogot

The social sciences from the early 19th century developed in a turbulent fashion. The metropolitans, particularly the Americas and the European countries, ensured that the social sciences focussed on the interest of their respective states. They focussed on the scientific aspects of social science discourse on their society.

The social sciences were then looked upon to address the specific problems of the society and later they moved into the academic institutions. In this endeavour, the social scientists sought links with policies. Their efforts were slowly geared towards being more applicable to policy and hence they created the emergence of a capitalist welfare state. The state then started funding research from the 1960s when most African countries had just gained political independence.

There was also a latent conflict between the social scientists' aims and society's aims. This conflict created the need for legitimacy. This was based on the premise that sociological location of the social scientists influences policy. This also created problems of objectivity vis-à-vis subjectivity, which then called for neutral scholars.

The status of the social scientists was then at stake. The social scientists then tended to join stronger bodies such as various state corporations to assert their presence as academic forces. This caused the danger of the social scientists' siding with other social forces while others resisted siding with either force, hence remaining neutral.

In the African context, there were such issues as whether the African states needed social scientists. The social scientists have undergone several phases of change in Africa. First, there

was the laissez-faire period where there was no overt state support for social scientists; then the period between the 1960s and 1970s when the state showed some conspicuous involvement. During this period, researchers were used by the state. They were used by Research Agencies in specific research areas. Third, in the mid-1970s, there was state detachment from the social science efforts. In fact, during the mid 1970s, social science research weakened, and the social scientists seemed to have shifted their interest. Positivist social science has since declined.

The scenario of the social sciences in Kenya raises the following issues: How many Social Science Departments and Research Institutions do we have in the country? Has neo-colonialism allowed some African social scientists to assert themselves, and has the intellectual dependency been questioned? In Kenya, there has been no communicative growth of research knowledge. There has been no theoretical framework developed and there has been poor methodological vigour. Consequently, the theoretical and the methodological contributions of the social scientists have been quite few. There are no homegrown social theories (anthropology and sociology are quite western). Yet, knowledge is power. Why has this trend developed?

Friends and colleagues, I am both honoured and privileged to join you this morning for the opening of this important workshop. The fact that all of you have taken time from your busy schedules and travelled from various universities and institutions in the country to be here is a demonstration of your commitment to the improvement of social science research in the country.

I would like to take this opportunity to thank the organizers of this workshop. I am particularly delighted that the organizers selected Maseno University College as the venue for the workshop.

Mr. Chairman, I have been informed that the workshop will focus on the theme: *The Role of Research in Social, Economic and Political Transformation in Kenya*. This theme is crucial and should be discussed thoroughly. I have noted from the programme that the papers cover several topics and are drawn from a multi-disciplinary perspective. This is in itself an indication that the theme will be given a wider and deeper coverage.

Mr. Chairman, let me start my speech by discussing the historical development of the social sciences in Eastern Africa in general and the Kenyan Public Institutions in particular. Let me stress at this juncture that the social sciences are inextricably linked to the real circumstances from which they emerge. As a consequence, in order to appreciate the nature of the problems faced by African scientists, it is essential to always bear in mind the historical and political as well as socio-cultural context within which the social sciences have developed in the region. From a historical perspective, scholars need to focus on: the relative newness of an indigenous social science community and the dramatic changes in the environment within which social science research teaching, research and utilization take place. Thus, even before social science had time and space to establish itself in the African society, it had to respond to rapid changes in the environment - the political, social and economic changes with their varied implications.

The recentness of the indigenous science community is a reflection of the years of colonial neglect of the education of the colonized people. As the tale has been told often enough, it suffices to reiterate the point and present figures that indicate the magnitude of the internal handicap and the substantial progress made since independence; for instance, in 1960, there were

only 21,000 students in Africa's tertiary educational institutions, and a few thousands in universities abroad. Since independence, African governments have made laudable efforts to redress the imbalance; i.e., by 1983, some 437,000 students were enrolled in African universities and a further 100,000 abroad. Although these figures have since improved dramatically, Africa still lags far behind other developing countries.

One of the implications of the newness of the social science institutions and communities is the continued intellectual dependence, which manifests itself in various ways. It is noted that the most conspicuous of this is the continued existence of institutional forms borrowed from the metropolitan countries in undiluted forms as a result of the economic neglect. A more significant manifestation of this dependence appears in the direction followed by research techniques and the teaching of the social sciences in Africa. We scholars must persistently strive for decolonisation

The interface between research and policy is extremely unsatisfactory to both researchers and policy makers. Part of the problem was the unrealistic expectation about what the social sciences could achieve in the process of development. Policy-makers have always had a basically instrumentalist and technocratic view of science, research and training. This view must change, and the Kenyan social scientists need to make concerted efforts with policy-makers to map out the social, political, economic and developmental agendas of the country.

There is a need for strengthening the relationship between basic and applied research. The social scientists of the new century must come forward in making the research results accessible and useful to the policy-makers and the end-users. Social science researchers should not be accused of irrelevancy, ivory tower isolationism and negativism.

The demand for social science research is very high in the Eastern African region. A lot remains to be known about how the economies of these countries work, about the factors affecting the performance of governments, and about how to adopt methods and solutions from other societies to our own country-specific environment. One of the effects of the recentness of our arrival on the scientific scene is that we have as yet to establish ourselves in the community with stable scientific rules of the game and procedures of self-evaluation. The challenge for this workshop remains: Should our community remain fragile and fall prey to our whole ways of pressure? The objective of this workshop should, therefore, be to extend horizons of enlightenment and thereby reduce the territories of ignorance. Indeed, this workshop should come up with workable data and information needed to expand the body of knowledge and techniques available in solving the social, political and economic problem facing Kenya.

In conclusion, Kenyatta University in collaboration with Maseno University College, recognizes the importance of the workshop. It is my hope that at the end of the two-day brainstorming session, more light will have been shed on this theme and that you will have come up with realistic and effective policy recommendations.

Mr. Chairman and Participants, while thanking you for your attention and wishing you fruitful deliberations, I have the great honour now to declare this workshop officially open.

Thank you.

2. SUMMARY OF PAPERS PRESENTED

This section summarizes the presentations and discussions of the workshop papers by scholars drawn from public and private universities in Kenya.

2.1 Scientific and Industrial Research and Development in Kenya

(K. M. Khanna)

The first paper by Prof. Khanna of Moi University entitled *Scientific and Industrial Research and Development in Kenya* contends that scientific and industrial research must progress simultaneously and that industrial research cannot be done without a strong base in the basic science research. He notes that the discoveries of the basic sciences are utilized in industrial research, and both are utilized in industrial production. He observes that curiosity-driven research is called science, and the application of the scientific discoveries to development is called technology. He stressed that there is no such thing as disconnected science and technology. Nonetheless, he counsels that developing the connections between science and technology demands great skills.

The author goes further to state that scientific research results in inventions and that technological efforts lead to innovations. These days, society demands a quick correlation between invention and innovation such that society at large or humanity would benefit from the interaction between science and technology. He contends that a by-product of the interaction between science and technology is industrialization, and this is a must for any nation that wants to enhance its potential and riches. The target set for Kenya for industrialization is 2020. The efforts towards industrialization can lead to socio-economic transformation resulting in prosperity. Basic requirements for this are the development of novel materials, the establishment of industries that may use these novel materials, the development of steel industry and special steel for nuclear and fusion reactors, the development of super-conducting materials and super-conducting power plants as well as photovoltaic technology, to mention only a few.

The paper further contends that scientists will have to decide on the thrust area of industrialization that will lead to socio-economic progress. Thrust area of industrialization will demand the establishment of basic, medium and heavy industries. It is suggested that to achieve the goal of industrialization, scientists at industrial research institutes will have to divide the industrial progress into phases of approximately five years. In the first phase, research institutions will have to be established which are of relevance or capable of strengthening the existing ones, and then establish basic industries that will act as feeder industries to the medium and heavy industries. In the third and fourth phases, heavy industries will have to be established and simultaneously, the know-how developed by science and the research institutions will have to be utilized.

Nonetheless, it should be remembered that, using primitive methods or primitive social structures and time- and resources-wasting devices of the past couldn't achieve modern industrialization.

There is, therefore, the need for developing fast decision-taking skills and changing the working habits of people.

The paper laments further that the current international standards are set by the developed nations. Hence, unless the quality of scientific research and industrial products comes up to the standards set by them, it is not recognized. Thus, the scientists and technologists in Kenya will have to work hard to raise the standards to match them with the international standards.

In conclusion, the paper notes that Kenyan scientists and technologists will have to establish quality assurance laboratories with the latest equipment and know-how. Once this is done, the goods produced in Kenya can compete in the world market - an important requirement for economic transformation in Kenya.

Comments and questions were raised on Prof. Khanna's presentation. The issues raised by participants were that Prof. Khanna's paper did not adequately discuss the role of social scientists in the whole scientific and industrial process of development. It was noted that Kenya had set the year 2020 to achieve technological development. Yet, the paper did not discuss the trends in political and socio-economic development and how these trends could affect the desired technological development.

Responding to the issues raised, Prof. Khanna argued that the physical scientists and the social scientists need to create a conducive working relationship in order to overcome the technological challenges brought about by rapidly changing political and socio-economic landscape in the country.

2.2 The Role of Research and Education in Health Delivery System in Kenya

(James Kisaka Waswa)

The second paper by Dr. Waswa of Kenyatta University was entitled *The Role of Research and Education in Health Delivery System in Kenya*. It argues that research is a vital tool for health and development. The paper contends that health research provides basic information on the state of health and disease in the population. In this regard, it provides tools to prevent and cure illnesses and investigate their effects and it attempts to provide better approaches of health care for the individual and the community.

However, the paper regrets that health research has been taken for granted by many individuals and institutions, particularly in developing countries such as Kenya. It has falsely been perceived to be a domain for dons and researchers in higher learning institutions as well as in research institutes. The author stresses that research is a necessary undertaking at all levels and should be taken seriously at national, institutional and individual levels for knowledge enhancement, health improvement, health sustainability and general development.

He pointed out that knowledge is developed as a product of research; this has been shown to contribute immensely to better health and development. The paper laments that it is unfortunate that those areas that need the most have very few research scientists. For example, Latin

America, Africa and the Middle East have just about 13% of the world's scientists between them, with a particularly acute shortage of research capability for non-communicable diseases. This is an emerging major health problem, which requires intervention at the health policy level.

The author concludes by suggesting that there is a great need for strengthening, promoting, and ensuring the support and sustenance of research at all levels in the health sector and related areas for better health of the Kenyan citizens and for general development. There is little doubt that, taken in its true perspective, health research is a necessary and vital undertaking at all levels in the health care and delivery systems.

Health research coupled with well-planned and coordinated health and continuing education is surely an investment for development. Health research is not only an individual concern but also a national and international prerogative.

The paper concludes by echoing the World Health Organization's (WHO 1996) view that the creation and utilization of information at all levels in the health delivery system is a prerequisite for a well performing health care system and thus for the enhancement of the well-being of all citizens.

The participants were unanimous in their views that Dr. Waswa had adequately discussed the topic and set an agenda for the quality makers on health to work in line with the prescriptions of the WHO in an attempt to enhance the well being of all citizens.

2.3 Language in Social Research in Africa in the 21st Century

(Kitula King'ei)

The third paper by Prof. Kitula King'ei of Kenyatta University en-titled *Language in Social Research in Africa in the 21st Century* contends that Africa's development in the next millennium will be research driven. The paper argues that it is through various forms of socio-cultural and economic investigation that vital data will be obtained, processed, analysed and interpreted in order to arrive at sound and well-informed decisions and policies that will govern development in all facets of society.

However, the paper cautions that it is important to appreciate the fact that research is a social enterprise and that it entails the use of language for communication.

The issue of language is crucial especially given the fact that most of Africa is still rural and illiterate in the Western sense. This means that face-to-face verbal communication is the only form of dialogue that the trained researcher will, for many years to come, have to employ in this continent to obtain the sought information and to finally attain the sought goals in research exercise. Indeed, this is the only approach or method through which the scientist and the administrator will seek to influence and, as far as possible, change the social or collective behaviour and outlook of the masses and direct them towards the envisaged development.

It is, therefore, the contention of this paper that to date, development research in Africa has failed to make meaningful contributions to the quality of life for the majority of the people mainly because the whole theory and practice is still rooted in, derived from and shrouded in Western ideology and idiom. Although it is an indisputable historical fact that the European languages are part and parcel of Africa's heritage, it is also imperative to recognize that these languages are, to the majority of the ordinary people of this continent, both foreign and unfathomable.

This fact has to be borne in the mind of every social researcher and communicator because language is not just a neutral instrument for conveying meaning but a loaded and often a culturally objective system of reflecting people's total worldly outlook. Therefore, language becomes a symbol of the common belief and psychological makeup of the community from which it springs.

On the whole, the paper attempts to discuss the importance of paying attention to details of language and culture and the process of social communication in carrying out research. It has shown research as a form of social enterprise that makes use of various linguistic and cultural concerns.

The paper stresses that formation of conceptualisation is a culture-bound process and therefore, objectivity, validity and reliability of the findings in social inquiry depend on the ability of the researchers to understand and operate effectively within the laid down confines of culture and language. The close semblance between habits in language use and thought process on the one hand and that between socio-cultural organizational mechanisms and the nature of human language on the other has been drawn.

In conclusion, the thrust of the discussion was that, the conceptual problems (in social research) of language couldn't be readily resolved by the exclusive use of just one language. This calls for close attention to local languages and dialects. The paper concludes by stressing that, in social science research, just as in any other social inquiry, language must be at the core of the formation of the discourse.

The participants on Prof. King'ei's presentation made several comments. Most of these comments were hinged on the omission of the paper to discuss how Kenya, with about 42 local dialects, would carry out meaningful research using local languages.

In response, he reiterated that, with the current district focus for rural development, using the language and culture common to a larger area, rather than relying on Western languages, would overcome the problems.

2.4 The Role of Research in the Education Reform in Kenya

(Paul A. Ogula)

The fourth paper by Dr. Paul A. Ogula of Catholic University of Eastern Africa entitled *The Role of Research in the Education Reform in Kenya* contends that research is important in the planning of the social, political and economic development of Kenya. The paper examines the

main roles that research can play in the current education reform process in Kenya and presents research as a vehicle by which Kenya's education system can be improved. Furthermore, the paper discusses the factors that constrain educational research and suggests some strategies and activities that should be undertaken to promote educational research in Kenya.

The paper notes that since independence the supply of formal education has been a major concern of Kenyans. This is because education is the vehicle which determines access to work, provides social equity and allows the understanding about the system of governance, and provides the training of competitive labour force as well as the reduction of social problems.

Education reform is the process of changing the education system for better by adding, deleting and altering contents. In the past, many changes have taken place in the Kenyan system, which culminated in the introduction of the 8-4-4 system of education in 1985. In recent times the 8-4-4 system has been accused of having failed in fulfilling its original mission. A commission of inquiry into the education system was established to review and reform the education system with a view to preparing today's young people in such a way that they will be able to cope with the demands of the 21st century.

The paper concludes by noting that the government and universities have a central role to play in promoting adequate financing for educational reform and in ensuring that non-governmental organizations and the private sector also contribute to such financing. On their part, researchers are expected to identify priorities in the various spheres of the country's education and to contribute to the social and economic transformation of Kenya.

There were comments and questions raised on Dr. Ogula's paper in order to improve it. The first concern was on how social scientists could play an active role in the educational transformation given that education in Kenya is centralized. The second was that the paper did not focus on how the whole contentious issue of research funding in education would be met: Who really sets the educational research agenda in Kenya?

In response, Dr. Ogula concurred with the views of the participants that social scientists are hardly consulted in applied research and that the issue of funding needs to be reviewed.

2.5 Deifying Science, Defying Arts: Africa's Tough Choice for the 21st Century

(Owen O. MacOnyango)

The fifth paper by Mr. Owen O. MacOnyango of Maseno University College entitled *Deifying Science, Defying Arts: Africa's Tough Choice for the 21st Century* strove to bring into focus the misconceptions that science and technology hold the great solution to the problems of the Third World in general and Africa in particular. The paper attempts to demonstrate that the contest for the pride of place between Science and Arts is not new and that although science and technology will readily be prescribed for Africa by both outsiders and Africans alike, in the so called advanced or developed countries, the wisdom of synthesizing the two aspects of knowledge is what feeds their celebrated experience, which, where one aspect was allowed to override, the regrets would be painful to the extreme.

The paper argues that a state of development that is pursued from the angle of science per se will in the end turn out to be that the development was based on a false premise in the first place. It is the contention of the paper that the danger of excluding the testimony of the arts (humanitarian) in development should be exposed.

The paper poses such questions as: Which Development for Africa? Is Technology the New Magic? And where do the Arts come from? From the impression of the difficult choices that Africa has to make, whichever path is chosen, choices are what they are. There is always a cost in a choice. The paper argues that the guiding factor is, therefore, the degree of cost. Unemployment, environmental depletion, abject poverty and a myriad of other calamities may overemphasize the importance of science and technology to development but at a very high cost since the question to do with the human face in development will remain unanswered. Science and technology form just one dimension of development and not the main one. They may play an important role but by no means the end. On the other hand, the arts when considered in a development without science and technology as ingredients will be rather an unfinished form of arts; the development itself would be of little worth. The cost attached to such a choice would again be too high.

Despite the above dilemma, there are so many crises that drive humanity towards quick, and therefore, simple, even simplistic solutions. Economic uncertainties, diseases hitherto unknown, population explosion in parts of the world and a myriad of other threatening situations are tempting humanity to overemphasize certain modes of knowledge seen as holding readily utilizable answers. Science and technology, in many instances at the expense of other ways of thinking, are increasingly being seen as solution banks.

Nonetheless, the paper concludes it can be agreed that societies have survived through epochs with neither more challenges nor more prospects, depending on the choices made regarding the part of development. The downing millennium can be one of hope for Africa if the tough choices are faced up and the right ones made. The proposal here is that Africa will multiply her chances of success by singing all the verses of the song, not just the one of science, technology and industrialization, but also the ones that give Africa her character, her being the ones to do with her personality. The complete verses are where science is taken seriously and African Acts and Culture fully recognized.

Participants raised a number of questions on Mr. MacOnyango's presentation. First, the paper did not overtly demonstrate how science and arts should be jointly utilized in the developmental process. Second, the paper tended to emphasize the high cost of scientific development rather than examine the angle of the human face to technological development. Third, the major concern of the whole paper was how the physical scientists and social scientists alike, in an attempt to bring about meaningful holistic development, could exploit the political and economic circumstances and the low technological base of the country.

In response, MacOnyango clarified the issues raised and concluded that science and arts were bedfellows in development.

2.6 *The Role of Research in the Search for Ideology for the Women's Movement in Kenya*

(Roselyn Lung'aho)

The sixth paper by Dr. Roselyn Lung'aho of Moi University entitled *The Role of Research in the Search for Ideology for the Women's Movement in Kenya* contends that the Kenyan public has tended to assume a one-to-one association between women's advocacy for gender equity and a lopsided definition of feminism which narrows the concept down to its radical-separatist/male-exclusion perspective. This view presumes the Kenyan women's movement to be defensive. The movement's leadership has not been able to mount effective defence because the movement lacks a cohesive theoretical construct defining its principles and practices. In the absence of such a construct, it is difficult to explain the movement's aims and vision; and to distinguish such aims and vision from the lopsided view of feminism.

In the paper, the author argues that, the assumed "cross-cultural nature/universality" of the Euro-American feminism is a fallacy because women in all global cultures are not uniformly subordinated and their emancipators' ideologies need not be identical - the equation of femaleness with western feminism should not arise.

The author notes the urgent need for the Kenyan women's movement to clarify the specific points of interaction with, but above all the specific points of divergence from, the so-called international feminism, if progress is to be expected. The findings from the author of OSSREA's research project revealed various conceptualisations, most of which defer significantly from the Western feminist understanding of the concept of the empowerment of women. The empowerment of women is defined as women's effective participation in the development process. This means that people are closely involved in the economic, social, cultural and political processes that affect their lives.

Of these four levels of participation, the respondents in the OSSREA project demonstrated a clear understanding of their roles at the household level. The respondents included women from different levels of education and different careers. As opposed to Western feminist perspectives, the study population stressed the essence of the woman's role as a wife and mother in the family and home. The Western feminists generally view the traditional role of women as the very manifestation of oppression, and the household as the basic unit of the patriarchal system.

In the African context, women's performances at the basic level become a creation for the other levels. This is a complex association, which the Kenyan women's movement must endeavour to address.

The general view of women's participation at the economic levels tends to be restricted to production. The need for ownership and inheritance of property is one of the indicators of such awareness. The major limitations in the respondents' conceptualisation of equality involve women's political participation. The idea of women's leadership in Kenya is generally a modest one, restricted to other areas outside politics. On the whole, the conceptualisation of gender equality emerging from the study demonstrated some levels of awareness, variation in conceptualisation, as well as political limitations.

The author concludes that the essence of any form of emancipation remains the creation of a better society. A society characterized by polar or binary gender relations does not meet the definition of "better". African women may be eager to support a movement involved in a struggle with African men as opposed to a movement waging war against men. The author cautions that this conclusion may sound paradoxical, but wonders whether the struggle between kinsmen and kinswomen should be the end result, which is supposed to be in harmony as opposed to in conflict.

The following comments and suggestions were made on Dr. Lung'aho's presentation. First, the paper did not adequately focus on the theme of the workshop. It would have been expected that women's movement should attempt to solve the myriad developmental problems facing the country. Second, the author of the paper was not clear on how a society characterized by polar and binary gender relations fails to meet the expectations of a better society.

In response, Dr. Lung'aho emphasised the need for concerted efforts between women and men in order to bring about meaningful development and a better Kenyan society.

2.7 Development Research and Public Administration in Kenya: Assessing the Unexplored Potential

(Maurice N. Amutabi)

The seventh paper by Mr. Maurice N. Amutabi of Moi University entitled *Development Research and Public Administration in Kenya: Assessing the Unexplored Potential* examined the issue of development research and public administration in Kenya vis-à-vis its performance and efficacy. The author of the paper contends that much of what constitutes policy formulation and implementation in Kenya is based more on spontaneity than on clear-cut, international and purposive planning. Scanty attention is given to research and development (R&D) as important ingredients of the developmental process.

In the North, R&D is a very significant component of the developmental process. Many of these countries spend a significant amount of their fiscal potential on research, and they have been able to experience an immense breakthrough in discoveries, inventions and innovations.

It has been argued by many that Africa, and the developing world in general, does not need to spend so much money for research as if wanting to reinvent the wheel. Proponents of such a view have been of the opinion that Africa should spend more money on acquiring the already available technology from the North and from South-east Asia. The notion has been that such technology is easily available and just there for the taking. Such notions have also, of course, suffered from the assumption that technological research findings can be shared readily.

The author argues that this assumption is grossly wrong. He contends that development is very wide and encompasses a whole spectrum of political, technological, economic, social, cultural and environmental issues. It is holistic in its outlook and approach.

The author points out that most African governments are positive towards social science research that is applied and useful, the research that potentially offers an answer to questions that bother the government's decision-makers. They require fine and finished (digestible) research that can be used immediately. There is less undertaking of basic research, one that requires excursions, field interviews, statistical tabulations and analysis, and the pros and cons of research.

The paper discusses the grey areas of public administration of Kenya that are wanting as far as proper management is concerned and which are in need of being investigated in order to be reactivated. The author points out that much of the research problem in Kenya has to do with the history of Kenya's bureaucracy and the suspicious nature under which research has been perceived. Having inadequate structures and institutions has made many government functionaries to see research as faultfinding, and generally as unveiling weaknesses. This need not be the case since good policy formulation and implementation has to emanate from research. In fact, development research and public administration in Kenya are supposed to be intimately and intricately intertwined, as is the case in the developed countries.

However, since civil servants cannot do research themselves, the services of the researchers become handy. Yet, because of too much academic jargon inherent in scholarly researches, the bureaucrats are reluctant to use such findings as they find them difficult to understand. There also exists suspicion between government officials and ardent critics of the government, at times for its own sake, while the academics see the bureaucrats as being responsible for the public malady and decay.

From the foregoing, it is clear that the paper makes a great effort to place developmental research at the centre of public service functioning. It has also emerged that research is a holistic process that is supposed to involve the whole societal fabric to be meaningful. The researchers are part of the policy making process, and implicitly reject the top-down moderates of social reforms in favour of something much more like bottom-up actions.

In conclusion, the paper contends that a researcher who engages in any policy-oriented research or any research capable of being used in a political context cannot stand aside from power structures and institutions. The author points out that we cannot avoid taking sides, since we must look at the matter from one point of view despite the fact that the decision about whose side we are on is a political act.

The participants were impressed with Mr. Amutabi's presentation. However, several questions ensued on the substantive facts of the paper. First, the participants were not clear on how the research output of social scientists would inform the decision making process in a context where the social scientists are hardly engaged in policy research. Second, the pragmatism of the bottom-up approach to development at the decision-making level was questioned given a society like Kenya where all policy decisions are top-to-bottom. "How are social scientists expected to bring about the advocated holistic development in a lopsided decision making context?"

In response, Mr. Amutabi urged social scientists not to give up their quest for knowledge generation and to practise their professional calling despite the harsh economic and political landscape in the country.

2.8 Research, Communication and National Development in Kenya

(Kenneth Inyani Simala)

The eighth paper by Mr. Kenneth Inyani Simala of Maseno University College entitled *Research, Communication and National Development in Kenya* contends that since research in every field is the demand of the day, progress in particular, and development in general are directly linked to research. Indeed, current problems of development necessitate purposeful and sustained research effort. The author of the paper notes that as Kenya moves towards the new millennium, it is confronted with great challenges on how to ensure a more sustainable way of living. As elsewhere in the world, there is an emerging school of thought in Kenya that believes in the ability of research to cure past problems and provide a new path of growth and prosperity.

The author argues that because of the overwhelming need for development in this country, the Kenyan society will have to find a new and responsible way forward. He contends that the task of accomplishing growth and development requires such daunting issues as economic changes in organizations and environmental management. Apart from these, there is also the need for effective planning. Obviously, all the services and products provided should be based on realistic research.

The author notes that research is a vast and multi-dimensional concept whose meaning an ordinary definition cannot project completely. However, despite the barred explanations, the term has come to mean a careful enquiry and endeavour to discover new ideas by specific studies. In this perspective, research should be seen as an essential and powerful ingredient of development.

As a way forward, the author notes that the Kenyan Government has launched an ambitious plan to address the development problems. The shift in Government policy to the district focus for rural development identified integrated rural development as a holistic strategy for addressing multi-faceted development concerns.

Several comments and questions were raised concerning Mr. Simala's presentation. First, although the paper was lauded as having been well conceived and written, it was felt that some issues were not well articulated. For instance, the shift of government policy to the district focus for rural development as a means of achieving integrated rural development should have been discussed in greater detail. Second, the paper does not offer suggestions as to how this integrated rural development could have been discussed more. Third, the paper does not offer suggestions as to how the integrated development policies should operate given that Kenya has been accused of having good policies in theory but being poor at implementing them.

In response, Mr. Simala reiterated his points by underscoring the UNESCO's 1996 policy recommendation for governments to give priority to competitive research to inspire policy and strengthen the links between outputs, policy-making and grassroot intervention strategies.

2.9 Parameters for the Use of Social Science Research in Public Policy and Practice: Reflections from Research in Education in Kenya

(Paul P. W. Achola)

The ninth paper by Prof. Paul P. W. Achola of Kenyatta University was entitled *Parameters for the Use of Social Science Research in Public Policy and Practice: Reflections from Research in Education in Kenya*. It contends that for social science research to appreciably influence socio-economic policy and practice, there has to be some interface between the activities of social scientists and those of policy makers and implementers. This interface is likely to involve a wide range of interactions ranging from any particular research projects, data collection arrangements and the writing of the research results to the dissemination of research findings. The author argues that the parameters that will influence the likelihood of any particular science influencing policy and action are ownership of the research and its findings, the language in which the research was written especially its complexities, the modalities of dissemination of the research and the policy-makers' commitment.

The author uses the above parameters to demonstrate the influence or lack of influence on social policy of some landmark researches carried out in Kenya in the field of education, which is an applied social science discipline. The author starts the discussion by pointing out that Kenya has a poorly articulated research policy. The undertaking of research by educational institutions such as the Kenya Institute of Education (KIE) and the National Council of Science and Technology (NCST) is done within the context of the rather muted research policy. The author argues further that with hardly any clear policy to guide educational research, the country has witnessed many unguided and unknown projects.

While discussing the prerequisites of enhancing interface between social research and plans of action, the author starts by addressing the issue of research ownership; he stresses that groups which are expected to use the results of social research should from the beginning be involved in the design, formulation and execution of the research projects. In this way, they are likely to feel as being integral parts of the entire research enterprise. Secondly, the author stresses that the dissemination of research findings and recommendations should involve all major stakeholders. Focus should be on the stakeholder at the national, regional, and local levels. In the case of research education, the trajectory should include the Ministry of Education's headquarters and its national organs, the provincial and district educational actors and interest groups at local or zonal levels. A related point has to do with the mode of dissemination, i.e., the medium of technology of communication and the language used. The author suggests that a better impact can be achieved if information is disseminated in written forms and in audiovisual media such as films and videos using direct and simple language.

The thrust of this paper has been that there are examples of a number of social researchers in education that have influence on public policy and practice. While in many instances such influence has been indirect and rather haphazard in time and space, there is no need for social science scholars to display differences about this chain of actions. Finally, the author of the paper gives a proposal regarding ways in which social science researchers can enhance their input in

public policy and public action domains. This proposal is primarily intended to stimulate debate on the interface between research and ameliorative action targeting society.

Reacting to Prof. Achola's presentation, the participants thought the paper had adequately addressed the topic of parameters for use in social science research on public policy and practice. It was clear that for social science research to appreciably influence socio-economic policy and practice, there was a need for interface between the activities of social scientists and those of policy makers and implementers. However, the participants questioned how this would practically be achieved on the ground.

Prof. Achola responded by suggesting that serious social scientists need to change their attitude and be more aggressive in their research effort to assert their scholastic prowess and influence policy and practice.

2.10 The Role of Research in the Advocacy of Workable Solutions for the Rehabilitation of Street Children

(Elizabeth A. Were)

The tenth paper by Mrs. Elizabeth A. Were of Egerton University entitled *Parameters for the Use of Social Science Research in Public Policy and Practice: Reflections from Research in Education in Kenya* laments that as the 21st century approaches, the issue of street children is becoming a worrying phenomenon. She observes that not only are these children's rights being violated but also many of them are evolving into a second generation of street children who are more aggressive and more hardened.

A number of comments and questions were raised on Mrs. Were's presentation. First, the paper stresses that although research work has been carried out on street children and various strategies of eradicating the problems suggested, the population of street children is on the increase. The question is: How can the situation be controlled? Second, the paper does not adequately discuss the social, political and economic impact of street children on the entire Kenyan society and how this situation should be alleviated.

In response, Mrs. Were recommended that researchers should develop operational guidelines for efficient management of the problem of street children.

2.11 The Optimisation of Learning in the Kenyan Classroom: Perspectives for Classroom Interaction Research

(Phoebe A. Nyawalo)

The last paper by Dr. Phoebe A. Nyawalo of Maseno University College entitled *The Optimisation of Learning in the Kenyan Classroom: Perspectives for Classroom Interaction Research* sends out a plea for active classroom interaction research in Kenya. The author contends that all disciplines that contribute to the knowledge used in the field of education have undergone a lot of evolution although the classroom interaction in Kenya has not changed much.

The monolithic approach in the use of methodology is a permanent feature of the system, based on the assumption that having been used elsewhere in the past, it would also be appropriate for Kenya.

The author illustrates the scanty use of classroom interaction research by drawing particular attention to the cognitive function that has been downplayed in the Kenyan education system. She quotes Anderson's (1987) description of the process involved in the acquisition of cognitive skills, particularly the procedural knowledge and deductive knowledge. The latter involves the learning of facts while the former involves the learning of complex cognitive skills. This involves physical and/or mental activities such as language acquisition and driving. She further quotes Gagne (1985) who has identified the third type of cognitive process called modelling. This process includes strategies such as memorization, imitation and assimilation amongst others.

The author concludes with a plea for teachers to be mobilized, assisted and encouraged to get involved in the field of research, which involves classroom interaction.

The following questions were raised on Dr. Nyawalo's presentations. First, the paper did not clearly justify how teachers could achieve optimum learning outcomes in the Kenyan classroom context. Second, the role of research in understanding classroom dynamic was not well articulated in the paper. Third, the ideas raised in the paper were not given a local context but were exposed from external literature. Finally, the overall concern is how Kenyan researchers can improve cognitive outcomes through the optimisation of learning.

In response, Dr. Nyawalo concurred with the views of the participants and recommended that teachers should be mobilized, assisted and encouraged to get involved in the field of classroom research. The future of our children rests on the research outputs of Kenyan social science researchers.

3. BUSINESS SESSION

The major activity of the business session was to review the activities of the OSSREA-Kenya Chapter since its inception on August 8, 1995.

Remarks by Prof. John O. Shiundu

The chairman of the session, who is also the vice-president of OSSREA, reiterated to the participants that OSSREA was one of the most active organizations in the region. Since its inception in 1980, OSSREA has grown from representation by individual scholars, to university membership and lately to the country chapter level. The need for a country chapter came about as a result of problems of coordination, particularly in countries with more than one university like Kenya, Sudan and South Africa.

He reminded the participants that during the business session of the first Kenyan national congress held in Nairobi on August 7-8, 1995, it was resolved that there should be an OSSREA-Kenya Chapter steering committee with a representative from each university. Prof. Shiundu

underscored the fact that Kenya has been very active in OSSREA's activities as outlined by Dr. John Aluko Orodho, the Liaison Officer. He noted that some of the proposals submitted by Kenyans to OSSREA's research award competitions were weak partly because scholars work as individuals unlike in other countries where proposal writers work as a team.

He, however, noted with satisfaction that the quality of the proposals had improved tremendously since the formation of the Kenya Chapter of OSSREA in 1995. Prof. Shiundu called upon Prof. Paul Achola, who is a member of OSSREA's EASSRR Editorial Board, to make some general observations.

Remarks made by Prof. Paul P. W. Achola

Prof. Paul Achola confirmed Prof. Shiundu's concern that the quality of the articles being submitted to the *Eastern Africa Social Science Research Review* was rather low.

He suggested that Kenyan scholars should work as a team and submit their articles to be considered for publications through the Liaison Officer, Dr. John Aluko Orodho.

He further encouraged participants to share ideas through consultation so as to improve the quality of scholarship in line with the university motto: "Publish or Perish".

Remarks made by Dr. John Aluko Orodho

Dr. John Aluko Orodho, the Liaison Officer, started by informing participants that the following members of the steering committee had been elected during the launching of the OSSREA-Kenya Chapter on August 8, 1995.

1. Dr. John Aluko Orodho, National Liaison Officer, representative of Kenyatta University and secretary to the steering committee.
2. Mr. Barasa Nyukuri Kundu, University of Nairobi, representative.
3. Mr. Joseph Bosire, Egerton University, representative
4. Mr. Mauric Nyamanga Amutabi, Moi University, representative.
5. Mr. Samuel Oyieke, University of Eastern Africa at Baraton, representative.
6. Dr. Semenye , Daystar University, representative.
7. Mr. Own MacOnyango, Maseno University, representative.

Dr. Orodho also informed the participants that since the time the above committee was set up, several changes had taken place. First, Mr. Nyukuri Kundu, the University of Nairobi representative had left the university. Second, Dr. Semenye of Daystar University had also gone back to her home country in Zambia. The two departures meant that the workload of the Liaison

Officer had increased since he was covering the activities of these two campuses. He further noted that there was a need to have more than one university representative to reinforce the OSSREA activities in these institutions.

In view of the above suggestions, it was unanimously agreed that the members below be co-opted to strengthen the activities of OSSREA not only in these institutions but also in the entire country.

- | | | |
|--------------------------|----|-------------------------------------------------------------------------------|
| A. Kenyatta University | 1. | Dr. John Aluko
Orodh, Liaison
Officer and Secretary
to the Committee |
| | 2. | Mrs. Lodiaga |
| B. Egerton University | 1. | Mr. Joseph Bosire |
| | 2. | Mrs. Elizabeth A. Were |
| C. Maseno University | 1. | Mr. Owen MacOnyango |
| | 2. | Dr. Phoebe A. Nyawalo |
| D. Moi University | 1. | Mr. Maurice N. Amutabi |
| E. Baraton University | 1. | Mr. Samuel Oyieke |
| | 2. | Dr. Hellen Lung'aho |
| F. Catholic University | 1. | Dr. Paul Ogula |
| G. University of Nairobi | 1. | Mr. John Odundo |
| | 2. | Dr. Monica Mwesel |

It was noted that the above composition would give the Kenya Chapter a good gender balance and strengthen its working capacity.

Commenting on the general activities of OSSREA, the Liaison Officer informed the participants that since the official launching of the OSSREA-Kenya Chapter in August 1995, the following activities have been given priority:

- Intensification of the membership drive.
- Preparation of a directory or register of the OSSREA members, key actors and researchers in social science in Kenya to be compiled in the OSSREA's main register in Addis Ababa, Ethiopia.

- Development of a database and making the documents available to researchers. The database should be up-dated. This activity was done using the bio-data forms given by the OSSREA Headquarters in Addis Ababa, Ethiopia.
- Provision of the Liaison Officer with adequate working space to carry out the activities of OSSREA such as recruitment of members and consumption. This has been done by the Bureau of Educational Research, Kenyatta University
- Encouraging up-coming scholars to work as a team. This has resulted in the number of Kenyans winning research grants both in the Social Science and Gender Competition to increase very much.

Suggestions by Participants

The participants suggested there be more such national workshops in the future. They suggested the topic for the next national workshop as: *The Role of Social Science Research in Health and Disaster Management in Kenya*. It was further suggested that the next national workshop be held at Egerton University, Njoro. It was also suggested that we launch books and other staff papers to encourage researchers to be more actively involved in publication.

Closing Remarks

The chairman of the session, Prof. John O. Shiundu, was delighted that the business session had deliberated on various issues and made constructive suggestions on how to improve the future activities of the OSSREA-Kenya Chapter. He assured the participants that the papers presented at the workshop would be published as proceedings of the workshop. He requested the paper presenters to revise their papers (and this has been done) in readiness for publication.

Prof. Shiundu stressed that, as social scientists, the participants have a role to play in improving the academic standards of their departments and institutions in the region. He encouraged participants to use OSSREA to achieve something positive, to leave an impact and to make life comfortable for others.

In closing up, Dr. John Aluko Orodho joined Prof. J. O. Shiundu in wishing all the participants a safe journey during their travel back home.

The workshop host, Mr. Owen MacOnyango of Maseno University College, gave a note of thanks on behalf of all the participants for having participated actively during the busy workshop sessions. Finally, all the participants filled in their evaluation form.

4. EVALUATION OF THE WORKSHOP BY PARTICIPANTS

4.1 Introduction

An evaluation of the workshop was conducted immediately after the business session on December 11, 1998. The evaluation focussed on the general organization of the workshop, the

main activities (which OSSREA should focus on in the future) and the problems that hinder research activities in Kenya.

The participants were drawn from: the academic staff in public and private universities and participants from public universities such as Kenyatta University, Moi University, Egerton University, University of Nairobi and Maseno University College. The private universities were University of Eastern Africa, Baraton University and Catholic University of Eastern Africa.

4.2 Organization of the Workshop

The participants were asked to indicate their source of information about the workshop. The majority of the participants, constituting 95%, indicated that they obtained the information from the Liaison Officer through direct contact followed by letter. The rest obtained the information from posters announcing the workshop.

Regarding their reaction on receiving invitation to attend the workshop, all the participants who responded indicated that they felt honoured by the invitation since the selection was competitive and that they had benefited a lot from the proceedings of the two-day workshop.

Regarding the venue of the workshop, which was the Maseno University College Board Room next to the Department of Kiswahili and African Languages, the participants were unanimous in their response that the venue was not only accessible but also very conducive to the academic exercise. Their feelings were justified because there was a university bus to transport participants to and fro the venue of the workshop.

Regarding such services as catering and public relations at the workshop venue, all the participants (100%) were satisfied with the quality of the food provided. All the participants were satisfied with the treatment they received from the secretariat, which was jointly manned by staff from Kenyatta University and Maseno University College. The participants also assessed the suitability of the workshop venue in terms of space and comfort. The majority, about 85% of the participants, found the room very spacious; all of them found the room comfortable.

4.3 Workshop Proceedings

The majority of the participants concurred that the workshop was very well organized. However, about 35% felt that the time allocated for presentation and discussion was rather short. It was also suggested in the future papers be distributed in advance - preferably before the workshop. The quality of the workshop papers was quite acceptable.

Regarding the time allocated to present and discuss papers, participants gave a wide array of responses. However, the majority of the participants, constituting 75%, considered the time allocated for paper presentation to be reasonable. The rest of the participants considered the duration to be adequate.

4.4 Objectives of the OSSREA-Kenya Chapter and Problems Hindering Research in Kenya

The participants were requested to suggest the main activities of OSSREA. The participants gave a wide range of responses such as:

- Enhance local networking with other researchers in university, industry and other research institutions;
- Initiate formation of professional associations in Education and Arts to be affiliated to OSSREA to improve on pertinent issues;
- Hold workshop regularly to discuss research papers;
- Solicit for more funding for research and postgraduate training in the country;
- Encourage and promote interest in the study of and research in the social science research and networking in Kenyan institutions;
- Encourage and promote quality scholarship in the region through publications and teaching.

The participants were requested to indicate some of the problems that hinder research activities. They cited such factors as:

- Failure to exhaust analysis of the collected data;
- Lack of funding;
- Little awareness of the current research topics that could attract funding;
- Lack of time because of too much teaching and marking at the public universities;
- Little access to current literature in the form of publications and the high cost of the available publications.

4.5 Conclusion

From the wide array of responses on various issues, it was evident that the Second Kenya OSSREA workshop was a success. Responses given thus far indicated that the organization and choice of venue was good, that the papers were of high quality and they were discussed thoroughly, and that the OSSREA-Kenya Chapter has a bright future in terms of popularising and actively participating in OSSREA activities in the region.

ANNEX I: ORGANIZING COMMITTEE

1. Dr. John Aluko Orodho

OSSREA Liaison Officer-Kenya

(Secretary)

2. Prof. John O. Shiundu

Registrar - Administration

Kenyatta University and

Vice- President, OSSREA

3. Prof. Paul P. W. Achola

Member of EASSRR Editorial Board

4. Mr. Owen MacOnyango

Department of African Languages

Maseno University College

SECRETARIAT

1. Mr. James Awino - Registration

Bureau of Education Research

Kenyatta University

2. Mr. James Wambua - Publications

Basic Education Research Centre

Kenyatta University

3. Mrs. Phoebe Akinyi - Typing

Maseno University College

ANNEX II: LIST OF PARTICIPANTS

Prof. John O. Shiundu	OSSREA Vice-President, Bureau of Educational Resarch	Maseno University College
Dr. John Aluko Orodho	OSSREA Liaison Officer - Kenya, Bureau of Educational Research	Kenyatta University
Dr. Regina G. M. Karega	Director, B. E. I.,	Kenyatta University
Prof. Paul P. W. Achola	EASSRR Editorial Board (OSSREA), Bureau of Educational Research	Kenyatta University
Prof. Bethwel Allan Ogot	Director, Postgraduate Studies and Research Institute,	Maseno University College
Mr. Owen MacOnyango	OSSREA Representative,	Maseno University College
Mr. Maurice Amutabi	OSSREA Representative, Moi, Department of Human Research Development	Moi University
Mr. Joseph Bosire	OSSREA Representative, Egerton	Egerton University
Ms. Elizabeth Were	OSSREA Representative, Egerton	Egerton University
Dr. Paul Ogula	OSSREA Representative (CUEA), Department of Education	Catgikuc University
Mr. S. Oyieke	OSSREA Representative, UEA	Baraton University
Dr. P. Nyawalo	Chairperson, Department of Educational, Communication and Technology	Maseno University College
Mr. N. O. Makhulo	Maseno University College	
Mr. Inyani Simala	Department of Kiswahili and African Languages	Maseno University College

Dr. Monica Mweseli	OSSREA Representative, UNO	University of Nairobi
Mr. Kennedy Ondimu	Egerton University	
Dr. Waswa J. K.,	Health Unit and Zoology Department	Kenyatta University
Roselyn Lugh'aho	Department of Education	Moi University
Jack Ogembo	Department of Literature	Maseno University College
Edward Etale	Evangelist	Maseno
Mrs. Florence Odera	Maseno University College	
Prof. Kopic Mohan Khanna	Department of Physics	Moi University
Mr. Ojwado	Library Department	Maseno University College
Mr. Ogenga	Library Department	Maseno University
Nyamukhombe Makhulo	Maseno University College	
Mr. Jack Odongo Ogembo	Department of Literature	Maseno University College
Mr. James Wambua	Secretariat	Kenyatta University
Mr. James Awino	Secretariat, Kenyatta University	Registration Form
Mr. J. Otuchi	Maseno University	
Mr. Phoebe Akinyi	Maseno University College	