

## Abstract

This study is intended to investigate the impact of the donor funded university staff training programmes. It is exploratory and descriptive in nature, drawing its data from the experiences of technicians and lecturers trained between 1991-1995.

In the methodological design, and consistent with the descriptive and exploratory nature of the study, two methods of collecting data; namely survey questionnaires and the semi-structured interviews were used. A total of 65 respondents participated in the questionnaire regarding the perception of trainees on the benefit and effectiveness of the donor funded training programmes and another 10 respondent to the interview. All the six registrars (or Senior Assistant Registrars), in charge of training and staff development, provided views of employers by completing a similar questionnaire and by participating in a semi-structured interview.

The findings are presented according to the views of technicians, lecturers and employers respectively. More specifically, the benefits of the training programme have been presented with regard to: (a) the content aspect; (b) the non-academic aspect; (c) the project management aspect; (d) the job related aspect; (e) the selection criteria; (f) justification for sending employees for training and (g) satisfaction from the training programme. Discussions arising from the findings have been presented under the following broad topics: (h) Advantages of applying quantitative and qualitative research and evaluation in Kenya; (i) Bonding of trainees; (j) UIP training and procurement of equipment; (k) Limitations and constraints to the training programme; (l) private returns to training; (m) Social returns to training and (n) future research.

In light of these findings and consistent with the major objectives of this investigation, several policy implications have been highlighted. Among these is the need to establish an appropriate staff development policy and framework within the higher education sector in Kenya.