



KYELA COLLEGE FOR SKILLS AND TECHNOLOGY

MONITORING AND EVALUATION REPORT



February, 2013

EXECUTIVE SUMMARY

The Monitoring and Evaluation report contains the planned and implementation progress of Kyela College for Skills and Technology (KCoST) from 1st February 2012 to 31st December 2012. The project planned to execute sixteen main tasks responding to the set objective which was to deliver skills on textile technologies including garment design and fashion design complemented with entrepreneurial skills for job creation. About fourteen tasks were formulated for execution to respond to the objective and they are namely (1) Equipment search, (2) Stakeholders workshop1, (3) Course advertisement, (4) Equipment procurement, (5) Installation of equipment, (6) Course materials, (7) Conduct training, (8) Visitation-staff, (9) Visitation-students, (10) Programme accreditation, (11) Textile cluster formation, (12) Training of trainers, (13) Course evaluation, (14) Stakeholders workshop2, and finally, (15) write monthly and final report and submit the final report.

This report has three sections: (1) Introduction with twelve subsections, (2) Data Collection with four subsections, (3) Results of the evaluation with tree subsections and appendices.

The tasks have been implemented successfully except for task 11 and 13. Task 11 has been partially implemented by submitting a draft curriculum based on views of the 1st Stakeholders' workshop. Following the 2nd stakeholders' workshop held on 29th November, 2012 a final version of the curriculum has been prepared and is in the process of being submitted to the National Council for Technical Education (NACTE) for accreditation, which could happen any time between now and before the end of year 2013. Task 13 was not implemented due to a lack of suitable training colleges within and outside Tanzania. In addition, this task was planned for a three year project which would have made it possible to search for a training institution within the three year project time. However, in the end, KCoST received funding for 11 months, February 2012 to December, 2012, with the training ending in October/November, 2012 and thus leaving no time to train the trainee trainers within the project period.

The project was extended for two months to allow KCoST to finish its tasks delayed due to a delay in the transfer of funds between September and December, 2012 caused by KCoST's delay in submitting its September-November, 2012 reports to COMPETE.

The reports summarise the implementation of the project and provide visionary ideas for future undertaking in a sustainable manner. The Board of Directors wishes to thank the funding agent for providing an enabling financial environment to accomplish the objective of the training in Kyela.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
TABLE OF CONTENTS	3
LIST OF ABBREVIATIONS	5
LIST OF TABLES	6
CHAPTER 1 INTRODUCTION	7
1.1 About the College.....	7
1.2 Project Activities	9
1.2.1 Procurement of Equipment and Installation	9
1.2.2 Preparation of Course Materials	9
1.2.3 Student Admission and Registration	10
1.2.4 Conduct Training	10
1.2.5 Staff and Students Visitation to Textile Factories.....	10
1.2.6 Curriculum Development and Programme Accreditation.....	11
1.2.7 Cluster Formation.....	11
1.2.8 Training of Trainers.....	12
1.2.9 Stakeholders Workshop	12
CHAPTER 2 DATA COLLECTION.....	13
2.1 Data Collection Process.....	13
2.2.1 Interviews.....	13
2.2.2 Questionnaires.....	13
2.2.3 Use of Available Data	14
2.2.4 Direct Observation	14
CHAPTER 3.0 RESULTS	15
3.1 Curriculum Evaluation by Stakeholders.....	15
3.1.1 Usefulness of Courses to the the Textile Industry.	16
3.1.2 Other Courses Recommended for the Programmes.....	17
3.1.3 Improvement to Fulfil Industrial Requirement.....	17

3.2	Course Evaluation by Students.....	17
3.2.1	Specific Comments	18
3.3	Evaluation by the 2011 Graduates	22
3.4	Workshop Evaluation.....	29
3.5	Interviews with Stakeholders from Industries.....	30
	Appendices.....	34

LIST OF ABBREVIATIONS

COMPETE	Competitiveness and Trade Expansion
EA	East Africa
KCoST	Kyela College for Skills and Technology
KVA	Kilovolts Ampere
NACTE	National Council for Technical Education
NGOs	Non-Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty
NTA	National Technical Awards
SIDP	Sustainable Industrial Development Programme
SMEs	Small and Medium Enterprises
U.S	United States
UK	United Kingdom
USAID	United States Agency for International Development

LIST OF TABLES

Table 1a Summary of responses from stakeholders on Curriculum Evaluation	15
Table 1b Summary of responses from stakeholders on Curriculum Evaluation Report	15
Table 2. Courses taught at KCoST.....	18
Table 3. Responses from students on Suitability of the Program	19
Table 4 Additional Comments from students.....	20
Table 5. Importance of various aspects to KCoST Graduates.....	23
Table 6. Relevance of KCoST courses to employed graduates jobs	25
Table 7: Qualifications entitled students to enroll at KCoST	25
Table 8: Current employment status of KCoST graduates	26
Table 9: Employer category for KCoST graduates	26
Table 10. Appropriateness of level of education to current job of KCoST graduates	27
Table 11: Workshop Evaluation by Stakeholders	29

CHAPTER 1

INTRODUCTION

1.1 About the College

Kyela College for Skills and Technology (KCoST) was established in 2011 following a successful completion of an outreach project titled 'Entrepreneurial Skills in Textiles and Curriculum Development' developed by the College of Engineering and Technology University of Dar es Salaam and conducted in partnership with the University of Boston United Kingdom. The first intake of the course started January, 2010 with about 175 students of which 73% were female. Teaching activities were and still are being conducted by visiting lecturers from the Department of Mechanical and Industrial Engineering University of Dar es Salaam and run for one academic year (9 months). The second intake started training in January, 2012 with fifty eight (55) students of whom about 51% were female. It is during the second intake that the College benefited from the generous financial support from the American people through the United States Agency for International Development (USAID) on its partnership fund programme known as Competitiveness and Trade Expansion (COMPETE).

As part of its future development the College intends to introduce other disciplines, such as agro-mechanics and other skills that have been chosen because they are highly relevant to national strategic policies such as the national 'Vision 2025' and the 'Sustainable Industrial Development Programme' (SIDP), in addition to the National Strategic for Growth and Reduction of Poverty (NSGRP).

About 118 students graduated in 2011 and about 60% were immediately employed by large scale textile companies such as A to Z Textile Mill based in Arusha, 21st Century Textile Mill in Morogoro and Mazava Fabrics and Production EA Ltd also of Morogoro. About four (4) graduates joined diploma courses at the Vocational Education and Training Centre in Dar es Salaam. The rest are expected to either get into the informal sector or start their own businesses. The College recruited four out of the first year graduates as part of the institutional capacity building efforts and

sustainability. The College's activities are currently hosted within the former Kyela Council Rest House premises and plans are underway to secure land for the College.

The programme comprises nine modules spread over one academic year. These courses are organised in an integrative and interactive approach through the use of different learning methods, such as quizzes, demonstrations, group discussions, practicals, presentations and lectures. The project forms part of the nine subjects that are taught based on class lecture coverage, and students' understanding of basic concepts that are taught in the different subject areas. Students were encouraged to take projects on fashion design and garment manufacturing complemented with knowledge from other subjects mentioned in the latter sections of this evaluation report.

The College has six (6) permanently employed staff, four of whom are tutors, one is a technician, an accountant and administrative officer. There are also ten visiting lecturers from the Department of Mechanical and Industrial Engineering, University of Dar es Salaam, who visit the College occasionally to participate in teaching activities. Six of these were involved in the teaching for the 2012 academic year. However, the college intends to recruit more permanent academic staff and discontinue using visiting lecturers from the university because the practice has been deemed to not be sustainable.

The College is currently in the process of accrediting its curriculum at 'Basic Technician Certificate' level through the National Council for Technical Education (NACTE). The philosophy and rationale behind the design and development of the curriculum has taken into account the recent socio-economic changes, as well as the rapid developments in science and technology. Employers, professional bodies and societal needs, as well as objectives for the establishment of the NACTE, have been consulted. Curriculum documents were prepared during the 2012 academic year and its draft submitted to NACTE for comments before a final version is presented for approval. Accreditation of academic programmes by NACTE is a lengthy process which involves, among other things, visitation by NACTE officials to the project site. The following are the main issues they consider: (i) curriculum, (ii) situational

analysis obtained from questionnaires and stakeholders workshops, (iii) infrastructure/physical resources and (iv) information and learning resources.

1.2 Project Activities

The project accomplished several activities/tasks which were the procurement of equipment and its installation, preparation of course materials, conducting training, visitation of staff and students to industries, programme accreditation, textile cluster formation, training of trainers, course evaluation and conducting a stakeholders' workshop. A detailed description of these activities is given below and the breakdown of the same in terms of inputs, outputs, means of verification and assumptions has been outlined in appendix 1.

1.2.1 Procurement of Equipment and Installation

This activity involved searching and procuring laboratory equipment and teaching materials for effective delivery of the training. The teaching equipment such as sewing machines straight type, over locks, button attachments, button holers, cutting machines, knitting machines, and sewing and a generator were also procured. Furthermore, consumable teaching materials that were procured were fabrics, dyes, buttons, needles, T-Squares, knitting spare parts, and 12" scissors.'. All of the procured equipment has already been installed and is operational at the training site in Kyela.

1.2.2 Preparation of Course Materials

The aim of this task was to ensure effective and quality delivery of the individual subjects. Training manuals were developed for the following subjects: Textile technology, Textile processing Routes, Textile Marketing, Quality Assurance, Garment Manufacture, Fashion Design, Business Organization, and Small Business Management.

1.2.3 Student Admission and Registration

Student admission started in January, 2012 and the exercise was extended until March 2012 to allow a large number of prospective candidates who were still waiting for their ordinary secondary school results which usually comes out in February of each year. The application forms, available to candidates for a fee of TZS 10,000, were used to process student admissions. About 58 students were admitted, out of which about 55 were registered and able to finish the course. The application fees were set before KCoST received funds from COMPETE so did not form part of the KCoST-Chemonics accounting package.

1.2.3 Conduct Training

This activity constituted the main part of the project and it was split into two semesters each taking seventeen (17) weeks. Four weeks were set aside for Industrial Practical Training (IPT). A total of 58 students were admitted at the beginning of the academic year in January 2012. However, only 55 students managed to finish their studies successfully in October, 2012. The training started in January, 2012 but the College continued to admit students up to the end of March. The admission exercise was extended to March to allow potential applicants waiting for their form IV secondary school results to be able to apply after the release of secondary school results which are usually out towards the end of February of each year.

A total of eight subjects were taught, plus, for each student a project on selected topics although in certain cases students were encouraged to work in groups. The list of subjects and its detailed content have been attached to this evaluation report.

1.2.4 Staff and Students Visitation to Textile Factories

To the student this activity was to complement the knowledge obtained in class with a real life industrial working environment. The same applied to the tutors because most of them had never worked in a textile mill and thus their industrial visits not only strengthened their ability to effectively deliver the training but also increased their confidence to deliver the course. The visit also provided a platform for an exchange

of ideas between the tutors and the industrial mentors plus allowing for face to face feedback from potential employers on the performance of KCoST graduates. Three KCoST staff visited the textile factories where students were hosted which were Afritex in Tanga, 21st Century Textile Mill in Morogoro and Sunflag Textiles in Arusha. The visit also was used to enhance practical work at the College.

1.2.5 Curriculum Development and Programme Accreditation

This activity involved the development of the curriculum and accreditation process of the programme by the National Council for Technical Education (NACTE). The Curriculum for the National Technical Award Level 4 (NTA level 4) was prepared in draft form and submitted to NACTE for comments and guidance. However, the accreditation process is lengthy and might take some time for the approval to be granted. The process involves visitation by NACTE officials to the project site and the following are the main issues they would scrutinize: (i) curriculum, (ii) situational analysis obtained from questionnaires and stakeholders workshops, (iii) infrastructure/physical resources and (iv) information and learning resources. However, the College is positive about the outcome of the accreditation process given its excellent performance to deliver quality skilled graduates in the past two years.

1.2.8 Cluster Formation

The purpose of the activity was to establish textile clusters in the form of Small and medium Enterprises (SMEs). The plan was to establish three clusters, initially within Kyela District. However, only one cluster has been formed in Kyela while two have been formed respectively in Mwanza and Musoma with the assistance of the Small Industrial Development Organisation (SIDO) who form part of the Advisory Board Membership of KCoST. The evaluation team were not able to visit Mwanza and Musoma due to a lack of time and insufficient funds.

1.2.9 Training of Trainers

The aim of this task was to strengthen human capital capacity building to ensure the sustainability of the programme. However, the evaluation team noted that this activity was not conducted due to difficulties in securing suitable external and internal colleges that would enable the trainees to complete their studies within the project time. The project had only 11 months to operate which provided little time for the training of trainers after the completion of the course at KCoST. Therefore, the evaluation team could not carry out an evaluation on would be trainer trainees.

1.2.10 Stakeholders Workshop

Two stakeholders' workshops were conducted, one in April and the other one in November, 2012. The workshops were used to obtain views from industrialists and NGOs involved in the textile industry. The questions asked to industrialists were aimed at finding their views on the usefulness of the training to the textile industry and related/associated activities such as merchandising, the number of skilled workforce needed and whether the proximity of the College to the factories has an impact on their production due to staff turn-over. A complete list of questions for the industrialists can be seen in the attached questionnaire. The views obtained from the interviewees were used to reshape and enrich the curriculum so that it correctly responded to industrial needs. The workshops were also used as an evaluation platform using prepared questionnaires with the responses obtained summarised in Chapter 3.

CHAPTER 2

DATA COLLECTION

2.1 Data Collection Process

Data collection formed a very important part of the evaluation process. Questions were carefully structured and compiled in the form of questionnaires which were distributed to participants. The main methods used for data collection were face to face interviews, use of questionnaires, use of available data and observations.

2.2.1 Interviews

The interview was carried out in three groups—namely, employers, particularly the textile industrialists, academicians working with training institutions as well as officials working within the Kyela District Council. Their responses are summarised in section 3.5

2.2.2 Questionnaires

Questionnaires were targeted to students registered on the programme at the time of conducting the evaluation, previous years graduates as well as other stakeholders' attending the 2nd workshop in November, 2012. The questionnaires contained closed and open questions. Questionnaires for students were for course and instructor evaluation whereas those for the 2011 graduates were aimed at collecting views about their experiences in the working environment. In both cases, the students and graduates were also required to provide additional comments they considered relevant. Textile stakeholders' workshop participants were asked to comment on the draft curriculum and how the stakeholders' workshop was conducted. The questionnaires are attached as appendices 2, 3, and 4.

2.2.3 Use of Available Data

Reports available in various literature used for the evaluation exercise, KCoST file/records and prior evaluation reports were accessed in order to identify activities that had already been accomplished in the previous year. Such data were obtained from monthly reports, material delivery notes and databases of assets available at Kyela College for Skills and Technology (KCoST).

2.2.4 Direct Observation

The evaluation team visited the College in order to check available laboratory equipment purchased using COMPETE funds and verifying with the existing records made available to the team.

CHAPTER 3

3.0 RESULTS

3.1 Curriculum Evaluation by Stakeholders

The curriculum evaluation by stakeholders focussed on the relevance and quality of course contents of the established curriculum, the employability of graduates, length of training period, and skills acquired after training. A summary of the results is shown in Table 1a and 1b. The questions were formulated to obtain views that were used to strengthen the curriculum.

Table 1a Summary of responses from stakeholders on Curriculum Evaluation

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Is the course content relevant to the textile industry?	50.0%	31.2%	12.5%	0.0%	6.2%
Will the graduates be employable?	12.5%	56.2%	25.0%	0.0%	6.2%
Is the length of the training adequate?	12.5%	56.2%	18.8%	12.5%	0.0%
Do you think the students will gain skills after the training?	12.5%	37.5%	37.5%	12.5%	0.0%

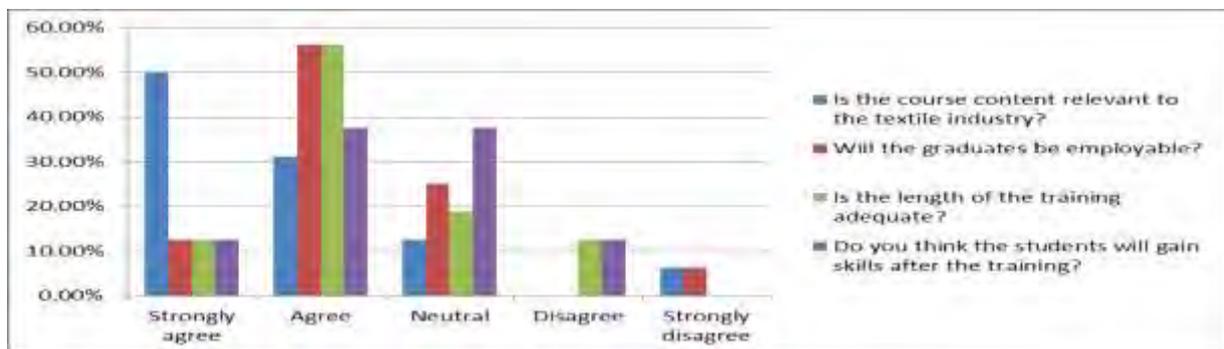


Table 1b Summary of responses from stakeholders on Curriculum Evaluation

Variable	Yes	No
Are you willing to support the course either financially or in terms of equipment/materials?	71.4%	28.6%
Is the number of students graduating yearly enough to fulfill industry requirement?	20.0%	80.0%
Would you recommend this training to a colleague?	93.3%	6.7%

Table 1a shows that about 81% of the stakeholders said the course was relevant to the textile industry. About 69% stakeholders' workshop participants thought that graduates were employable on completion of their studies and that the length of the

training was adequate to provide the necessary skills required. On the other hand, 50% thought the students would be able to acquire skills after they graduate. However, there were also a significant number of respondents (about 38%) who were not sure whether the students would gain the necessary skills after training and about 13% said they would not be able to acquire the required skills for immediate deployment in the textile industry because they felt they lack some practical skills. This implies that the College needs to introduce other areas of study such as spinning, weaving and wet processing which the stakeholders' felt were necessary for immediate employment but which they only cover theoretically because of lack of equipment in the subject areas mentioned above. At the moment, KCoST has concentrated on the garment and fashion design area and graduates perform very well in this area when it comes to practical work.

Table 3.1b shows that about 80% of the respondents considered that the number of students enrolled yearly was not enough thus suggesting an increase in enrolment in the coming years. In addition, 93.3% of the respondents were ready to recommend the programme to their colleagues. Other comments from respondents on specific issues are shown in the sections that follow below.

3.1.1 Usefulness of Courses to the Textile Industry.

Stakeholders considered Fashion Design and Technology, Textile Technology and Garment Manufacture as being core courses and that these were the most useful courses to the industry. Practical training was also mentioned to be very important as it complements lectures covered and provides the students with skills required in the textile industry. Knowledge with mathematics is essential to provide students with the ability to solve simple arithmetic problems.

The results also showed that although most of the subjects in the curriculum were considered useful, courses not directly related to textiles were considered the least useful. Quality assurance was considered the least useful subject and that calculus should not be included in the curriculum because it was not relevant to the level of training offered and expected usage in industry.

3.1.2 Other Courses Recommended for the Programmes.

It was observed that there was a need to include courses covering cross cutting issues such as gender in the established curriculum to enable graduates to tackle various matters facing the community. Other recommended issues for inclusion in the curriculum were research methodology and life skills.

3.1.3 Improvement to Fulfil Industrial Requirement.

One most important improvement suggested was the extension of the training period from four to eight or more weeks. The argument was anchored on the fact that skills development required strong hands-on tasks. In order to achieve this, students should be encouraged to spend more time on practical work to enhance the theoretical part of the training.

Respondents suggested that students with qualifications of division four and above should be admitted to the programme instead of the current practice where anybody graduating Form IV, regardless of their pass grade, is admitted to the course. The change on entry qualifications was considered to bring about great improvement to the learning and understanding of the students.

Workshop participants emphasised the need for enhanced cooperation between the College and stakeholders by using workshops in order to create constant awareness of the training offered at KCoST and that this could be achieved by using aggressive advertising in the media. Other respondents suggested that it would be useful if the College introduced higher levels of training such as NTA level 5 and level 6 which are equivalent to Technician and Diploma Certificates respectively. There was also a suggestion that courses on preventive maintenance which are already developed for NTA level 5 and NTA level 6 should also be introduced at NTA level 4 because of the importance of maintenance in the production processes.

3.2 Course Evaluation by Students

All courses taught at KCoST were evaluated namely TX 001 (Textile Technology), TX 002 (Quality Assurance), TX003 (Textile Processing Routes), TX 004 (Garment manufacture), TX 005 (Fashion Design), TX 007 (Business Organisation), TX 008 (Textile Marketing) and TX 009 (Small Business Management). TX 006 (Project)

was not evaluated since this is practical based work. Table 2 shows the subjects with the respective tutor/lecturer.

Table 2: Courses taught at KCoST

Course Code	Courses/Subjects	Lecturer/Tutor
TX 001	Textile Technology	Mr. Peresi. M. Bulemo and Mr. Idd Ally
TX 002	Quality Assurance	Mr. Benny Solo
TX 003	Textile Processing Routes	Mr. Idd Ally and Ms. Pendo Bigambo
TX 004	Garment manufacture	Mr. Danford Mahwera and Ms. Twitike Kapamisya
TX 005	Fashion Design	Mr. Gasper Leonce
TX 007	Business Organisation	Ms. Juliana Machuve and Mr. Lutengano Jackson
TX 008	Textile Marketing	Mr. Noel Ngonyani
TX 009	Small Business Management	Mr. Lutengano Jackson and Ms. Juliana Machuve

3.2.1 Specific Comments

Table 3 revealed that most of the students (approximately 97.49%) were satisfied with subjects offered at KCoST. Only a few students rated the subjects poorly. This indicated the high quality of courses offered at KCoST. About 99.30% of the students said the information on the courses was very good and that the objectives of the course were clearly explained. The lecturers' guidance on reference materials was rated at 38.9%. This correlated well with the rating on the question on 'how good was the course reference material' which was rated at 36.2%. This indicated that there were not enough reference materials and where provided, the quality of such materials was not satisfactory or could not be accessed by the students. This requires the College to take necessary measures to ensure that reference materials are available and accessible by students. Reference materials are the key to the in depth understanding of the subject matter.

Table 3: Responses from students on various questions

Variables	Very Good	Good	Satisfactory	Poor	Very Poor
Lecturer's preparedness on the subject matter	73.1%	22.1%	2.1%	2.8%	0.0%
Lecturer's mode of delivery of the subject matter (techniques and styles)	55.9%	37.8%	3.5%	2.8%	0.0%
Lecturer's fairness in grading of assignments and tests	49.3%	43.8%	3.5%	2.8%	0.7%
Lecturer's capacity to provide timely feedback on assignments and tests	53.8%	37.8%	5.6%	2.1%	0.7%
Lecturer's attendance	57.6%	34.7%	3.5%	2.8%	1.4%
Lecturer's availability for consultations	45.1%	43.1%	7.6%	3.5%	0.7%
Manner in which lecturer interacts with students	63.9%	29.2%	4.2%	2.1%	0.7%
Adequacy of lecturer's guidance on reference materials	38.9%	45.8%	10.4%	4.9%	0.0%
Extent to which lecturer relates the course to your area of study	73.2%	21.8%	2.8%	2.1%	0.0%
How good was the information on the course?	77.5%	18.3%	3.5%	0.0%	0.7%
How clear was the purpose of the course?	62.0%	33.8%	3.5%	0.7%	0.0%
How well was the course content coverage?	51.1%	43.3%	4.3%	1.4%	0.0%
How good was the course reference material?	36.2%	48.9%	13.5%	0.7%	0.7%
How useful were the handouts?	61.3%	35.9%	1.4%	0.7%	0.7%
Please rate the training room's facilities	56.8%	37.4%	3.6%	2.2%	0.0%

Students were also requested to provide additional views not included in the questionnaire in order to discover whether the particular subjects met their expectations and aspirations. In this assessment, subjects that are based on practical were excluded. The details of their responses are shown in Table 4 for the subjects that were evaluated.

Table 4: Additional Comments from students

Course Code	Comments on Instructor	Reason why the course didn't meet students' expectations	New skills gained to put in practice	Aspect to change for the future on the course	Additional comments on the course
TX 001	Lecturer was very good,	Time was not enough for the course	Fabric production, printing, knitting, fabric design, determination of fibre and yarn linear density	Should be practical oriented course, reference materials, and more practical.	Improve content of the curriculum, increase duration of the course
TX 002		Time for the course was not enough	Quality control and quality assurance, inspection skills, and quality management	More time is required for the course	The course is important to students
TX 003	Lecturer was good and cooperated with students	Time was not enough for the course	Processing route of fabrics, Printing, knitting, weaving, spinning	Equipments for practical, teaching methods and tools, add reference materials, add more time for the course.	Increase duration of the course, the course is very good
TX 004	The instructor was good and offered cooperation with students	The course was very good but had few practical hours	Sewing and entrepreneurial skills, garment construction, pattern making skills, garment design skills, use of sewing machineries, taking body measurements and embroidering	Add practical materials, Introduce Computer Aided Design Course, increase practical hours, more machines,	Computer Aided Design, more time is required for practical
TX 005	The lecturer was very good for imparting knowledge to students	A few training facilities and tools, time was not enough for the course	Design of kanga and vitenge, colour mixing, fashion design, printing, drawing and sketching,	Laboratory for colour mixing, printing. Add tools for practical, improve existing practical tools,	Improve content of the course, more time is required for the course, use of computer in design should be emphasized.
TX 007	The lecturer was good		Business organisation, Organisation structure	More time required for the course	Use of computer in preparing business plan

Course Code	Comments on Instructor	Reason why the course didn't meet students' expectations	New skills gained to put in practice	Aspect to change for the future on the course	Additional comments on the course
TX 008	The lecture was good		Marketing skills		
TX 009	Unsatisfactory cooperation with students	Poor teaching techniques, time was not enough	Business plan preparation, Entrepreneurial skills, innovation skills to apply in textile design	Increase the scope of business plan coverage	Change lecturer, more time is required for the course

3.3 Evaluation by the 2011 Graduates

In order to evaluate the programme, questionnaires were prepared and distributed to 2011 graduates who were working in factories, academic institutions, and unemployed or studying at higher levels. The purpose was to gather their views on how they saw and considered the programmes to the working environment.

Table 5 shows that 100% of the respondents agreed that the reputation of the College and its programmes, focus of subject areas and advice by parents were among the reasons for their decision to join the College. Surprisingly, 44.40% of the graduates said they joined the College just for pleasure and to pass the time instead of being idle and because of the relaxed College entrance requirements for admission which allowed any form IV leaver, regardless of their pass grade, to enter; this was something that would not be applicable to most other colleges in the country. In addition, the fact that the training was free was a deciding factor for many of the students who applied to enter the program. The data on documents for application on file at the College for each applicant showed that most of them got Division four and others got division zero in their form IV examination results. The chances to join other colleges are very slim for low pass grade form IV graduates. However, the performance of these students at College was very good and beyond expectations, given their low form IV pass grade. The good performance at KCoST is attributed to, on one part, their struggle to prove that they can excel if provided opportunity such as those offered at KCoST and the conducive, learning environment available at KCoST. Table 3.6 shows responses from students on aspects pertaining to employment.

Table 5: Importance of attributes for possible employment

Variable	Very Important	Important	Satisfactorily important	less important	Not at all important
How important was availability of scholarships for your decision to enroll at KCoST?	58.3%	33.3%	8.3%	0.0%	0.0%
How important was reputation of college for your decision to enroll at KCoST?	47.1%	41.2%	5.9%	0.0%	5.9%
How important was reputation of the programme for your decision to enroll at KCoST?	81.2%	0.0%	18.8%	0.0%	0.0%
How important was practice-oriented study programme for your decision to enroll at KCoST?	41.7%	33.3%	8.3%	16.7%	0.0%
How important was admission standards for your decision to enroll at KCoST?	44.4%	11.1%	22.2%	22.2%	0.0%
How important was your prior grades for your decision to enroll at KCoST?	81.8%	9.1%	0.0%	0.0%	9.1%
How important was advice by your parents/relatives for your decision to enroll at KCoST?	30.0%	60.0%	10.0%	0.0%	0.0%
How important was 'taking enrollment for granted' for your decision to enroll at KCoST?	22.2%	11.1%	11.1%	0.0%	55.6%
How important was field of study for you being employed?	55.6%	11.1%	0.0%	11.1%	22.2%
How important was main focus of subject area for you being employed?	50.0%	0.0%	50.0%	0.0%	0.0%
How important was theme of your project for you being employed?	44.4%	0.0%	22.2%	0.0%	33.3%
How important was reputation of the college for you being employed?	58.3%	33.3%	8.3%	0.0%	0.0%

Variable	Very Important	Important	Satisfactorily important	less important	Not at all important
How important was reputation of the programme for you being employed?	90.9%	9.1%	0.0%	0.0%	0.0%
How important was performance in the field for you being employed?	76.9%	0.0%	0.0%	7.7%	15.4%
How important was professional skills for you being employed?	45.5%	9.1%	36.4%	9.1%	0.0%
How important were 'other factors' for you being employed?	0.0%	0.0%	0.0%	0.0%	100.0%

On average, 80.72% of the graduates admitted that aspects mentioned in table 5 contributed for their being employed. There were no other factors other than those mentioned by the graduates as being important for their employment.

Table 6 shows responses on the relevance of courses offered to current jobs taken up by KCoST 2012 graduates. More than 88% of graduates responded that Textile Technology, Textile Processing Routes, Quality Control, Garment Manufacturing fashion Design and Project and Business organization were relevant in their current jobs. However, Textile Marketing (33.3%) and Small Business Management (70%) courses were considered irrelevant to their current jobs. The other aspect may be the failure of the industry management to involve these graduates in these disciplines on their current jobs. However, this would probably be different if the questions were directed to self employed graduates.

It is observed in Table 7 that all of the interviewed respondents joined KCoST with ordinary level certificates. This is in line with the purpose of the programme to admit youth who could not proceed with further studies after their ordinary level education. The analysis of the current job employment status and the sector category of companies/institutions they were working with were also essential.

Table 6: Relevance of KCoST courses to employed graduates jobs

Variable	Highly relevant	Relevant	Moderately relevant	less relevant	Not at all relevant
How do you rate the relevance of your KCoST education to your employment after graduation?	56.2%	18.8%	18.8%	6.2%	0.0%
What is the relevance of Textile Technology in your current job?	70.6%	29.4%	0.0%	0.0%	0.0%
What is the relevance of Quality Assurance in your current job?	41.7%	8.3%	50.0%	0.0%	0.0%
What is the relevance of Textile Processing Routes in your current job?	92.9%	7.1%	0.0%	0.0%	0.0%
What is the relevance of Garment Manufacturing in your current job?	71.4%	14.3%	14.3%	0.0%	0.0%
What is the relevance of Fashion Design in your current job?	77.8%	11.1%	0.0%	11.1%	0.0%
What is the relevance of Project in your current job?	50.0%	50.0%	0.0%	0.0%	0.0%
What is the relevance of business organization in your current job?	100.0%	0.0%	0.0%	0.0%	0.0%
What is the relevance of Textile Marketing in your current job?		25.0%	8.3%	0.0%	33.3%
What is the relevance of Small Business Management in your current job?		0.0%	0.0%	0.0%	70.0%

Table 8 and Table 9 show employment status and employer category respectively. Results in Table 8 show that 17.4% of the respondents were full time employed, 39.1% were on part-time employment whereas 13% were continuing with advanced studies at the diploma level. Only 4.3% of the contacted graduates were unemployed and 26.1% did not disclose their employment status. Of those who disclosed their employer category, 71.4% were employed in private sector whereas 28.6% were working with the public sector. Table 3.8 shows qualifications for entry requirement at KCoS.

Table 7: Qualifications for admission at KCoST

Variable	Frequency	Percent	Valid Percent	Cumulative Percent
O - Level Certificate	16	69.6	100.0	100.0
Missing System	7	30.4		

Variable	Frequency	Percent	Valid Percent	Cumulative Percent
Total	23	100.0		

Table 8: Current employment status of KCoST graduates

Employment status	Frequency	Percent	Valid Percent	Cumulative Percent
Employed full-time	4	17.4	23.5	23.5
Employed part-time	9	39.1	52.9	76.5
Advanced academic study	3	13.0	17.6	94.1
Without employment, and not intended to be employed	1	4.3	5.9	100.0
Total	17	73.9	100.0	
Missing System	6	26.1		
Total	23	100.0		

Table 9: Employer category for KCoST graduates

Employer category	Frequency	Percent	Valid Percent	Cumulative Percent
Public employer	4	17.4	28.6	28.6
Private employer	10	43.5	71.4	100.0
Total	14	60.9	100.0	
Missing System	9	39.1		
Total	23	100.0		

The relevance of the level of education to the current jobs of graduates was also evaluated. Slightly more than 50% of graduates who responded to the question on the relevance of the level of education to their current job said that their education was not relevant. The relatively low rating on this question was due to the fact that in industry graduates are largely involved in routine tasks that may not be relevant to the training offered at KCoST or failure of employers to place them in sections corresponding to their training at KCoST. The training at KCoST covers training aspects involving garment and fashion design complemented with entrepreneurial oriented subjects thus rendering them, on immediate engagement with working environment, less competent on practical in areas such as spinning, weaving and knitting, dyeing and printing which they cover theoretically at the College and which is what most textile factories are engaged in. Table 10 shows the relevance of the

subjects taught at KCoST to the job market in the textile manufacturing dominated factories.

Table 10 Relevance of level of education to current job of KCoST graduates

Appropriateness of level of education to current job	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all appropriate	5	21.7	35.7	35.7
less appropriate	2	8.7	14.3	50.0
Satisfactorily appropriate	1	4.3	7.1	57.1
Appropriate	1	4.3	7.1	64.3
Completely appropriate	5	21.7	35.7	100.0
Total	14	60.9	100.0	
Missing System	9	39.1		
Total	23	100.0		

Responses from graduates indicated that those who were working in industries were holding different positions in industries from operational to supervisory roles. They were working at different levels such as artisans, laboratory assistants, laboratory technicians, operators, quality controllers, supervisors, and tutor positions. Some of the graduates were employed by 21st Century Textile and Mazava Fabric and Production, both in Morogoro. These were among the three textile factories that employed about 60% of the 2011 graduates. Four of the respondents were retained by the College (KCoST) as tutor trainees. There were also a few graduates of the 2011 batch who were still unemployed and the reason given for their unemployment was the unfavourable conditions in the textile factories experienced by those who were employed. Respondents cited minimal amount of money they were paid which they said was not enough to earn a living when compared to their inputs in terms of time and skills. This is considered to be a significant challenge to textile industries and efforts should be done to improve the salary scales should they want to maintain good skilled staff. The respondents judged the strength of the college to be a result of the following factors:

- Free of charge training
- Adequate training equipment
- Availability of industrial training equipment

- Practical oriented studies
- Availability of adequate teaching facilities such as chairs and tables, tracing and drawing papers, painting colours, and stationary
- Competent visiting lecturers who had adequate knowledge in teaching
- The courses offered prepares graduates for employment and self employment

However, there were also weaknesses cited by graduates. These were;

- Availability of only one room for lectures and practical. The space for the machines was not enough compared to the number of training machines and equipment.
- Although machines were available, they were not enough for use by all students who numbered 118 while, for instance, there were only 27 sewing machines.
- The use of visiting lecturers from the University of Dar es Salaam is not a sustainable staffing plan because the staff are able to only stay for a maximum of one month; although staff take turns coming to KCoST, this sort of scheduling contributes to making it difficult to maintain consistency.
- Absence of library and reference/text books for use by students
- The 9 months training period is considered by students as too short compared to the time required to cover all the subjects. The following were the recommendations by respondents.
- Add more machines for practical training to match with the number of students
- Add more rooms/spaces for practical and lectures
- Employ more permanent lecturers/tutors
- Search for space to build permanent buildings for the college
- Use modern technology techniques such as computers Aided Design packages for designing and printing. Although it is reported that a design

software has been purchased but was not available for teaching during the 2012 academic year due to delays to install on designated computers.

- Increase training period to match with the content of the course.

3.4 Workshop Evaluation

The two stakeholders' workshops were conducted within the project period. Stakeholders in both workshops were given an opportunity to evaluate the way the workshops were organized. Table 11 shows responses of workshop stakeholders where an average of 76% of respondents showed satisfaction with the way the workshops were organized. Their comments on future improvement on workshops are as follows:

- Invite more participants from the textile manufacturing companies and add more speakers from the textile industry
- Widen the scope of invitees and focus on potential internal donors too
- More time is required for discussions during the workshop.
- Include entrepreneurs in textile business in workshops to obtain challenges they face in the business
- Include student representatives among workshop invitees

Table 11: Workshop Evaluation by Stakeholders

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The workshop met its stated aims and objectives	60.9%	17.4%	8.7%	8.7%	4.3%
The workshop was scheduled at a suitable time	39.1%	43.5%	0.0%	17.4%	0.0%
The workshop location was appropriate and satisfactory	43.5%	39.1%	0.0%	4.3%	13.0%
The workshop facilities were appropriate and satisfactory	39.1%	39.1%	8.7%	13.0%	0.0%
The catering arrangements were appropriate and satisfactory	13.0%	56.5%	21.7%	8.7%	0.0%
The workshop material was presented in a clear and organised manner	26.1%	52.2%	4.3%	13.0%	4.3%
The workshop was paced appropriately	13.0%	60.9%	13.0%	8.7%	4.3%

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The time allocated to presentations and interactive group works was appropriate and satisfactory	22.7%	40.9%	18.2%	18.2%	0.0%

3.5 Interviews with Stakeholders from Industries

The key questions were organised to get the feeling from the textile industry on the training programme, including:

- Whether the College has satisfied the industry's needs, and
- Whether the performance of KCoST graduates meets the industry's needs,
- The number of employments offered to KCoST graduates, and
- What improvement KCoST should carry out for the future training.

Among those interviewed were Personal Assistant to General Manager (A to Z textiles in Arusha) responsible for human resources, the Human Resource Manager for the 21st Century Textiles Limited in Morogoro, the Director of Africa Sana Limited in Dar es Salaam, Academic Staff members from the University of Dar es Salaam, Director of EDMA Leather Works in Morogoro and officials from Kyela District Council. These were among the stakeholders who attended the 2nd Stakeholders Workshop held in Kyela in November 2012.

A representative from A to Z Textiles pointed out that his company has 8500 workers and was expecting to expand its employment capacity to 10,000 by 2015. The company offered 36 employment opportunities for the first batch of graduates and made a booking for all 2012 academic year graduates to join the company in January 2013. All the 2012 graduates reported for work in January, 2013. This put pressure on the KCoST to increase the intake in the subsequent years to meet not only A to Z requirement but the other 14 textile mills that are currently undergoing reinvestment in the Country.

Further comments and recommendations from interviewees are as listed below:

- To include a component on compliance with company laws and regulations in the current curriculum to enable graduates to comply with company laws.
- The programme was good and helpful to textile industries and the country as a whole because it provided prior knowledge on the skills required before they enter into employment within the textile industry. This has a positive implication in that it reduces accidents and the industry get trainable personnel compared to those taken from the streets.
- The demand for trained personnel is high and the College was advised to widen the coverage in subjects that have a direct link with the textile manufacturing sector rather than concentrating on the garment and fashion design sector only.
- Recommended to increase enrolments in the coming years in order to meet the immediate trained personnel needs of the industry.
- The programme was considered relevant since it contributes to promoting quality which translates into increased foreign currency since most of the products currently being manufactured are for foreign market.
- Efforts are required to promote the programmes countrywide.
- The programme has a positive effect on reviving textile industries in the country.
- The college should seek ways to introduce new lines of training such as leather works.
- The programme was good since it instils self employment mind set culture.
- There should be more emphasis on delivery of skills for self employment.
- Students should have in-depth understanding of the production methods of Kanga and Vitenge because it would have immediate impact to the industry because these are currently the dominating products in the existing textile factories in the country.

- Practical training period should be increased from the current four weeks to 8 or more weeks for students to acquire a significant industrial experience which would reduce in-house training period once when in industry.
- The unwillingness of the textile industry to accommodate students for practical training contributes to poor performance of textile industries because students on practical training provide free skilled labour and engagement with potential workforce.
- Students to change attitude of demanding higher pay when they first get employed in order to capture the required industrial skills within the desired time.
- Computer courses should be introduced in order to produce graduates capable of managing the advancement in technology in the textile machines. In addition respondents felt that computer skills are very important especially for design courses.
- Most respondents recommended that the College should aggressively publicise the programmes to a wider spectrum of stakeholders and the community at large.
- It was noted that the current training particularly on design practical is mostly manual to which the respondents recommended the need to purchase new machines equipped with appropriate technology thus enabling the graduates to compete in the increasingly rapid change in technology worldwide.
- Emphasis on practical skills was necessary rather than theoretical aspects since graduates will be involved in hands on type of jobs when employed.
- The printing and dyeing equipments are needed for students to link their theoretical design works on printing with practical work when in industry.
- The programme provided skills leading to employments to youth who could not proceed with A-Level studies.
- The programme is potential for the improvement of textile products produced by individuals in Kyela District.

- The programme has created awareness on garment and fashion design sector among the community.
- The presence of a college at Kyela has raised the status of Kyela District Council.

Appendices

Appendix 1: Logic Framework Analysis Matrix

S/N	Input	Activity	Output	Means of Verification	Assumptions	Remarks
1		Training of 100 students at certificate level (51% female, 49% male)	Fifty five students graduated, 28 females and 27 males	List of graduates at KCoST	Existence of qualified potential students for recruitment	Students were still waiting for their form four results when the academic year started
2		Search and procurement of Equipment	14 sewing machines, 4 knitting machines , 4 heavy duty cutting machines, 50 11" and 50 12" scissors and 4 computers procured,	Lists of procured and delivered products at KCoST	Availability of good teaching machines from local market	There are limited local suppliers dealing with industrial textile machines
3	More than Tshs. 30Million	Installation of Equipment	14 sewing machines, 4 knitting machines installed 4 heavy duty cutting machines, 50 11" and 50 12" scissors purchased, 4 computers purchased.	List of Installed equipments at KCoST		
4	14733.14USD	Procurement and Installation of Generator	13KVA generator procured and installed	Installed and commissioned generator at KCoST Commissioning documents available	No need of extra cost for upgrading electrical system	The installed electricity was upgraded to three phase to meet generator input requirements

S/N	Input	Activity	Output	Means of Verification	Assumptions	Remarks
5		Course Advertisement	Number of students admitted	Application forms available at KCoST List of admitted students	Availability of students (no need of extensive marketing campaign)	Aggressive marketing is needed to ensure the programme is known to all Tanzanian's regions
7		Procurement of learning machinery	Learning machinery available at KCoST	Delivery notes for the procured equipments		
8		Procurement of teaching materials	Teaching materials procured	Delivery notes and lists of teaching materials procured.		
9		Training of Trainers	No trainers were trained	Courses for the part time lecturers taken over by the 6 trained trainers	Training institutions would be available within the region	Lack of suitable training institutions within the region
11		Preparation and production of training manuals and course materials	Seven (7) training manuals produced	Copies of training manuals available at KCoST	All visiting lecturers would produce training manuals	
12		Conduct Training	Training conducted. Fifty five (55) students were trained	Training facilities (lists) available. List of trained students	Recruiting number of students relevant with available facilities	
13		Admission of Students for the Year 2012	Fifty eight (58) students were admitted, thirty (30) males and twenty eight	List of admitted students at KCoST for the year 2012	Good response of candidates for admission	Suggested to reschedule the academic year to start in March each

S/N	Input	Activity	Output	Means of Verification	Assumptions	Remarks
			(28) females			year to provide room for a large number of students to apply for the training
14		Course delivery	Eight (8) courses delivered	Course delivery schedule/plan available at KCoST	Courses would be delivered as planned Teaching staff would be available Teaching materials would be available	
15		Visitation - KCoST staff	3 staff visited textile industries being part of their training.	Course delivery ability of KCoST staff Strengthened Industrial visitation reports submitted.		
16		Visitation - students	55 Students attended practical training at three industries being part of their training	Industrial Training reports submitted by each student Improved quality of textile goods	Practical placement would be secured Substantial coverage of theory in class	
17		Curriculum development	NTA level 4 curriculum developed	Final drafts of the Curriculum available at KCoST		Waiting approval by NACTE
18		Programme accreditation		Certificate of Accreditation available at KCoST	Copies of the curriculum drafts would be submitted	Final draft submitted to NACTE. Waiting accreditation by

S/N	Input	Activity	Output	Means of Verification	Assumptions	Remarks
					in time Timely approval of the submitted documents	NACTE
19		Textile cluster formation	One (1) cluster formed	Established and registered textile clusters running Registration Certificate available	Available skilled personnel for running the cluster	The other two clusters have not been formed
20		Business plan development	Business plan developed	Business plan document available		
21		Course evaluation	Course evaluation report!	Course Evaluation report and course assessment documents available at KCoST		
22		Stakeholders workshop 1	Thirty five (35) Stakeholders attended the workshop conducted	Minutes of the first stakeholders Workshops as well as attendance list available at KCoST		
23		Stakeholders workshop 2	Thirty five (35) Stakeholders attended the workshop	Minutes of the second stakeholders Workshops available as well as attendance list available at KCoST		

Appendix 2: Workshop Evaluation Form



Thursday 29th November 2012

Thank you for attending the 2nd Textile Stakeholders' workshop. We hope that you found the workshop interesting and that we met your expectations. We would be very grateful if you could take a moment to complete the workshop evaluation form. Your comments will assist us in improving future workshops that we will organize.

WORKSHOP CONTENT AND ORGANISATION

SCALE: 1 - STRONGLY AGREE; 2 - AGREE; 3 - NEUTRAL; 4 - DISAGREE; 5 - STRONGLY DISAGREE

	1	2	3	4	5	Comments
1. The workshop met its stated aims and objectives.	<input type="checkbox"/>					
2. The workshop was scheduled at a suitable time.	<input type="checkbox"/>					
3. The workshop location was appropriate and satisfactory.	<input type="checkbox"/>					
4. The workshop facilities were appropriate and satisfactory.	<input type="checkbox"/>					
5. The catering arrangements were appropriate and satisfactory.	<input type="checkbox"/>					
6. The workshop material was presented in a clear and organized manner.	<input type="checkbox"/>					
7. The workshop was paced appropriately.	<input type="checkbox"/>					
8. The time allocated to presentations and interactive group work was appropriate and satisfactory.	<input type="checkbox"/>					
9. If offered again, how might the workshop be improved?						
10. Would you recommend this or a similar workshop to a colleague?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
11. Other comments...						

Thank you for completing the questionnaire



Appendix 3: Questionnaire to Graduates of Certificate in Textile Technology from KCoST

Dear Graduate

The College recognises the potential contribution the graduates have on its academic programmes. In order to tap this, Kyela College of skills and Technology is conducting a study of its former graduates, the results of which will guide the College in reviewing its academic programmes.

The Head of the college is requesting you to participate in this study by filling in the attached questionnaire. The main areas include a broad overview concerning the study programme while at the college, employment situation, occupation, and your professional career.

We assure you that your answers will only be used for scientific purposes in the framework of this survey. In the analysis of results of this survey no identification of individual persons will be made.

YOUR INFORMATION WILL BE TREATED STRICTLY AS CONFIDENTIAL

If you wish, we will send you an overview of the most important results.

Thank you very much for your kind participation.

Chairman

Kyela College for Skills and Technology

A. DECISION TO ENROLL AT KCoST

1. How important were the following factors for your decision to enrol at Kyela College for skills and Technology? Please respond to each factor on the five-point scale.

Not at all Very important
important

1 2 3 4 5

Availability of scholarships

Reputation of the College

Reputation of the program

Practice-oriented study program

Admission standards

My prior grades

Advice by my parents/relatives

Just taken for granted

2. Which of the following qualifications entitled you to enrol for the KCoST programmes

O Level Certificate

A level certificate

Certificate of Primary education

Other:
(please specify)

B. AFTER GRADUATING FROM KCoST

3. In your opinion, how important were the following factors for you being employed? If employed already

Not at all Very important
Important

1 2 3 4 5

Field of study

Main focus of subject area/specialisation

Theme of my projects

Reputation of the College

Reputation of the program

Performance in the field

Professional skills

Other:
(please specify)

C. CURRENT EMPLOYMENT AND WORK

If you are working in more than one job, please refer only to the one which is most important to you

-
4. What is your current employment status?

1 Employed full- time

2 Employed part-time

3 Self-employed

4 Professional training

5 Advanced academic study

6 Not employed, but seeking employment

7 Without employment, and not intending to be employed (e.g. raising children, illness)

8 Other:(Please specify)

5 If you are not yet employed and you are still Looking for employment indicate approximately how many employers you have contacted so far?

----- employers

6 For how long have you been working?

with the present employer:

----- Years and ----- Months

7 What is your present job title (specific designation?) please state the precise term, e.g. lab technician, systems administrator etc.

.....
(please specify)

8 Please indicate your professional tasks/job description (e.g. System analysis, supervision etc.)

.....
(please specify)

9 Please categorise your employer. Please tick one item only

- 1 public employer
- 2 private employer
- 3 Self employed
- 4 International organization/agency
- 5 NGOs
- 6 Other:

(please specify)

10 Please specify the name of your current organisation

.....
(please specify)

11 How many employees are working for the Organisation you work for? If you don't know the exact number, please estimate

Approximately..... Persons altogether;
of these Approximate, persons holding a Certificate in
textile or any other related are.....

12 How do you rate the relevance of your KCoST education to your employment after graduation?

Not at all relevant Highly relevant

- 1 2 3 4 5
-

C. JOB REQUIREMENT AND USE OF QUALIFICATION

13 What is the relevance of the following courses in your current job

Not at all relevant highly relevant

- 1 2 3 4 5
- Textile Technology
- Quality Assurance
- Textile Processing Routes
- Garment Manufacture
- Fashion Design
- Project
- Business Organisations
- Textile Marketing
- Small Business Management

Appendix 4:

Kyela College for Skills and Technology (KCoST)

Student Course Evaluation Form

Instructions: This form aims at capturing feedback from you regarding the quality of instruction you have received on this course. The information is confidential and will not be associated with your identity. Your honest and constructive opinion will be very useful in improving delivery and quality of the course. Please take your time and carefully provide information on various issues raised below.

Course code:					
Instructor's Name:					
Date:					
<i>Please rate the instructor (Part A) and the course (part B) appropriately. Put a tick in the appropriate box found on the extreme right.</i>					
Part A: The instructor					
1= Very Poor, 2= Poor, 3= Satisfactory, 4=Good, 5= Very Good	1	2	3	4	5
1. Lecturer's preparedness on the subject matter					
2. Lecturer's mode of delivery of the subject matter (techniques and styles)					
3. Lecturer's fairness in grading of assignments and tests					
4. Lecturer's capacity to provide timely feedback on assignments and tests					
5. Lecturer's attendance					
6. Lecturer's availability for consultations					
7. Manner in which lecturer interacts with students					
8. Adequacy of lecturer's guidance on reference materials					
9. Extent to which lecturer relates the course to your area of study					
10. Please give additional comments, if any on the instructor					
Part B: The Course					
1= Very Poor, 2= Poor, 3= Satisfactory, 4=Good, 5= Very Good	1	2	3	4	5
11. How good was the information on the course?					
12. How clear was the purpose of the course?					
13. How well was the course content coverage?					

14. How good was the course reference material?					
15. How useful were the handouts?					
16. Please rate the training room's facilities					
17. If the course did not meet your expectations, please explain why					
18. What new skills have you learnt that you think you will be able to put into practice?					
19. What aspects, if any would you like changed for the future?					
20. Please give additional comments if any on the course					