# Looking Beyond Challenges: Distance Education Opportunities in Kenya

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*This article presents results of a recent empirical qualitative study examining the opportunities brought by distance education in Kenya's higher education institutions. Results indicate increasing DE programs, collaborative approaches, e-learning initiatives, and use of blended media to deliver DE programs. Administrative, learning, instructional, business and service, and infrastructural opportunities are discussed. The theoretical framework uses the culture-fit model for analysis of opportunities, implications, and recommendations.*

Keywords: Distance Education, Kenya, Culture-Fit Model

Distance education (DE) in Kenya is not new. For decades, the government and non-governmental organizations (NGOs) have used mass media, correspondence, audio and video tapes for public education in agriculture, health, literacy, and basic education. What is new in Kenya's higher education institutions (HEIs) is the enormous growth of DE programs and the blend of modern electronic technologies such as computers, Internet, digitized content, and CD-ROMS, to deliver synchronously and asynchronously (referred to here as e-learning).

In Africa, "There is a growing realization that mass provision represents the only viable solution to many aspects of the global education crisis" (Wagner, Day & Sun, 2004, p.12) and DE presents potential opportunities for the masses. Although challenges are evident, "…e-learning could be the mechanism that enables this continent to successfully establish itself in the new world order." (Fisher, 2001, p. 5). A study conducted by Learning Resources in 2004 indicates that e-learning in Africa was up by 25 percent in 2004 and is set to increase and respondent organizations are planning to implement EL within 6-12 months (Burrows, 2004). Such opportunities perceived by DE administrators will be discussed in this paper.

## Problem Statement

Current data on DE efforts in Kenyan higher education institutions (HEIs) is limited and/or out-dated. Most of the literature does not address recent DE technologies hence "There is a dearth of information, research…and the educational use of ICTs in school education in general and particularly in Africa." (Isaacs, 2002, p. 2). Various researchers especially in the 1990s examined the state of DE in Africa. Studies by Chale and Michaud's report (1997), Magnus (1991) and Perraton (2000) have focused on DE efforts in Africa. Magnus (1991) conducted a comprehensive survey of 35 countries in Africa to establish DE programs while Chale and Michaud, (1997) examined programs in Kenya and in Senegal. Considering the fast pace of technological change, these reports are outdated. While many Kenyan HEIs offer DE programs, their efforts are hardly known internationally and potential opportunities for HRD could be missed. This research study sought to fill this gap by examining current DE efforts including e-learning, from the perception of DE administrators. In a digital age, African HEIs are no longer isolated thus understanding the DE opportunities that may lie unexploited deserve attention.

In developing countries, DE is playing an increasingly important role (Wagner, Day.B., & Sun, 2004) and it is "considered to be the fastest growing area of education as evident in the number of programs being offered. Between 5 and 12 per cent of university students in industrialized countries are likely to be studying at a distance; in developing countries the figure is between 10 and 20 per cent! (Perraton, 2000). Such growth, the entry of e-learning, the rapid technological changes, and the emerging opportunities cannot be ignored.

HRD professionals usually are agents of change and "their view is that there is a present state and a future desirable state, and the gap in between is the *opportunity*." (Swanson & Holton, 2001), p. 16). Williams, Paprock, and Covington (1999) argue that tertiary-level DE systems provide educational opportunities equivalent to conventional university and college education and the many examples, particularly from developing countries show that teacher training at a distance may reach large groups of teachers and have a profound impact on the development of national education systems. Thus the opportunities DE presents deserve scrutiny.

**Purpose and Research Questions**

The purpose of this study was to uncover the current DE trends in Kenya and examine opportunities accompanying DE. In a globalized world, HRD practitioners should be aware of global HRD efforts not only in developed countries but also in the developing world. A semi-structured list of questions was used for the interviews with DE administrators. The research question upon which this article is based asked: What opportunities do you see as a result of delivering education at a distance?

**Theoretical Framework**

Beugre` and Offodile (2001) developed a culture-fit model for organizational effectiveness. Focusing on Sub-Saharan Africa they argue, "…culture and indigenous knowledge systems should be taken into consideration before a blind- or wholesale transfer of techniques, tools, or theories." (Beugre' & Offodile, 2001). As DE takes root in African institutions, it is therefore critical that culture-appropriate opportunities are examined lest they be seen as 'foreign' or inappropriate. However, this does not imply that western theories or tools do not apply in the African context. At the center of the culture-fit model proposes two concepts of *integration* and *eradication*, which Beugre' and Offodile (2001) argue are the building blocks of effective management. The challenge upon developing country administrators is to adapt this new paradigm to determine aspects of their tradition and cultures that could be used to develop effective management and better performance of African organizations (Beugre' & Offodile, 2001).

*Integration* involves a "synthesis between local cultures and modern management techniques." and assimilating new principles and techniques that would be of value to the African system of management (Beugre' & Offodile, 2001). The case of managing DE programs in Kenya, managers or administrators would have to learn to integrate modern techniques, technologies, skills, attitudes, behaviors, and policies into the already running DE programs. *Eradication* refers to "the extent to which the learner eliminates old practices that may impede the learning process." (Beugre' & Offodile, 2001, p. 543). In the case of managing DE programs, administrators or program managers will have to determine what in their culture could enhance or threaten new behaviors or techniques and eradicate them.

*Components of the Culture-Fit Model and its Application to DE*

Beugre' and Offodile (2001) suggest five components of the culture-fit model: (I) transformational leadership, (2) employee participation and empowerment, (3) performance-based evaluation system, (4) future-orientation, and (5) collective management. These components of the culture-fit model are discussed next and illustrated in Figure 1.

1. *Transformational leadership.* DE and e-learning in particular represents a major change in instructional delivery and administration. A transformational style of leadership is recommended whenever change is being implemented (Beugre' & Offodile, 2001; Burke, 2002). "Without leadership, planned organizational change will never be realized." warns (Burke, 2002, p. 239). Transformational leadership is associated with leaders who help their followers to change, find problems and solve them, are supportive, and takes risks. Change in leadership is not adequate without other systemic changes such as in the compensation system.

2. *Performance-based evaluation system.* Performance-based management has become a buzz word in Kenya and there is increasing attention in many Kenyan organizations (institutions, government, and corporate) on performance-based evaluation system. Beugre' and Affodile (2001) argue that a performance-based system would allow African employees to perceive a direct link between their efforts and compensation, with a possibility of increasing productivity. Due to the collective nature of the African culture (Mbigi, 2004) suggests using team-based rewards.

3. *Employee participation and empowerment.* Involving employees in decision making empowers employees and could enhance their motivation, increase productivity, satisfaction, and trust in an organization (Beugre' & Offodile, 2001). Many African organizations deny their employees opportunities to air their views leading to resentment and laying ground for strikes, sabotage, and resistance among other undesirable behaviors (Beugre' & Offodile, 2001).

4. *Organization Change-Oriented Attitudes.* "Leadership involves creating change, not maintaining the status quo." (Daft, 2005, p. 5). A change- and future-oriented mentality is what African organizations need (Beugre' & Offodile, 2001) to be competitive in a globalized world. African organizations are urged to utilize the modern management techniques such as Total Quality Management (TQM), Business Process Re-engineering (BPR) and Just-in-Time (JIT) in order to improve customer service, quality, efficiency and effectiveness (Beugre' & Offodile, 2001). These methods apply to businesses and HEIs as well. Since the structural adjustment programs (SAPs) mandated by the World Bank of the 1990s, HEIs in Kenya have had to 'do more with less'--cut costs with increasing demands.

5.  *Collective management.* This component of the culture-fit model suggests that African organizations should share operational costs in order to reduce costs (Beugre' et al., 2001) and maximize the meager resources available. This demands a high degree of trust and while this may be difficult, it is not impossible (Beugre' & Offodile, 2001). Collaborations evident in HEIs that participated are presented next.
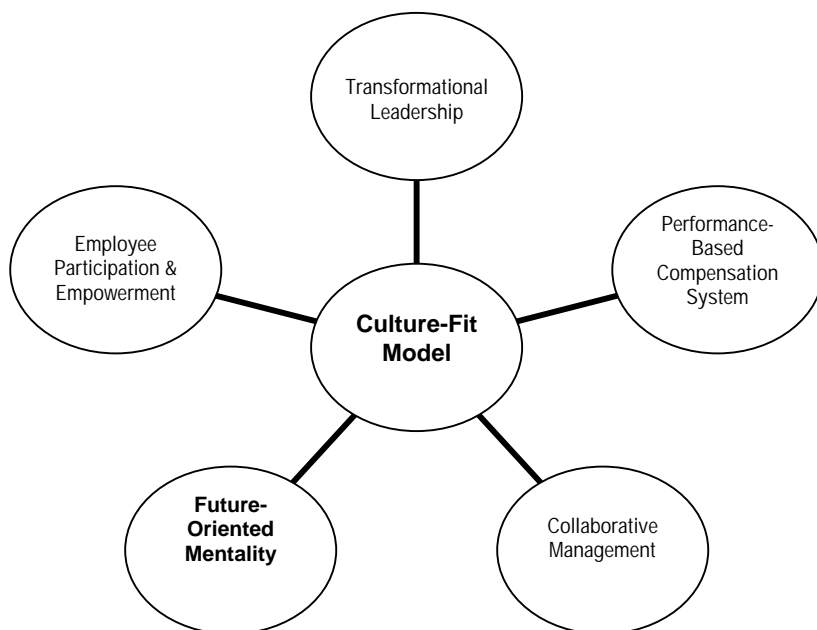


Figure 1. *Culture-Fit Model*

## Methodology and Limitations

This qualitative research study is part of a larger study examining the state of DE in Kenya. IRB approval was sought prior to the commencement of this study. Semi-structured questions were used to gather data from private and public HEIs. These questions were reviewed by two DE administrators to ensure that they were valid and would provide the desired data during the interviews. The reviewers' feedback was integrated in the final version.

A total of ten DE administrators were interviewed. Three public institutions were visited with a total of five interviews in public institutions and five interviews in private institutions. Some of the interviews were audio taped depending on the interviewee's preferences. The interviewees were first contacted by phone to schedule an appointment. The site visits occurred during weekdays in the offices of the interviewees. During the site visits, at the beginning of each interview, I, the researcher introduced myself, sought informed consent, and discussed the purpose and procedures of the research. The interviews typically lasted between 45 minutes to an hour and a half. Two of the interviewees offered me an opportunity to see their DE facilities. The data collection lasted for four weeks. One of the difficulties faced during the data collection was the availability of the interviewee to confirm an interview, making it very difficult to reach more potential interviewees.

Participation was voluntary and the names of the participants and any sensitive data were kept confidential. Data collection included multiple site visits; interviews with administrators of DE programs; literature review, and extant materials such as websites, brochures, newspaper advertisements, telephone directory, books and articles; and informal conversations with DE stakeholders. Some of the information gleaned from the brochures included the courses offered, the cost structure, collaborative partners involved, and general information about the programs.

I analyzed the data following steps recommended by Creswell (2003). The first step involved organizing and preparing the data for analysis by collecting all data from all interviews. Step two involved reading through all the data to obtain a general sense of information. Step three involved a more thorough reading and analysis of each comment, chunking it into sub-headings or terms that best described them. The fourth step involved summarizing or paraphrasing each comment briefly and looking for any major themes emerging from those comments. Step five

involved presenting these themes through tables and narrative form. The final step involved interpreting and presenting the results.

The researcher's biases are common in qualitative researchers and such biases are acknowledged. Distance and lack of availability for DE administrators to be interviewed were a limitation. In some cases, administrators were 'afraid' of their competitor's knowing of their plans concerning DE. Time was also a limitation as the interviews were conducted within one month. Although the researcher made multiple visits in some of the institutions, this was not possible for all the institutions.  It was also not possible to visit or interview each and every administrator of all colleges in Kenya.

**Results**

The interviews with DE administrators revealed numerous opportunities that DE presents. While they were enthusiastic about DE and the potential for e-learning in particular, they were cautious of the challenges that roam in the background. Various collaboration opportunities emerged and these themes and sub themes are discussed next:
1. Administrative opportunities
2. Student-centered opportunities
3. Instructional opportunities
4. Infrastructural opportunities
5. Business and service opportunities

*Administrative Opportunities*

*Learning opportunities for administrators.* One administrator pointed out that due to her position as a DE administrator, she was able to have online connection that enabled her to gain and share knowledge. Her position had also increased her interest in information technology-related areas thus raising her expertise in the area and she had the opportunity to become an "authority in the subject."

*Collaboration among universities.* Five types of DE program collaborations currently exist: (1) Public-public institutions, (2) Public-private institutions, (3) Private–private institutions, (4) Private-NGO, and (5) Public–NGO. Institutions are collaborating with others within and outside the country to deliver DE. Collaboration was evident in all of the private and public HEIs that were visited or interviewed; indicating increasing collaborations to offer DE programs. Daft (2005) argues that "There is a growing trend toward reducing boundaries and increasing collaboration with other organizations." (p. 11) with inter-varsity collaborations that have been enhanced by the new technologies (Bertram, 2000; Perraton, 2000). Some examples of collaborative approaches in DE are indicated in Table 1. Although these collaborations exist for some DE programs, it does not apply to all DE programs since some institutions do offer some programs on their own. The Kenya Education Network (KENET) and the Inter-University Council of East Africa (IUCEA) are examples of national and regional networks established to link higher education institutions in East Africa. Clearly, "no man is an island", thus collaboration opportunities among universities, NGOs, universities within and outside Africa as indicated next have the potential to expand e-learning.

Table 1. *Collaboration among Various Institutions Offering Distance Education*

| Institution | Institution | Type of Collaboration |
|---|---|---|
| Kenya Institute of Social Work  (KISW) | Kenya Methodist University (KEMU) | Local Private & Local Private |
| Kenya College of Accountancy (KCA) | University of South Africa (UNISA) | Local Private & Public International |
| Kenya School of Professional Studies (KSPS) | University of South Africa (UNISA) | Local Private & Public International |
| Jomo Kenyatta University of Agriculture & Technology (JKUAT) | Kenya College of Accountancy (KCA) | Local Public & Local Private |
| University of Nairobi (UoN) College of Education & External Studies | Open University of Tanzania (OUT) | Local Public & International Public |
| Kenyatta University | African Virtual University (AVU) | Local Public Institution & International Non-Governmental Organization (NGO) |
| TEC Institute of Management (TIM) | American World University (AWU) | Local Private & International Private |

*Policies.* Virtual universities are challenging conventional learning systems (Perraton, 2000). An organization's policies can lose their effectiveness when the cultural environment changes (Beugre' and Affodile, 2001) and this calls for new or revision of existing policies (Mungania, 2003). For example, the Kenyan Commission for Higher Education (CHE) as primarily dealt with local universities. None of the interviewed institutions had a DE-specific policy and with e-learning, opportunities are opening for policy deliberations, updates to existing ones, or draft of new ones specific to DE.

## Student-centered Opportunities

*Access to students*. DE has the ability to improve access and equity (Arger, 1990). DE is extending opportunities to traditionally marginalized populations such as prisoners and women who due to cultural and/or religious reasons could not leave their homes to attend colleges located in the cities. DE has improved access to students especially those in remote locations such as refugee camps or in rural areas away from Nairobi (capital city). This has attracted a large number of working students can now study from anywhere without the need to leave their jobs (Perraton, 2000). There is enormous potential to increasing access as some universities are extending their programs to community centers and collaborating with smaller private colleges as centers around the country. In one public university, enrollment in the last three years alone has grown to more than 3,000 students. In one private university, the number of DE students has doubled that of regular students!

*Accelerated programs*. The DE administrators interviewed noted the potential for increased access and the accelerated learning opportunities for students as the calendar years become more "flexible". The traditional admission in most public universities was twice a year. HEIs are now shifting from an academic year to stages within a DE program hence offering more admission opportunities, serving more students allowing for optimal use of resources throughout the year.

The use of learning centers and collaborating colleges is creating opportunities for study groups, material distribution, tutorial sessions, and examination opportunities. Especially for those who do not have the infrastructure such as computers and access to the Internet at home, these centers could prove valuable for e-learning.

There is potential for DE for other level other than college education. Administrators interviewed expressed that in the future especially at the primary and secondary school levels, as expressed by one participant who said "… *DE will become more popular even among high school graduates*". With the increasing demand for education at all levels, especially with free primary education, DE could provide a viable supplement to traditional classrooms.

DE brings along with it various cost implications and economic opportunities. Increasing educational costs have been a barrier that has kept many from pursuing higher education. However, cost savings resulting from DE such as opportunity costs, travel, and boarding, among others will continue to provide more opportunities for students. Several participants indicated the economic opportunities that DE would bring. For example, it is likely to have an effect on productivity and improved skills for those in industry, who can learn without leaving for extended leave of absence. DE will reach those who could not otherwise come due to family or work obligations. Some of the economic advantages of DE include the reduced need for school buildings; and teachers and administrators can handle more students, among others (Perraton, 2000). These are indicators that there is a demand for education and especially through DE, and the potential for e-learning. As these technologies continue to develop, access is likely to increase.

## Infrastructural Opportunities

Two Kenyan institutions are among the recipients of a $200 million aid from the Partnership for Higher Education in September 2005 (Bollag, 2005). A part of this aid focuses on Internet access and expanding regional networks, and training senior administrators (Bollag, 2005), all of which have the potential to improve DE. Infrastructure especially limited computers and Internet connection is one of the commonly mentioned barriers but there are indicators that infrastructure is improving. Costs of computers are on the decline and electricity rationing that was common five years ago has ceased while cyber cafes are evident in every street corner. Kenya might have a 20% annual compound growth in its IT markets and "…growth prospects look immensely promising." (Redfern, 2002). Kenya is one of the African countries expected to have a high growth in computers and Internet usage as shown on Table 2 (Redfern, 2002).

Table 2. *Kenya's Internet Usage from 1998 to 2001*

| Year | Internet Usage |
| --- | --- |
| 1998 | 2.5 million |
| 2000 | 5 million |
| 2001 | 6 million |

There are emerging opportunities to use free open source software. One of the large public universities is in the process of customizing open source software to use as its Learning Management System (LMS) for their e-learning program. This is likely to make it more affordable for institutions to deliver e-learning.

Some institutions have plans underway to open more computer lab facilities, to have local and wide area networks (LAN and WAN) linking all campuses, and VSAT is available in one of the universities. Other institutions are planning on using existing public infrastructure for e-learning. Potential opportunities lie in the utilization of already existing Tele-centers and infrastructure in rural areas. For example, the Kenyan Telecommunication (Telecom) is equipping its facilities with computers, which could provide access to students who cannot afford to purchase computers or where infrastructure such as electricity and Internet connection has not reached.

*Instructional Opportunities*

Most administrators mentioned that computer literacy training would be essential prior to implementing e-learning. Institutions have started to train staff on how to digitize content and others are offering computer courses to prepare their staff and faculty for online delivery. Limited access to digital libraries for students is a challenge but some do offer access to digital libraries. The African culture has traditionally relied on oral literature but the changing nature of society clearly demands an integration of oral, written, and digitized content. Here lies the tremendous opportunity to digitize content, a process that has been long overdue!

Most institutions are using a blend of different instructional media, usually referred to as the blended or hybrid approach. Common combinations of media include: (i) correspondence or print, (ii) CD-ROMS, (iii) Web-based learning management systems, (iv) video-tapes, and (v) classroom facilitation. In most HEIs, the lecture method is usually overused due to the large numbers of students especially in public universities. Therefore the opportunity to incorporate other electronic-based tools is welcome. Print media is still the most popular (this historically has been the case). The use combined use of the Web and classroom-led facilitation is gaining more attention but among most of the institutions that participated, e-learning is in incubatory stages at most and at its infancy at best. Two institutions (one public and one private) blend Web-based courses with tutorial sessions (discussion), printed materials, CD-ROMs, and digital content. The use of hybrid or blended approach presents various instructional opportunities: to enrich content and to improve access to learning materials.

*Business and Service Opportunities*

The increasing number of distance learners, their location, and their diversity demands a range of student services catering for this population. Further, e-learning demands infrastructure such as reliable power supply, rural electrification, computers, Internet service providers (ISPs), Learning Management System (LMS) providers, service companies to maintain equipment, and training, among others. Investment and service opportunities are emerging for various stakeholders such as consultants, vendors, faculty and staff. Companies such as those offering broadband or wireless Internet access and those offering E-learning-related services are emerging. Blackboard, a US-based LMS company is an example of business opportunities for companies to invest or provide services to HEIs. With 25 percent e-learning growth in Africa recorded in 2004 and growth projections (Burrows, 2004), clearly, business and service opportunities will rise.

The exciting finding was that most of those interviewed administrators indicated optimism in a "*big future for Distance Education*" as one DE administrator put it. Although two of the institutions interviewed in particular have postponed the implementation of e-learning until adequate infrastructure is in place, they were obviously cognizant of the opportunities it could offer.

**Implications and Recommendations**

The implications of this study for HRD practitioners and recommendations are accompanied by a discussion of the five components of the culture-fit model components follow.

*Transformational Leadership*

The transformational leaders' role is to make deliberate decisions to change, adapt the institution to change, deal with resistance, be selective in choice of changes, and to monitor change (Burke, 2002). This calls for recruiting or retaining administrators who can manage change such as championing e-learning initiatives. Autocratic leadership is very common in Kenyan organizations where the leader talks and the followers listen, for example, many administrators indicated that they were involved in the decision-making process. Autocratic leadership needs to eradicated because conflicts with the collectivist nature of the Kenyan culture (Beugre' and Offodile, 2001). The African value of collectivism, which favors teamwork, should be utilized to make decisions concerning DE to gain support.

While leaders make a difference in organization change, Burke (2004) posits "To be fair, however, leaders do not account for all or even most of the variance in explaining organizational performance." (p. 240). That is why

other systemic interventions must be considered and systems thinking is required to recognize and take advantage of the opportunities DE presents.

*Organization Change-Orientation*

Survival is vital to all organizations therefore Kenyan HEIs will have to be change-oriented to survive in an increasingly competitive world by incorporating DE/E-learning programs. Organization change could be about ownership, structure, and management, and other HR interventions such as training and development, layoffs, performance appraisals, reward system changes, service changes (Burke, 2002). "The core goal of *improvement* is possibly the single most important idea in the profession and the core motivator of HRD professionals." (Swanson and Holton, 2001, p.15). Institutions will have to improve customer service focusing on their internal and external customers: students, parents, and employees. Services catering for DE students need to be in place to enable students to enroll from remote locations. This will require changes in recruitment, staff training, and workload changes, among others. The author calls for institutional re-engineering as a survival technique. Beugre' and Offodile (2001) argue that change is not only for organizations in deep trouble, or for those without problems but with foresight, but even for those operating at peak condition. The implication here is HRD professionals involved need a future-orientation, anticipating problems, recognizing opportunities, and acting on them. The Just-in-time (JIT) technique can be *integrated* to reduce time wastage, improve the material development and distribution process, and hasten the speed of responding to students needs; especially in e-learning that demands anytime-anywhere learning. DE demands development of physical infrastructure, telecommunication systems, and computer networks. These are systemic interventions are required to take advantage of the perceived opportunities. HRD professionals are called upon to be the change-agents.

*Employee Participation in Decision Making*

Employee can be empowered through training. HRD is a key ingredient for DE programs to be successful (Thapisa, 1996) thus training faculty and staff responsible for e-learning to become comfortable with new technologies is one of the urgent implications. All stakeholders need to be involved in the crafting policies for DE student support services. The DE administrators originally not involved in decision-making concerning the implementation of e-learning. Inclusion of various stakeholders in planning for selection, incentives for faculty, recruitment, and faculty and staff workload could empower, motivate, and raise productivity.

Needs assessment, for example, could benefit greatly from employee participation, but unfortunately, needs assessments were not done prior to implementing DE programs. The choice of methodology was based on technology available and not based on a needs analysis. HRD professionals' role in empowering and involving employees is implied.

Knowledge management is another implication for employee participation. New knowledge is being generated electronically by institutions around the world, demanding a fast and efficient way to manage it. "The concept of knowledge management, which relies on a culture of sharing rather than hoarding information, has taken firm in many companies." (Daft, 2005, p. 11) and should extend to HEIs. HRD professionals have a role to play here.

*Collaborative approach*. Collaboration is evident in all the institutions interviewed and it has cost implications for all stakeholders in terms of cost savings and student accessibility. Due to the high costs involved in the development of instructional materials and LMS, the developed countries are already dominating computer-based education and this might lead to an increase in northern cultural dominance (Perraton, 2000). Imported courses have implications such as relevance of materials, language barriers, duplication of services, and translation needs.

HRD professionals will have to collaborate and be proactive in securing funds for the sustainability of these programs. For example, the African Virtual University (AVU) is an example of a DE project that was originally funded by the World Bank, which has since stopped funding AVU. Consequently, it will withdraw its DE-sourced programs from the collaborating institutions by 2007, at the loss of various stakeholders. That is why skills such as grant writing and fundraising will need to be developed to meet DE costs. Herein lies the opportunity for HRD professionals to provide services such as grant writing, curriculum development, instructional design that is culturally appropriate and easily understood. A collaborative approach in meeting these needs is therefore recommended.

*Conclusion*

This article discussed numerous exciting opportunities that have accompanied blended DE programs in Kenyan HEIs. Current data on existing and potential collaborative opportunities for public and private; national and international institutions with an interest in DE are discussed. Five types of collaborations among DE providers include: (a) Public-public institutions, (b) Public-private institutions, (c) Private–private institutions, (d) Private-NGO, and (e) Public–NGO.

The emerging opportunities include (a) administrative, (b) infrastructural, (c) instructional, (d) learner, and (e) business and service opportunities. Various implications for HRD professionals are drawn. The culture-fit model is

used to highlight the need for integration and eradication. Integrating modern DE tools and techniques with cultural values and educational practices and eradicating techniques that reduce opportunities for Kenyan institutions is recommended. As Wagner et al., (2004) argue, "Pro-poor approaches to information and communication technologies are neither quick, nor simple, nor cheap…" (p.3). it will be upon various stakeholders to collaborate and take advantage of these emerging opportunities, keeping in mind the five components of the culture-fit model. Clearly, DE and e-learning has a future in Kenya.

**How this Study Contributes to New Knowledge in HRD**

This study not only used the culture-fit model as the theoretical framework for this study but it demonstrated its usefulness in HRD and DE. This study indicated that there are various improvement opportunities for DE programs and tremendous potential for e-learning.

With regard to the various interventions such as training and development that have to take place in the process of implementing e-learning, cultural sensitivity is vital. Swanson and Holton (2001) acknowledge that HRD fortunately has had a tradition of cultural sensitivity. Besides being sensitive, applying the culture-fit model (integration and eradication) is critical. Eliminating false beliefs and poor practices and integrating the best of both worlds (Kenyan and Western) cultures, DE practices, techniques, theories, and management may result in effective DE programs.

This study contributed to our knowledge of the state of DE in Kenya, the entry of e-learning as another delivery tool, and the tremendous opportunities that exist for all stakeholders (vendors, students, parents, administrators, and researchers). It is upon HRD practitioners and researchers to take advantage of the opportunities that DE and e-learning hold for the education system at large.

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