

CATHOLIC UNIVERSITY OF EASTERN AFRICA

TANGAZA COLLEGE

INSTITUTE OF SOCIAL MINISTRY

PROMOTING TECHNICAL EDUCATION FOR SELF RELIANCE

A Case Study of Chaminade Training Centre (CTC) Mukuru Slum.

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2003

Declaration

I hereby declare that, this full-scale project is born out of my personal endeavors through experience, research and critical reflection.

This work has never been submitted to any other university for academic credits.

All sources obtained, either written or oral have been cited in full

Signed-----

Date-----

This project has been submitted for examination with my approval as the tutor.

Signed-----*Manzo Getti*

Date-----*31 - 3 - 2003*

This Thesis has been submitted with my approval as the director of the institute of Social
Ministry

Signed.....

FR. FRANCESCO PIERLI, MCCJ, DIRECTOR.

Date.....

Dedication

I dedicate this work to all unprivileged youth in Kenya.

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Throughout the development of this full-scale project, many people have collaborated with me in making this work a reality. My heartfelt gratitude goes to my tutor Professor Getui who accompanied me throughout my development and compilation of this work. I sincerely thank Mr. Masiga, Mr. Nalugala and all lecturers in the institute of Social Ministry for critique and advice.

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CHAPTER ONE: HISTORICAL BACKGROUND OF THE STUDY

1.0 GENERAL INTRODUCTION

In 2002 the researcher wrote the long essay on Promoting Technical Education in Kenya: A Social Ministry Challenge in an Urban Slum. In 2003, we would like to continue with the same topic but with a new emphasis on Promoting Technical Education for Self-Reliance. The slum focused on in our discussion is Mukuru Kwa Njenga (herein referred to as Mukuru). In particular, an attempt is made to look at the technical education as a response to the plight of young people in this slum. The youth (between 16 and 30 years of age) are the living force of their countries and how they are formed, determines what the country will be now and even in future. The Youth constitute a large percentage of the population around the world and especially in the developing regions, Africa included. Ojore rightly intimates, "Currently more than half of the world population is below the age of twenty five years and 29% are between ages ten to twenty five; 80% of these live in developing countries."¹ Pope John Paul II is on record having noted that, "The church in Africa knows very well that youth are not only the present but above all the future of humanity."² With regard to Kenya, Colin notes that the youth " ... form 61% of the population."³ This means that no holistic development worth its name can exclude the youth.

This same segment of the population, potential as it obviously is, however, is confronted with diverse crises situations worldwide. These include, educational bottlenecks in their yearning to pursue further education; untold and alarmingly growing number of school drop-outs; adverse effects of drug abuse; pre-marital related problems such as sex, sexually transmitted diseases (STDs), and unplanned pregnancies and abortions; dehumanising effects of child labour and street life; HIV/AIDS pandemic; and rising levels of unemployment, among others. All are linked to abject poverty.

This is what this work would like to put into light and make some proposals. It has generally been assumed and is readily expected that the government, the church and Non-Governmental Organizations (NGOs) give proper attention to the young people and their concerns,

¹ Aloys O. Ojore, *Problems of Youth in Africa* (Nairobi: Fotoform Ltd. 2000), 12 p.

² John Paul II, *The church in Africa* (Nairobi: Paulines Publication Africa, 1995), 71 p.

³ Rt. Rev. Davis Colin, *Kenya Catholic Youth Consitution* (Nairobi: Kenya Secretariat Publication, 1996), 1 p.

and, therefore, set a large financial budget for their integral formation. However, the reality on the ground negates this assumption.

In many areas, overcome by the increasing number of young people and their demands, the government, church, NGOs fail to set practical ways of meeting the youth's basic needs such as food, shelter, education, security, employment and recreational facilities among others.

It is on this basis that technical education should emerge as a viable alternative of assisting youth out of school to learn and acquire skills that can help them lead a productive and rewarding life.

This full-scale project, focuses on the role of technical education in Kenya and particularly Chaminade Training Centre in Mukuru as a means of empowering the youth for self-reliance and responsible citizens. The main goal is to create an economy using the great potentialities of these young people in order to make them self-reliant. Jane Jacobs rightly observes, "Very poor people who survive by finding niches for themselves in which they are economically productive and useful to other poor people, create what is known as the informal, parallel or micro enterprise economies"⁴. This observation corresponds to what we have experienced in Mukuru slum in Nairobi Industrial Area, where I worked with very poor youth who survive by finding niches for themselves and some are in the process of achieving self-reliance in their micro enterprises. We have picked on the youth of Mukuru slum to draw the current picture of the marginalized young people and the impact of technical education on them.

Chaminade Training Centre (CTC) is a community development project. It is located in Mukuru, one of the 8-village slums South East of Nairobi in the Industrial Area, a distance of 8 km from the City Centre. It is part of the larger IMANI project run by the Marianist brothers. It is primarily a technical institution and was established by the Marianist Brothers in 1988 to respond to the needs of the poor people in Mukuru. The Marianists had experienced poverty of the local community in the way they lived and went about their daily chores of life. The single mothers had children who had now become youth without any skills to hang onto. To answer the needs of the youth CTC was started. Its guiding philosophy is, *if you feed people today, they will still be hungry tomorrow, but if you create a job or impart a skill for them they will eat for life.*

⁴ Jane Jacobs. *An Operational Guide for Micro-Enterprises Projects*. (Toronto: The Calmeadons Foundation, 1988), 1 p.

The courses offered between 1988 - 1990 were Masonry, Carpentry, Joinery, Tailoring and Home Economics. A nursery school was also set up for those youth who now had children of their own and were still in school, and adult literacy classes also commenced. Between 1990-1994, the following courses were added: Electrical, Hair Dressing, Knitting, Dressmaking, Auto Mechanics and Catering. Between 1994 – 1996, the college was able to give certificates of Trade Test from the government. There was also an introduction of Business Education lessons offered through Job Creation Programme (JCP) office. The JCP is a department within CTC in its initial stages targeting their graduates with the view of helping them in job placement as well as in launching their own business through micro-financing projects. It thus provided the students who had completed their training with money to begin small businesses or connected them with industries to get jobs. From 1996 - 1999, the college managed to build up a well-furnished staff room, kitchen and set up a feeding programme. Today CTC continues giving training and other services to the needy youths in Mukuru. The numbers of students have increased to over two hundred as compared to sixty when it began. This is but to show the growing need for technical skills as a way for self-reliance.

Among the factors hindering the success of CTC are lack of land ownership, poor infrastructure leading to inaccessibility, poor security leading to criminology, and poor level of education leading to majority of residents being illiterate.

1.1 Statement of the problem

As already noted, most of the people living in these slums are young people, between the ages of 16 and 30. From an interview with the Co-ordinator of CTC, the majority (more than 70%) of the beneficiaries from CTC are the youth. A social worker estimated that 5% of these young people are single mothers who are jobless. For those who are married, their husbands work as casual labourers in Industrial Area. A large number of these women become prey to prostitution when they do not have any other means of survival. Unemployment is evident in the number of active young women and men walking and idling around.

Technical (Vocational) Training is very important for many school dropouts who live in the slums. We have identified CTC in Mukuru as the centre where many youth, have been made to build new aspirations in life by undertaking technical training. It has been hoped that with the type of training offered, the youth would evolve from a situation of

dependency to that of self-reliance. If nothing is done to rectify the current situation the rate of unemployment, poverty, desperation and crime will increase. This justifies why there is the urgency to empower the youth of Mukuru through technical education. The type of education offered strives to bridge knowledge and praxis, which means that the youth are given the right skills to enable them stand on their own after graduation. However, the challenges faced in this slum by the youth make it very difficult to achieve positive results within the given period of their training. This calls upon an integral approach to the way the formation of the youth is going to be carried out. Therefore it is hoped that the research will bring in new knowledge to justify why the youth need to move from dependency to self-reliance.

1.2 Objectives of the study

- ◆ That there is need for technical education as a means of liberating the youth from dependence to self-reliance
- ◆ To identify the type of skills necessary in Mukuru as a way of empowering the youth
- ◆ To establish the factors that lead to youth unemployment in Mukuru
- ◆ To propose a different project from that of CTC with appropriate actions which can improve the situation of the youth.
- ◆ To contribute to the pool of knowledge and provide a practical solution in the form of a project proposal.
- ◆ It is a reference tool for future learning experience for the researchers and many others.

1.3 Justification of the study

As we have shown in the foregoing pages there is increment of unemployment, poverty and lack of empowerment of the youth in Mukuru. We feel that this work is essential since it underlines the extent to which the youth of Mukuru have been adversely affected by the above mentioned issues. This work therefore will enable the researchers and all people of good will to realize the problems that hinder the youth of Mukuru from participating fully and positively in the development of their lives and the lives of the society as a whole. This work should also conscientize the local community to take the necessary course of action in response to the situation of the youth.

1.4 Basic assumptions

- ◆ That the academic and educational or training acquired by the youth of Mukuru is not sufficient to empower them.
- ◆ That there is need for technical education as a means of liberating the youth from dependence as they become self reliant and more responsible for their own lives.
- ◆ That the education system must aim at preparing and empowering the youth in order to enable them to enter in to the world of work.
- ◆ That if one is self-employed he/she becomes stable and responsible, and gains self-esteem

1.5 Research questions

- ◆ What factors lead to school dropouts in Mukuru?
- ◆ What factors lead to unemployment of the youth in Mukuru?
- ◆ How does lack of skills affect the life of the youth in Mukuru?
- ◆ How does poverty and current socio-cultural factors affect the youth in Mukuru
- ◆ What is the society, church, and state participation in empowering the youth in Mukuru
- ◆ How would the youth of Mukuru benefit from technical education if it were offered in the vicinity?

1.6 Organisation of work

The study is divided into six chapters. Chapter one deals with the introduction that covers issues such as the purpose and background of the study, statement of the problem, objectives of the study, research questions, justification of the study, and division of the work.

In the second chapter an attempt is made to present the literature review. Besides situating the problem, it focuses on the history and structure of technical education in Kenya.

The third chapter explains the study design and methodology used in gathering information/data. The process includes research universe, sampling procedure, methods and instruments used in investigating. Moreover, it displays the analytical look at the findings in a summary form as a response to the research problem. It also manifests the problems encountered in fieldwork.

The fourth chapter presents the results and critical discussions of the findings.

The fifth chapter examines the theological reflections in relation to education and empowerment of the youth.

Eventually, the sixth chapter gives a project proposal as a practical aspect of this study, aimed at imparting youth with technical skills/training.

1.7 Conclusion

We have given a historical background of Mukuru. In stating the problem, we have shown how lack of technical education/professional training has negatively affected the socio-economic life of the youth in Mukuru. We believe that, the experience of unemployment and abject poverty in Mukuru is just an iceberg of what the youth face worldwide. Chapter two on literature review will help to broaden our perspective on the revolution on technical education in Kenya and the true situation of youth in Mukuru.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The history and nature of technical education in Kenya is quite broad. Indeed a number of scholars have paid attention to that. In this chapter our aim is not to venture into such history and nature of technical education rather it is to give an overview upon which aspects of technical education in CTC in Mukuru, our research area, can be best understood. Consequently, this chapter gives a brief literature review on factors underlying the poor living conditions in Mukuru, and on technical education.

2.1 Factors underlying the poor living conditions in Mukuru

The reasons cited for the poor living conditions in Mukuru are as follows:

2.1.1 Migration

Due to the rural-urban migration, many people flock to cities and towns in search of livelihood. Mukuru in Nairobi is evidence of this trend. Upon arrival, migrants throng to Mukuru in search of cheap rental rooms (shacks) where they share shelter with other job seekers, casual labourers and the part-time employed. The inhabitants here are from all over Kenya, the majority being Kikuyu who own most of the land/plots for hire, letting, rental and trade purposes. Residents are usually industrious, genial and welcoming. There exist a continuum of socio-economic classes ranging between the poor and the rich. The poor who are jobless, underpaid or internally displaced people (partly due to politically instigated ethnic clashes) are the majority. They engage in socially unacceptable activities such as prostitution, rape, illicit-brewing, drug trafficking, and abuse of drugs and alcohol. They lack bare essentials like clean water, electricity, shelter, clothing, sanitation, health care and food. The rich few are those who have small kiosks, wholesale and retail shops, and other petty enterprises. It goes without saying that security is a problem. This makes the area widely known for all kinds of major and petty crimes.

The situation described above demands that something be done, if the majority of Mukuru dwellers are to lead a dignified life. Technical Education could just be one and perhaps the most compelling means of helping the youth of Mukuru reclaim their dignity and confidence.

2.1.2 Poverty

Generally speaking, “about 45% of the populations in Kenya live on very low income. 30% of these are at a mere subsistence level or experience abject poverty”⁵ Most of the families in Mukuru experience economic and social problems due to the reality of poverty. Low education levels and lack of professional or skilled qualifications are major underlying factors for widespread poverty among Mukuru residents, especially those on casual employment. As a matter of fact, most people in these slums cannot afford a daily meal due to financial constraints; they live from hand to mouth and consequently, cannot save, afford the barest forms of recreation and leisure or provide for the holistic welfare of their children. This state of affairs renders Mukuru dwellers vulnerable to any conceivable forms of anti-social behaviour.

2.1.3 Unemployment

In accordance with the Fact Book, edited (by Kul Bhushan 95-96) it has been noted that in 1990, 18% of the population of Kenya was unemployed. The condition deteriorated in such a way that by the end of 1996, 23% of Kenyans were unemployed. Given the fact that more than 60% of Kenya’s population comprises youth, “78% of Kenyans are employed”.⁶ This is exactly the situation in Mukuru where the chronic and general prevalence of unemployment interferes either directly or indirectly with the academic or technical education of youths. This is simply because parents/ guardians cannot afford to pay for their technical training. For the majority who are academically and/or technically qualified, the reality of unemployment is just the same. This is due to the rampant corruption in Kenya, which encourages the “culture of bribery” in order for one to get employed. These youthful slum residents are disadvantaged because they lack the means to meet the demands of corrupt potential employers.

2.1.4 AIDS/HIV Pandemic

Many families have experienced and are still experiencing the devastation of the AIDS/HIV Pandemic. This is due to the fact that families have fallen victim to false values propagated through pornography. As a result, they engage in immoral behavior such as extra-marital sex, pre-marital sex, abortion, prostitution and divorce. Immorality is also caused by idleness and lack of constructive recreational activities. Sadly, the

⁵ Government of Kenya and UNICEF: *Educating children and women in Kenya* (Nairobi: UNICEF up-country office, Kenya Government, 1982), 14 P.

⁶ Bushan, Kul(ed.) *Kenya Fact Book*, Uhuru, 32 p.

deadly AIDS has really paralyzed many families, rendering them economically poor due to: -

- ◆ Huge medical expenses
- ◆ Over-dependency of patients
- ◆ Less productivity of both the patients and those family members who spend much of their time worrying about and caring for them.

Youth who have been orphaned by the AIDS/HIV pandemic are not spared. They are forced to take up the roles of parents and providers for themselves or their younger siblings. All these factors have aggravated the crisis situation of youth in Mukuru.

2.1.5 Type of Education

The Kenyan curriculum of education lays more emphasis on academic rather than on technical education. This has been influenced by the 'colonial mentality' of a 'white-collar job'. The Ministry of Education spends billions of shillings establishing and funding institutions with heavily academic curriculum at the expense of the numbered few with a technical oriented curriculum. As a result there are several young people who have dropped out at various levels of their academic education and have not been able to find work. This is simply because; their education was either insufficient (without skills) or irrelevant in terms of their aspirations and of the needs of their societies. Lack of technical education can hinder youth from identifying, acknowledging and developing their potential, ideas, thought and skills. Once they cannot get a white-collar job they become desperate, frustrated and more often than not, end up committing petty crimes.

2.1.6 Drug-trafficking

This has become, for many adults and youth, a common and yet suicidal means of earning a living or becoming wealthy. This illegal trade targets the poor especially the youth who can do anything possible so as to escape their predicament. Since youth cannot provide for themselves basic needs they become formidable clientele, though under duress, to these traders even though they know that their articles of trade are illegal and dangerous to their consumers and those related to them.

2.1.6 Gender disparity in schooling

The government of Kenya is really committed to promoting equity within the education system. However, efforts towards improving girl's participation in education have been hindered by poverty, traditional or cultural beliefs. Teenage pregnancy and lack of school

fees are factors hindering educational promotion of female youth. In some cases girls are more willing to get married immediately after initiation than to pursue education. However, this is attributed to lack of role models in the area as few girls complete school. At the secondary and tertiary levels, the discrepancies between boys and girls increase drastically. To a greater extent, gender disparity leads to deprivation and exclusion especially of girls from the social, economic, educational and political fields among others. This makes them be “treated as inferior and socialized to put themselves last, thus undermining their self-esteem.”⁷

2.1.7 The modern family life-style

In the present time, the preparation of the youth for life stands at the crossroads between the informal traditional and the formal modern education systems. The informal process of formation and of socialization does not take place anymore within the family and wider village community. This is simply because; foundations of personality and consciousness for human resources development are not laid. Moreover, the process of preparing youth for various roles in the community by means of age-old methods of learning and communication of new technologies and the exposure of closed communities to new way of life now has been taken over by and through: Mass media, impact of schooling (and of growing competition), influence of urbanisation, computerisation and globalisation

From the foregoing lines, we observe that technical education could empower youth with skills that could make them self-employed and self-reliant. Therefore, it is a clear way out of the misery created by unemployment, poverty, AIDS/HIV pandemic, type of education and drug trafficking, gender disparity, the modern family life style among youth; yet there has not been much emphasis laid on implementation by the Government.

However, we have enough reasons from informal Technical Education like CTC in Mukuru, to believe that all is not lost. What we need is to reconstruct, bring new vision and new ideas to rejuvenate a system that will equip youth with skills to face the daily challenges posed by the vicissitudes of life.

⁷ Ly Boubaker, *Youth in the 1980s* (Paris: The Unesco press, 1981), 154 p.

2.2 Technical education in pre-independent Kenya

From the very beginning the significance of technical education was underlined in Kenya; at the onset of formal education in Kenya, the colonial Government realized the need for technical education. This was aimed at training Africans in different skills to work in different fields within the colonial regime. It is worth noting that the colonial Government stressed the need for an education that had subjects like Handicraft, Carpentry, Masonry, Smithing, Mechanics, Tailoring, Hygiene and Agriculture. Bogonko says: "The mission schools were supported by the colonial Government only if they were teaching technical subjects"⁸. He also observes that the Government Schools in Machakos, Narok and Kapsabet between 1910-1938 were teaching technical and industrial subjects.

Formal technical education was initially started by British colonialist so as to

- ♦ Impart skills that were required by industries and enterprises that engaged Asian labour.
- ♦ "Shield away the African from intellectual progress as they had already done in India."⁹

There is no doubt, during the colonial period, no Africans (Kenyans) could be allowed to have access to academic education since it was only meant for Europeans. Consequently, this made Kenyans to become prejudiced against technical education and hence preferred academic education to it. In technical education the emphasis was put on subjects such as handcrafts, tailoring, agriculture, carpentry, mechanics, and health care (hygiene).

2.3 Post independent Kenya

Immediately after independence in 1963, Kenyans had their own vision for education. The esteem of self-reliance brought with it the ambition for training the Africans to occupy key positions in the motto of quick development and industrialization. As Eshiwani says: "An interesting development in the formal education sector has been in the area of technical education. The importance of technical and vocational education was recognized from the start"¹⁰. Courses in agriculture like Young Farmers Club were started in a number of secondary schools in 1964/1965 and by 1966 the scope of the syllabus for technical education was enlarged for the few existing technical schools. Thus by 1972 twenty schools had adequate facilities for teaching agricultural education and

⁸ Bogonko Soborea, Nyachio, *A History of Modern Education in Kenya*, (Nairobi, Evans Brothers Ltd. 1992). 158 p.

⁹ *ibid.*, 158 p.

¹⁰ George S. Eshiwani, *Education in Kenya Since Independence* (Nairobi: East Africa Education Publishers Ltd., 1993), 158 P

over 4,000 students enrolled in the programme. The policy of the Government was geared towards harmonizing educational training programmes with the country's socio-economic needs and aspirations and re-directing education towards more technical and vocational skills. "From 1971 the academic and skills level of education rose steadily as well as the number of students enrolled in technical education. This number went up from 1,500 in 1963 to over 9,000 in 1983."¹¹

The three National polytechnics that are in Mombasa, Nairobi, and Eldoret all were for the purposes of training middle and higher technical human power to meet the demands of craftsmen and technicians for the public and private sector of the economy. Other secondary technical schools like Kisumu, Sigalagala in Kakamega, Nakuru, Thika, were put up to promote technical education. However, by 1987 the government had converted them into post secondary training institutes. Plans were put in place to create a technical university or to equip the public universities to offer such education at the university level. All these show that technical education was being seen as vital for the development of the economy at large.

As the importance of technical education emerged, the government established it in both polytechnics and university levels. At polytechnics level, it was made possible to train middle and high level of technicians of both industrial and commercial sectors. At the same time "Nairobi University (formally known as the Royal College) introduced the faculty of agriculture".¹²

This shows how the government from the very start had taken technical education seriously as a means to development and to provide the youth with broad, relevant, elementary and extra ordinary skills at any level. And yet we find out that from late 80s, technical education began collapsing all over Kenya.

2.4 Universities

Technical training is very important for industrial sectors. The government has stressed to incorporate it up to the university level. This is clearly indicated by inauguration of Moi University in Eldoret (since 1986), Egerton University in Njoro (since 1987), and Jomo Kenyatta University of Agriculture and Technology.

¹¹ Ibid., 78 p.

¹² Soborea, Nyachio Bogonko, *A History of Modern Education in Kenya* (Nairobi: Evans brothers Ltd., 1992), 165 p.

These institutions accept students who wish to pursue Diploma, Degree and postgraduate levels. Through a credit transfer system, they also accept students who graduate at National Polytechnics, Technical Institutes as well as Institutes of Technology. Thus, students with distinctions in their Diploma examinations can now enrol at the universities in the third year and get a degree within two years.

2.5 Structure of technical education In Kenya

2.5.1 Formal technical education

This refers to the rather institutionalised learning or training at a definite venue with a well-defined curriculum. This education process is aimed at attaining the set, specified goals, as is portrayed in paragraph 7 of the Ministry of Education's objectives of technical education. These objectives include:

- ◆ To lay foundations in vocational skills required for socio-economic development.
- ◆ To expose students to Science and Technical trends, skills and ideas.
- ◆ To develop vocational entrepreneurial skills as basis for training and employment.
- ◆ To develop appropriate vocational attitudes, initiatives, thinking, oriented to work.
- ◆ "To inculcate skills which are applicable to various trades, vocations and professions and develop appreciation for dignity of manual work"¹³

Thus, the Government of Kenya established the 8-4-4 system of education in 1985 in order to "prepare learners for further education and training as well as grooming them for the world of work and responsibility to the society"¹⁴

With the Government effort to bring quick industrialization, the 8-4-4 system of education. 8 years in primary 4 in secondary and 4 in university with emphasis laid on the technical subjects like Home Economics, Art and Craft, Music and Wood Work, the aim was to extend the training opportunities to those who terminate their education at any level to be able to manage small-scale projects, and become self-employed and self-sustainable. Thus, to improve technical education, the Ministry of Education ordered all technical Schools to drop all academic subjects and concentrate on the technically oriented ones.

Here is how the programmes are carried out.

¹³ Ministry of Education, and Empowerment Training for the next Decade and Beyond (Nairobi: Session Paper no.6. 1988), 17 p.

¹⁴ Careers Information Booklet (Nairobi: Jomo Kenyatta Foundation, 1999), 1 p.

2.5.2 Technical Training Institutes: (T.T.Is).

By 1990, there were about 19 T.T.Is (which were formerly technical secondary schools) widely spread in Kenya.

Training is offered to form four leavers at crafts level. Skills taught at middle level are designed in accordance with the country's human-power requirement.

2.5.3 Institutes of Technology (I.T.)

Establishing the institutes of technology (I.T) depended on local and provincial initiatives; the Government through the Ministry of Education provided some financial assistance as well as soliciting for funds from donors to establish such institutes. "At the beginning of the 1990s, there were 18 operational I.Ts with an enrolment of approximately 5,000 students".¹⁵ Courses were designed to meet the industrial and the agricultural needs of the Kenyan economy. I.Ts play a major role in supplying mid-level personnel needed in Kenya's industrial and agricultural sector. The objectives were first and foremost to:

- ◆ Provide training opportunity for high school graduates who may find no white-collar jobs or entry into institutes of higher learning.
- ◆ Establish courses suitable for an application in an industrial setting and self-employment avenue.
- ◆ Supplement government institutions and others in the skilled human power, particularly geared towards employment in rural areas.
- ◆ Develop individuals for positive attitudes and respect for manual labour.

2.6 Informal technical education

It is any programmed technical training outside the institutional framework of the formal system. It aims at:

- ◆ School supplementary programmes such as Young farmers Club, Young Men Christian Association (YMCA) and Young Women Christian Association (YWCA).
- ◆ Providing opportunities for unsuccessful school leavers and drop-outs to join the (National Youth Service)
- ◆ Giving alternative programmes to Kenyans with no formal education.
- ◆ Examples of such institutions are as explained below.

¹⁵ Ibid.. 81 P.

2.6.1 Village polytechnics

Village Polytechnics also referred to as (Youth Polytechnics) are at the grass-root level and are organized by The National Village Polytechnic Central Committee, local sponsors and local management committees. As Eshiwani notes, “they are for the placement of school leavers and dropouts.”¹⁶ The original concept of coming up with youth polytechnics was not to have a formal technical school, but a flexible training programme in villages. There are of two categories; those sponsored by the government and those run on ‘harambee’ basis, which are the majority. Instructions are based on the local needs aimed at achieving local economic self-reliance. The youths are trained for local employment or self-employment.

2.6.2 National Youth Service (N.Y.S)

N.Y.S is a two year voluntary work and education programme for Kenyans between 16 and 30 years designed by the government with an objective of: -

- ◆ Putting unemployed youth in an environment that will inculcate good citizenship and provide an opportunity to contribute to the social and economic development of the country.
- ◆ Promote national unity by bringing youth from all parts of Kenya to train and work in a project of national importance. They undertake among other projects, road building, tree planting, bush clearing, and agricultural research.
- ◆ Alleviate unemployment problems by providing youth with employment, training and preparing them to be productive in future in order to contribute to the country’s economy by helping to conserve, rehabilitate and develop Kenya’s natural resources.

The above discussion has shed light on the intricate but worthy venture of establishing and maintaining government sponsored institutions of technical training. The challenge here is to incorporate the national aims of technical education to that of CTC, giving the local needs and preparedness of the people top priority, in order that the youth of Mukuru can share in the national resources and opportunity provided by the government in public polytechnics in the probable occasion that the services of private donors will not always be available.

¹⁶ Ibid,... 92 P.

The formal aspect of the technical training lends useful tips to privately sponsored community based technical training programmes to seek affiliation with public institutions for certification so that their students can get documents of certification recognized country wide. This should open up more employment opportunities for graduates from private technical training institution. Again, the government can give private centers incentives by way of posting trained technical teachers, giving laboratory equipment, organizing seminars and short courses for teachers and students.

2.7 The importance of technical education for the youth

The importance of education has been given priority by many countries as a source of development. It is therefore, the task of education not only to provide each youth with the basic skills for survival in the modern world, but also to help him/her to develop some useful and marketable skills. The imparted skills will benefit the concerned individual and the society.

Article no of the Universal Declaration of Human Rights that was adopted by the United Nations General Assembly in 1949, asserts clearly that, education is a basic right. Right now, like all other economic and social economic rights, the right to education has been proclaimed in the recently signed Children Bill. Yet, this appears as if it will remain a pipe dream unless the Parliament of Kenya allocates funds to the Education sector. Kenya signed and ratified the I.C.E.S.C.R, (International Covenant on Economic Social and Cultural Rights) and hence became duty bound to offer free education. As it stands, free education will not happen over night since the government seems to arm-twist parents, intimidate school heads and other stake holders. On the contrary, it should focus on the progressive realisation of free primary education for all, by working with teachers, parents and children.

Above all, the government should fund the sector in order to make the so- called free education a 'quality education'. This conforms to the Article of the Universal Declaration of Human Rights, which asserts that elementary and primary education is free and compulsory. Nevertheless, it suggests that, technical and professional education be made accessible on the basis of merit. This gives the parents freedom to choose the appropriate technical training/skills enabling their youth to be productive. The emphasis in giving the youth education should consider the social needs.

Thompson says, "Education is assigned a priority for its ability to identify, therefore, fostering the nations political development."¹⁷ In this case, education is really the first priority for the youth. It is viewed as key and important in life as any nation, especially Kenya, tries to eradicate poverty. Without technical education, however, the education system will remain purely academic and even examination-oriented. To achieve the goals of industrialisation and technological development, there is a need to offer technical education to the youth. This encourages self-employment and produces skilled craftsmen as well as technicians for both the formal and informal sectors of economy.

2.8 Technical education as a means of empowering the youth

According to Gerhard Bunks's perception, the general roles of technical education involve:

2.8.1 Imparting skills

Technical training, according to Gerhard, should encompass any education impulses relative to learning for work in their real implementation in the form of thought comprehension and action. Technical education should practically pursue human as well as technical and economic goals as it prepares and empowers human resource. Thus, there are particular tasks that can be done only by people who have specifically been prepared through technical training. Currently, in any developing country there is a high demand for skilled labour."¹⁸

2.8.2 The development of personality

Technical education must change an individual's character since he/she becomes more creative, self-independent and self-reliant. He/she has to be responsible in the way he/she deals with other people as well as allocating and accepting reliability for his/her own and or other people's work. Responsibility for one's work presupposes the capacity for self-control and self-criticism that is a sign of growth."¹⁹

2.8.3 Changing behaviour

As a third role of technical education/training, it is supposed to bring about a complete change of attitude. It is, therefore, focused on behaviour, motivation and performance. An

¹⁷ A.P Thompson, *Education And Development in Africa*, (London: Macmillan Education Limited, 1990), 21p.

¹⁸ Gerhard P. Bunk, *Occupational Education*, in Education Magazine Vol. 49/50. (Landhauster: Institute of Science Cooperation, 1994), 93 p

¹⁹ Ibid., 95 p.

individual is supposed after undergoing technical education to change his/ her way of doing things as she/ he works in a particular way as an expert. The apprentices' carries out their tasks successfully because they understand the system of measurement, know the properties of the material used and so forth. Thus, technical training in one-way or another affects ones behaviour."²⁰

2.8.4 Qualification achieved

This is the fourth aim of technical training and education system in general. It involves offering awards at the completion of ones training but on condition that, the graduates have acquired the approved and required knowledge and skills. Through qualification, technical training and educational system enable the involved individuals to be rather competent and responsible in their own works. In other words, qualification:

- ◆ Makes a person flexible in fulfilling his or her duties
- ◆ Enables a person to adapt her/himself at a short notice
- ◆ Helps a person to apply knowledge to new tasks"²¹

2.8.5 Conclusion

Technical education was emphasised during colonial times with the aim of using Africans to work in their fields. In post independence times it was seen as a method that enabled Africans to occupy the key positions with the motto of quick development and industrialisation. With these vision technical colleges, polytechnics among others were established. On the other hand it brought about personal development. Today technical education is relevant because of its sustainable aspect. Therefore it is an alternative tool for empowering the youth to be self-reliant.

²⁰ Ibid., 96 p.

²¹ Ibid., 98 p.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter is about the method used in data on the development of technical education in Kenya and its role in creating employment among the young people. Different techniques have been employed to extract the information necessary to establish in the first place, how young people view this practical kind of education and secondly, their attitude and that of the general public. Through the methodology used, the researcher wanted to explore further the government view on technical education and its development for the well being of the country. The point of reference in this case study is CTC, a place in a slum set up which reflect concretely the situation of many youth in Kenya.

3.1 Research methodology

3.1.1 Insertion methodology

This involves practical involvement of the researcher in every activity that is done in the area being investigated, in this particular case, the CTC. The research took three months that is, from May to August 2002. For a couple of weeks the researcher worked with the manager at the administrative block familiarizing himself with policies, regulations, accounts and the financial matters. From this office one could get the history and the development of the polytechnic hitherto and what plans they had for the future.

Two to three weeks were taken discussing with the instructors in different departments, assessing their methodology of disseminating information to students, assessing their commitment to orient students towards skill utilization and establishing the equipment used for practical and finding out their challenges and constraints.

The researcher was involved also with the practical sessions with trainees from different departments welding, catering, tailoring, carpentry, metal work, electronics, knitting and workshop management. During this time the researcher carried intensive interviews on how trainees relate the skills acquired with self-employment. The researcher also cultivated to know the major problems they face, and the assistance they need.

3.1.2 Questionnaires

Questionnaires were intensively used as a research instrument. To capture the general attitude and actual involvement of people in technical education, three questionnaires were developed. One was for the polytechnic trainees/students aimed at getting the views of young people towards this type of education, its usefulness, the challenges faced and the help they need from the government and the church as well as their future plans.

A second questionnaire was also developed for polytechnic instructors. This targeted those people at the ground that is, the technical personnel themselves who handle this curriculum. These according to the researcher were the right people to interview because they had the intellectual authority to speak on technical education and industrialisation process in this country. They are focused and they know areas that need improvement. The questionnaire aimed at getting their general attitude toward technical education and its future and whether they see it as a means of self-reliance.

A third questionnaire was meant for parents. This was to find out the general view of the parents about technical education. It was also meant to find out more about the attitude and vision towards skilled work.

Questionnaire I, with 7 questions was distributed to 110 youth representing those who had not undergone any technical training together with those who have undergone technical training either within Mukuru or elsewhere. Questionnaire II with 7 questions was distributed to 45 head teachers from both primary and secondary schools and particularly from various Technical/vocational Institutions. The populations of the parents, youth and the most of the head teachers were derived at, basing on the enough prior knowledge and good or direct relation/ contact the researcher has of the scope of research and the people as well. Thus, the researcher selectively and personally distributed the questionnaires and hence collected them back personally or through assistants. Question III had 7 questions and was distributed to only 55 parents at different centres.

3.1.3 Interviews

Interviews included the two selected categories of youth (skilled and unskilled). All were selected from Mukuru. Adult interviews consisted mainly of parents from Mukuru and a few head teachers' principals of primary and secondary schools and training centres. In total, about 50% of them were interviewed by the researcher.

There were interpersonal interviews that were carried out with key people in the community especially the parents and the other members of the family. The aim to reach this top level of community members of Mukuru was first, to get from the horses mouth, the value they attach to technical education, what the general view is, about the government support and creativity and what the future holds for this type of education.

Secondly, it was to investigate the possibilities/ vision of the so-called self-employment process in Mukuru and whether it can become a reality. This was to go along with, what priorities the country had and the choice of education system and what structures need to be put in place.

3.1.4 Observation

Apart from the above methods, other polytechnics and “Jua Kali” sheds like Gikomba were visited. Interviewing and sharing with those people their feelings about what they were doing and establishing whether they felt contented, worthy of what they were doing and whether it had a future for them. Looking at their creativity, innovativeness and designs industriousness of these people was challenging and a source of information. The result from this research was very meaningful.

3.1.5 Group discussions

Were organised in Mukuru. The researcher, in conjunction with the local priest organised two discussions. An average of 80 participants attended each group discussion. This was to share views and information about relevance of the skills acquired in the world of work.

3.1.6 Research Population /Universe.

The research was done in Mukuru whose population can be estimated to be 60 thousand (there is no precise demographic statistics about the area). The youth consists of 60% of the total population. A sample of 200 people out of the estimated population was chosen. It consisted of youth (large part), parents and head teachers in both primary and secondary schools and particularly in various Technical/vocational centres or institutions selected at random to facilitate the research as indicated below.

Table 1 display of the research samples

No.	Subject	Age	Gender		Frequency	Percentage
			Female	Male		
1	Unskilled youth	15-30	30	30	60	30%
2	Skilled youth	15-30	30	30	60	30%
3	Parents	35-70	20	20	40	20%
4	Teachers/instructors	25-55	25	15	40	20%
	Total		100	95	200	100%

The selected sample enables the researcher to cross check the answers in order to have a diverse understanding of the youth reality in the Mukuru. The diverse socio-cultural and economic experiences were also incorporated from different respondents with a purpose of enriching the research.

3.1.7 The choice of the research station

The choice of CTC was deliberate for the reasons below.

In the first place it was in an urban centre in the industrial area and more to it a slum where the majority of the people in the region are low earners due to unemployment conditions. It was therefore an appropriate place where one could get concrete information about the suffering of the young people. Secondly, the research centre chosen had been in operation for many years, and had produced capable artisans who had established themselves well in the market and from observation, it showed some competency as a good example where practical skills are well used and those produced had the capacity to apply the technology acquired.

Thirdly, the majority in the community, that is Kambas were from time immemorial known for their artistic skills especially such as in carving, beats making, decorations, entrepreneurship due to their involvement in long distance trade. This made the researcher opt for this centre to see the possibilities of collecting the cultural heritage and wisdom and the way the curriculum could be expended for utilisation of the natural resources lying idle.

3.1.8 Research frame

It could be generally said that the research took 3 months. This resulted from a combination of two months the researcher intensively inserted himself at CTC and days taken in carrying out interviews with different people at different institutes after the places experience.

3.1.9 Conclusion

The methodology of study and its components such as insertion, interviews and general observation gave the researcher, an interior understanding of what goes on in technical institutes. It further widened the knowledge on the policies stipulated by the government and the challenges that face the youth in technical institutes. Although the time frame was short, the information and the data collected were worthwhile and valid. It is worth noting that the deduction made from this data is the basis from which the chapters that follow are established.

CHAPTER FOUR: DATA ANALYSIS

4.0 Introduction

In this chapter, we embark on the process of Data Analysis as we summarise the gathered information under descriptive statistics. We have applied frequency distribution Tables in relation to the number or percentage of the targeted population (parent/youth and teacher respondents). Moreover, we discuss the results of this study and eventually make recommendations.

4.1 Background characteristics of the respondents

This section is categorised into three parts. The first part is intended to get the lived experience of youth themselves in accordance with their economic, social and educational situations in Mukuru. The second part aims at acquiring the lived experiences of parents and hence offers a practical background of life in Mukuru. The third part focuses on head teachers from various Technical institutions as well as both primary and secondary schools within and outside Mukuru.

Table 1.0 Frequency distribution of youth respondents out of school according to the age

Subject	Age	Frequency	Percentage
Youths	15-18	30	37.5
	19-24	25	31.25
	24-27	15	18.75
	28-30	10	12.5
Totals		80	100

The youth of ages 15-30 are the majority without employment. This shows that they depend on their families for self-sustenance.

Table 1.2 below shows that the same age group and their employment status.

Table 1.2 Employment status of parent's by occupation

According to occupation	Frequency	Percentage
Casual labour	50	62.5
Small scale business	18	22.5
Formal employment	12	15
Totals	80	100

Table 1.2 shows that majority (62.5%) are employed as casuals, thus they have no job stability. Others are involved in small-scale enterprises 22.5% such as grocers, hawking, and shoe repairs. Given the unstable economy for the country for some time now, this category has been experiencing problems. Technical Education could cater for this category and lead to economic stability.

Table 1.3 youth respondents out of school and their level of education

Level of education	No. Respondent	Frequency	Percentage
Primary	25	25	31.25
Secondary	10	10	12.5
Dropouts	45	45	56.25
Totals	80	80	100

Table 1.3 shows that the education levels of most of the respondents are quite low. Majority 31% had primary education and a lamentable 12.5% for secondary education. The vast majority 56% were dropouts. Evidently on the basis of table 1.2, the low-income levels of parents explain their situation.

Table 1.4 Frequency distribution of youth respondents on what hinders them from improving their life.

Hindrance to improving to their life	No. Respondent	Frequency	Percentage
Relevant technical skills	12	12	15
Corruption	25	25	31.25
Poverty	45	45	56.25
Loan facilities	8	8	10
Totals	80	80	100

Poverty and corruption are the major hindrance to the improvement of the youths' lives. One of the solutions to the problem is to offer them the relevant technical skills and loan facilities. This will empower them to be self-reliant, thus contributing to the growth of the country's economy.

Table 1.5 Frequency distribution of youth respondents on technical/professional training attained

Technical /professional training	Frequency	Percentage
Technical	15	18.75
Professional	20	25
Untrained	45	56.25
Totals	80	100

This shows that the higher percentage is represented by the untrained youth in the area. This leads to low supply of human power, thus poor economy. With or without profession, there is no guarantee of employment. It is even more difficult for the untrained and unskilled to be employed.

Table 1.6 Frequency distribution of youth respondents on why the technically qualified do not venture in the world of work.

Why technically qualified do not venture in the world of work	Frequency	Percentage
Lack of solidarity	8	10
Lack of capital	50	62.5
Lack of labour market	22	27.5
Totals	80	100

Lack of capital and labour market lead to poor participation of the youth in the improving of the economy of the country.

There is no mobilisation or coming together of the local youth in order to analyse their common socio-economic and educational problems and/or needs. However, we have the youth solidarity in matters relating to spiritual or pastoral needs. Since there is no youth group apart from the local Catholic Youth Group, "everybody lives for him/herself" making them to sink deeper below the poverty level.

TABLE 1.7 Teacher-Respondents on the Essence of Technical Education for Youth Development

Teacher-Respondents	Frequency	Percentage
Imparting youth with skills	30	37.5
Enhancing individuals chances for self reliance	20	25
Offering opportunities for self employment	18	22.5
Developing individuals talents	12	15
Improving individuals self images	4	5
Totals	80	100

From table 1.7 teachers recognize the aim of technical education being to equip youth with skills. For integral development moral formation is included. It is interesting to note from the responses that, teachers who are key players in technical education view technical education as oriented towards empowering an individual. This type of

empowerment is holistic in nature. The youth becomes more balanced developed hence good participation in both socially and economically sound.

**TABLE 1.8 Frequency Distribution of Teacher-Respondent On
What Is Affecting Technical Education.**

What affects education	Frequency	Percentage
Lack of proper equipments	30	37.5
Lack of resources	20	25
Lack of enough qualified teaching staff	18	22.5
Poor salaries for administrators/staff	12	15
Total	80	100

What contributes for the closure of already existing technical/vocation centers is lack of capital that facilitates the management of resources such as equipment/machines to foster training processes in the institutes.

4.2 Gaps in technical education in Mukuru and Kenya generally

We have seen how Technical Education could be a relevant intervention for the youth, especially those who are disadvantaged. Nevertheless, there are a number of challenges confronting the implementation of this type of education. Most of the information came up from the people in the field during the research. Let us look at some of them.

4.2.1 Lack Of Training Materials.

What really contributed to the eventual closure of already established Technical/Vocational Centres is lack of appropriate equipment/machines and/or teaching tools. Inadequacy and/or lack of teaching tools (especially equipment and machines) hamper the practical aspect, which is a vital element in technical training aids like books. It also becomes very hard and delays if not hinder the training process.

4.2.2 Lack of qualified teachers

Insufficiency of qualified teaching staff of Technical Education is a pinching reality in both public and private institutions at, divisional, provincial and district as well as national levels. Therefore, Mukuru is not exempted from this reality. With a teacher as

the axis in the process of education, it makes it rather difficult to train/educate students even if there is enough learning and teaching aids. In other words, a shortage of qualified teaching staff implies that, the few available qualified teachers are over-burdened with too many responsibilities. Moreover, lack of qualified teachers leads to ineffective and inefficient learning resulting to general deteriorating of quality training.

4.2.3 Mismanagement of resources

Our research has revealed that many of the Vocational/Teaching Institutions have either been closed, (for instance, in Kitale) or are tottering on the brink of collapse due to mismanagement of resources.

4.2.4 Lack of finances

Technical training is an expensive undertaking. This is simply because, it requires in some cases, large sum of money since it involves elaborate practices that need costly and modern equipment. Yet, unlike universities, Technical Training Colleges do not get financial support from the Government. All said and done, technical institutions are unable to expand facilities or buy modern equipments due to lack of finances.

4.2.5 Ineffective administrative staff

In both public and private Technical Institutions, most of those entrusted with their running are ineffective due to lack of the necessary qualifications. This is practically so because they are appointed either due to their political affiliation or as a result of nepotism and tribalism as well.

4.2.6 De-motivation of teachers

Whether qualified or not, teachers of Technical Education are actually poorly paid by the Teacher Service Commission (as far as public institutions are concerned). Subsequently, most of teachers have jumped ship and taken up appointments in sector of economy or in the privately owned institutions. That is, teachers leave for greener pastures due to poor salaries and/or lack of incentives hence the reason for brain drain.

4.3 Some practical recommendations as solutions to the observed problems

The study revealed a need to impart the youth with skills through technical or professional training. This requirement is precisely expressed by Tarcision Agostoni's

words that “one must encourage technical progress and the spirit of enterprise....”²² For this to be fulfilled in the life of youth in Mukuru and in Kenya at large, it calls for instilling positive attitude, creating favourable atmosphere, social condition, economic conditions, political conditions, educational conditions, formation of youth groups, establishing evolving fund, equipping the technical institutions, hiring enough and qualified teaching staff, engaging effective and efficient administrative staff, provision of integrated training/ formation, stressing popular/ market driven courses, motivation of teaching and subordinate staffs, initiating income generating projects, creating job opportunities, starting a bursary fund project.

4.3.1 Instilling positive attitude

The society, the state and the church should do everything to educate youth about the value and vitality of acquiring technical or professional training. This would make them become interested in acquiring technical skills not only to be employed but also to engage themselves in self-employment. Above all, Social Ministers should create awareness to the society and the truth that; technical education is not meant for those who fail in their academic/intellectual education but for empowering anybody in order to be successful in life.

To undergo technical training is a step forward towards self-achievement in life and progress for the common good as is plainly put by U.N.I.C.E.F. Intermediate technology enables poor people in the Third World to develop and use technologies and methods... which give them control over their lives and which contribute to the sustenance development of their countries. Joining a Village Polytechnic or a National Polytechnic is just a formal structure and a linkage to the world of work.

4.3.2 Creating favourable atmosphere

For the youth to grow and become more responsible and independent people there must be a conducive environment and ample opportunities for them to take. This would require favourable. Social, economic and political conditions

4.3.3 Social conditions

The society being the one with the heavy responsibility to educate the youth should create a friendly environment. In other words, there should be a socially appropriate condition

²² Cf. Agostoni Tarcisio, *Every Citizens handbook*. (Nairobi: Paulines Africa, 1997), 97.p

in order for the society to claim that it supports and guides its youth towards self-actualisation. This can be attained through re-evaluation of society's values of life in order to facilitate a sound formation in line with a good social and moral life. This can involve.

- i. Counter-checking the individualistic and materialistic approach of life as Influenced by "Western Culture" through its emphasis on communal and fraternal life.
- ii. Challenging the ungodly and immoral approach of life, which is common In the modern life-style (especially in the urban centres) through inspiration of self-esteem, self-awareness, individual and corporate responsibilities and concern for other people's welfare.

4.3.4 Economic condition

The time to prepare for a better "Future Kenya", is now as we empower our youth through academic and preferably technical education. This calls for improvement of infrastructure and establishment of social amenities in the rural areas. Some of the necessary steps include serving and providing the rural areas with all-season passable roads, modern telephone activities, sufficient and full-time electricity, water, security and many others. With regards to social amenities such as School and Education/Health Centres, Hospitals, Entertainment and /or Recreational Centres among others should be provided. All these would encourage the youth to

- i) Commit themselves in order to acquire the necessary academic and technical knowledge or skills.
- ii) Utilize the available local resources for their personal development as they embark and promote local industrialization in such fields as Agriculture, Small-scale Business, Jua-Kali sector and so on.
- iii) Create and engage themselves in self-employment hence, a good chance for them to be self-reliant and the same time contribute for the common good.

4.3.5 Political condition

This automatically calls for the political will to create more opportunities for the youth to be sufficiently prepared and equipped to be the "leaders of tomorrow". First of all, every child or youth should be given an equal opportunity and access to academic and technical education. This would be in line with the document in the Second Vatican Council,

which states: "All men/women of whatever dignity as human persons have an inalienable right to education"²³.

Any sorts of corruption should not only be condemned by all political leaders but also curbed in order to have youth motivated and dedicated to acquisition of skill/professions. It would also give more room for self-employment and involvement of the technically qualified youth in the world of work.

4.3.6 Educational condition

In order to have an educational and friendly atmosphere, several issues must be dealt with accordingly. The church, society and the state in a concerted effort should root for all this is urgently needed to make sure that technical education is by all means offered to the youth as a way of empowering them hence, become self-reliant. They should:

- i) Make sure that there is both public and private Technical Teachers Colleges to prepare teachers for Technical Institutions.
- ii) Initiate and promote Technical Institutions from Youth (Village) Polytechnic to University Levels.
- iii) Support all youth in their endeavour to acquire technical skills or training.

4.3.7 Formation of youth groups

Besides the political and the good intention of the society to educate its youth, it is vital to have the will of the youth themselves. This can be attained through mobilising and sensitising them to come together and form a youth group in relation to their needs, values and dreams. This would give them a more bargaining power and a powerful force to negotiate for their rights and justice. Moreover, as a group, it becomes easier for them to acquire sponsorship or financial assistance in order, to be empowered through academic and technical education. One of the advantages of encouraging formation of youth groups is that, young people possess a strong sense of identity with their groups and together with it, an openness to share among them a sense of equality, close family ties and a capacity for work.

²³ Austin Flannery (ed.), *Declaration on Education*, No. 1, In Vatican council II (Bombay: St. Pauls Bandra, 1995), 643. p.

4.3.8 Establishing evolving fund

This would be a step forward in supporting those youth graduates who intend to involve themselves in self-employment right after graduation. This can be done two-fold:

- i) The Institutions can own the fund in such a way that, a “Revolving Fund” is offered to graduates on completion of their course studies. A certain amount of basic requirement can be provided either in form of finance or tools.
- ii) The youth themselves can come up with their own strategies such as employing themselves through extension of credit facilities.

All what is needed is for youth groups(s) to contribute a set amount of money every month for common/group fund. This way, they create a revolving fund out of which they loan themselves as genuine members in accordance with the set terms of borrowing and repaying. To make sure that, every group member benefits from the Loan Scheme, a comprehensive course on how to arrange the fund, give loans and how to collect debt should be offered. This can be done through the sponsorship of the local church and/or any N.G.Os. This makes it rather possible for the prospective credit beneficiaries to be successful in their self-employing enterprise. The economically successful graduates stand a good chance in repaying their loans and hence, a rather promising continuity of the Revolving Fund. Besides guaranteeing job opportunities, it would also helps the involved youth to shake off the general “mentality of dependency” on donors.

4.3.9 Equipping the technical institutions

With Technical Institutions forming vital options for both primary and secondary school leavers, there is need for them to be fully equipped. Though it is better when the government regulate fees in order to curb exploitation/manipulation of poor students, it would be advisable for the institutions to charge market rate fees. This would enable both public and private institutions to raise enough money to procure new facilities and improve equipment. Since lack of funds and/or finances is among the main reasons why both private and public institutions are unable to expand their facilities and equipments, they should generate extra funds through income generating projects and production units. This should enable them to buy proper equipment and facilities, which are vital to offer quality technical training.

4.3.10 Hiring of enough and qualified teaching staff

So as for institutions to have enough and qualified teaching staff for hire, the government should prepare through encouraging and sponsoring many technical education teachers.

Also, it should do all it can, in reviving and redeeming the collapsing technical institutions that offer job opportunities for both the teaching subordinate staffs. Moreover, this can be done through improvement of the only public Technical Teachers Institution namely; KENYA TECHNICAL TRAINING COLLEGE situated next to Unep Headquarters in Nairobi. In addition to that, the government should recognize and incorporate those teachers trained in private Technical Teachers Colleges. On the other hand, Technical Institutions must come up with a programme of in-service courses or on-going training and development of their committed, experienced, qualified and non-fully qualified teachers. This would enable them to improve their teaching techniques and get acquainted with the modern technology in connection with new and relevant courses. To deal with shortage of staff, institutions can prepare a programme for full and part-time courses. This can enable those teachers who are committed elsewhere to avail themselves at their own conveniences the same time, at half-cost.

4.3.11 Engaging effective and efficient administrative staff

Surely, the way an institution of any nature is run, matters much, since it can facilitate achievement of its objectives and/or goals. In other words, the administrative staff plays a great role in any institution or organization's success/failure. Since the purposes include attainment of the institution's objectives and/or goals, there is great need to engage/hire competent and qualified administrators/management. This can be fulfilled through the recruitment process whereby, all applicants or prospective employees are interviewed and approved before hiring the most appropriate. Recruiting highly experienced and committed administrators (s) would facilitate provision of quality training and at the same time instil discipline as well as fostering social and moral values to learners. On the other hand, the Government of Kenya should do everything to eliminate corruption in both public and private institutions with a stress of individual and corporate responsibility in relation to human rights and social justice, accountability and transparency.

4.3.12 Provision of integrated training/formation

Stressing of non-examinable courses is a must in order to emphasize on "learning to live" besides the zeal to attain the goal of empowering the youth. This matches with JACQUES DELORS' four pillars of education, namely, Learning to know, Learning to do, Learning to live together and Learning to be

In other words, the cardinal point in any education system is a curriculum that above all, inculcates in the learners, values that enable them to earn a living as well as participate for the common good in nation building. A rather integrated training must include all that helps in the holistic development and education of our youth. Moreover, Technical Institutions should instil learners with:

- i) Managerial skills which include specific and personal skills enabling the person to have proper scheming and an operative and effective running of a project or a small-scale business.
- ii) Entrepreneurial skills, which are necessary to live and cater for continuity of any project (such as insight, decision-making, determination, self-confidence)

This would prepare the youth for sustainable self-employment and at the same time enable them to learn how to withstand competitive markets. This can be achieved through establishment of a program aimed at promoting entrepreneurship training besides work; human person requires leisure and spiritual satisfaction. Thus, all these components should be included and stressed for the development and training of students. As one of its objectives, the institution should offer diversified and all-round formation/education that is anchored on the Christian Faith and moral principles. To attain this, the institution should have a well-crafted Pastoral Programme for the students. This would help in producing/forming honest, responsible and upright individuals. Moreover, Guidance and Counselling should be offered by experienced and qualified teachers with an aim of helping students to cope with various challenges of physiological and psychological nature. In line with that, the institution should provide excellent facilities for co-curricular games like football, pool, table tennis, athletics, netball and darts among others.

4.3.13 Stressing of popular/market-driven courses

With the reality of globalisation and the dynamism of technologies, the School Curriculum must be reviewed and/or up-dated to include those courses, which are market-driven or popular like in the case of Computer Studies. This would enable the institutions to equip their students with relevant and modern skills, putting them in good stead for appropriate training and as well as placement in the job market. To accomplish this, frequent reviewing and restructuring of the curriculum must be done so as to:

- i) Impart students with skills relevant to market needs
- ii) Produce a competent workforce in both formal and informal sectors.

4.3.14 Motivation of teaching and subordinate staffs

Motivation concerns the influence of human behaviour to extract more labour from the persons (s) involved. Thus, the institutes' management/administration should look for ways to lure the efforts of the teaching and subordinate staffs. This can be achieved through the consideration of the effect of organizational factors, which include: job-design the nature of the organization culture as well as the pay and reward system. This would be in line with "Theories of Motivation" which make it clear that an individual's motivation is not just a matter of satisfying needs and wants, vital though these are. In other words, taking into account the staffs' income, social needs, security, working environment, ego and so forth, instils confidence and wins their concentration/dedication of efforts to the achievement of the institute's objectives:

- i) To offer quality training
- ii) To impart youth with skills

Staff appraisal should also be stressed as it facilitates assessment of staff duties with a purpose of seeing their achievement and problems that they encounter while carrying out their duties. This can be done through letting staff know and understand what they expect and at the same, are expected to achieve with the set objectives and through the appropriate means.

4.3.15 Initiating income-generating projects

Instead of relying solely on the revenue from fees and/or funds from benefactors/donors, technical institutions should come up with viable income-generating projects. These can include raising poultry or pigs, keeping dairy cattle or farming, depending on the availability of land/space. However, the emphasis should be placed on production units like in the areas of Computer and Photocopying Services, Mechanics, Carpentry and Joinery. They can also introduce evening and/or part-time or vocational courses, which have proved popular with working people. This would provide the institutions with additional funds to run their general programmes.

4.3.16 Creating job opportunities

As far as technical education is concerned, the state has the largest responsibility in creating job opportunities. Thus, the Government of Kenya should promote 'jua-kali' Sector, since it incorporates the youth(s) who can only manage learning technical skills through the 8-4-4 system. One way of promoting "jua-kali" sector is to avail and protect

public land from “land grabbing” as well as formulating concrete land policies to curb allocation of public land to politically correct individuals. By so doing, we can acknowledge the fact the informal sector which encompasses “Jua-Kali” sector plays a great role in economy in the form of employment, production of good/services, generating income and informal savings. By promoting informal sector, especially “Jua-Kali” Sector, the government would be creating job opportunities for those technically qualified as it can absorb a large proportion of the unemployed labour force.

4.3.17 Starting a bursary-fund project

This can form one of the possible means to counter-check lack of finances, which hinders most of youth from acquiring technical education. The high authority, preferably the Director/Directress of the institute is put in a position to which he/she could bargain and influence other well wishers to contribute towards the education of the less fortunate students/youth. This can be attained through approaching senior or fortunate members of the society, organize harambees and also invite the influential foreigners.

4.4 The distinctive roles of the various institutions.

4.4.1 The role of the society

Guided by the traditional, Christian and moral values, the society should do all that is necessary to educate and empower the youth. This can be accomplished through imparting the youth with skills so as to enter into the world of work. This enables the youth to realize the need to have technical skills/training as would make them self-reliant and at the same time, contribute for the welfare of the society/nation as well. Secondly, the society should challenge and encourage the youth to make use of local resources so as to make technical training more meaningful and useful. The society should help the youth in discerning and choosing what technical courses they would like to do rather than dictating on them. It is at home or family level the youth should be encouraged to get imparted with technical skills since they learn crafts, norms and values as they try to imitate parents/guardians as their role models. Parents/guardians can very well nurture technical skills in their children (youth) by:

- ◆ Providing them with the necessary reading and/or working materials/tools.
- ◆ Encouraging them to do home work and to practice skills related to their talents.
- ◆ Regulating the time or hours spent in recreational activities such as watching TV, videos, attending discos, listening radios, watching movies,
- ◆ Discussing school problems and success with their children.

- ♦ Paying for formal technical training of their youth.

Encouraging but monitoring their participation in their peer-group(s), just as the saying goes “birds of the same feathers flock together” (English proverb). The child (youth) learns social and sometimes technical skills like drawing, moulding (modelling) sculpturing etc, as he/she competes and tests himself/herself against the skills of other children (youth). This way, the society, besides educating its youth, would enable them to:

Become totally committed and responsible for their success/failure. Personal participation helps the youth to value and visualize the significance of their own development and hence be self-reliant, more creative, innovative and imitative and hence, the spirit of belonging and the desire to be counted or identified as member of the society.

4.4.2 The role of the church

Considering the socio-economic hardships the Kenyan society is facing, the church should be more concerned with the welfare and empowerment of the youth. Since we have realized that technical education is a means of empowering the youth, the church should be closely identified with reviews of educational policies and pinpoint on what will be conducive for: The survival of Technical Institutions. Imparting youth with skills

It can attain this by encouraging, supporting and even initiating on-going education of the youth in connection with cultural, social, political, economic, intellectual and spiritual needs of the youth today. The church in Kenya should be involved in:

Promoting solidarity among it, the society and the state, through creation of a balanced or reality based on tradition of moral, intellectual, spiritual and social responsibility. This spirit of collaboration is vital for any meaningful achievement in empowering the youth and for any progressive continuity of technical education in Kenya today.

Formulating more practical strategies and projects aimed at empowering the youth to come up with a new appropriate and practical approach in reviving, improving and even imparting technical education to the youth.

Curbing the practice of dependency by encouraging and supporting the youth to embark on various income – generating and community-oriented projects. This would enable the already technically skilled youth to be: Involved in their own liberation from the economic hardships and the social evils.

Play a great role in helping their own needy brothers, sisters and/or fellow youth to get imparted with relevant technical skills/professions.

These would help the youth to become liberated, fully equipped and more responsible citizens and members of the society and church as well.

4.4.3 The role of the government

The Government of Kenya should accept the fact that, the war against poverty cannot be won with the grooming threat of collapsing or declining of technical institutions. This is simply because creativity and application of technical education in utilization of locally available resources remains one of the surest ways of: Eradication of poverty, Empowering the youth.

Thus, the government should initiate practical steps towards solving the current financial problems facing Technical Institutions. They may include:

Initiating a Bursary Scheme, through the Ministry of Education, Science and Technology, to assist the needy students in Technical Institutions. Placing all Technical Institutions under the same Ministry in order to have a more harmonious and fruitful implementation of policies. This would make it easier to enforce standard policies since they will have common approaches and strategies for implementing their programs.

Emphasizing on Technical Institutions to have a linkage with Industry, which makes an input in the curriculum content and provide attachment opportunities for the students.

Involving stakeholders, the society, the church and N.G.Os in the daily running or management of the public Technical Institutions.

Prevailing on the Technical Institutions to promote practical research and training that could benefit the youth and the citizens in general. They should also insist on organizing workshops or seminars for the candidates who intend to undergo technical training. This will enable the youth to make an appropriate and clear choice of their profession in accordance with the changing world and individuals' talents.

4.4.4 Conclusion

In this chapter, we have displayed the findings, data analysis and discussions on the real socio-economic and educational conditions of youth in Mukuru. We have also put some practical recommendations/suggestions for the way forward in reviving Technical Institutions and as well as ameliorating technical education in Mukuru and in Kenya as a whole. As we have put it, empowerment of youth through technical skills, requires a concerted effort of the state society and of course the church on one hand. On the other hand, personal participation of the youth is of great importance. This calls for a basic positive and integral formation right from their early childhood.

CHAPTER FIVE: THEOLOGICAL REFLECTION

5.0 Introduction

In this chapter the focus is on the youth themselves, that is the way they see God in their daily lives especially in the area of work. We hereby explore the attitude of the youth on technical education, human work and how God challenges them to work for the common good. This theological reflection will examine the spirituality of the youth in the traditional society and the dignity of human work. It also looks at how the surrounding community should educate the youth in integrating the word of God, nature and themselves in their daily lives. The integration those who are physically handicapped among them is also highlighted. .

Secondly, an observation will be made on youth and technical education in the Bible and how both the Jewish and the early Christian communities reflected on technical work, education for their young people and how they saw God intervening in their human activity. This observation will go along with the social teachings of the church on education and especially technical education.

Thirdly, we shall examine the youth as a believing community of the people of God and how they themselves see technical education in these times of drastic changes in the world of today. What are their views on human work and their search for authentic faith that integrates the gospel values with their real life situation?

New way/vision is hereby sought on how to bring Gospel values in the existing structures that surround the youth like the Government, N.G.Os and the community at large, and then come up with a conclusion.

5.1 The spirituality of youth in the traditional society.

When Mbiti talks about "Africans as being notoriously religious"²⁴ and that "religion permeates all departments of life so fully that it is not easy or possible always to isolate it"²⁵ he is barely touching the heart of the matter.

²⁴ J.s. Mbiti, *African Religions & Philosophy*, (Nairobi: Heinemann International , 1989). 1 p.

²⁵ Ibid., 1 p.

The community where CTC is located acknowledges the supremacy of God as creator and sustainer hence defines Him, as the source of all living.

It was in the blood of the young people in Mukuru that their existence and achievements revolved around God. There were some basic things that the youth learned from their tender age, such as genealogy of their clan, the creed and Skills training or technical education that made them jacks of all trade.

The community had developed a rite to be done to invoke God before any activity was carried out. The greatest gift that the community valued was the gift of children who were seen as a sign of immortality and a propagation of the society. Generally land was considered sacred and seen as the source of every produce and therefore respected and carefully handled. Environment was sacred and more so the forests such that cutting trees for building, firewood or carving was done carefully without the risk of destroying the forest or the water sources. Talents of the people that is, the artistic skills of potter, carving, basket making, farming, youth education including tactics for war were seen as gifts from God this knowledge was vividly communicated to the youth.

What the youth basically learned in the traditional society was technical education coupled with moral teaching as well as religious practices, and therefore they found God intervening in every situation in their daily lives. It is worth noting that in the traditional society, youth were trained to be industrious and laziness was sternly condemned.

Young men and women were trained on different disciplines that included woodwork, clay works, agriculture, medicine, good leadership and governance and each activity had a religious aspect in that you could not separate religious activities from human work. Young people knew their responsibilities well; utilizing the local resources and the question of unemployment could not arise. What is being pointed out here is that youth knew what "God" demanded of them, the society and the communal responsibility that went on with their training. They knew the technology at their disposal, the environmental care for the future generation and God. Youth saw themselves as initiators of development and God as their guide. Even the youth at CTC reflected this view and although the culture has undergone a lot of distortion yet some beliefs, attitudes and artistic skills still remain up to the present times. In our systematic type of technical education we find that religious treasure which enabled the previous generations to live harmoniously, sharing in abundance what they had has weakened. This youth must

revitalised to keep from the begging mentality they have, to creating self-employment, respecting the natural resources and integrating the Gospel/religious values in their work.

5.2 Youth and technical education in the bible

The perspective taken on technical education by the Mukuru community is also seen in the Jewish traditions. To them everything revolved around “Yahweh” the God of Abraham, Isaac and Jacob, the Lord of history and the ruler of the whole universe. A close look at the Bible reveals that technical education is the oldest type of education since creation. A lot of what the Bible describes, as work is always a skill that is popularly known today as technical education. It was education for living coupled with moral and religious teaching for the youth.

5.3 Technical education in the Old Testament

Jews depict God as a diligent and skilled worker who enjoyed seeing what He had created (Gen1&2). The skills of a potter are brought out vividly where God is shown taking soil and moulding human beings. God is further shown as an agriculturalist where He is shown planting a garden and placing the man He had created to till it. (Gen. 2:8] as is quoted.” the Lord God planted a garden in Eden in the east and he placed there the man whom He had formed”. Thus as the Mukuru community believed, the Jews saw human beings work as corresponding to the divine will of Yahweh.

The two youths that is Cain and Abel in Genesis 4 are portrayed as using skills to earn their living. Cain became the tiller of the soil while Abel became the herder of flock (Gen. 4:2). This is what could be called today crop production and animals’ husbandry respectively. Hunting and tent making are seen as technical skills in the Old Testament. A good example is Esau and Jacob (Gen. 25:27). The Israelites were known for their skills in brick making and their art in construction seen more prominently during their slavery in Egypt. The Old Testament admires the artistic success of Solomon’s palace (kings 7:1-12) and Yahweh’s temple (kings 6:7-30). Wisdom literature talks about a number of skills especially those of making clothes or tailoring (Wis. 31:22). It also points out that everyone is entitled to work whether kings or servants, slaves or free in order to produce for work is centred on humanity (Job 5:9-ff) As in the Akamba tradition, a sub tribe of the Mukuru community, the Jews also saw good governance as a skill and condemns laziness praising those who work hard (Prov 21:25). David is portrayed as a young man with skills in music, war, keeping animals and excellent governance.

5.4 Technical education in the New Testament

The best example in the New Testament of a youth who used technical skills was Jesus himself. From His early childhood we learn He used to help His father Joseph and therefore people recognized Jesus as the carpenter's son. In the Gospel of Mark 6:3, the Jews exclaimed, "is he not the carpenter, the son of Mary?". It is therefore logical to argue that the technical skills that Jesus had made him exposed to a lot of human realities of his time, especially the poor that in a way prepared him in his great mission of saving the world. Jesus is therefore a model young for people with technical skills.

The sons of Zebedee James and John are presented in the gospels as young people who used their technical skills in fishing and the natural resources within their locality to earn their living. They were fishermen as quoted by Mark 1:19 and knew the skill of making nets.

Saint Paul is a model and a challenge to our youth who despise technical Education. Though he was academically very advanced, he realized that in his mission of preaching, the type of education was not useful and he turned out to his skills of tent making for earning his bread. He even challenged those who waited for parosia without working that if they do not work then they should not eat (cf. Thessalonians). This is the kind of attitude the youth should be exposed to in order to move them from the dependency syndrome.

5.5 The social teaching of the church on technical education

The church, which by its nature is a teaching institution, has constantly been giving on the education of the young people especially on technical education. This education has always been brought in the context of helping the youth in creating self-employment a move towards achieving their God given dignity. Through the encyclicals, pastoral letters and Episcopal conferences, the church has always developed technical education for the sake of the youth and in fact it has the largest number of technical institutions in many countries and especially here in Kenya.

Pius XI on his letter on Christian education of the youth said, "Education's essential role is to prepare an individual to attain the purpose for which he or she was created"²⁶. Leo XIII pointed out that "education of youth precisely belongs to both the church and the state"²⁷, that is to say it must be holistic accommodating in itself the religious values and the needs of that particular state. Any contradiction between the church and the state in the vision and relevance of education adversely affects the young people. Therefore technical skills and religious formation must be integrated. The skills for earning a living are stressed by John Paul II when he pointed out "between evangelisation and human advancement, development and liberation are linked together. Links with Anthropological order because the human being to be evangelised is not an abstract being but subject to economic questions. The links are also theological in nature since one cannot dissociate the plan of creation from the plan of redemption". Imparting of skills and other relevant information is an act of faith and an essential part of the church's social doctrine.

5.6.0 How unemployment affects the faith of the youth

The youth feel alienated, lost and rejected. Due to this, they wonder why they are termed as co-creators yet they even have no chance at all to work and prove their worth. They have no hope and do not even pray. They question God's presence in their lives; wonder why they suffer when God exists. Their faith is driven away further by their desire to survive and get their basic needs at all costs. They are forced to engage in immoral and illegal practices like prostitution, theft, drug peddling/or abuse that in turn do nothing to strengthen their faith. To them, prayer and trust in God is secondary to their first aim of basic survival.

5.6.1 The family

The families of the unemployed youth at Mukuru should try to support them in their predicament and also to sustain their faith in God. They should encourage prayer, dialogue between them and the youth and also scripture reading which is fundamental in their spiritual growth. They should pass on traditional values to the youth, which are essential for their character development. They also encourage the youth not to lose hope in their situation because of prayer and unwavering trust in God. They also should be

²⁶ Pius XI, Encyclical Letter, On Education to the youth (New York: panelist press, 1939-1963). 37 p.

²⁷ Leo XIII, Rus XI and John XXIII, the Great Encyclicals (Paramus Paulist Press, 1963). 50-57 p.

willing to take the youth to greater heights but their efforts are hindered by abject poverty, which constitutes their lives.

5.6.2 Staff

The staff of CTC should encourage the youth in all their endeavours in the search for employment. They play a major role in recommending the youth and their various skills to prospective employers. They encourage them to work hard in learning different skills and have faith in God for future prosperity. They try the much they can to integrate Christ's teachings in all that they do for the youth but are hampered by society's attitudes like corruption which serve to destroy whatever little faith they have succeeded in instilling in the youth.

5.6.3 The community

The Christian community involves the youth in their activities like prayer meetings and other social activities. This gives the youth a positive identity with them. They also offer guidance and counselling to bolster the youth's faith and moral stature. The youth's growth and formation is encouraged by the community through their handing down of Christian values to them (the youth). The community also acts as a good medium of advertising the youth's skills by word of mouth. The community creates ways of combating the youth's idleness by encouraging them to develop their talents in singing and also the playing of instruments in Church.

5.6.4 Faith and the life situation

Despite the community being actively involved in the day-to-day church activities, they do not apply their Christian values and beliefs practically in this situation of the unemployed youth, where their help as Christians would be very useful. They identify with the Church only as a function and not as a way of life they should adopt.

5.7 Social ministers response

The youth have a role to play in creating employment for themselves. They should live up to their faith by emulating Jesus Christ who despite suffering alienation, rejection and loss of dignity still fulfilled God's will in Love. They should persevere in their struggle for survival, not be jealous of each other's achievements and not only seek self-benefit but for others too. They should also search for their basic sustenance in truth and not

indulge in crime. In all their undertakings, Love, Hope and Faith should be their guiding values.

Prayer should constitute an important part of their lives because through prayer they nurture their personal relationship with God the Father and in turn learn more about Him and themselves. They should show commitment to God by offering their work, leisure, disappointments, failures, successes, happiness and sadness to Him.

They should not ignore the physical effort required for integral development. They should strike a balance between trusting God and using all their resources to get rid of unemployment and its effects.

They should realise that freedom is not the right to live, as they would wish but the right to learn how to live in order to fulfil their potential and stop engaging in crime for their basic sustenance.

God has a plan for these young people. They deserve respect and no one should undermine their dignity, since everyone was created in the image and likeness of God, we are all the same. They need to see God all around them, in whatever they encounter in life. Unfortunately, the actions of others around them do not encourage them in their faith in relationship with God.

What upsets me in the youth's situation is the action or inaction of those who are supposed to support them i.e the Society, the Government, the Church. They are only keen in condemning them. The society they were born into is full of corruption so there is no way they can acquire jobs without bribery or bias on the part of the employers. People see them as useless members of the society and marginalize them, and do not involve them in decision-making or any activities.

The youth are offered no opportunities for their personal growth and maturity, almost everyone around them believes that the youth is their greatest handicap, yet they are capable of active participation in all spheres of development in the society. They are creative, energetic and are bound to introduce necessary variety and impressive changes in relevant areas. Their confident and outgoing qualities are laid to waste since nobody in the society identifies them and puts them to good use.

Political leaders in the government should support the youth instead of exploiting them for their own personal political interests. They should set up self help projects which would empower the youth.

The Church, which offers a haven for these despairing youths is too rigid and does not allow for the youth's creative ideas such as in liturgy. It therefore drives them away to seek solace in other denominations in order to find a suitable atmosphere for their age and needs. In so doing, the church should net work with other churches

5.7.6 What does God want for the youths?

God wants prosperity and content for the youth at Mukuru. This can only be achieved through their own hard work, Trust, Faith and Hope. They should also make maximum use of their God given talents and gifts. God also wants the youth to move closer to Him in prayer, and by keeping the greatest commandment of all i.e Love.

5.7.7 Call of society

The Mukuru community is responsible for the youth's moral and cultural education. It should show the youth a good example in how to live even in times of dire need. The society should also strive to provide material and financial support to youth through self-help projects and education for all. The society has a duty to help the youth maintain their dignity by giving and showing them respect to strengthen their self-esteem. They also have a role to play in making the youth part and parcel of the society by involving them in all social activities. Attitudes like corruption should also be eradicated by the society.

CHAPTER SIX: PROJECT PROPOSAL

6.0 Project overview:

6.1 Projects name:

Tigoni Prince of Peace: TIGONI YOUTH DEVELOPMENT CENTRE (TYDC)

The intended project will be community-based with specific emphasis on both those youth who are not imparted with technical skills and those who are technically skilled but are not employed. The initial for the project will be TYDC

6.2 Project duration

The prospective project is expected to last three years, 2004 to 2007 with three phases of one year each, the project is expected to train 120 with at least 40 students admitted annually.

6.3 The project background

TYDC will target those youth who have no technical training as well as those who have acquired technical skills but are unemployed or have not been able to venture into self – employment.

Its also important to note that when young people do not have just means of earning a living, they get tempted to involve themselves in immoral and /or illegal economic activities. It is understood that they can do any manual (casual) jobs at any price despite their levels of academic and / or technical qualifications.

TYDC is intended to respond and address the integral development of the youth such as social-economic, moral/ spiritual and technical needs and contributions of youth. These youth will include: primary school dropouts, secondary school leavers, tertiary college and / or university graduates. The purpose is to try to impart them with the relevant technical skills and for empowering; them with entrepreneur skills and at the same time provide them with financial assistance. In addition to that, emphasis will be put on forming them to become more accountable, honest and responsible in all aspects of their lives.

The centre will be located in Prince of Peace Monastery Tigoni, Tigoni sub location, Limuru Location Kiambu Division. It is within St. Josephs Catholic Church parish under

the jurisdiction of the Archdiocese of Nairobi. It is about 50 kilometres east of Nairobi and 20 kilometre east of Kiambu town and 4 kilometres east of Limuru town. This location has been opted for because it is within the reach of electricity (power) line. The means of communications are available (good tarmac roads, telephone) to mention but a few. This is likely to favour the facilitation and attainment of the project goals and objectives.

6.3 Statement of the problem

That the unemployment of the youth is growing at a high rate in Tigoni and its neighbouring slum called Misri. This has greatly affected the youth who constitute the larger part of the population in that area. This is so due to lack of relevant technical skills, which are vital for both employment in the formal and informal sectors of the economy. Even those who are technically skilled cannot venture into self-employment because of lack of capital, tools, and even entrepreneur skills. As a result high rate of unemployment poverty, deviant behaviour (prostitution, illicit brewing, thuggery,) just to mention but a few have become the order of the day.

6.4 Justification of the project

The study reveals that:

- ◆ There is no other technical/ vocational institution within and around the area of the study.
- ◆ A larger portion of the youth population is unemployed either because they lack relevant technical skills needed in the world of work or because they do not have what it takes to venture into self-impacting youth with technical skills.
- ◆ Empowering them financially would be a step forward towards dealing with the problem of unemployment.
- ◆ In order to earn a living, the youth of Misri slum engage in prostitution, illicit brewing, and drug trafficking among other economic activities.

This has rather devastating effects on their spiritual, social, moral and economic life, given the reality of AIDS pandemic. Thus, empowering the youth for development and forming them socially, morally and spiritually would not only help to reverse their situation but also give them a chance to live to the fullness.

6.5 Project objectives

The project goal will be achieved through the following objectives:

- ◆ Availing technical/ vocational institutions within the reach of the area of research.

- ◆ Training and imparting youth with technical, managerial and entrepreneurial skills.
- ◆ Forming youth in Christian and moral values
- ◆ Offering guidance and counselling services to the needy youth so as to facilitate positive human growth/maturity.
- ◆ Giving soft loans to the graduates who finish training successfully and aim at venturing into small-scale enterprises as a means of creating job opportunities in the sectors of economy.

6.6 Basic assumptions

- ◆ That youth who are imparted with technical skills are more likely to get employed or venture into self-employment.
- ◆ Empowering and preparing youth through skills will enable the youth to be incorporated in the either wage employment and or self employment and hence reduce the rate of unemployment
- ◆ Youth involved in illicit brewing, prostitution and other immoral/illegal economic activities would be provided with proper alternatives as way of earning a living.
- ◆ Technically skilled youth will be supported and hence become resourceful to themselves, the community and the nation at large.
- ◆ Cooperation among the project management committee, the church, the NGOs and even the government will facilitate the realisation of the goal/objectives of the project.

6.7 The beneficiaries of the project

- ◆ The youth themselves
- ◆ The parents and relatives
- ◆ The local community, the society and the nation in general.

6.8 S.W.O.T analysis

6.8.1 Strengths

- ◆ There is no public or private technical institution within and around the area of the study. Thus establishing a technical or vocational centre would be acceptable and a dream come true to the local youth and community.
- ◆ Electricity is within the reach of the locality of the intended project.
- ◆ There has been a rather good and positive response from the local community, the local church and the youth themselves.

As for human resources, the project will have a qualified coordinator, administrator and the target group'' being the youth themselves who intend to acquire as well as those who have acquired technical training, it is more likely for the project to succeed since, it will be a better option for many of them.

There is a hope that, Social Ministry Research centre, (SOMIRENEC) would give financial and technical assistance in initiating it. Also local contribution will start it off.

6.8.2 Weaknesses

- ◆ Shortage of fully committed and well prepared technical education teachers.
- ◆ High mentality of dependency on donors by the local community
- ◆ Low or insufficient local financial contribution for the welfare and sustainability of the project.
- ◆ The possibility of having a rather too great a number of youth to deal with since, there is no other technical/vocational centre within the area of our study.

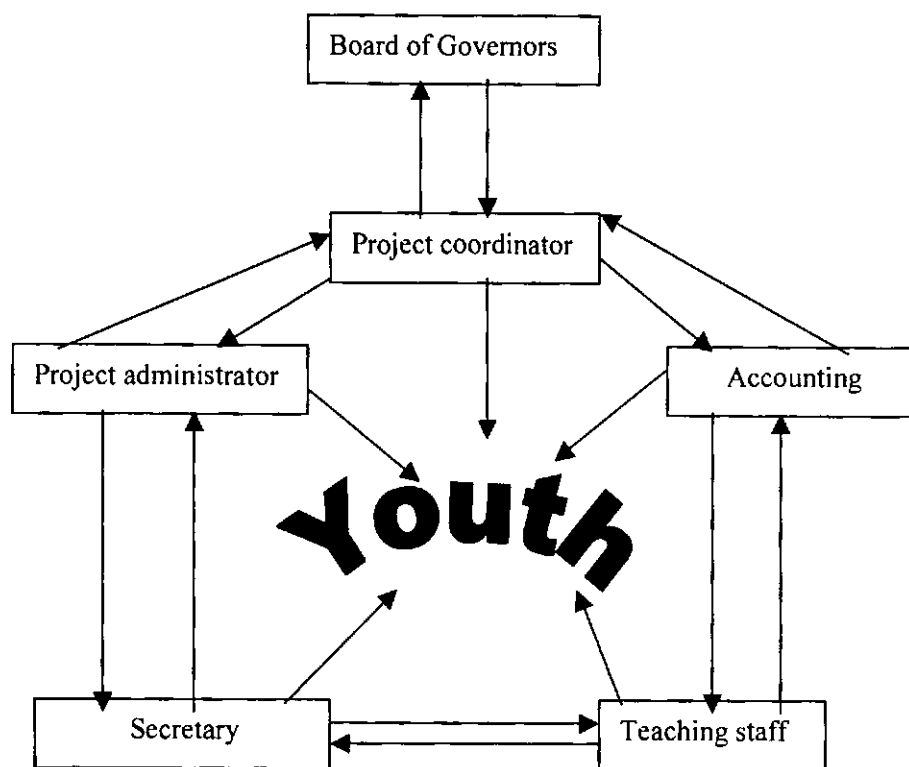
6.8.3 Opportunities

- ◆ If the available human resources and the process of exploiting material and financial resources are well coordinated, there seems to be opportunities of employment.
- ◆ Technical/vocational centres would be available and ready for empowerment and development of the local youth and the community in general.
- ◆ Promotion of technical education in local, district and national levels.
- ◆ There is quite a good number of people from the area of research who are ready to assist the project in one way or another

6.8.4 Threats

- ◆ Within the area of research and the project locality, there have been many cases of petty crimes like burglary and robbery. This in a way poses a major threat to the prospective project facilities.
- ◆ Lack of finances to initiate and run the project. The project will heavily depend on the donor funding before it picks up.
- ◆ Rapid spread of HIV/AIDS and its high claim of lives among the productive age in Kiambu District which the locality of the project falls

6.9 Organisation structure of TYDC



6.10 Description of functions

6.10.1 Board of governors:

Among other functions, the B.O.G will carry out the following:

- ◆ Making the budget, mission, philosophy and planning of the project and hence be answerable to the donors for funds contributed for the operation of YDC.
- ◆ Recruiting of all employees in the project.
- ◆ Appointing the project co-ordinator /administrator.
- ◆ Setting the basic rules/regulations and all issues under their jurisdiction.
- ◆ Analysing the progress of the project periodically.
- ◆ Organising and raising funds and as well as making reports to the sponsors.
- ◆ Reviewing and evaluating the projects goals and / objectives annually.

6.10.2 Project coordinator

- ◆ Acting as the overall manager of the centre, personnel, records and staff development.
- ◆ Communicating the decisions from the B.O.G to the appropriate projects personnel.
- ◆ Checks schemes of work and the learning process.
- ◆ Links activities of class teachers and the section heads.
- ◆ Presides over sub committee meeting.
- ◆ Gives weekly/monthly reports of the centres activities and progress to the B.O.G
- ◆ He is responsible for staff and school co-curriculum programmes

6.10.3 Project administrator

- ◆ He liaises with teachers, students and the public on behalf of the coordinator.
- ◆ He drafts timetables, duty roster and examination time table
- ◆ He organises examinations, sport activities and other functions
- ◆ He controls stock and equipment/machines
- ◆ He manages the finances of the centre
- ◆ He is responsible for materials and supplies.
- ◆ He is in charge of notebooks, textbooks, registers and lesson plans.
- ◆ In charge of admission of the students to the institution.
- ◆ Keeping records and minutes of meetings.

6.10.4 Teaching staff

This comprises the teachers and individuals whose functions will be to execute effectively the school curriculum. Their duties involve:

- ◆ Preparation of lessons and scheme of work.
- ◆ Teaching practical and theory lessons with reference to class schedules
- ◆ Reinforcing of school rules and regulations
- ◆ Supervising of students' activities and performances.
- ◆ Conducting an assessment of each student and making of reports of individual students and class progress to the administrator every month.
- ◆ To help in development and implementation of the curriculum according to the needs of the students.
- ◆ Supervision of utility of centres facilities/materials so as to curb/minimise wastage, loss and / or breakage.

- ◆ Is responsible for planning, coordinating and directing all project activities of YCD in relation to the project's goals, objectives and policies.
- ◆ Supervises staff and inspects all activities of the project in both internal and external matters.
- ◆ Prepares and allocates teaching time table
- ◆ Carries research, monitor and evaluate the projects activities
- ◆ Provides a brief, written report to each BOGs meetings once every two months in which he/she highlight essential information, the status of the project, and issues requiring the boards action of approval

6.10.5 Accountant

- ◆ Keeping the financial records
- ◆ Supervising financial programme of the project
- ◆ Maintaining and preparing the payroll, benefits and disbursement of TYCD
- ◆ Disbursing funds/finances for material requisition.
- ◆ Advising the heads of department when necessary as far as their respective budgets are concerned.

6.10.6 The secretary

- ◆ Preparing the agenda for the meeting in collaboration with the administrative staff.
- ◆ To cooperate/collaborate with the administrative staff in all affairs of the project.
- ◆ To keep a link with the interested, donors and the prospective students and customers

6.11 Project activities scheduled (years 2004-2007)

OBJECTIVES	ACTIVITIES	WORK PACKAGES	ESTIMATED TIME
To create awareness	Meeting with the members of the parish council and small Christian communities	Selling the idea of the project to the leader of the parish council and small Christian communities	3 months
	Organising seminars and workshops for awareness	Identification of participants	1 months
		Inviting and hiring resource persons (experts)	2 months
		Hiring of venue and other relevant facilities	1 months
	Meeting with the local community and other resourceful people	Sensitising the youth, parents, teachers and the local leaders	2 months
To set up the appropriate structures for the project to operate	Formation of youth groups	Selection of potential youth	2 months
	Formation of the project committee Mobilizing the technically (skilled) qualified youth	Identifying of group members and election of youth leaders	2 months
		Organise group meetings	Continuous
		Identifying and forming of the board of governors	2 months
		Organise group meetings	Continuous
		Formation of the "skilled youth" association	2 months
		Organise groups meeting	Continuo's
		Legal groups registration	¼ months
Objectives	Activities	Work packages	Estimated time
To establish a technical/vocational centre	Purchasing land	Location of land	½ months
		Actual purchasing	½ months
		Legal procedures	
	Constructing the centre	Advertising tenders	½ months
		Issuing tenders	
		Actual construction	12 months

To provide youth with technical and entrepreneurial skills	Furnishing and buying machines, equipment and stationeries	Collect quotations	1 months
		Decide upon the quotations	1 months
		Actual purchasing	
	Fencing		1 months
	Project publicity	Advertising	1 months
		Church announcements	1 months
		Printing and distribution of pamphlets	¼ months
	Enrolling potential students	Home visits to identify the youths by small Christian communities officials	2 months
		Preparing letter heads and centres stamp	
		Interviews at the centre	
		Selecting and admitting the eligible students	
		Registration of the prospective students	
		Offering bursaries	Continuous
	Staffing	Job advertisement	
		Interviewing	
		Selecting of potential staff	
		Recruiting and signing of contracts	
		Orientation	
	Imparting youths with technical skills	Training in carpentry and joinery	Begins 2 nd year
		Training in metal work/fabrication	
		Training in motor vehicles mechanics	
		Training motor wiring	
		Training in welding	
		Training in applied electronic	
Objectives	Activities	Work packages	Estimated time

		Training in electrical installations	
		Training in tailoring and dress making	
		Training in secretarial course	
		Training in computer studies	
		Training in computer repair	
		Training in hairdressing	
		Training in bicycles repair	
		Training in cart marking and repair	
		Training in reading and writing music	
		Music voice training	
		Wind instrument training	
		Percussions training	
		Book binding skills	
	Offering the youth with entrepreneurial skills	Organising Seminars/workshop	Continuous
		Invite relevant experts	Continuous
		Hiring of venues	Continuous
To provide soft loans to the skilled youth ready to venture in self employment	Group and individual assessment for legibility	Meeting with group members	After every graduation
		Assisting group with basic needs	3 months
	Giving out loans	Distributing and collecting application forms for loans	3 months
		Lending loans	5 months
		Regular monitoring	Continuous
To provide guidance and counselling	Recruit counsellors	Advertising	¼ months
		Interviews	
		Selection	
		Appointment	
	Counselling programmes	Organise workshops	2 nd year
		Family counselling if necessary	Occasionally.

6.12 Budgeting of TYDC years (2004-2007)

	Items /particulars	Year 1	Year 2	Year 3	Total
1	Establishing the centre				
	Buying the land	1,000,000			1,000,000
	Legal procedure	30,000			30,000
	Constructing the centre	15,000,000			15,000,000
	Training equipments	4,500,000			4,500,000
	Insurance	160,000	160,000	165,000	485,000
	Sub total	20,690,000	160,000	165,000	21,015,000
	Office equipment				
	Computer & accessories	125,000			125,000
	Stationeries photo copier	70,000	70,000	70,000	210,000
	Furniture	20,000			20,000
	Telephone installation & utility	85,000			85,000
	Electricity connection & consumption	150,000	120,000	120,000	390,000
	Sub total	450,000	190,000	190,000	830,000
	Training the youth				
	Training materials	500,000	500,000	500,000	1,500,000
	Sports facilities	50,000	45,000	40,000	135,000
	Recreational facilities	100,000	100,000	100,000	300,000
	Bursary funds		300,000	350,000	650,000
	Sub total	650,000	945,000	990,000	2,585,000
	Conscientizing				
	Create awareness through seminars & workshops	50,000	40,000	30,000	120,000
	Formation of youth groups	30,000	20,000	15,000	65,000
	Stationary & workshop materials	80,000	60,000	40,000	160,000
	Sub total	160,000	120,000	85,000	345,000
	Counselling programme				
	Workshops/seminar	30,000	30,000	30,000	90,000

Family counselling	10,000	20,000	20,000	50,000
Counselling according to individual needs	10,000	20,000	20,000	50,000
Sub total	50,000	70,000	70,000	190,000
Staffing				
Recruitment	30,000			30,000
Staff training & Development		50,000	60,000	110,000
Project coordinator 20,000/= @ months		240,000	240,000	480,000
Project administrator 15,000/= @ months		180,000	180,000	360,000
Facilitator 14,000/= @ months	168,000	168,000	168,000	504,000
Accountant 12,000/= @ month		144,000	144,000	288,000
10 teachers 12,000/= @ months		1,440,000	1,440,000	2,880,000
Secretary 8,000/= @ months		72,000	72,000	144,000
2 cleaners/caretakers 5,000/= @ months		120,000	120,000	240,000
Watchman 5,000/= @ months		60,000	60,000	120,000
Sub total	198,000	2,240,000	2,484,000	4,922,000
Transport				
Pick up vehicle	950,000			950,000
Motor cycle	170,000			170,000
Fuel and maintenance		200,000	200,000	400,000
Sub total	1,120,000	200,000	200,000	1,520,000
Job creation				
Mobilising & formation of skilled youth association	50,000	20,000	10,000	80,000
Meeting graduates basic needs	100,000	150,000	100,000	350,000
Soft loans	1,500,000	2,000,000	3,000,000	6,500,000
Sub total	1,650,000	2,170,000	3,110,000	6,930,000
LOCAL CONTRIBUTION				

Membership cash	100,000	100,000	100,000	300,000
Seminar halls	50,000	20,000	20,000	90,000
Classroom rents	60,000	60,000	60,000	180,000
Labour (free of charge)	300,000			300,000
Fee: 150 students per year 1,500/= each year		4,500,000	4,500,000	9,000,000
Sub total	510,000	4,680,000	4,680,000	9,870,000
Sub totals	25,598,000	11,069,000	12,034,000	48,701,000
Contingencies 10% of sub totals	2,559,800	1,106,900	1,203,400	4,870,100
GRAND TOTAL	28,025,800	11,852,500	13,171,400	53,027,700
Less local contribution	27,515,800	7,172,500	8,491,400	43,701,100
Amount requested				45673300

6.13 GENERAL CONCLUSION

At the end of this study, we hope that we have attempted not only to manifest the stressful situation of the youth of Mukuru, but also strived to show the way forward in order to ameliorate the situation. In the first chapter, we have tried to situate the problem and stipulate the statement of the problem, objectives of the study, research questions and basic assumptions. All these enabled us to have a focus on our study, find out the factors leading to unemployment and lack of empowerment of youth. Moreover, they helped us to focus on youth as our target group and the effect of unemployment on them.

In chapter two, we tried, through literature review, to show the real youth situation in Mukuru and the issues affecting them. We also expounded in depth on the role of technical education in empowering the youth and at the same time touched on the establishment of technical education in Kenya, its structure and current condition. In addition to that, we have highlighted on the pathetic state of technical education in Mukuru.

In the third chapter, we looked into the various methods used in gathering information/data during the research period. Besides explaining the methods used, we have indicated the hardships faced through the research process.

Chapter four is basically involving data presentation, which we display as provided by our respondents through Tables. Moreover, we have discussed and interpreted the data and offered an orientation for actions in order to counter check unemployment and inaccessibility to technical education in Mukuru and Kenya in general. Our theological reflections in chapter five look into the youth problems in Mukuru in the light of Christian faith and African values as per the concepts of technical education and work.

In the sixth chapter, we have come up with project proposal in with the recommendations with chapter four. This will enable the youth of Tigoni to acquire technical, managerial and entrepreneurial skills, which are vital for them to venture into wage and/ or self-employment.

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Questionnaire 1

For the CTC Youth.

Good morning/ afternoon/evening.

I am A. S. Nambafu, a student of social ministry from Tangaza College. I am carrying out a **research on the promoting Technical Education for self-reliance**. The findings of this research will be used to put forward recommendations, which may help improve efficiency and effectiveness of the youth participation in nation building, by self-employment. I would therefore be very grateful if you could give me your views on the issue of technical education and what you think that hinders participation of the youth in nation building.

1 a) Name

(Optional) _____

b) Gender (please tick one (✓)) Male ☐ Female ☐

Age Bracket (please tick one (✓)):

a) 15-18 ☐

b) 19-21 ☐

c) 22-24 ☐

d) 25-27 ☐

e) 28-30 ☐

2. What is your Education Level?

a) Primary ☐ b) Secondary ☐ c) Any other ☐

If you tick c) please specify: _____

3. What reasons made you join CTC?

4. Who chose the courses you are doing?

5. What would you like to do after accomplishing your course?

6. What prevents the technically qualified youth from venturing into the world of work?

a) Lack of labour
market

b) Lack of
capital

c) Lack of youth
solidarity

d) Lack of appropriate
market

7. When you compare Technical Education with Academic, which according to you is the best?

Reasons

Thank you for your time and response

God Bless you.

ASANTE SANA

QUESTIONNAIRE 2

TEACHER/INSTRUCTORS OF CTC

Good morning/ afternoon/evening.

I am A. S. Nambafu, a student of social ministry from Tangaza College. I am carrying out a **research on the promoting Technical Education for self-reliance**. The findings of this research will be used to put forward recommendations, which may help improve efficiency and effectiveness of the youth participation in nation building, by self-employment. I would therefore be very grateful if you could give me your views on the issue of technical education and what you think hinders participation of the youth in nation building AND BEING SELF-RELIANT.

1 Name (Optional)_____

2. Profession_____

3. What are the criteria of choosing your students?

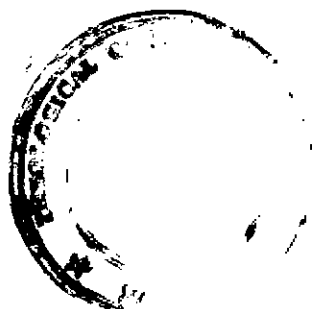
4. What is the importance of technical education compared to academic education?

5. How can technical education be improved / promoted in Kenya?

6. a) Do students who complete their courses here get placed immediately?(tick (☑))

Yes ☐

No ☐



b) And if so how is it done?

a) By supporting a student with some initial capital to begin self employment ☐

b) Sending them to existing projects ☐

c) Any other (please specify)

7. According to your own opinion what kind of education is much more rewarding, Technical or academic please tick one (☒).

Technical ☐

Academic ☐

Please give reasons.

Thank you for your time and response

God Bless you.

ASANTE SANA

QUESTIONNAIRE 3

FOR PARENTS

Good morning/ afternoon/evening.

I am A. S. Nambafu, a student of social ministry from Tangaza College. I am carrying out a **research on the promoting Technical Education for self-reliance**. The findings of this research will be used to put forward recommendations, which may help improve efficiency and effectiveness of the youth participation in nation building, by self-employment. I would therefore be very grateful if you could give me your views on the issue of technical education and what you think hinders participation of the youth in nation building AND SELF-RELIANT.

1 Name (Optional) _____

2. Profession _____

3. Marital status (please tick one (☑) that suits you):

- a) Polygamous ☐
- b) Monogamous ☐
- c) Widowed ☐
- d) Divorced/ separated ☐

4. How many children are you blessed with? _____

- a) What is the dominant age group in your household?
- b) How many are in school?
- c) How many have completed secondary and primary schools and yet have no jobs/unemployed.

5. What do you think is major problem hindering them from getting jobs?

6. What would you say that is the essence of technical Education?

7. Which option do think would be appropriate to improve the youth in development participation? (Tick)

- a) Providing them with technical skills, establishing technical/vocational centres within the localities, initiate income-generating projects. ☐
- b) Provide them with academic education. ☐

Thank you for your time and response
God Bless you.

AHSANTE SANA

IMANI PROGRAMME

of the
Society of Mary
Region of Eastern Africa

