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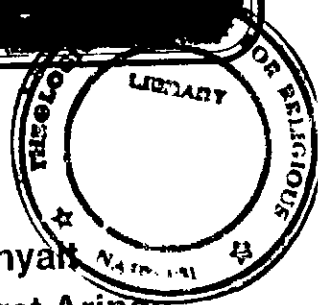
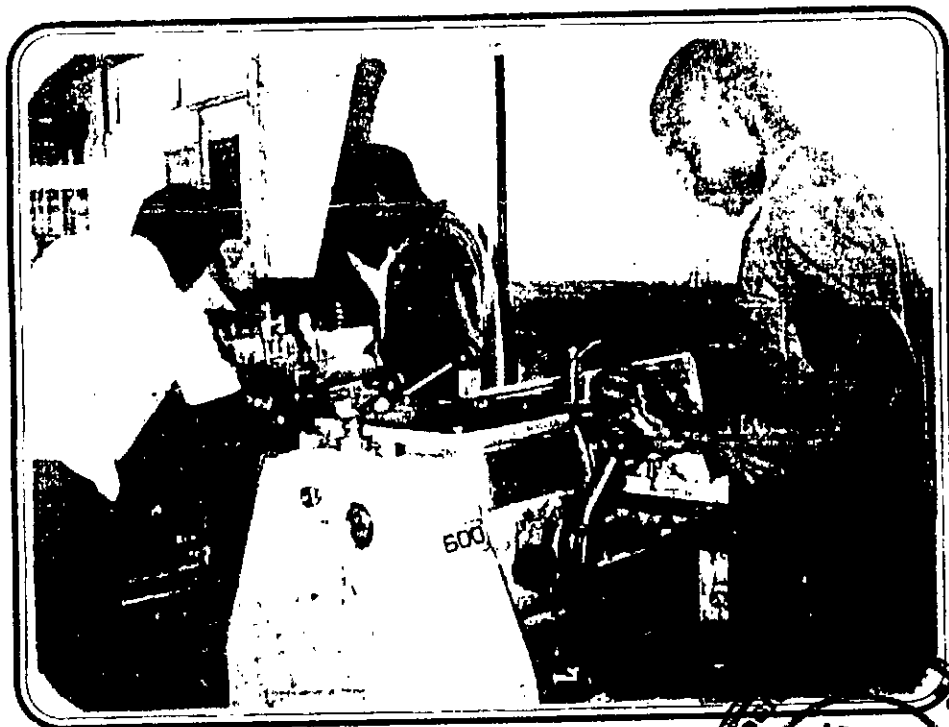
Tangaza College

Institute of Social Ministry

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# THE CHURCH AND HUMAN PROMOTION IN TECHNICAL EDUCATION

*(With special reference to Challenges facing Technical Education in Kenya)*



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April 1998

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I hereby declare that no part of this essay has never been submitted in any University or diploma or degree requirement. The sources used in this research have been fully acknowledged.

Student's Signature.....*Imrat*.....

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## GENERAL INTRODUCTION.

The subject of this essay is technical education. The Church has always shown a keen interest in the development of technical education. When talking of the Church, we are particularly referring to the Catholic Church, whose major aim is at creating and elevating the dignity of the poor, and raising their status in the Kenyan society as elsewhere. The Church aims at making a major contribution to the objectives above, through involvement in technical education, hence the title 'The Church and Human Promotion in Technical Education'.

This essay is an attempt to bring out the contribution and role of the Church in technical education, and the challenges facing this education in Kenya at present. My main aim in exploring this area is to provide some elements of reflection on these challenges, not only for local Churches and religious institutes, but also for the Kenyan government. I also hope to offer some possible orientations and proposals for action to improve technical education in institutions that are already in existence.

The essay is as a result of both primary and secondary data collection. Primary sources of information involved: going out and visiting different technical training institutions run by the Church. This included interviewing those in administration of these institutions about the group of people (street children, orphans, primary or secondary school leavers), they are training; some government owned institutions were also visited and those in charge were interviewed. The secondary source of information is mainly from periodicals and a survey on the industrial training needs assessment and institutional capacity and capability in Kenya prepared by the Federation of Kenya Employers (FKE).

This essay is divided into three chapters with two sections in each chapter. The methodology followed in this study is that of see, judge and act.

In chapter one, I have attempted to give the meaning, role and trace the history of technical education in Kenya. It is a fact that the history of this education cannot be written without reference to the Christian missionaries and the colonial government. All these, up to the present existing institutions offering technical education in Kenya, will be seen in the first section. That the Church has always been concerned in the development of technical education is clearly set out in the second section of chapter one. This concern stems from the vision of her

mission to care for the poor. To pursue this concern, the Church has contributed to this education through her dioceses, parishes and religious congregations in Kenya, by setting up technical training institutions. Some of these institutions are strictly for the Church, and others are in partnership between the Church and the government of Kenya. They include youth polytechnics, Christian vocational training centres and technical training institutes among others.

We cannot treat the Church owned institutions separately from those run by the government due to partnership pointed above. Moreover the Church has no monopoly, neither does she control the policies concerned with technical education in Kenya. For this reason, chapter two examines some of the challenges facing technical education in Kenya. Section one of this chapter deals with technical training institutions while section two is concerned with disharmonies that underlie technical training in Kenya.

In response to the challenges pointed out in chapter two, concrete measures and proposals to improve technical education have been discussed in chapter three in the first section. Citizens of any country need a training that will enable them earn a living and transform their lives. It is in this context that the Church insists on the promotion of training for transformation. Hence section two gives the Church some guidelines in this underlying task.

Finally, there is a curious illusion that a more complete research is possible when there is less to know. My point here is that no course of study, neither does this essay claim any position of ideal completeness nor are the omitted facts of subordinate importance. Therefore, this essay is only but a stepping stone to further research.

"Church" Does This  
Primarily Refer to Religious Orders  
or to the Church in General?  
What Amount of Technical Education Schools  
in Kenya were founded or run by Religious  
vs the "Church".

# CHAPTER I.

## Section One.

### 1.0 BACKGROUND INFORMATION ABOUT TECHNICAL EDUCATION IN KENYA.

#### 1.1 Introduction.

The purpose of this chapter in section one is to give a general background of technical education in Kenya. This takes us back to pre-independence period. In section two, we shall see how the Church has contributed well in technical education.

#### 1.2 The Meaning and Function of Technical Education.

##### 1.2.1 Meaning.

Technical education means different things to different people. To some, technical education means teaching applied sciences, that is, special training in applied sciences, and skills required for the practice of trades or professions especially those involving the use of machinery or scientific equipment.<sup>1</sup> To others, technical education is a teaching that concerns the art of utilizing knowledge for the manufacture of material products - a training that emphasizes manual skills and the coordinated action of hand and eye.<sup>2</sup> While others maintain that technical education simply means instruction in any subject which leads to production in industry, agriculture and commerce.<sup>3</sup>

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<sup>1</sup>Encyclopedia Britannica, ed; Vol. 21, (1967) S.V. "Technical Education" (Chicago: William Benton), 748.

<sup>2</sup>White-head, Alfred North, The aims of Education and other essays (New York: The Free Press, 1929), 50.

<sup>3</sup>Shiundu, J, S, and Omulando, S.J., Curriculum: Theory and Practise in Kenya (Nairobi: Oxford University Press, 1992), 3.

For our study, the following definition has been used: technical education is a training that is offered to impart manual skills that includes the use of machinery for production in industry, agriculture, trade and commerce. This definition is broad and embraces even training of business administrators, secretaries, agriculturalists and the like. Under this definition, technical education should not be distinguished from vocational education which emphasizes upon imparting manual skills to an individual to prepare him/her for single occupation or trade which is offered mostly in vocational training institutions. It is necessary to add here that a feature common to all forms of technical/vocational education is the essentially practical and applied character of instruction. In this study, for convenience purpose, the terms technical and vocational education/training have been used both or interchangeably and they should be treated to bear the same meaning.

The nature of technical education is practical oriented. It offers practical training in the following areas: motor vehicle mechanics, motor vehicle electrical, electrical installations, carpentry and joinery, dress making, secretarial courses, metal work, agricultural mechanics, building and the like.

In most cases, technical education is offered in post secondary school curricula. But this varies from country to country. If offered to post secondary school leavers then our immediate opinion about technical education is that it is offered in institutions higher in rank than secondary schools and the training has a duration of one to three years depending on the course one has chosen. The training is offered in a wide variety of institutions of which we shall describe at the last part of this section. The courses offered are broadly content based and provide training skills which are aimed at production of artisans, craftsmen and technicians in Kenya.

### **1.2.2 Role of technical training.**

As already defined above, technical training plays a major role in the supply of a variety of trained, skilled mid-level man-power needed in the Kenyan industrialization process and the

effective development of the agricultural and commercial sector.<sup>4</sup> To the learners (students) technical education or vocational education gives more rewarding experience for the majority of students, especially in developing countries like Kenya with limited opportunities for academic excellence.<sup>5</sup>

WHY DISTINGUISH "ACADEMIC EXCELLENCE" FROM TECHNICAL TRAINING? see following for prejudice

### 1.2.3 Aims of Technical Education.

Technical education is called upon to provide a variety of trained skilled man-power for industrial, agricultural and commercial growth. According to the Ministry of Research, Technical Training and Technology, the aims of technical education and training at post-primary and post-secondary levels are to:-

- (i) Provide increased training opportunities for school leavers that will enable them to be self-supporting.
- (ii) Develop practical skills and attitudes which will lead to income earning activities in the urban or rural areas through salaried employment or self employment.
- (iii) Provide technical knowledge and vocational skills necessary for the growth of agricultural, industrial and commercial development.
- (iv) Create awareness in the application of scientific knowledge to the solution of environment problems.

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<sup>4</sup>Eshiwani, S., George, Education in Kenya Since Independence (Nairobi: East African Educational Publishers Ltd, 1993), 81.

<sup>5</sup>Shiundu, and Omulando, 333.

## **1.2.4 A historical over-view of technical education**

### **1.2.4.1 Pre-Colonial era.**

Kenya had a technical education system even before the coming of the Europeans. This was traditional African education whereby the father took charge of the boy's training while the mother took the responsibility for the training of the girl. The main aim of technical education in the traditional African setting was to train young men and women to fit into their society as useful members. The training provided skills, knowledge and values relevant to the society in which they lived. Formal technical training system, where learning and teaching activities are formulated into a classroom situation was introduced in Kenya through western system by missionaries in the nineteenth century.

### **1.2.4.2 Colonial era.**

#### **1.2.4.2.1 Colonial Government**

In 1921 the Phelps-Stokes Commission recommended a practically oriented education for African communities. This was further strengthened by an Advisory Committee for education in tropical Africa by the British Colonial Office which supported the idea and recommended the same in 1923.<sup>6</sup> The Europeans and the Asians had a different type of education which emphasized academic work aimed at providing skills necessary to prepare them for leadership roles in white collar jobs.

By provision of practical education to Africans, the colonial government claimed that it equipped them with skills necessary for the development of rural areas, as well as their communities.<sup>7</sup>

While on one hand it remains true that technical and vocational training provided Africans with skills necessary for the development of rural areas on the other hand, practical

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<sup>6</sup>Eshiwani, 24.

<sup>7</sup>Ibid, 24

education was a means to keep Africans inferior so as not to compete with the Europeans.

Zvobgo asserts the following:

The provision of industrial training (vocational education) at mission schools must be understood in the wider context of government attitude towards African education... Because of the dependence of the white settlers' capitalist economy on the availability of cheap unskilled African labour for its development, the company administration did not want African education to concentrate on academic work but rather on vocational training. The objective of such vocational training was to train Africans in rural trades and simple skills which would enable them to improve rural life without at the same time, making them resent manual labour or aspire to compete with Europeans for white collar professional, managerial jobs and other skilled services.<sup>8</sup>

*Prejudice*

Thus, the provision of technical and vocational training was encouraged by the colonial government because such a training produced a better workman and more useful servant to the European.

#### 1.2.4.2.2 The Church.

The introduction of technical education to the Africans was linked to christianity and at first its major aim was not at turning out skilled craftsmen, but 'cheerful' christian handy men and women who were able and willing to turn their hands to building; carpentry, leather work, dress making, laundry work - skilled christians guaranteed to help the Church and people. Vocational education in mission schools was also aimed at enabling the African to improve himself, his home and his village. To achieve the above aims, the following courses were offered: carpentry, building, bridge construction, mechanics for boys and dress making and laundry work for girls. In addition, students were also trained in agriculture so as to enable them, especially males to cultivate their own garden plots and farms effectively.

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<sup>8</sup>A.J.M Zvobgo, A History of Christian missions in Zimbabwe 1890-1939 (Gweru: Mambo Press, 1996), pg. 155.

It is important to note here that the missionaries had their own reason of offering technical training in their schools. This was to instill to the Africans the love of work in general, and in particular, love of useful manual trades. Although some academic subjects were taught, it was technical training that featured most in the school programme.

While the utility of vocational training was obvious in the rural environment, the skills acquired did not guarantee skilled employment in the urban areas. To make the matter worse, practical and vocational subjects in the African schools were non-examinable and this created less motivating influence on the students.<sup>9</sup> By the mid of 1920s Africans begun questioning the existing education system and demanded education that was academic oriented. Professor Eshiwani puts it well here,

They (Africans) wanted an academic education which could help them develop socially, economically, and politically. They were against education which emphasized technical and vocational skills at the expense of an academic component. Africans perceived this as a way of keeping them in an inferior position.<sup>10</sup>

However, after independence, we shall see that twenty years later, many African countries and Kenya in particular are in need of those aspects of education that they rejected during colonial time, namely technical/vocational education.

#### **1.2.4.3 Post-Colonial era.**

After independence, the government started to realize the importance of technical and vocational education. This realization came as a result of the pressure of unemployment among primary school leavers in the mid 1960s. For this reason, the government together with other religious organizations like NCCK (National Council of Churches of Kenya) made efforts to provide education incorporating some form of skill training. As a result, Youth Polytechnics were developed to cater for standard seven leavers, while at secondary school level, the former African trade schools were up-graded to secondary technical and trade schools.

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<sup>9</sup>Shiundu, and Omulando, 335.

<sup>10</sup>Eshiwani, 17.

WHY DISTINGUISH?

By 1966, the scope of the syllabus for technical education was enlarged for the few existing technical schools. Courses in agriculture were started at a number of secondary schools in 1964/65. By the end of 1972, twenty schools had adequate facilities for teaching agricultural education and four thousand students were enrolled in the programme. By 1971 there were eight secondary vocational schools and four secondary technical schools.<sup>11</sup>

Until 1984, and by the time the 8-4-4<sup>12</sup> system of education was introduced, there were altogether 15 technical and vocational secondary schools in different parts of Kenya, with an enrolment of more than 4,424 students. The technical and vocational secondary schools offered a four year programme in academic and technical education and prepared students for the Kenya Certificate of Secondary Education (K.C.S.E) examination. Courses such as basic mechanics, electrical and motor vehicle, agricultural mechanics, welding of engineering trade, carpentry and joinery, masonry, bricklaying, plumbing, surveying and building trades were offered.

However, the incorporation of technical and vocational education in the regular system of education in Kenya is still a controversial issue yet to be resolved.

Positive attitudes towards vocational education by a small section of the Kenyan community argue that vocational education in schools avails young people the opportunity to apply knowledge and learning. Further, it is claimed that vocational instruction gives young people skills which do not limit them to particular employers and at the same time, it introduces the youth to certain work ethics which prepares them to be self-reliant more than is usually the case with academic education. On the other hand, the mainstay of the argument of the large section of Kenyans against technical and vocational education is that it is narrow and shallow in scope.<sup>13</sup> As a result, it only prepared young people for only a few possible job opportunities.

To encourage or discourage technical and vocational education in schools is not our area of concern here. But it must be admitted that technical education in schools has both its strengths

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<sup>11</sup>ibid., 77-78.

<sup>12</sup>8-4-4 is eight years in primary education, four years in secondary education and four years in university education.

<sup>13</sup>Shiundu, and Omulando, 334.

and weakness which those responsible, especially the ministry of education and ministry of research, technical training and technology have both to look with an open mind and come up with a solution.

### **1.2.5 Institutions of Technical Education.**

Few years before independence and particularly after independence, the need for technical and vocational education grew tremendously such that in 1958, the National Christian Council of Kenya (NCCCK) had to establish the first Christian Industrial Training Centre (CITC) at Pumwani, Nairobi. In 1966, the NCCCK started village polytechnics to cater for primary school leavers. The village polytechnics were further structured into the current youth polytechnics which are run by the government, communities and religious organizations.

In 1974, the Kisumu Industrial Training Centre was established and this was followed by the Mombasa Industrial Training Centre which was established in 1978. In recognition of the needs for skills up-grading, the ministry of labour established the first National Industrial Vocational Training Centre (NIVTC) in 1966.

In 1961, the Kenya National Polytechnic was established with an aim of offering technical training to middle and high level manpower to meet the demand of the Kenya's economy. This was followed by the establishment of the Mombasa Polytechnic in 1972 to enhance accessibility to technical training at the regional level. Another polytechnic was established at Eldoret in 1985 and opened before the end of 1987<sup>14</sup>, while the Kisumu Technical Training Institute was up-graded to Kisumu Polytechnic in June 1997. The National Youth Service Engineering Institute was established in 1986.

In 1977, the Kenya Technical Teachers Training College (KTTC) was established to train technical teachers for technical and vocational secondary schools. In 1981, the Jomo Kenyatta College of Agriculture and Technology (JKCAT) was opened and in 1988, it was upgraded to a University College offering degree and diploma courses in agriculture and engineering.

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<sup>14</sup>Eshiwani, 86-87.

The following is a brief description of institutions offering technical and vocational training and the types of certificate awarded at the Institutional level.<sup>15</sup>

**(i) Youth Polytechnics (YP):**

There are currently 632 youth polytechnics run by the government, communities, religious organizations and donor communities. The youth polytechnics offer 2 year artisan training mainly to primary school leavers.

**(ii) Christian Industrial Training Centres (CITCs):**

They are 9 in number under the management of christian organizations. These centres offer a 2 year artisan training to both primary and secondary school leavers.

**(iii) National Industrial and Vocational Training Centres (NIVTC):**

There are 4 centres which are directly under the management of the Directorate of Industrial Training (DIT). These centres offer craft training to secondary school leavers.

**(iv) Institutes of Technology (IT):**

There are 17 institutes of technology which were started on harambee basis. A few of these award diploma programmes in various fields.

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<sup>15</sup>Federation of Kenya Employers, Exclusive Summary on Technical Training needs Assessment and Institutional Capacity and Capability in Kenya (Nairobi, August, 1996) 2-4.

**(v) Technical Training Institutes (TTI):**

There are 19 institutes of technology. These were the former technical secondary schools transformed to technical training institutes. These institutes offer a 2 year artisan, 3 year craft and 3 year training programmes in other fields.

**(vi) National Youth Service Engineering Institute (NYESI):**

This is a product of the National Youth Service Scheme which started in August 1964 under the NYS Act (Cap. 208). However, the NYESI was established in 1986 as a joint venture project between the government of Kenya and Japan. It offers courses to technicians up to part 3 and diploma courses in various fields.

**(vii) National Polytechnics:**

There are four National Polytechnics offering a wide range of technical courses at various levels and award 3 year ordinary diploma and 2 year higher national diploma.

**(viii) Kenya Technical Teachers College (KTTC):**

There is one such college under the management of the government. It offers 3 year training to technical teachers for technical and vocational secondary schools.

**(ix) Jomo Kenyatta College of Agriculture and Technology (JKCAT):**

As mentioned earlier, JKCAT was upgraded to a university college. It offers degree and diploma courses in agriculture and engineering, but not technological degree.

To conclude this section, it is important to point out clearly that the four National Polytechnics, the Kenya Technical Teachers College and the Jomo Kenyatta College of Agriculture and Technology are classified among higher institutions for technical training and

only admit students who have completed secondary education and have passed their Kenya Certificate of Secondary Education (KCSE). The Christian Industrial Training Centres, National Industrial and Vocational Training Centres, Institutes of Technology, Technical Training Institutes and National Youth Service Engineering Institute are grouped among the middle level institutions of technical education and admit secondary school leavers who did not pass well their KCSE. While the Youth Polytechnics are grouped among the lower level and offer training mainly to primary school leavers.

This ranking system is complicated in that those classified as higher institutions offer some courses that are also offered in middle or lower level. The ranking is further complicated by the fact that many institutions that are designated technical institutes offer training that is below the institute level and some that are designated youth polytechnics are well equipped and offer advanced scientific and professional work.

## **Section Two**

### **1.3.0 The Church and Human Promotion in Technical Education.**

Up to now we have considered the meaning, function and historical background of technical and vocational training in Kenya. From now on, we will look at the situation of the young people (youth) who are in urgent need of technical training and what the Church is doing to be witness of and expression of the concern for the youth.

#### **1.3.1 The Church's Concern.**

The concern of the Church for technical and vocational training is deeply rooted in her mission, that is to say skills training is an issue not outside the mission of the Church. It has a necessary link with evangelisation. This concern is well illustrated in the 1991 encyclical of Pope John Paul II when he said:

... many people, perhaps the majority (of the youth) today, do not have the means which would enable them to take their place in an

effective and humanly dignified way within a productive system in which work is truly centred. They have no possibility of acquiring the basic knowledge (and skills) which would enable them to express their creativity and develop their potential. They have no way of entering the network of knowledge and... (skills) which would enable them to seek their qualities appreciated and utilized. Thus, if not actually exploited, they are to a great extent marginalized...<sup>16</sup>

Cardinal Maurice Michael Otunga, former Archbishop of Nairobi expressed a similar concern for technical education of the youth in Kenya when he asked A.V.S.I (International Service Volunteers' Association) to establish a technical school in Nairobi. In his speech he stressed that,

Kenya, and particularly Nairobi, have an urgent need of educational opportunities in the technical field: so frightfully many are, in fact, the youth who are jobless and often on the brink of desperation and criminality...<sup>17</sup>

Indeed the problems the young people are encountering are very serious. Despite the rapid growth of many technical training institutions, a greater number of young people here in Kenya remain without skills training. There are numerous factors attributed to this: lack of finance and academic qualifications among others.

### **1.3.2 A brief Description of Youth and their situation.**

It is not easy to describe youth. Even if it seems a bit artificial, the simplest way is to group them in the following manner: school drop outs and school leavers.

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<sup>16</sup>Pope John II, Encyclical letter, Centesimus Annus, No. 33.

<sup>17</sup>Cardinal Maurice Michael Otunga's Speech as quoted in a report on St. Kizito Vocational Training Institute (Nairobi, 1990), 2.

### 1.3.2.1 School drop outs.

Thousands of young people leave school before they complete their studies. These are youth, who for one reason or another have not succeeded in their secondary studies and had to stop on the way due to various reasons. They experience a sense of failure in them and have lost hope for the future. They see themselves doomed to suffer since they have missed secondary education which opens the door to other tertiary institutions and even job opportunities. However, a few of them, with a lot of difficulties find a job. According to job opportunities and employment offers, they turn as paid farmhands, houseboys, and housegirls, while others can be seen around market places selling things like paper bags or at local celebrations wandering about or selling cigarettes and many other things.

The problem is even greater for the youth coming from the rural area who having completed their primary education, cannot continue any further and end up with no qualification at all. For them, the possibility of employment and the chance of a dignified life becomes rather narrow.<sup>18</sup> Those who find no employment, swell the number of the unemployed, of the homeless (street children) of the petty thieves, or of the violent gangsters.

### 1.3.2.2 Secondary school leavers.

Secondary education here in Kenya is considered as a basic door step to salaried jobs. But at a closer look even with secondary studies and a form four certificate, the number of available jobs is relatively small and as somebody stated clearly "UNEMPLOYMENT has now become chronic in nearly every developing country and in Kenya the problem has become unmanageable".<sup>19</sup> Even those who chance to get employed without specific skills training stand a high chance of being retrenched thereby becoming jobless.

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<sup>18</sup>Ibid., 2.

<sup>19</sup>Mwicigi, N, George, "Unemployment has become ungovernable" Jua Kali News, 3 (Sept. - Oct. 1995), 3.

As a matter of fact, more often than not, levels of today's wages and opportunities of getting a salaried job especially in the public sector depend mostly on the skills trained in regardless of the actual preparation that the youth has received in school.

In the socio-economic context described above, the primary needs facing the youth today are the following:

- The opportunity of adequate professional training.
- The identification of job opportunities.
- The spreading amongst the youth of sentiments of self esteem and spirit of solidarity at work.

As we have looked at the situation of the youth we will look at the contribution of the Church.

### **1.3.3 The Contribution of the Church towards Technical Education.**

The Church is not working alone to answer the needs of the youth in technical field, neither does she have the monopoly of training the youth. But she collaborates with the government authorities, public and private bodies that are interested in promotion of young people in technical education.

Nevertheless, the Church has made serious efforts in technical education. At times, she has met with difficulties and is often impeded in this important mission by various limitations. Nonetheless, she has undertaken concrete initiatives not only in establishment of technical institutions, but also in the field of human formation with an aim to offer an integral technical education to the youth. It should also be mentioned that quite a number of technical institutions described above, in section one of this chapter are run by the Church.

We cannot list here all the initiatives undertaken to help young people in technical and vocational education, we limit ourselves to briefly indicate the Church's contribution through religious congregations, dioceses and parishes.

### 1.3.3.1 Contributions of religious Congregations.

Called by the Bishops and in collaboration with them, religious congregations of both men and women have always been aware of young people's needs in the technical field. In fact, in recent years, quite a number of religious congregations have made tremendous efforts to diversify their activities directed to answer the needs of the youth in skills training. Some among the religious congregations are committed to the evangelisation of the youth specifically in the field of technical formation by establishment of training institutions like youth polytechnics, vocational training centres, and many others. To mention a few, among other religious congregations are: Don Bosco, Comboni Missionaries, Benedictines, Mercy Brothers, Consolata Fathers and Apostles of Jesus.

### 1.3.3.2 Dioceses and Parishes.

In order to prepare the youth for life in their rural society, some Catholic dioceses and parishes have opened homecraft centres, agricultural schools, youth polytechnics, and technical training institutes. The institutions aim at giving a practical knowledge which help young people to raise their own standard of living as well as that of their villages.<sup>20</sup>

To this end, we have seen that the Church, through the diversity of her religious congregations, dioceses and parishes, has undertaken a whole range of initiatives at establishment of technical institutions. This is with an attempt of reaching out to the youth wherever they live and try to find answers adapted to their needs for technical and vocational training. However, there is still much to be done to improve these initiatives, as each day unfolds, new needs in the technical field arise.

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<sup>20</sup>Tessier Roger, ed., Pastoral Care of Youth in Rural Africa, No. 81 (Eldoret: Ggaba Publications, 1984), 23.

### **1.3.4 The role of the Church in Technical Education.**

#### **1.3.4.1 Create more Evangelizers.**

Initiatives have been undertaken to include Christian education in the programme of the Catholic Church training institutions to help young people to live more fully their faith in Jesus Christ. This is carried out through sermons, catechesis, liturgy, and many others.<sup>21</sup> These initiatives are in line with the Apostolic Exhortation of Pope John Paul VI, which states that, young people who are well trained in faith and prayer, become more and more the apostles of their peer group.<sup>22</sup> By doing so, they play a great role on the mission of the Church, which is evangelisation.

#### **1.3.4.2 Human Formation.**

Catholic training institutions have been interested in human formation. Those under the management of the institutions realized that it is not enough to teach the youth technical skills, the need to develop their personality and prepare them to cope up with issues pertaining their life is equally important. For this reason, the human aspect of the youth is taken care of by organizing seminars on Aids, marriage life, work ethics, life after school, and many other topics. Such seminars are very educative to the youth and create awareness about what is happening around them. The seminars also teach the youth to be responsible workers, parents and members of their society.

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<sup>21</sup>Ibid., 24

<sup>22</sup>Pope John VI, Apostolic Exhortation, "Evangelii Nuntiandi", No. 72 (Nairobi: Daughters of St. Paul), 57.

### 1.3.4.3 Elevate the dignity of the poor.

The poor in any given society have a very low opinion about themselves. More often than not, poverty makes them miss very many opportunities in their lives. By assisting poor youth get trained and acquire technical skills that would help them make a living, the Church plays a big role to uplift the dignity of the poor; help them come out of their image and face the society with confidence. Being poor does not imply they are deformed. They are capable like other people - they only lack opportunity to develop their potential. Being poor doesn't necessarily imply that the brains are poor too!<sup>23</sup>

### 1.3.4.4 Restoring hope.

We cannot fail to notice that many, especially among young people are becoming bitter and despairing, and have no hope for the future. Their frustration is causing a social instability and is leading to social evils such as crime and drug abuse, and this puts a great strain on family life.

They (young people) aspire to be successful in life. They have a lot of dreams about their future. Unfortunately, these dreams are shattered when they drop out of school after their primary education or in secondary school. They lose hope in life. But now thanks to technical institutions run by the Church which restore hope to those young people. An example among other institutes that prepare young people to face the future with hope is the Don Bosco Institute. It offers hope to destitute children by assisting poor young boys get technical skills that would help them make a living later in life.<sup>24</sup>

*Do they?  
many street children  
in Kenya have certificates  
or training from Don Bosco  
and Apostles of Jesus.*

<sup>23</sup>Rukenya, Njiru, "Don Bosco: A town of Hope", Daily Nation, (October 5, 1997), 1.

<sup>24</sup>Ibid.

#### 1.3.4.5 Alleviate poverty.

In line with the synod of Bishops for Africa, the Church shows great concern for the integral human development - the development of every person and of the whole person, especially of the oppressed and most neglected in the community.<sup>25</sup> Provision of technical education is one among many ways the Church is trying to address the problem of poverty. Technical and vocational training equips the young people with knowledge and skills that help them make their own way in life and give them possibility of catering for their own needs and those of the society to which they belong.

#### 1.3.5 Conclusion.

The involvement of the Church in technical education can be summarized in two phases: during colonial era and after independence.

Before independence and when in particular the missionaries came to Africa, provision of technical education was more linked to christianity. The aim was to convert and produce African workers 'cheerful Christians' that were willing to work for the Church. While paying tribute to the missionaries for their contribution to technical education, industrially, they had advanced Africans to a certain point and then having nothing further to offer them, they had to turn them out before they were really ready to face economic conditions with any hope of success. In other words, there was lack of application of what had been learnt because the field was unprepared for practical work. The skills learnt in mission vocational schools became more or less useless for an African because the field for practical work was either lacking or non-existent. For instance, skills like dress making became useless for an African woman who had no sewing machine, and perhaps whose traditional cloth was a skin of an animal.

The second phase of the Church's involvement in technical education brought with it a changed attitude after independence. The provision of technical education by the Church after

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<sup>25</sup>Pope John Paul II, Post-Synodal Apostolic Exhortation: Ecclesia in Africa (Nairobi: Daughters of St. Paul, 1995), 51.

independence was not linked to conversion to christianity, but the emphasis, since then to date, is to address the issue of poverty. It is linked to evangelisation; to bring good news to the poor youth by assisting them get trained and improve their lives. Thus we see the Church has outgrown the earlier mentality of 'you have to be converted and baptized if you want to be trained'. Indeed the Church at present is at the service to all regardless of religion or sects one belongs: a movement from vocational mission schools for catholics to the universal technical training institutions available to everyone for everywhere in Kenya.

We have seen that many institutions have been established to cater for technical and vocational education. However, this education has some challenges which are retarding it and this will be briefly looked at in the next chapter.

## **CHAPTER II**

### **2.0 CHALLENGES THAT FACE TECHNICAL EDUCATION IN KENYA.**

#### **2.1.0 Introduction.**

This chapter examines some of the challenges that most technical training institutions are experiencing irrespective of who runs them; whether Church, non-governmental organization or government.

There are many school leavers and drop outs compared to the opportunities available in technical and vocational training institutions. This has forced many aspiring students to be let out. Worse still, even those who chanced to get places in technical institutions don't get the quality of education that they are entitled to due to lack of poor facilities among other factors which shall be looked at in section one of this chapter. Those graduating from technical institutions and the industries in Kenya are not spared from the problems the technical institutions are facing hence section two of these chapter examines some of the disharmonies that exist in technical and vocational training.

#### **Section One**

### **2.2 Technical and Vocational training institutions.**

#### **2.2.1 Capacity and capabilities.**

There are currently about 706 technical and vocational training institutions in Kenya, of these, two thirds are under the management of the government while a good fraction of the rest are purely run by the Church. The following table shows a brief breakdown of institutions offering technical training in Kenya.

| Name of the Institutions                                       | Abbreviation | No.        |
|--|--------------|------------|
| Youth Polytechnics   | YP           | 650        |
| Christian Industrial Training Centres                          | CITC         | 9          |
| National Industrial and Vocational Training Centres            | NIVTC        | 4          |
| Institutes of Technology                                       | IT           | 17         |
| Technical Training Institutes                                  | TTI          | 19         |
| National Youth Service Engineering Institute                   | NYESI        | 1          |
| National Polytechnics  | NP           | 4          |
| Kenya Technical Teachers College                               | KTTC         | 1          |
| Jomo Kenyatta University College of Agriculture and Technology | JKUCAT       | 1          |
| <b>TOTAL</b>   |              | <b>706</b> |

Available information indicate that the above technical institutions, KTTC and JKUCAT not included, can only absorb 23,000 students annually.<sup>26</sup> Viewed against the large number of primary and secondary school leavers and drop outs, the enrolment is dismal. For instance, the youth polytechnics (YPs) which are normally designed to cater for the bulk of the youth who leave primary schools cannot meet the demand. Out of 450,000 pupils who complete primary education each year, only 150,000 proceed to secondary schools. Thus 300,000 youths each year look for places in YPs. These young people cannot secure employment easily because of their low level education and therefore they must be trained to be skilled for self-reliance.<sup>27</sup>

<sup>26</sup>David Aduda , "Alarm over wide disparities in KCSE", in Daily Nation, 11584 (Saturday, February, 23, 1998), 17.

<sup>27</sup>Muchoki, Wachira, ed., "Training", in Jua Kali News 3 (Sept. - Oct., 1995), 14.

All the same, the number of secondary school leavers is more than the limited opportunities in other public tertiary institutions. For example out of 153,107 students who sat for the Kenya Certificate of Secondary Examinations (KCSE) in 1997, 8,500 got admission in public universities, 6000 in Teachers Training Colleges and 4,000 got places in medical colleges while technical institutions including YPs could only absorb 23,000 annually. This left 111,607 floating.

We cannot deny the fact that some students find their way to private tertiary institution and a few get employed. However, it remains apparent that technical institutions admit the highest number of school leavers. For this reason, there is need to expand technical institutions. While there is urgent need for expansions, the main factor preventing growth and even affecting the existing technical institutions is inadequate resources.

### **2.2.2 Resources.**

When interviewed, the Assistant Director of Technical Training in the Ministry of Research, Technical Training and Technology, Mr. Paul K, Churu stressed that lack of training facilities, finance for various needs are among the major resources retarding the expansion of most technical institutions in Kenya. Other factors affecting these institutions are poor management of resources and inadequate supply of staff.

It is unrealistic to deal with the above mentioned factors in a lump-sum. We shall look at one after the other.

#### **2.2.2.1 Training facilities.**

Most technical institutions in the country do not have workshops and even those which have, lack tools and equipment for courses offered.<sup>28</sup> A survey based on the Industrial Training needs Assessment and Institutional Capacity and Capability in Kenya undertaken by the ministry of Research Technical Training and Technology in 1996 indicated that training materials and

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<sup>28</sup>Ibid.

equipment were generally major constraints and were inadequate in most technical institutions. For instance, 54.9% of the sampled youth polytechnics reported that their workshops were inadequate while 60% of the sampled technical training institutes had laboratories which were also inadequate. Further, national polytechnics and institutes of technology lacked modern equipment.

As a matter of fact, most training facilities and equipment in technical training institutions are obsolete and unfit for modern training.<sup>29</sup> Thus majority of institutions are incapable of keeping pace with new technology in industry.

In fact teachers/instructors in some institutions have been compelled to focus on theory than practical skills due to lack of training materials, tools, and even workshops for practical work. This inhibits the practical competence required of the trainees.

Ideally, trainees, especially artisans need less theoretical and more practical skills that would prepare them for gainful occupation. In this respect, to ensure that trainees get more of practical knowledge than theory, it is necessary for immediate measures to be taken not only to equip the institutions, but also to make sure the training facilities are modernized to meet the need of modern technologies in industry.

Currently, the best equipped institutions are those assisted by the donors and the Church. These are; National Youth Service Engineering Institute, Kenya Technical Teachers College, Christian Industrial Centres, Don Bosco, St. Kizito Vocational Training Centre, Gilgil Polytechnic and Benedictine Vocational Training & Production Centre among others. Unfortunately, the situation of these institutions tend to deteriorate soon after the support ceases.

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<sup>29</sup>David Aduda, "New Plan Sought for Technical Training", in Daily Nation, 11506 (Saturday, November, 29 1997), 24.

### 2.2.2.2 Finance

The existing five main sources of finance for technical and vocational education are as follows:

- 1 . Government
- 2 . Donor funds
- 3 . Beneficiaries (students/trainees)
- 4 . Church

Financing of technical training is shared between the government, Church, religious & non-governmental organizations, local communities, parents and private sector. The Catholic Church has contributed by setting up, managing and sponsoring technical institutions. Employers have also contributed through establishing their own training school as those of Kenya Railways (KR) Kenya Power and Lighting Company (KPLC) Kenya Posts and Telecommunications (KPTC) and DT Dobie.

Nevertheless, the government of Kenya has indeed and without doubt played a major role in support of technical training in the country. Since independence (1963) most institutions have received substantial financial support from the government. But due to financial crisis, and without much evaluation nor notice, the government recently withdrew virtually all support. The current government policy is to encourage cost sharing in financing of technical and vocational education. Available statistics indicate that the budgetary allocation for technical training institutions decline from Kshs. 27.7 million in 1991/92 financial year to Kshs. 4.7 million in 1994/95.<sup>30</sup> Judging from the sharp decline, we shall not be wrong if we say by now there is no financial support at all from the government.

The government's cost sharing policy is welcome and it is a good move to encourage institutions to start finding ways of sustaining themselves. Unfortunately, the policy has adversely affected most institutions which depended on the government's grants such that they have currently to depend heavily on fees as a major source of income. Most technical institutions have responded to these policy by charging high fees to compensate government grants.

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<sup>30</sup>Federation of Kenya Employers, 30.

Consequently, the general cost of training here in Kenya has gone high and this has made technical institutions out of reach of the poor except for those purely run by the Church which charge comparatively lower fees.

The Church has vital role to play in this case, to assist the poor of the poor to alleviate their poverty from grassroots level by helping them get trained and acquire skills that would help them make a living. This is not a single handed issue, but it calls for the support of both government and donors.

### 2.2.3 Administration

The administration of technical and vocational training institutions is a matter of concern as they continue to collapse due to either incompetent administrators or lack of administrators. The limited resources available to these institutions are poorly managed.

Several cases have been reported students boycotting classes and going on rampage to protest poor facilities and instructors who are prone to persistent absentecism.<sup>31</sup> This is a clear sign of poor administration. Instructors absenting themselves frequently undermines the quality of training which students have a right to and it also inhibits the institutions performance at producing quality skilled graduates.

Worse still, a recent ministry of technical training and applied technology circular shifted all decision making from itself to polytechnic management committees, which are largely manned by political appointees without administrative skills.<sup>32</sup> Overall management including the hiring and firing of staff in some institutions like polytechnics is now vested in management committees, whose membership tends to be politically influenced. As management committee cannot afford to hire and pay accounts clerks, all financial transactions continues to be handled by the managers and the committee members. This contributes to mismanagement of funds. In this respect, as the situation stands, the government should rise up to its founding role and

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<sup>31</sup>Nation Reporter, "Students protest troubles" in Daily Nation 11582 (Thursday February 26, 1998), 48.

<sup>32</sup>Feature, Iris, "Role of Village Polytechnics" in Jua Kali News 2 (May/June, 1995), 25.

streamline the administration of these institutions. It should also re-instate the non-teaching staff to safeguard property and machinery in these institutions, especially the youth polytechnics which are most affected.

#### 2.2.4 Student/teacher ratio and teachers' qualifications and remuneration.

Student teacher ratio vary from subject to subject and from institutions to institution against the recommended ratio of 12:1 by the International Labour Organization for technical trades. The ratio is high, 30:1 for new courses like computer studies. *(NOT NECESSARILY BY THE)*

Staff qualification also vary from institution to institution. For instance the highest teaching staff in youth polytechnics are B.Sc. Degree holders, while the majority of technical staff posses artisan qualifications. At institutes of technology, staff qualification range from M.Sc. degree to craft certificate.

Although most technical institutions have qualified staff, a survey by the ministry of research, technical training and technology revealed that the institutions don't have well organized and coordinated staff development programmes and schemes of service. This is among major observation made from technical institutions like youth polytechnics where the staff were poorly remunerated. Another serious problem that face these institutions is the habitual late payment of staff salaries. As a counter reaction, the staff have tended to call a countrywide strike to demand a scheme of service and better salaries. When this happens, technical institutions become a haven of frustration especially in cases where staff vent their anger on poor trainees and vandalize institution's property to supplement their low salary.<sup>33</sup> This events among other imminent ones lead to collapse of technical institutions. It is in this regard that the government should do something radical to salvage these institutions from collapsing.

As mentioned above, many technical institutions don't have staff development programmes neither do they take them for skills upgrading. As a result, most of the staff still use old and obsolete skills which are not appropriate for modern technology-oriented production

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<sup>33</sup>Ibid., 26

sector.<sup>34</sup>. There is need therefore for the staff or trainers for that matter to be taken for further training and sensitization to enable them operate effectively.

## **Section Two**

### **2.3 The disharmonies that underlie technical and vocational training.**

The disharmonies that currently exist in technical and vocational training is an issue that not only affects the industrialization process in Kenya but also the graduates of technical training institutions. In this section, some of the disharmonies shall be looked at. But before that, criteria for admission of individuals to technical training and certification levels shall be examined briefly.

#### **2.3.1 Criteria for admission to different training programmes and certification levels.**

The standard of general education attained by an individual determines the level of work for which one can be trained. The level of training likewise determines the level of responsibility one can handle in an industrial situation, both in the formal and informal sector.

In the 8-4-4 technical education and training programmes the levels of training and certification for each level are as follows:-

##### **2.3.1.1 Artisan/Basic Business Studies**

This level of training is offered to primary school leavers with Kenya Certificate of Primary Education (KCPE) and secondary school leavers with an average grade of D- (minus) and below in Kenya Certificate of Secondary Education (KCSE). Graduates of this level of training are awarded an Artisan Certificate upon successful completion of the course.

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<sup>34</sup>Aduda, David, "New Plan Sought for Technical Training", in Daily Nation, 11606 (Saturday, November 29, 1997), 24.

### **2.3.1.2 Craft/Intermediate Business Studies**

This level of training is offered to graduates of Artisan/Basic Business Studies courses and secondary school leavers with D plain and above in KCSE. Graduates are awarded a Craft Certificate after completion of the course.

### **2.3.1.3 Technician/Advanced Business Studies**

This level of training is offered to graduates of Craft/Intermediate Business Studies courses and secondary school leavers with C- and above in KCSE, and who have done relevant applied subjects in the secondary education curricular. Graduates are awarded a Diploma certificate upon successful completion of the course.

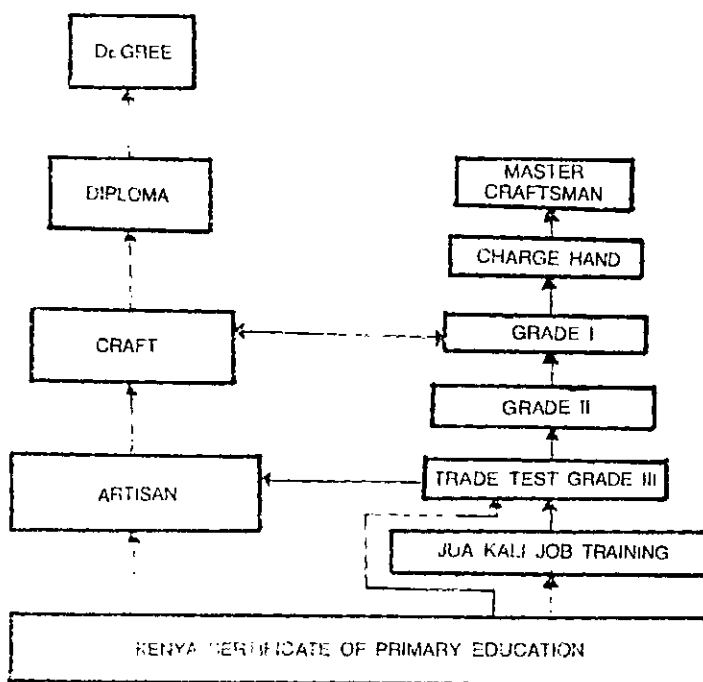
### **2.3.1.4 Technologist**

This level of training is offered to graduates of Technician/Advanced Business Studies courses. Graduates awarded a Bachelor's of Technology Degree upon successful completion of the course.

The diagram below illustrates how artisans or those in Jua Kali<sup>35</sup> job training can advance their training up to degree levels with a basic primary education.

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<sup>35</sup>Jua Kali in Swahili means 'hot sun'. But over the course of the 1980s, and perhaps a little earlier, it came to be used for the informal sector artisans such as mechanics and metal workers who were particularly noticeable for working under the hot sun because of the absence of premises.



Source: Directorate of Industrial Training.

### 2.3.2 Functional definitions of levels of competence.<sup>36</sup>

Graduates of technical and vocational training performance levels shall be analyzed as follows:

#### 2.3.2.1 Artisan

A graduate at this level is a skilled operator with thorough knowledge of techniques and tools needed for efficient performance of manual skills. At this level the artisan has awareness of materials, basic principles of skills and possess a foundation for advancement in the industry or to next level of training.

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<sup>36</sup>Directorate of Industrial Training, Newsletter, Vol. 2, 24-26.

Curricular for this training comprises 90% practical work and 10% theoretical work. Trainees at this level undergo an industrial attachment period of three months within their course duration.

#### **2.3.2.2 Craftsman:**

A graduate at this level will have the ability to work at high levels of efficiency with manipulative skills to existing and consistent standard. The craftsman possesses knowledge and appreciation of techniques and materials and understanding of relevant sciences, mathematics, technology, communication and general studies. Curriculum for this training comprises 80% practical work and 20% theoretical work. Trainees at this level undergo an industrial attachment period of 6 months within their course duration.

#### **2.3.2.3 Technician:**

A graduate at this level will have the ability to perform a wide range of skilled tasks at high levels of competence and the mental skills to solve problems, make decisions, understand the work process and assist in directing the activities of workers at lower categories. Functions at this level are characterized by manual skills and organized body of knowledge, related to material, tools, machines and principles associated with the occupation, of relevant sciences, mathematics, technology, communication and general studies. Curriculum for this training include 60% practical work and 40% theory work. Trainees undergo 9 months of industrial attachment within their course duration.

#### **2.3.2.4 Technologist:**

A graduate at this level has the ability to perform a wide range of technical operations at high level of competence and possesses mental skills to design and translate the theories of other professionals into practical and economic action and has the skills in the practical use of materials, tools and machines. This level emphasizes on the analytical/theoretical treatment of

subject. Curriculum for this training comprises of 30% practical work and 70% theoretical work. Trainees undergo industrial attachment period of 6 months within their course duration.

Despite the above levels of competence and certification, still there exists disharmonies especially in testing and certification, job classification among others which shall be looked at that has led to frustration of both graduate seeking employment and prospective employers in the industry.

### **2.3.3 Disharmony in testing and certification.**

Technical and vocational training is presently offered by institutions ranging from youth polytechnics, industrial training centres, technical training institutes, institutes of technology, private commercial colleges to higher institutions like national polytechnics and universities both locally and abroad.

These institutions differ in curricular and the graduates are awarded certificate from various different sources such as Directorate of Industrial Training (DIT), Kenya National Examination Council (KNEC), Kenya Accountants and Secretaries National Examination Board (KASNEB), and even external bodies like Pitmans. As a result, employers are confronted with difficulties in rating, comparing and equating various certificates presented to them from different institutions for grading and remuneration.

### **2.3.4 Disharmony in job classification.**

The four major levels of job classification of graduates from technical institutions are: artisan, craft, technician and technologist. Despite this, job classification in industry has been done in a haphazard manner due to lack of a standard form of classification. Confusion has always occurred when employers are presented with many varieties of certificates at levels of artisans, craftsmen, technicians and technologists from different institutions by candidates wishing to secure employment. As already pointed out, these institutions have different training methods and curricular, and therefore, the quality and performance standards of holders of these

certificates are different and confusing.<sup>37</sup> This has led to misclassification of some trades and even occupations. A good number of skills have been misplaced, for example in some cases, a graduate engineer is deployed as a mechanic and diploma holder (technician) in building construction is being classified as an engineer. This has often led to frustration and confusion both to the job-seeker and to prospective employers.

### **2.3.5 Disharmony between training and skills demand in industry.**

Due to technological changes and other developments, there has emerged a mismatch between supply and demand for some occupations in the labour market. Shortages of skilled labour have emerged in some fields, while over-supply exists in others. This is partially attributed to inability of training institutions to monitor skills demand. For example, the textile industry in Kenya is moving towards installation of carding machines, jackguard tearing machines and electronic textile machines hence the demand for operators in these areas have become apparent.

In food processing and plantation services, the industry is moving towards food refrigeration and expansion of agro-based food refrigerators and animal feeds. This trend creates shortage of technicians to maintain food refrigerators and food processing equipment machinery. Thus Kenya still lacks technological capabilities in specialized skills needed for the expansion of industrial activities in various sectors.

### **2.3.6 Performance of graduates**

Performance of graduates from technical and vocational training institutions is a matter of concern. A number of industries have noted the poor performance levels of technical graduates due to lack of hands-on-experience, poor attitude towards work, lack of experience in existing and new technology. Because of these problems, employers have tended to favour in service training and skills up-grading of their staff rather than recruiting new fresh graduates.

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<sup>37</sup>Ibid., 21.

If this trend is allowed to continue, it might deny graduates employment opportunities thereby increasing the problem of unemployment.

### **2.3.7 Factors that are responsible for disharmonies.**

#### **2.3.7.1 Poor collaboration between technical institutions and the industry.**

Collaboration is a very important aspect between the institutions and industry, especially during trainees' industrial attachments. Unfortunately, at present, there is very little collaboration between technical institutions and the industries in Kenya during the attachments. Hence many industrial attachments are unplanned and poorly supervised and many trainees go without this vital part of training. This lack of collaboration has resulted into a situation where graduates from technical institutions have failed to meet the expectations of employers in the industry.

#### **2.3.7.2 ? Lack of harmonized policy since independence.**

*Government* Since Kenya attained her independence, the growth of all sectors of the country's economy had been tremendously rapid and the transfer of technology from the developed industrialized world to Kenya had been pursued through technical and vocational either locally or abroad. This transfer of technology through training had been going on over the years without there being a harmonized policy on technical and vocational training.

#### **2.3.7.3 Lack of information on manpower.**

Information is an important aspect in any planning process. The need for accurate and up to date information becomes even more crucial when projecting future demand of services in the industry. However, there is general lack of comprehensive and up to date information on manpower in Kenya. The last comprehensive manpower survey was carried over ten years ago

(1986 - 1988).<sup>38</sup> Lack of up to date information has made the task of projecting the demand for qualified manpower extremely difficult and it has put industries and training institutions in a precarious situation in terms of manpower planning. Given the considerable social and economic changes that have taken place since 1988, there is an urgent need for another national manpower survey.

#### 2.3.7.4 Imprecise occupational classification standard.

An occupational classification is a tool for organizing all jobs in an establishment, industry or country into clearly defined set of occupational groups. The Kenya National Occupational Classification Standard (KNOCS) was first prepared in 1976 and it has since been revised twice, in 1982 and 1986. Despite this revisions, KNOCS still has a number of occupations lumped together. This makes the classification imprecise and of little use to the industry and has led to misclassification of some trades and even occupations.<sup>39</sup>

#### 2.3.8 Conclusion.

What has been presented in this chapter is nothing but a pathetic picture about technical institutions and training in Kenya. The presentation corroborates the view that the provision of technical and vocational training (technical education) in Kenya is in a crisis.

This means the 21st century may lead to further marginalization of Kenya in the global economy if she will not be prepared for technological transfer from industrialized world by production of competent men and women in the technical field; skilled personnel with wide range of technical operation who are competent and possess mental skills which can be availed in designing and translating the theories of other professionals from technologically developed world, into practical and economic action in Kenya.

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<sup>38</sup>Kenya Federation of Employers, 9.

<sup>39</sup>Ibid., 22.

For training to be efficient and to produce such skilled personnel, it requires that institutions be adequately equipped with appropriate tools and equipment for the various courses offered. Similarly, the institutions should have adequately qualified staff and training materials. In addition, the institutions should be well managed to ensure discipline and efficiency.

## **CHAPTER III.**

### **3.0 TECHNICAL EDUCATION FOR HUMAN PROMOTION.**

#### **3.1 Introduction.**

As seen in chapter two, the challenges that face technical education in Kenya demand that something be done to rescue the situation. These challenges call for a clear stated guidelines for practical implementation in technical training institutions in order to improve technical education. Hence, this chapter is an attempt to give some possible suggestions that can be helpful in such great task.

Section one of this chapter is concerned with the improvement of technical and vocational training and institutions, while section two specifically outlines some of the priorities to be given by the Church to her trainees and instructors. These suggestions discussed in this chapter are hopefully geared towards enhancing technical education for human promotion.

#### **Section One**

### **3.2 Improving technical and vocational training institutions.**

#### **3.2.1 An improvement of resources.**

Measures should be taken to improve resource levels of the technical training institutions. Production of appropriate and skilled personnel for industry requires that both equipment and teaching staff, in the training institutions, be excellent and must match or be better than what is in the industry. The two resources that shall be considered in this discussion are equipment and staff development.

### **3.2.1.1 Equipment**

Training institutions must have the equipment necessary for training. This requires institutions to be equipped with machines, tools and facilities that can match the latest technological developments in the Kenyan industry. This will require heavy investment of course, but there is alternative because the equipment must be available before courses are offered.

### **3.2.1.2 Staff development/skill upgrading**

To offer skill upgrading to the teaching staff means training the already skilled staff. Skills upgrading focusses more on developing the staff to the necessary practical and theoretical skills up to the level of new technologies in the industry. This means that as new technology is introduced in the industry, the technical institutions must cope with technological changes through staff development.

The many technical institutions that exist in Kenya can easily be utilized for skills upgrading at virtually every imaginable skills area and at every imaginable level. This needs coordination and cooperation.

Alternatively, the staff can be taken to the industrial establishments with new technological developments where they can be instructed. Besides, the ministry of Technical Training and applied Technology for instance, is capable to cater for skill up-grading or booster courses.<sup>40</sup> Infact skill up-grading is already being offered at a certain extent at the national polytechnics, institutes of technology and at the industrial training centres.

The directorate of industrial training should serve as a coordinating agency between the various training institutions on all industrial skill improvement for the staff while the national industrial training council takes the responsibility for formulating the programme for staff development and the industry's requirements.

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<sup>40</sup>Directorate of Industrial Training, 15.

### 3.2.2 Sustainability for technical training institutions.

For most technical institutions which depend on donor funds, government grants or whatsoever external source of financial support for their existence, self sustainability means ability to continue running their activities even after these support ceases.

To attain financial sustainability, sufficient revenue has to be generated from students' fees and investments. Promoting sustainable developments is equally important at the institutional level which should lead to the broader question of minimizing dependency.

This is by no means easy to accomplish particularly for institutions implementing social-welfare and do not charge any fee to students for training offered. Such institutions are run by the Church and other charitable organizations, who are out to promote justice by helping the poor get trained freely. Never the less, serious attempts should be made even for such institutions and perhaps what follows here could be helpful guidelines towards attaining sustainability.

#### 3.2.2.1 Planning for self sustainability

Compared to many development programmes, technical institutions have a greater potential for becoming self sustaining, financially, and should not depend on external sources of funds except incase of expansion of the institutions and financing those activities that do not generate income like sports, games and the like.

Self sustainability however, can only be achieved if programmes or activities in the institutions are well designed, planned and managed in a business-like manner. Church institutions are generally admired for their humanitarian predisposition towards the poor and disadvantaged. Unfortunately, this pre-disposition does not always come with good business management. The question as to how the Church can strike a balance between evangelization and the characteristics of successful business management needs more discernment and it cannot be answered in a sentence, therefore, it cannot be addressed here.

Discussion on financial management principles and techniques needed for managing institutions is outside the scope of this topic. This discussion is centred towards mentioning

briefly two possible ways of establishing a sound base for sustainability and these are production units and external services.

### 3.2.2.2 Production units

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Institutions should establish production units for various courses offered. This means, courses like carpentry and joinery, metal work and dress-making for example, should have respective production units. The products that are produced in the unit should be geared towards a market-led environment. For instance, metal workers need to concentrate on machine parts like pulleys, bolts and nuts, which promise ready market as they would be used to replace the imported parts. Similarly, producers of building materials should concentrate on metal gates, windows and door grills which are in high demand as construction industry grows.

Hand in hand with that, the institutions should invent ways advertising their products such that buyers can know exactly what products are produced and where to get them. As one wise man once said: "IF YOU DON'T YELL, YOU WONT SELL"!

### 3.2.2.3 External services

All technical training institutions, especially those assisted by donors should be encouraged to adopt built in self sustainable mechanism in order to ensure continuity of programmes. One such mechanism is through establishment of student external services. The implication here is that students (trainees) go out to certain companies to perform services corresponding to their courses and the company pays the institute for the services rendered. For example, students training as plumbers can take contract of plumbing in a building industry.

The above suggestions are possible ways of generating income for institutions and if implemented, can lead to sustainability.

### 3.2.3 Developing training opportunities for the poor.

The challenge of development in the broadest sense is to improve quality of life. Human resource development through technical training is one of the key factors in meeting this challenge, because it moulds the individual; promotes entrepreneurial ability and facilitates development of skills for self reliance, and employment as well.

For the challenge of development to be met effectively, equal opportunities for training need to be offered to everybody (every citizen). As already indicated in the first chapter of this study, and may be to frame it differently, one of the obstacles which has hindered Kenya from achieving the above is the emergence of social and economic dislocations in recent years. Thus, the introduction of cost sharing in most training institutions have aggravated the plight of the poor group of the Kenyan citizens to the extent that these group cannot meet the cost of their training needs.

In order to help the poor get trained and acquire skills and participate effectively in development, it is necessary to sensitize the various organs such as policy makers, donors and private sector to appreciate the problem. Measures should therefore be taken to make sure the poor are equipped with practical skills and knowledge so as to increase their chances of being gainfully employed and to empower them to participate more fully in socio-economic activities in society.<sup>41</sup> The following are two possible ways of ensuring that the poor equally get opportunities to be trained in the technical field.

#### 3.2.3.1 Apprenticeship training.

An apprentice is a person who has agreed to work as well as serve a skilled employer for a fixed period of time in return for being taught a trade or occupation in which he/she is employed. The employer pays the apprentice a wage throughout this period. In Kenya, and according to the Directorate of industrial training, the period ranges from six months to five years. Any person who has completed primary or secondary education is eligible to become an

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<sup>41</sup>Muchoki Wachira, ed., 13.

apprentice, on condition that he/she is medically fit.

Employers must therefore be encouraged through all possible means to invest heavily on apprenticeship training and must give priority to the poor, to enable them get trained.

### 3.2.3.2 Loan schemes

The current public and private university loan scheme should be also be further extended to cover technical and vocational education by the government.

### 3.2.4 Thinking of new forms of administration.<sup>42</sup>

Administration in this context simply means managing the affairs of technical training institutions. Most institutions in Kenya and particularly those managed by the government have been confined to the western bureaucratic system of administration. This means principals (administrators) are appointed by the government. Thus, the current models and practices of administration have come from the western or colonial system whose main purpose is to follow administrative rules set by the government very strictly neglecting the interest of the trainees and the teaching staff.

To think or imagine a different model of administration for principals will often lead one to be called an idealistic, utopian or unrealistic. But in order to turn this theory upside down, and build a human model, it must be seen that this purpose of administration is to enable all parties in the institution and especially trainees achieve their objectives. The term 'administration' will therefore need to be replaced by a new term: perhaps 'coordination'.

Coordination implies enabling people, and trainees in particular, to:

- . reach their goals
- . transform their own situation
- . and take their destiny into their own hands.

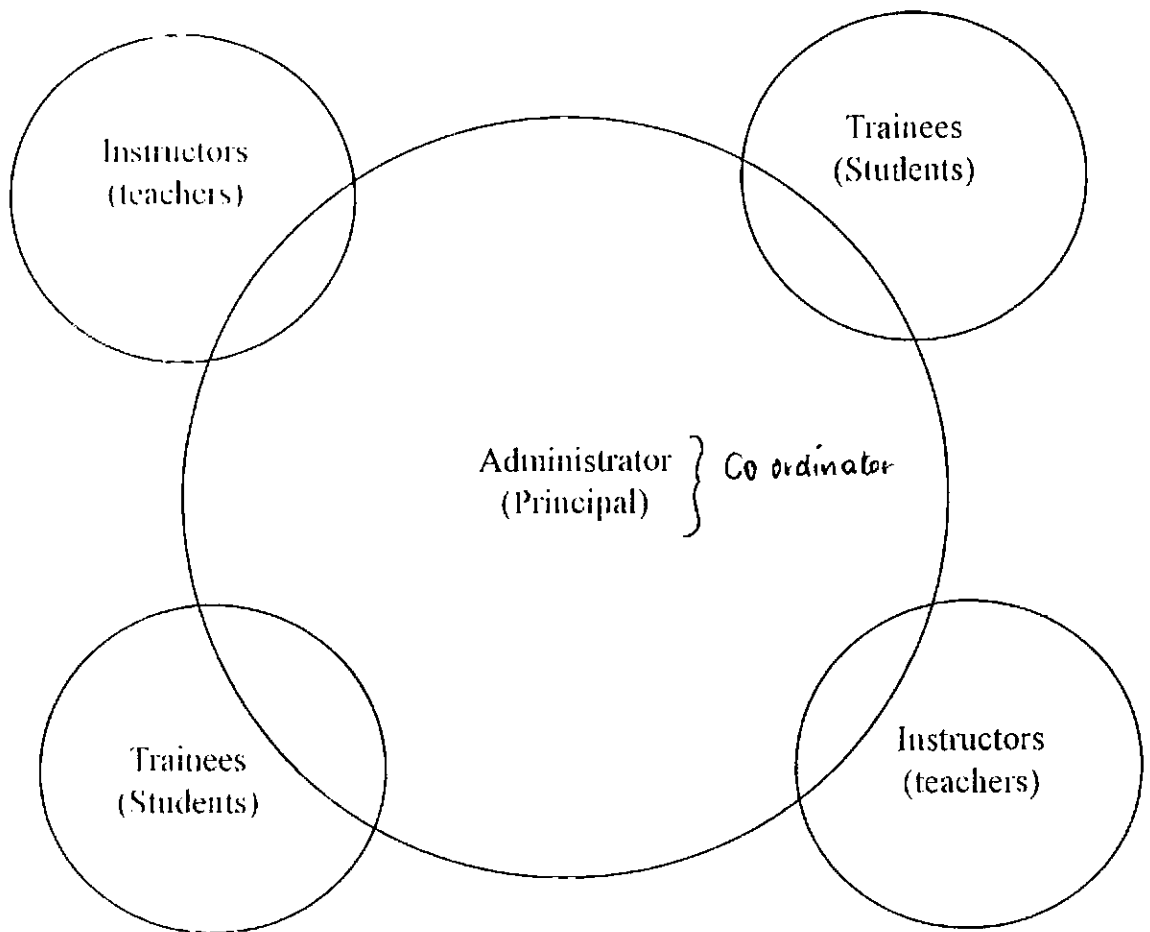
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<sup>42</sup>Adopted from Training for Transformation, Hope and Timmel (Gweru: Mambo Press, 1984), 115.

To think out and to implement a new form of administration in a technical training institution which takes into account:

- . the needs of the trainees and staff,
- . the dignity of trainees and staff, and
- . the voice of the trainees and staff,

requires that the lines of command and the bureaucratic charts of hierarchy be thrown away and the institution built on relationships with similar goals and interests. This demands that decision-making and authority should be within different groups of people found in the institution because of their interest and skills. This new form of administration might look like this:



If this new form of administration is implemented in the institutions of training, the learning atmosphere will be enhanced, while minimizing imminent events like strikes.

### **3.2.5 Coping with changing labour market and technological challenges.**

As already indicated in chapter two, technological changes, innovations and other developments have largely contributed to a mismatch between supply and demand for some occupations in the labour market. Many graduates therefore, cannot secure employment easily in the industry. Further, employment opportunities have been denied to graduates by employers who have favoured in-service training. This clearly indicates that many of those graduating from training institutions remain unemployed. To alleviate this situation, training institutions should implement the following suggestions.

#### **3.2.5.1 Create employment development unit:**

The approach to work is usually hard for a school leaving student (graduate). The institutions must therefore be ware of the importance of accompanying the student in this step. In view of this, training institutions should create Employment Development Unit (E.D.U) in order to provide job orientation and identification. The task of the unit should be both to interact with various companies, industries and organizations that may require special skilled workers, and to prepare students to face the labour market properly. In addition, the unit should provide information, suggestion, helpful addresses, communication skills and other necessary documentation.

#### **3.2.5.2 Realization of new courses.**

In view of the rapidly changing technologies in industries, there is need for training institutions to develop training programmes which will meet emerging skills and technologies required by the industry. This requires that the institutions should carefully look at the industries' (market) needs so as to organise new courses and train students (trainees) according to the actual job opportunities. This also calls for necessity and regular manpower surveys by the government in order to facilitate manpower planning and requirements for use by training institutions and the industry.

### 3.2.5.3 Entrepreneurial skills:

The institutions' training programmes should include and emphasize on entrepreneurial skills required for the promotion of self-employment. These skills are important and are necessary to enable students after completion of their courses to be able to identify suitable investment and manage them efficiently, with appropriate market orientation.

Technical training institutions need to be more responsive to the needs of the "Jua Kali" (informal sector) which promises more job opportunities to those leaving training institutions. But besides that, the overall objectives of technical institutions should be:

- . To offer models of professional formation adequate to the actual market needs.
- . To train instructors for the implementation of capacity building activities and of orientation to work.
- . To set up an informative system able to facilitate the match between the trainees and employers in order to create job opportunities.
- . To promote self employment possibilities.<sup>43</sup>

However, to address labour market and technological changes effectively requires that there must be a close collaboration between industries in Kenya and training institutions.

### 3.2.6 Promoting collaboration between training institutions and industry.

The role of technical training institutions is to produce appropriate and qualified manpower for the Kenyan industry. The duty of employers in the industry in this respect is to get from the training system personnel with adequate and the right knowledge, skills and attitude to work. In order to achieve this, there should be a close collaboration between training institutions and the industry particularly in the following areas:

- . Curriculum planning and development
- . Provision of resources for training

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<sup>43</sup>Report on St. Kizito Vocational Training Institute (Nairobi, 1990), 3.

- . Staff development sponsorship and staff exchange programmes between industry and training institutions.
- . Execution of industrial attachment programmes, research and consultancy.<sup>44</sup>

### **3.2.7 Curriculum harmonization**

Technical training certification and curricula needs to be harmonized and standardized under the guidance of the Ministry of Research, Technical Training and Technology, in order to promote better focus on quality training and skills development. Equation criteria needs to be standardized by an independent body. This requires that a body be formed to work out ways of harmonizing and rationalizing curricula and certification. Alternatively, there should be a clear collaboration among all testing bodies to facilitate the harmonization of certification. When this is done, it will alleviate the employers the difficulties of rating, comparing and equating various certificates that might be presented to them bearing different titles of examining bodies.

## **Section Two**

### **3.3 Training for transformation: Church has a vital role**

In spite of the initiatives that have been undertaken by the Church to provide technical training of the poor youth to acquire trade skills, there is still much more to be accomplished. In this discussion, we shall limit ourselves to priorities concerning, first the trainees and secondly, their instructors (teachers).<sup>45</sup>

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<sup>44</sup>Federation of Kenya Employers, 25.

<sup>45</sup>Tessier, Roger, ed., 27-34

### **3.3.1 Priorities for trainees in Church institutions**

#### **3.3.1.1 Urging the Africanization of the training institutions**

Students (trainees) need a training which gives them a proper understanding of ancestral traditions as well as modern technologies which opens them up to the modern world progress. In itself technical training is necessary for the promotion of youth, but it need not be westernized one which encourage them reject the old culture that they know little or nothing about and aspire for new culture which they have no means to achieve. A training adapted to their milieu and their culture, is much more likely to help these people; this type of training should enable them acquire critical understanding of their customs and traditions as well as provide an enabling environment for them to realize their full potential in whatever skills they are trained.

#### **3.3.1.2 Preparation for life and work.**

Students are supposed to be given information which will help them to make their way in life and give them possibility of providing for their own personal needs and those of the society in which they belong. Consequently, they must have technical institutions in which they can learn to use not only their intellect, but also their hands. Appropriate technology, agricultural techniques must also be taught to them.

The institutions must no longer encourage a gap between formal and informal sector ("Jua Kali"). The institutions for which the Church has the responsibility must, therefore, allocate a meaningful portion of timetable to productive work adapted to "Jua Kali".

#### **3.3.1.3 Training in self-reliance.**

The poor youth who are assisted by the Church need help in taking the first steps on the road to development. The training given should be directed in such a way that it can make them become self-reliant as soon as possible after training.

In practice this means abandoning any type of courses like motor vehicle mechanics

which will automatically need a lot of capital to open up workshops for self employment.

Here are some examples of activities that could be undertaken to help poor youth after training become self-reliant: provision of tools corresponding to their courses, and giving small soft loans to start up small enterprises.

#### **3.3.1.4 Training in solidarity.**

Decline of spirit of solidarity nowadays is undermining African society as individualism has taken its place. For this reason, both theoretical and practical training in cooperation is a pre-requisite for students. This would enable them form local crafts cooperatives and work together after their training.

Opportunities, structures and premises must be provided to allow students to dialogue and to share not only among themselves, but also their parents, guardians, instructors and all those who exercise some authority over them. Movements such as Young Christian Workers, Young Christian Farmers and Small Christian Community members can be invited to Church technical institutions and provide education in solidarity.

Once the students have been helped to rediscover African traditional value of hospitality, solidarity, enlightened and encouraged to practise in their daily lives the evangelical requirements of brotherly love, they will be able to look after the weak and the poor. Their honesty will tolerate corruption. They will advocate mutual help and solidarity and finally, they will want their community, to remain a brotherly/sisterly one, thereby transforming the society in which they belong.

#### **3.3.2 Priorities for instructor of Church Institutions.**

The students (trainees) expect a lot if not everything from their instructors, but it often happens that their training leave much to be desired. We are referring here to teachers of technical institutions run by the Catholic Church. It is not enough for these instructors to be earnest and well motivated: they must also be well trained and qualified.

### **3.3.2.1 Instructors who are competent.**

Students feel the need and urgency to be initiated in a practical way to the skills of their respective courses and hence they do not want to remain on fringe of it. To this end they need instructors who are competent and able to instruct them in practical skills, such as how to tackle a job and make use of local materials.

### **3.3.2.2 Instructors who are able to relate with students.**

It can be again mentioned here that students need instructors who can understand their human problems quite well. This shows an urgency of providing students with instructors who are able to relate with them not only when dealing with strictly matters pertaining their courses, but also with any aspect of their daily life; about traditional customs, such as marriage, dowry, etc. In brief, instructors must also contribute to the students' integral human development.

### **3.3.2.3 Instructors who are witnesses.**

This priority is well expressed in the conclusive document of the 1981 International Congress for Ecclesiastical Vocations, in No. 4 on the Church and the world of youth which stated that many young people in our society today are open to the person of Christ, but not to the Church and her Institutions. Hence instructors must remember and love what Pope Paul VI relevantly stated: "modern man (especially young people) listens more willingly to witness than to teachers, and if he does listen to teachers, it is because they are witnesses".<sup>46</sup> This is why instructors who teach young people must base their pedagogy on these values.

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<sup>46</sup>EN, 41 (Evangelii Nuntiandi)

### 3.3.3 Conclusion.

To conclude this Chapter, technical education for human promotion means creating suitable environments (institutions) that are competent and able to equip individuals with skills and techniques to know what is needed to act effectively in the spirit of self reliance and hope; and change life for better.

Training for transformation is that which is based on the vision of creating a new more just society. It is a training that help the individuals to transform;

- . their lives
- . their community
- . their environment
- . the whole society so that the world provide a happier home for everyone.

## GENERAL CONCLUSION.

In Chapter one, what comes out clearly is that vocational training in Kenya can be traced way back to the pre-independence period when the Catholic Church missionaries came to Kenya and was linked to evangelism. Tribute is to be paid to the missionaries as pioneers of technical education in Kenya but much more was needed, developing industries for instruction in how to do a thing better than before: practical work. Nevertheless the missionaries' initiatives have contributed so tremendously down to years to making Kenya we know today.

At present, the Catholic Church endeavours to provide technical education by establishing many technical training institutions and attempting, as far as possible to make available a system of bursaries and financial aid for the poor families. This is the case in Kenya as elsewhere.

The missionaries, however, were not alone in providing technical education for Kenyans. The colonial government played its own role by supporting the missionaries financially and other ways. After independence the Kenyan government took control over technical training institutions and even laid great emphasis in development of technical education by establishing more institutions which we briefly described in chapter one.

Given the challenges that are affecting technical education in Kenya, which have been mentioned and explained in the second chapter of this essay, the need to research more and tackle these challenges becomes even more important. For example the capacity of the existing technical training institutions is small compared to the population of Kenyan citizens who are in need of training. This calls for immediate expansion of these institutions to create more training opportunities. Thus the majority of the private universities like the Catholic University of Eastern Africa that currently offer predominantly courses in social sciences should shift their programmes towards technical courses if Kenya is to be a newly industrialized country by the year 2020.

Technological field is a dynamic and challenging, so is the labour market in the industry. Technical training institutions must be able to live up to these challenges. Thus, institutions should be reorganized to do the following:

- . Provide technical education (training) aimed at producing mature conscientious and practically oriented graduates with skills, ability and desires to contribute to economic

and social development.

- . Develop and transmit knowledge and skills through research and training at artisan, craft, technician and technologist levels either directly or through medium of connected institutions.
- . Develop and maintain a sound relationship with industry, commerce and private sector.

Since technical training is a reliable source of skilled manpower, which is a back-bone for technological advancement, attention is required therefore to provide institutions with appropriate resources to enable them maintain high standard of education to cope with the challenges mentioned in chapter two. Industrialization in Kenya might not take root in the projected time unless these challenges are tackled.

Training is very important element in any country's economic development because it prepares the citizens for self-reliance. Concrete measure to enhance technical training which have been discussed in chapter three are quite helpful. However, the measures discussed, if they are meant to improve training and have some guarantee of success, should be well implemented.

As technology develops, knowledge and skills in technical field become increasingly important. So those with education and special training will have greater security than those who have only their physical strength to offer in the labour market. It is with this reason that we should appeal for everyone to be trained according to his/her desire. The challenge for the Church in her role as a sponsor is therefore demanding, especially in her mission to offer training to the poor youth. But let this challenge not be for the Church alone; it should be a challenge for the government, donors as well as for both you and I.

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Miss: Lucy Mumbi, Secretary Administrator, Vocational Training and production centre 24/2/1998.

Mr. Stephen, Director, St. Kizito Vocational Training Institute 24/2/1998.

Mr. Mbugua, Principal, Centre for Research and Technology 25/2/1998.

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