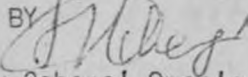


IMPACT OF THE VILLAGE POLYTECHNIC
PROGRAMME ON EMPLOYMENT AND RURAL
DEVELOPMENT


BY 

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1983.

This Management Project is
my original work and has
not been presented for a
degree in any other
University.

Signed 

JOHN HARRY OCHENG' ONGOLO

This Management Project has
been submitted for examination
with my approval as University
Supervisor.

Signed 

PETER N.K. GUFWOLI

In memory of my father,
mother and the late wife
(Antonina Ocheng'), both long
physically removed, but for
ever an inspiration.

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ABSTRACT

The programme to provide a solution to the problem of unemployment among School leavers and promotion of rural development has high priority in the Kenya development plan.

The majority of the rapidly growing younger population must find employment and self-employment in the rural areas. Cheaper opportunities to create a job are anticipated in the Kenya's informal sector than in the modern sector. The emphasis on rural development in the new plan is closely tied to the need for employment creation.

Thus, the Kenya government introduced occupational training through the Village Polytechnic Programme to provide a solution to the problem of unemployed Primary School leavers in the rural areas and to promote rural development. The study reported in this management project is an investigation into impact of the Village Polytechnic Programme on employment and rural development in Western Province. It elicited important information from the Village Polytechnic managers, officials of the Village Polytechnic Programme and the Village Polytechnic leavers. This information has been utilized in determination of the impact of the Village Polytechnic Programme on employment and rural development in Western Province.

Information for the decision-maker is almost always insufficient. A decision-maker is always on the look out for information to solve numerous problems which affect the organization or the programme. The study drew information

which would be useful to the decision-makers in planning to improve performance of the Village Polytechnic Programme in Kenya. Information was obtained by the use of questionnaires which were submitted to the Village Polytechnic Managers and Leavers. Interviews and perusal of literature and documents were also employed in obtaining information.

While the Village Polytechnic Programme is fulfilling a need, the Village Polytechnics and the leavers are faced with many practical problems.

The study identified practical problems which militated against the achievement of the objectives of the Village Polytechnic Programme. Recommendations were made to facilitate overcoming of specific problems and thereafter attaining the objectives of the programme.

The prosperity of Village Polytechnics and the leavers requires a co-ordinated reorganization of the socio-economic institutions. All resources, that is, land, labour and capital should be mobilized and their application rationalized in order to generate sufficient wealth to meet the needs of modern life for the rural people. The Village Polytechnic Programme alone cannot solve the problem of unemployment.

However, the conclusion reached after analysis of the data is that the Village Polytechnic Programme has impact on employment and rural development in Western Province. This has been achieved through training in the Village Polytechnic Programme despite a minority of the Village Polytechnic leavers

drifting to towns for employment. Both groups which remain in the rural areas and those which go to towns are in gainful employment whereas a minority remained unemployed.

The leavers of the Village Polytechnics have participated in the building up of the strength of economy in the rural areas.

However, there is danger of expanding the programme with little diversification in training and without survey in work opportunities. The labour market in the rural areas will get saturated and the problem of unemployment will arise. The Village Polytechnic Programme should consider good planning as the first strategy to achieve its objectives of training young people in needed skills for local self-employment and improvement of family life in the community.

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CHAPTER ONE

INTRODUCTION

The problem of unemployment is crucial in Kenya. The programme to encourage and support small-scale and rural industrial development in the country has high priority in the development plan.¹ It has been argued that it is cheaper to create a job in Kenya's informal sector than in the modern sector.

Various institutions offer training in technical and business skills to the School leavers in attempt to alleviate the unemployment problem among the School leavers. Examples of these institutions are: Village Polytechnics, Vocational Rehabilitation training centres, Christian Industrial Training Centres, Youth Centres, Institutes of Science and Technology, National Youth Service and Commercial Colleges. All these institutions offer technical skills in carpentry, masonry, plumbing, electrical, metalwork, tailoring and in some case training is offered in secretarial and food services skills.

In this study, we are focusing on the Village Polytechnic Programme. The programme trains young people to acquire integrated skills for the whole reality which surrounds a small-scale industry in the areas of manufacturing industry (tailoring, carpentry, metalwork, shoe-making, etc.), construction industry (buildings, etc.), electrical, motor mechanics and business, including services in foods. Thus, the training in the Village Polytechnic Programme is much more

1. The Republic of Kenya: Development plan 1979-83, pp. 13-14.

flexible, practical and more all round to prepare the rural young people for work. The type of courses changes in accordance with the changes in the market.

The rural communities are expected to benefit from the Village Polytechnic Programme by receiving the services of the graduates of the Village Polytechnics at low costs as a result of application of appropriate technology. It was envisaged that with the provision of artisans and extension of appropriate technology to the rural areas, the Village Polytechnic Programme would help to alleviate the problem of unemployment among the School leavers. It would also curb rural-urban migration of the youth and ultimately contribute to rural development.

Therefore, the main purpose of this study is to examine the impact of the Village Polytechnic Programme on employment and rural development in Western Province of Kenya. A study carried out by the World Bank on 4,000 primary and secondary graduates in Kenya and Tanzania observed that skills and technical know-how accounted for almost 50% more of increased earnings than the number of years people spent in schools.² The Village Polytechnic Programme has endeavoured to answer the crucial question, 'After School What?' by job creation through training school leavers in work oriented skills.

2. Kenya News Agency: "A World Bank study", Daily Nation (August 6, 1983), p.13.

Young people have been offered training in business skills and technical know-how necessary for gainful employment. Kenya primary school leavers who scored 10% in skills tests earned an average of Kshs.1,109 a month compared with Kshs.864 for secondary leavers with low skills.³

However, the Village Polytechnic Programme has faced many operational and management problems. These problems have tended to militate against the achievement of the grand objectives of the programme to promote self-employment and rural development in Western Province. The study has set out to identify these problems in order to assist the decision makers in the future plan to improve the performance of the Village Polytechnic Programme. But the impact of Village Polytechnic Programme on employment and rural development remained the theme of the study.

1.1 METHODOLOGY

1.1.1 THE STATEMENT OF THE PROBLEM

The Village Polytechnic Programme is faced with a variety of problems:

- 1.1.1.1 The Village Polytechnic leavers are not being assisted in obtaining work and in work opportunity survey.

3. Ibid.

- 1.1.1.2 The leavers continue to go to work in urban areas although Village Polytechnics were originally planned to train rural Youths for local employment.
- 1.1.1.3 Problems pertaining to Finances (e.g. shortage of tools, equipment, training materials, staff shortages in both numbers and qualifications) which affect the achievement of the major objectives of the programme in promotion of employment and rural development.
- 1.1.1.4 Above all, to what extent has the Village Polytechnic Programme fulfilled its obligations in promotion of employment among the rural Primary School leavers and rural development.

1.1.2 Hypothesis

The Programme has had a positive contribution to the society and those individuals who have undergone training in the Village Polytechnic Programme. Therefore, the trainees who are more familiar with town life have no strong tendency for being attracted to the town as a potential work place.

1.1.3 Objective of the Study

The study set out to determine whether:

- 1.1.3.1 the training programme in the Village Polytechnic Programme has led to employment of the primary school leavers, thereafter increasing their earning power.

- 1.1.3.2 the Village Polytechnic Programme has played a positive role in rural development.
- 1.1.3.3 the Programme has dissuaded the trainees from having strong tendency for being attracted to the town as a potential work place.
- 1.1.3.4 the current philosophy of the programme should be reviewed.
- 1.1.3.5 the present organizational policy poses some problems.
- 1.1.3.6 the economic strength of the local area governs the success of Village Polytechnics and placement of the leavers in gainful employment.

1.1.4 Significance of the Study

Information for decision making, whether for everyday use or for long plan concerns is almost always insufficient. The reasons underlying this fact are:

- 1.1.4.1 It can be too costly (uneconomical).
- 1.1.4.2 It can be in short supply (not available to the decision maker).
- 1.1.4.3 It may not be available when the decisions want to be made (not timely).

All these factors and many others affect the process of decision making. An organization or a decision maker is always on the look out for information to solve numerous problems which affect the organization.

Therefore, the study will be significant for the Government decision makers to appreciate that the programme has been faced with operational and management problems in achieving its operational objectives and goals. These problems have tended to militate against the programme in achieving its objectives of employment promotion in informal sector and rural development. Awareness of the existence of these problems will save the decision makers of being victims of indecision or taking things for granted. It benefits the decision makers and guides them by indicating clearly what factors to take into account when policies to improve the performance of Village Polytechnic Programme are being formulated.

1.1.5 Scope of the Study

This study examined the performance of Village Polytechnic Programme in Western Province of Kenya within the period 1979 to 1982. It mainly focussed on the following aspects of the programme. Policies and objectives of the programme, the organization of the programme, its performance in training, attitude change toward training and employment in rural areas, employment of the Village Polytechnic leavers, promotion of rural development,

problems faced by the Village Polytechnics and the leavers, prospects of the Village Polytechnic leavers. All these are examined in relation with the impact of Village Polytechnic Programme on employment and rural development.

1.1.6 Indicators

The following variables were used as indicators in the study.

- 1.1.6.1 The number of leavers that get into employment.
- 1.1.6.2 Relevance of the technology imparted to trainees.
- 1.1.6.3 The value of goods and services sold to the community by Village Polytechnic leavers and trainees.
- 1.1.6.4 The value of local resources consumed by Village Polytechnics and their leavers.
- 1.1.6.5 The income earned by the Village Polytechnics and their leavers per year and per month.
- 1.1.6.6 The number of trainees already trained.
- 1.1.6.7 The number of leavers that were employed.
- 1.1.6.8 The number of leavers that worked in rural areas.
- 1.1.6.9 The number of leavers that worked in town.
- 1.1.6.10 Whether occupation of the leavers made use of the skill acquired during training.
- 1.1.6.11 Whether the leavers worked for an employer or were engaged in self-employment.

1.1.7 Research Methodology

The survey method was employed in this study. The author first did library research. Thereafter, he constructed his questionnaires before going out for field work in August, 1983.

1.1.7.1 Sampling

Thirty-nine (39) Village Polytechnics are scattered all over the three (3) districts in Western Province of Kenya, Out of 285 Village Polytechnics in the entire Republic of Kenya. A sample of twelve (12) Village Polytechnics was taken in order to ensure that each district was represented in the sample. While a sample from all parts of the country would have been much more desirable, time and financial constraints limited the research to Western Province only.

The number of Village Polytechnics to be surveyed in each district was determined by applying proportionate stratified sampling method. In this method, the Village Polytechnics were broken down into Districts. Each district formed a stratum. The strata were weighted and each weight was multiplied by 12 (the sample size) to get the sample unit of each district. Thereafter, the Village Polytechnics to be surveyed in each district were selected by use of random digit numbers.

Finally, the leavers of each Village Polytechnic in the sample size formed the respondents group in the survey. The simple random sample technique was used to determine the number of respondents.

The managers of the twelve Village Polytechnics in the sample were included in the survey. A total of 120 Village Polytechnic leavers from the 12 Village Polytechnics were interviewed.

1.1.7.2 Data Collection

Information was obtained by the use of questionnaires which were designed for the Village Polytechnic managers and the leavers. The leavers tracer and the leavers survey questionnaires were submitted to the managers and leavers respectively.

Secondly, information was obtained from the records and official documents at the Headquarters of the Ministry and at the Village Polytechnics. Other literature on the Village Polytechnic Programme's performance was perused in order to obtain more information and to assist in gauging the general views and opinions.

Third, personal interviews were carried out with the managers, the Village Polytechnic leavers and the Government Officials responsible for the programme. The purpose was to obtain information sufficient for the verification of the information drawn through the questionnaires.

1.1.7.2.1 Secondary Data

Secondary data were obtained by:

- 1.1.7.2.1.1 Examining the financial records of the selected Village Polytechnics and the leavers business records over the four years to determine the size of benefits

and costs.

1.1.7.2.1.2 Examining other records to establish the number of trainees during the period and the number of the leavers in specific employment and the non-employed.

1.1.7.2.1.3 Examining records and policy documents.

1.1.7.2.1.4 Perusing other research works and literature on the Village Polytechnic Programme's performance and organization.

1.1.7.2.2 Primary Data

1.1.7.2.2.1 Questionnaires

Questionnaires were used as an instrument to collect data. Questionnaires were constructed in a multiple choice answers form. Some were open ended structured questions. The multiple choice questionnaire conditioned the respondent to select one answer only which came to his/her mind first. For each Village Polytechnic in the sample, a general questionnaire and leavers tracer questionnaire were set for managers. Another questionnaire was set for a sample unit of leavers from each of the Village Polytechnics in the sample. This was mainly designed to elicit some information on the Village Polytechnic Programme leavers in order to enable the author to assess the impact of Village Polytechnic Programme on employment and rural development. The questionnaires drew information on the employment situation of the leavers, the leavers locality of work, general problems encountered by the leavers in their work, the

respondents reactions to training in the Village Polytechnics and rural employment, including rural life and town life. The questionnaires also stretched out to gather information on the aspirations and ambitions of the trainees.

The questionnaires were administered by the author personally. He administered them by himself during his field work in August, 1983. The previous position of the author as Senior Officer in the programme and a member of the Senior Management team in Youth Development Programme (Village Polytechnic Programme) placed him in great advantage in getting maximum co-operation of the respondents.

1.1.7.2.2.2 Personal Interviews

The author prepared structured questions to guide personal or face to face interviews with his respondents. Personal interviews gave the researcher opportunity to assess the feelings of the respondents about the programme in general. An account was taken that in most questions there would be more than one motive or reason. Thus, the open-ended questions would yield further and more information than he would get from fixed questions.

1.1.7.2.2.2.1 Interviewing the Leavers

Personal interviews were carried out with the Village Polytechnic leavers who were working either individually or in a group or in a co-operative society to establish;

- a. the size of local resources used;
- b. amount of goods and services sold locally;
- c. resources used and sales made outside their community and,
- d. other administrative costs.

1.1.7.2.2.2 Personal Interviews with Managers

Personal interviews were carried out with the Village Polytechnic Managers to obtain information on the foregoing items.

1.1.7.2.2.3 Personal Interviews with the Officers

Interviews were carried out with the Government Officers responsible for the programme at various levels within the Department of Social Services. The objective of personal interviews with the officials of the Programme was to enable the author to identify organizational policy and operational problems which affect the performance of the programme.

1.1.7.3 Data Analysis

Analytical and comparison techniques were employed to enable the author make predictions and conclusions. The techniques were practically based on percentages. The simple average was used where necessary. Thus, the respondents were ranked on the basis of percentage.

A chi-square test was used to determine the extent proximity to town was a factor inhibiting promotion of rural development.

Therefore, the findings under here are based on a synthesis of the general questionnaires and on the responses from a sample of 120 leavers from 12 Village Polytechnics. The Secondary data obtained from records, documents, general literature on the Village Polytechnic Programme and the research works that have already been conducted by other scholars on the programme have contributed to the findings of the study.

1.2 BACKGROUND

The majority of the rapidly growing younger population must find employment and self-employment in the rural areas.⁴ The emphasis on rural development in the new plan is closely tied to the need for employment creation.

The expansion of education system in 1960's was a response to redress imbalance in manpower essential for the social and economic development of Kenya. The available manpower was inadequate for the (at independence) Civil Service, commercial enterprises and industrial ventures. Within the expansion period of education system, the economy failed to industrialise and modernise at a rate that might absorb the entire labour force including the School leavers.⁵ Thus, our economy failed to continue to absorb all the School leavers in the modern sector jobs.

4. Ibid, p.14.

5. Gahuru, O.N.: Employment Creation In the Light of the New Report of the National Committee on Educational Objectives and Policies ([1979], p.13.

The situation became worse when the international economic crisis began to spread its tentacles to Kenya. The unemployed immigrants accumulated in the urban and the employment became acute. The report on a special study of employment and training of primary school leavers (1966)⁶ indicated that 85,000 primary school leavers were unemployed. Yet 150,000 adults were ready to take employment if a reasonable chance were offered. The International Labour Institute Report on Employment, Incomes and Equality in Kenya (I.L.O., 1972)⁷ estimated a total of 4.4 million adults. Out of this total, 304,000 were in formal employment in towns. In 1970, Standard VII enrolment was 163,851 but only 48,040 were selected into Form One in 1971. This meant that 115,811 primary seven leavers were left outside the education system completely unprepared to meet the challenges of life. According to the report (I.L.O., 1972), another main source of employment opportunities in the urban areas were informal activities such as auto repairs, shoe-making, tailoring, carpentry workshops and catering in food kiosks. In Nairobi, 20% of the income earnings opportunities consisted of a wide range of these informal activities.⁸ However, this proportion was higher in other urban centres where restrictions on the informal sector were less severe.

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6. The National Christian Council of Kenya: After School What? (1966).
 7. I.L.O.: Employment, Incomes and Equality, "a strategy for increasing Productive Employment in Kenya," (Geneva, I.L.O., 1972).
 8. Ibid.

It should be noted that the initial efforts to find a solution to the crucial problem of unemployment among the Kenya Youth and influx of these School leavers in urban areas came from a Voluntary Organization. In 1963, the Working Committee of the National Christian Council of Kenya carried out a study on employment and training of Primary School leavers. Subsequent to the study, an interim report on the problem was published, July, 1964 and finally a pamphlet, "After School What?" was published in March, 1966. The pamphlet focussed on the hundreds of thousands of primary school leavers who had little hope of finding wage employment or further education and yet were unprepared in knowledge, skills and expectations for the rural environment in which they lived.

The report examined closely opportunities for employment in the monetary sector. It expressed concern for the need to increase these opportunities. It urged the issue of intermediate technology to be examined and that the Government encourage labour-intensive over capital-intensive types of production. The role of agriculture played as an employer was also examined and the report urged that more funds be deployed in improvement of agricultural methods so that farming would be a more attractive career for young people.

Besides, the report looked specifically at the problem it called 'the gap' in relation with the issues of population, agriculture and technology as a backdrop to the school leavers problem. In this context, 'the gap' means the period after primary school and before the leaver was old enough either for work or further training.

In nutshell, the major theme of the recommendations was that young people be trained in the rural areas for rural employment in an effort to reduce the serious unemployment problem in Kenya's main urban areas. Consequently, the report recommended the setting up of a system of Village Polytechnics as a solution to the problem of unemployed primary school leavers.⁹

However, the National Christian Council of Kenya Working Committee did not restrict the issues of the primary school leavers to the church personnel. The committee invited opinions from broad spectrum of people from government officials, social workers, the Kenya National Union of Teachers and any other persons who were concerned with the problems of youth in Kenya. In September, 1966, the idea of the Village Polytechnics once more was discussed at the Kericho Conference on Education, Employment and Rural Development. Paul Fordham and James Sheffield supported the idea of a system of Village Polytechnics and recommended Village Polytechnics to be set up on an experimental basis.¹⁰

Thus, the National Christian Council of Kenya established the first four Village Polytechnics with assistance of Kshs.65,000 made available to it by a donor. The four Village Polytechnics were at Nambale (1966) in Busia District - Western Province, Mucii Wa Urata (1967) in Kirinyaga District - Central Province, Ndere

9. National Christian Council of Kenya: Ibid, 1966.

10. Paul Fordham and James Sheffield: "Continuing Education for Youth and Adult", Education, Employment and Rural Development (1966), p.379.

(1968) in Siaya District - Nyanza Province and Maseno (1968) in Kakamega District - Western Province. Our interest in this study is to assess the impact of Village Polytechnic Programme on employment and rural development through training in occupational skills in Kenya (Western Province).

The pioneer Village Polytechnics offered technical skills to about 186 trainees in tailoring, masonry, carpentry, Agriculture, poultry keeping and tractor driving. After training, 128 worked in the local rural area while 58 sought work or further opportunities elsewhere.¹¹ After 1968, the Village Polytechnic Programme grew slowly and steadily. At the end of 1970, the number of Village Polytechnics had grown up to 10

Despite a positive hearing given to the idea of Village Polytechnics, the government did not provide funds for the establishment of Village Polytechnics until 1971. The first development response to the Village Polytechnic Programme was expressed in the development plan 1970-74. The Village Polytechnic experiment would be monitored for its implications to national programme on Youth Training.¹² The National Rural Development Committee, in 1970, adopted the proposals contained in a memorandum on Village Polytechnics issued by the Ministry of Finance and Economic Planning.

11. John Anderson; The Village Polytechnic: "An Evaluation Report" (Institute for Development Studies, Nairobi August 10, 1970), p.15.

12. The Republic of Kenya: Development Plan 1970-74, p.240.

Kenya like any other developing countries approached the problem of school leavers' employment by adopting great diversity of non-formal education to broaden and enrich the educational opportunities of rural young people.¹³ The government introduced occupational training through Village Polytechnic Programme, Industrial Rehabilitation Programme and Adult Education Programme within the Ministry of Co-operatives and Social Services. The Village Polytechnic Programme was to follow up primary school in rural areas where youth unemployment had reached serious proportions. But where a strong market existed for young people with special skills and initiatives.

In 1971, the first government financial assistance became available, from the Ministry of Co-operatives and Social Services, to the Village Polytechnic Programme. Thus, the programme grew rapidly when a set of 40 Village Polytechnics were selected for government financial and technical assistance in 1971/72. There followed a rise from a total of 60 Village Polytechnics in 1972/73 to 75 in 1973/74 and 100 in 1974/75. The programme continued to grow every year. By 1982, the programme had grown up to 285 Village Polytechnics scattered all over the country. The programme catered for about 19,665 school leavers and employed 1335 instructors.¹⁴

13. Barbara Baird Israel (ed.): "Non-formal Education for rural development", New Paths to Learning for rural Children and Youth, [International Council for Educational Development, 680 Fifth Avenue, 1973], p.53.

14. Ministry of Culture and Social Services: Annual Report, (Department of Social Services, 1981).

Out of 285 Village Polytechnics in Kenya, 39 Village Polytechnics were in Western Province. They catered for 2,691 school leavers and employed 202 instructors and 52 non-teaching staff.¹⁵ This is a total of 254 Village Polytechnic employees in Western Province. Currently, the Village Polytechnic Programme offers training in technical and business skills to about 7% of the School leavers who are left out of the formal education system.

Therefore, we can conclude that the Village Polytechnic Programme was designed to train young people in the rural areas for rural employment in an effort to reduce the serious unemployment problem in Kenya's main urban areas. The rural youth would be prepared, through training in technical and business skills, essential, for self-employment in their home areas in order to improve family life in the rural communities. The rural communities would be improved by money being retained to circulate in the rural areas. This would strengthen the rural economy.

The idea of Village Polytechnic Programme to provide a solution to the problem of unemployed school leavers and to promote rural development is entirely acceptable in Kenya.¹⁶ The programme has been impressively positive. However, the author would share with Gahuru¹⁷ and the Working Committee report (1966)¹⁸ the views that to

15. Figures obtained during an interview with Mr. S.B. Nyakundi, Provincial Director of Social Services, Western Province, August 26, 1983.

16. The Kenya Times, (April 21, 1983); The Kenya Times, (April 28, 1983); Daily Nation, (July 4, 1983).

17. Gahuru, O.N.: op. cit. p.10.

18. After School What, op. cit. p.94.

solve the problem of unemployment in Kenya, a co-ordinated reorganization of the socio-economic institutions would be required and not isolated educational reforms. This means that the ultimate solution of the primary school leavers problems lies in the rapid, overall balanced development of the economy of the country as a whole.

CHAPTER TWO

DEFINITION OF TERMS, OBJECTIVES AND POLICIES

The Village Polytechnic Programme was envisaged to provide an alternative to white-collar jobs. The programme was to prepare the rapidly growing younger population from school for employment and self-employment in the rural areas. The purpose of approved pre-vocational projects (Village Polytechnics) in the programme is to help primary school leavers of 16 years and above to exploit their talents and opportunities for the benefit of the rural communities in which they lived. In addition, to develop income earning opportunities for themselves by individual, group or co-operative action, using the skills acquired in the Village Polytechnics.

In 1981, the Village Polytechnics enrolled 15,597 trainees out of the 227,595 Certificate of Primary Education leavers who had no opportunity to enter Secondary schools.¹⁹ Thus, the programme undertook to prepare about 7% of the Primary school leavers, who had been left out, for future employment. The number looks very small but in the present economic situation it would be risky to expand the trainee enrolment without first doing a thorough survey of occupational opportunities in the rural areas. The Youth Development Division, as a guide for new Village Polytechnic committees and staff, pointed out that the government would judge

19. Republic of Kenya: Economic Survey (1982, table [5.15]).

their projects by 'what happens to the leavers'.²⁰

2.1 DEFINITION OF TERMS

A number of key concepts have been used in this study and may require definition of their meanings in the broad context of the study. The definitions are from conceptual point of view.

2.1.1 Village Polytechnic Programme

The Village Polytechnic Programme is a dual purpose programme within a broad national campaign to reduce unemployment and improve the quality of life in the rural area in Kenya. The aims of the Village Polytechnic Programme as stipulated in the policy statement were as follows:

- i. to reduce unemployment and underemployment among primary school leavers by facilitating their absorption into the informal sector of the economy and,
- ii. to contribute to rural development by building up an economic strength through the increase of money circulation in the rural areas.²¹

20. Ministry of Co-operatives and Social Services: How to start a Village Polytechnic, "A Guide for new VP. Committees and Staff", (Industrial Rehabilitation Centre, Nairobi, 1971), p.23.

21. Ibid, see also Ministry of Housing and Social Services, How to instruct in a Youth Development Project (Youth Development Division, Nairobi, March, 1976), p.2.

Thus, the meaning of Village Polytechnic Programme can be briefly expressed as provision of skills, understanding and values to primary school leavers which would make them able to look for money-making opportunities where they live and contribute to rural development by building up economic strength of their own community.

2.1.2 A Village Polytechnic

A Village Polytechnic is a low-cost training centre in a rural area. It is not a school and not just a training centre. It is a programme which prepares young people for work and gives them management skills and work experience.²² The meaning of a Village Polytechnic can simply be expressed as a low cost training centre where a trainee learns how to be a successful worker. It aims at giving primary school leavers from that area skills to make them able to look for money-making opportunities where they live.

2.1.3 A Local Area

A local area is the locality or region which is served by one project or Village Polytechnic. In some case, a local area may refer to a sub-location, location, division or district as may be served by one project only - in our context.

22. Ibid. p.2.

2.1.4 A Local Community

A local community is, in this context, considered to be the Locality of the Village Polytechnic. It also refers to the locality of the trainee or where the trainee lives.

2.1.5 Employment

The concise Oxford Dictionary gives the meaning of 'employment' as one's regular trade or profession. Concept of employment in the Village Polytechnic Programme is fairly diffuse in meaning. It hardly means solely full-time employment on permanent basis. The concept of employment as used in the Village Polytechnic Programme jargon, it embraces wage employment, self-employment, intermittent jobs and money-making activities on the leaver's own land so long as in all cases the leaver is using the skills which was obtained from a Village Polytechnic. Therefore, employment in the context of this study refers to any money-making activities from which the leaver earns cash income through the use of the skills he/she learned at the Village Polytechnic.

2.1.6 Self-employment

According to Guy Hunter,²³ self-employment includes all farmers. In the Village Polytechnic Programme jargon, self-employment refers to all income earning activities in which Village Polytechnic leavers

23. Guy Hunter, Education, Employment and Rural Development: "The Problem in East Africa" (James R. Sheffield (Editor), Report of the Kericho (Kenya), October 1, 1960), p.45.

are engaged in either as a work-group or a Co-operative Society. Thus, in this study, self-employment refers to all the leavers who work as a work-group or a Co-operative Society managing the business by themselves.

2.1.7 Own Self-employment

Own self-employment in the context of our study, similarly to the Village Polytechnic jargon, refers to leavers who operate their businesses individually including those who work on their own land to earn cash income using the skills obtained from the Village Polytechnic.

2.1.8 Intermittent or Contract Jobs

Intermittent or contract jobs refer to pieces of jobs which enable the leavers to earn income but the jobs are not permanent.

2.1.9 Underemployment

Underemployment is explained by Guy Hunter to mean,²⁴

- i. Sporadic wage employment, casual earnings and;
- ii. Low marginal product in family agriculture; would be seeking work but for experience of futility of trying; or periodic venture into labour market followed by retreat to family or or relatives. (Particularly applicable to school leavers).

24. Ibid.

- iii. Unawakened continuance in subsistence agriculture; no search for paid employment.

Underemployment as explained by Hunter is close to the implications, of underemployment in this study.

2.1.10 Wage Employment

Wage employment refers to the leavers who work for an employer to earn a wage.

2.1.11 Work-group

The programme stresses the organizing of the trainees into small working societies called "work-groups".²⁵ It is highly noted that the success of the programme is attributed to the graduates who engage in gainful work through paid jobs, self-employment or farm co-operative groups. The programme stresses a work group to start soon after trainees come to the Village Polytechnic. The concept of work group is the basis for preparing young people for work and giving them management skills and work experience. Thus, a trainee learns to be a successful worker while he is still at the Village Polytechnic. On completion of training, the work group should continue to provide self-employment for the leavers.

25. How to start a Village Polytechnic, op. cit., p.23, see also How to start a Work-group, p.1.

2.1.12 Trainee

A trainee in the Village Polytechnic Programme is one who receives training at the Village Polytechnic.

2.1.13 Leaver

A leaver is an ex-trainee of the Village Polytechnic Programme who is presumed to have completed training at a Village Polytechnic.

2.1.14 Manager

A manager in the Village Polytechnic Programme heads the Village Polytechnic, charged with responsibility of day to day management of the projects affairs. He is the accounting officer to the Village Polytechnic affairs. As the chief executive of the Village Polytechnic, he delegates authority to other staff. The main ingredient for a Village Polytechnic's success is a manager with a wide variety of skills and considerable leadership abilities.

2.1.15 Management Committee

This is the body which is directly responsible for the running of the Village Polytechnic affairs. Management committees have extensive responsibilities; therefore, the members should be very knowledgeable about the Village Polytechnic Programme and its aims since they have to ensure that the decisions of national co-ordinating bodies are carried out,²⁶

2.2 OBJECTIVES OF VILLAGE POLYTECHNIC PROGRAMME

Any organization whether a profit-making or non-profit making must have a network of objectives. These objectives may aim at either economic, social or financial goals. Similarly, the Village Polytechnic Programme which is a non-profit making programme has a network of objectives, some short-range and others long-range, aimed at economic and social goals. Objectives indicate what business we are in, where we are going and what we are doing. Thus, the objectives of Village Polytechnic Programme state the mission of the programme and what the programme is doing.

It is the express intention of the Village Polytechnic Programme to retain the trained primary school leavers in the rural areas of their origin.²⁷ The programme was to prepare primary school leavers for self-employment in the rural areas and promote rural development. The programme has attempted to achieve its objectives by equipping primary school leavers with needed skills for self-employment and rural development. The Evaluation Mission (1974) observed that the main objective of the Village Polytechnic was to train the primary school leaver so that he can play a greater part in the modern sector of the rural areas, whether it be industrial or agricultural.²⁸

27. How to Instruct in a Youth Development Projects, op. cit. p.2.

28. The Kenya Village Polytechnic Programme, "A report by an Evaluation Mission of the Government of Kenya and the Norwegian Agency for International Development (Jan-Feb., 1974), p.25.

David Court²⁹ points out local self-employment and family improvement as the objectives of training in the Village Polytechnic Programme.

Therefore, an important factor in the objectives of the Village Polytechnic Programme is that the leavers make a better living, get paid jobs or create self-employment or form co-operative groups in order to stay in the community and improve the community by means of what they have learned in the Village Polytechnic.

The sample motto, 'Training Alone Does not create Jobs', was to guide the objectives and policies for the programme to reach its destination. The programme planning guide was designed to assist in carrying out the survey based on economic needs and opportunities in the local community particularly the needs of unemployed primary school leavers - in order to achieve the objective of the programme.

We can conclude that the programme's strategy was to capitalize on opportunities and minimize threats by matching opportunities with threats and strengths with weaknesses. However, the programme had some assumptions as basis for achievement of its objectives.

ASSUMPTIONS

The Village Polytechnic Programme was founded and continues to thrive on the following assumptions:-

29. David Court, 'Dilemmas of Development': "the Village Polytechnic movement as a shadow system of Education in Kenya" (I.D.S., Nairobi, Discussion paper No.156, Nov. [1972]).

1. that rural areas be made capable of generating adequate employment and income opportunities for the youth who cannot secure employment in urban sector.
2. that the biggest constraint in the ability of a school leaver to get employment is the lack of employment skills.
3. that Village Polytechnics are capable of developing training capacity to absorb the majority of displaced school leavers and of school youth who are motivated to acquire skills for life long career.
4. that the Village Polytechnic trainees are recruited and trained in their home areas, and on completion of their training they are employed within their communities and in immediate neighbourhood.
5. that goods and services provided by Village Polytechnic graduates can be a substitute for those produced in urban centres or imported.
6. that rural people have sufficient demand for all the skilled manpower, goods and services produced by Village Polytechnic Programme.

The Programme should consider good planning as the first strategy to achieve its objectives of training young people in needed skills for local self-employment and improvement of family life in the community. A second element of success in the achievement of the objectives of the programme is constant revision of the training programme on the basis of the changing local needs and follow-up the leavers to check if the training courses were selected

and helpful. The programme is operating in a dynamic environment. Therefore, surgery of the programme and its environment is essential for the Village Polytechnic Programme to achieve its noble objective of creating employment and rural development.

2.3 POLICIES

The programme guide directed attention to making sure that the Village Polytechnics were started according to the policy.³⁰ The policy called for locally managed, locally oriented in relation to local work opportunities, locally financed and low cost training programme.

In accordance with the philosophy of Village Polytechnic Programme, the Village Polytechnic is supposed to generate funds through the sales of articles made in the process of training. Such income would finance training materials, replacement and maintenance of tools and equipment, and purchase of the leavers tools. Thus, the Village Polytechnic was expected to be self-reliant in financing its operational and development operations. In addition, a trainee should learn a skill while he earns money. The implication is that the sales would determine the extent to which the skills being given were marketable. It also serves as an indicator of job opportunities in the area for leavers. On the other hand, the field officers were to determine the viability of the

30. Ministry of Co-operative and Social Services: Village Polytechnic Managers Manual (Youth Development Division, July 1973, Annex II).

Village Polytechnic. What all this meant was that the programme ought to have specific principles.

2.3.1 Principles Underlying Village Polytechnic Programme

The principles underlying Village Polytechnic Programme were specifically spelt out in the policy statement to cover the following aspects:-

1. the purpose of the programme was not to continue primary or secondary school education but to have a work oriented goal;
2. the programme was to develop a realistic attitude toward work;
3. the Village Polytechnics to be locally oriented, mainly locally financed and operated, low cost rural training centres;
4. Church and voluntary support was to be urged to continue and be fortified as a basic element in the success of Village Polytechnics by encouraging local initiative and the provision of dedicated leaders and;
5. research and training were to remain a major component of the Programme because it was recognised that if government needed to develop its capacity in this new field emergent problems and issues could only be dealt with by field oriented research and training programme. And that research would be the key to any break through in methods that would

allow training to have its greatest impact on development.

In accordance with the government development policy, local development committees have the responsibility to identify and initiate needy projects in their respective areas. It is these committees which the programme policy required to decide whether they needed a Village Polytechnic in their areas. But the committees must ascertain the following factors before taking decision:-

1. availability of many school leavers to benefit from such programme and,
2. What skills will be easy to be absorbed within the community?

It is implied that the policy in principle required the need for a Village Polytechnic to be determined by the local people in accordance with the local needs. The decision ought to be based on the survey of work opportunities within the area to determine the marketable skills in the local community.

Secondly, that the Village Polytechnic will be operated on self-help basis and that the government would only subsidize the efforts of the people. Finally, that the Village Polytechnic would generate funds which, with government support, would progressively lead to self-reliance.

The author agrees in principle with the policy of a Village Polytechnic and training courses to be determined on the basis of survey of work opportunities in order to determine

marketable skills in the local community. But he doubts the competence of the local people to carry out environmental analysis of the programme. Experience has shown us that the majority of the members of the management committees are opinion leaders in the community who hardly possess any technical know-how to carry out work survey and relate it to the local situation, and ultimately plan for the Village Polytechnic.³¹ The author is inclined to say that the government should recruit qualified officers to carry out work opportunity survey and planning for the Village Polytechnics.

Secondly, the author is declined to give positive support to the policy of the government leaving the Village Polytechnics to finance training materials, replacement and maintenance of tools and equipment and the leavers tool-kit from contract collections, fees and harambee collections. Evidence has shown that Village Polytechnics have been unable to generate adequate funds from contracts and fees to finance training materials, replacement and maintenance of tools and equipment as well as leavers tool-kit. Consequently, inadequate training and inability to create self-employment has been experienced in the programme due to shortages of training materials, tools and equipment and leavers tool-kit (see chapter three, item 9 (Appendix 4). The poor economic conditions of most of the rural

31. Village Polytechnics need a clear picture of employment situation when focussing on the rural areas. This responsibility is entrusted in the management committees which do not have people qualified to carry out survey. The author was in charge of management committee training and field operations in the programme, hence, he is fully aware of the incompetence of the management committees to carry out work survey. None of them claim experience in the job since they are changed from time to time through elections.

communities have contributed to inability of some Village Polytechnics to generate funds from contracts, fees and harambee collections. Therefore, it should be appreciated that economic strength of the local community governs the success of the Village Polytechnic. Accordingly, it should further be appreciated that stability of the financial position of the Village Polytechnic is the key to the programme's success in provision for self-employment and rural development.

Shortages of training materials, tools and equipment as well as lack of leavers tools boil down to a serious financial problem due to the policy that the Village Polytechnic would generate funds which, with government support, would progressively lead to self-reliance. The author is inclined to argue that the policy tends to have negative effect on the programme's objective of employment creation and rural development.

2.3.2 Organization

The Village Polytechnic Programme has achieved considerable flexibility in its organization³² and operates on local autonomous management system. It should be appreciated that the Kenya administration system is characterised with rigid structures. It is until this year that the Central Government has implemented decentralization in planning policy.

32. Anderson, The Village Polytechnic: "An Evaluation Report" (I.D.S., Nairobi, August, 1970).

Organization Structure:

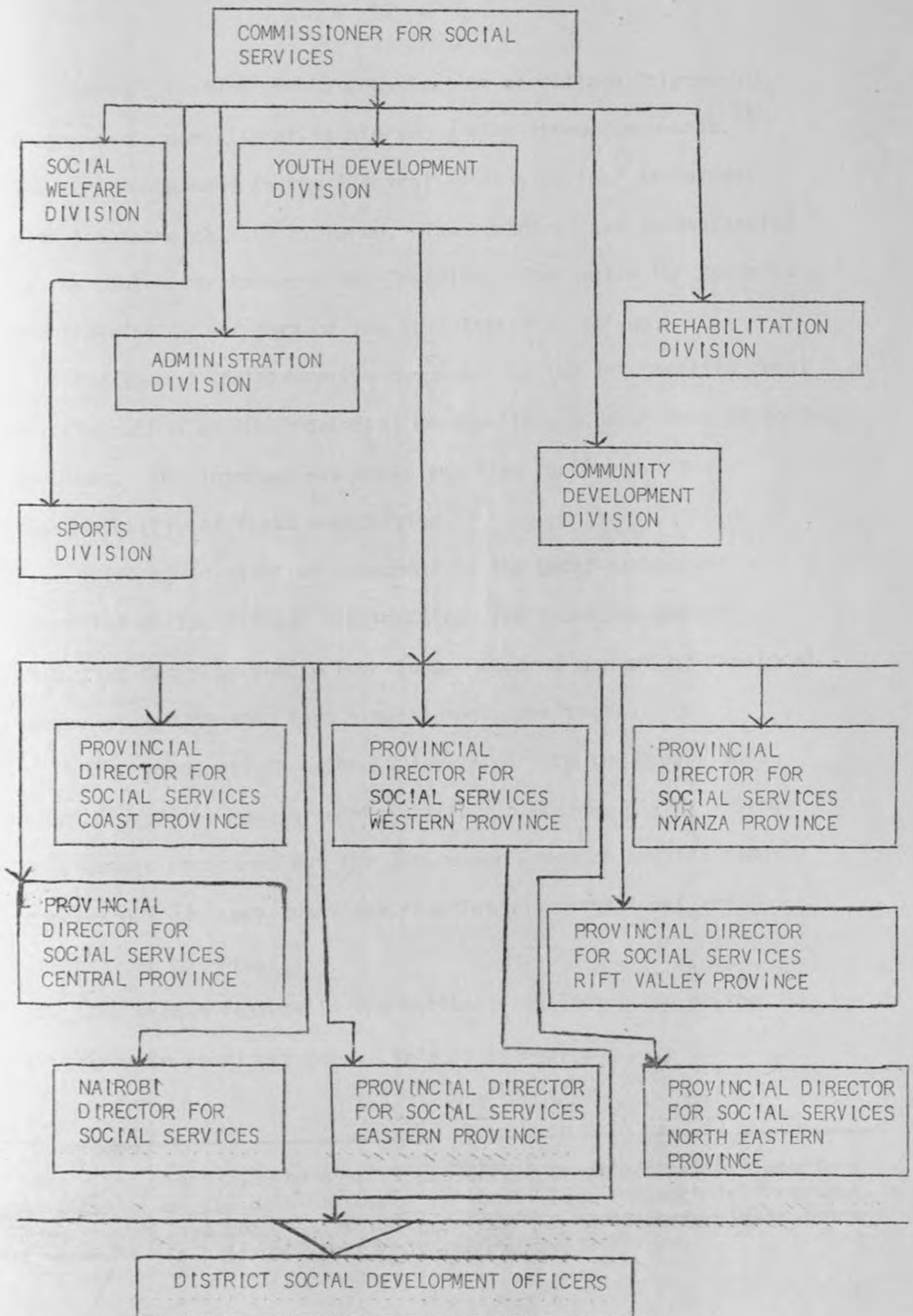
The programme is a Division in the Department of Social Services - Ministry of Culture and Social Services. The Department is headed by a commissioner for Social Services (see chart 1). Youth Development Division is headed by the Principal Youth Officer (see chart 2).

The programme has two elements in its organization. These are the Central Management Team and the Local Management Team.³³ The Principal Youth Officer is assisted by three Senior Youth Officers. Each of the three Senior Youth Officers heads a section within Youth Development Programme (Village Polytechnic Programme). The three sections are Training, Administration and Research. The Principal Youth Officer and the three Senior Youth Officers constitute the Central Management Team which is based at the Programme's Headquarters - Department of Social Services - in Nairobi. The Central Management Team is responsible for formulation of policies and objectives which direct the activities of Village Polytechnic Programme.

The second component of the Village Polytechnic Programme Management is the 'Management Team' at the Village Polytechnic level. The manager and instructors are charged with the responsibility of day to day management and workshop management respectively. Thus, they make day to day management decisions.

33. How to instruct in a Youth Development Project, op. cit. p. 5.

CHART 1:- ORGANIZATION STRUCTURE: DEPARTMENT OF SOCIAL SERVICES



Another feature in the organization of Village Polytechnic Programme is administrative hierarchy with three components.³⁴ The first component is the 'Central Administration' in Nairobi with its technical arm at Karen. The technical arm is designated as the Centre for Research and Training. The Centre for Research and Training is not part of the administrative set-up.

The second administrative component is the Intermediate Level Administration at the Provincial Headquarters - Department of Social Services. The Intermediate Administration carries out the responsibility of field supervision.

Third administrative component is the Local Management Committee at the Village Polytechnic. The Local Management Committee has supervisory functions. Elected members of the local community and manager form a management committee.

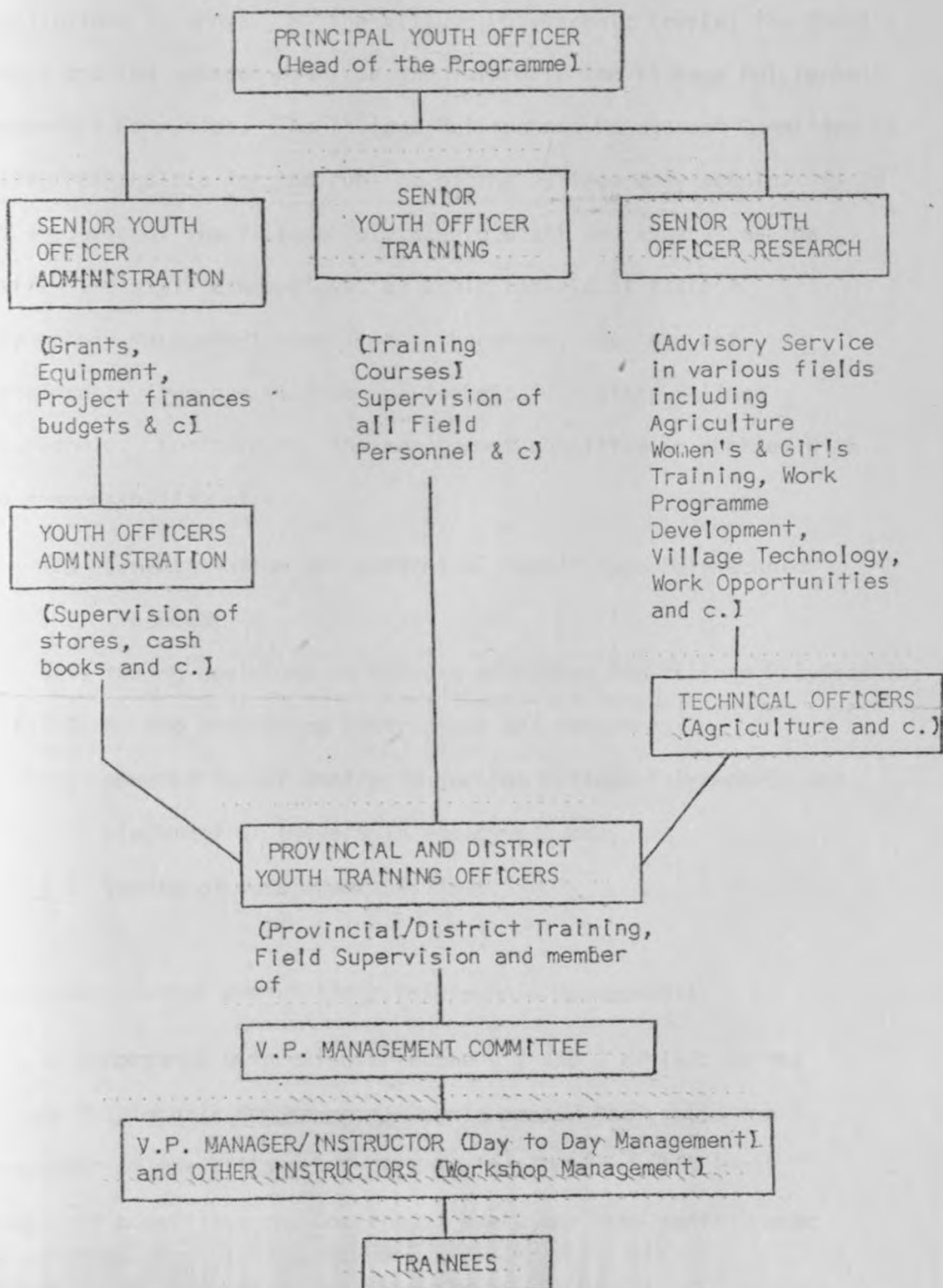
Therefore, all the (three) levels perform the supervisory functions of the regular administrative hierarchy of the Village Polytechnic Programme but the Centre for Research and Training carries out advisory functions relating to professional and pedagogical matters.

The unique feature in the National Administration of the programme is local autonomy. This is in contrast with the

34. See chart 2. The chart shows detailed administrative functions of the main personnel in the Village Polytechnic Programme. This chart is an extract from the Handbook for instructors in Village Polytechnic Programme.

CHART 2:- ORGANIZATION STRUCTURE; YOUTH DEVELOPMENT DIVISION
ADMINISTRATION

The following chart shows the main personnel in the Youth Development Programme and their functions.



From this Chart it will be seen that every Instructor is a Manager in his own Workshop.

centralised and hierarchical national administration in all public institutions in Kenya. At the Village Polytechnic levels; the local people and the manager plan for the future in the Village Polytechnic Management Committee. The Village Polytechnic Management Committee is solely responsible for the running of the Village Polytechnic. It is the employer of the Village Polytechnic staff and supervises the staff. The staff are employed by their individual Village Polytechnic management committees, therefore, they are not transferable from one Village Polytechnic to another Village Polytechnic. Furthermore, the management committee is charged with the responsibility of:-

- (i) administration and control of the Village Polytechnic finances;
- (ii) taking decisions on matters affecting the Village Polytechnic;
- (iii) hiring and firing instructors and managers;
- (iv) acquisition of contracts for the Village Polytechnic and placement of leavers in employment and,
- (v) survey of work opportunities.

Government Control over Village Polytechnic Management:

In accordance with circular numbers 1 and 2 of 1975 on the Village Polytechnic Programme, it would appear that while the management of the Village Polytechnic is entrusted with local management committees the Government exercises some control over

these committees.³⁵ The presupposed control measures include:

- (i) approval of Village Polytechnic budgets and financial statements drawn up by the management committees and keep watch over the use of Village Polytechnic funds to ensure that it is in line with what is budgeted.
- (ii) approval of staff recruitment; the management committees are required to interview applicants for vacant posts at their respective Village Polytechnics and submit three names to the commissioner for Social Services in order of their preference. The commissioner for Social Services studies the submissions and gives his approval, supposedly, before any staff can be hired;
- (iii) approval of dismissal of staff;
- (iv) Issuance of Village Polytechnic management guidelines which must be followed by committees;
- (v) Powers to dissolve management committees which are considered to be violating the given guidelines and;
- (vi) Powers to suspend Government assistance where a committee is considered to be intransigent.

35. Commissioner for Social Services, Recruitment of Personnel in the Village Polytechnic Programme, (Circular Letter No.1, 1975) and Selection and Responsibilities of Management Committee Members, (Circular Letter No.2, 1975).

Terms and conditions of service for Village Polytechnic Staff:

Management committee is the employer of Village Polytechnic staff. According to the terms of employment guidelines,³⁶ the management committee is to hire instructors on annual contract basis and the renewal of the contract will depend on the desirability of each one's skill in the community. The government did not specify what terms and conditions of service should be. It was left to the management committees. But since they do not raise salaries for instructors, the committees do not endeavour to fill this gap. The salaries and promotions are functionally with the government. Yet, the government (commissioner for Social Services) insists that the management committee is the employer. At the same time the government demands to scrutinise and approve the management committee's recommendations on hiring and firing of instructors and managers. This to many instructors meant that the government was their employer. Thus, they have remained confused as to who their employer was and what their terms and conditions of service were. Their loyalty is divided between the management committee and Government. Under such circumstances, the staff become frustrated and demoralized. Their productivity would be minimal.

A close analysis revealed that the programme applied concept of acceptance theory of authority in its organizational hierarchy and there is no fixed authority relationship in the hierarchy. This

36. How to instruct in a Youth Development Project, op. cit., p.9, 1976.

up-set the familiar traditional concept of assumption, in the Kenya Administration system, that authority invariably flows from the top of a hierarchy. Consequently, the Village Polytechnic staff, management committees and the government officials responsible for the programme have been thrown in confusion.

The confusion rotates around "who has authority" and "power" between the Village Polytechnic Management Committee and the Government Officials in the programme's line organization. Interviews with the field officers, managers and the members of Management Committees revealed existence of confusion and tag-of-war between Government Officials and the management committees as regards (hiring, firing, posting and transferring) Village Polytechnic personnel matters. Committees have become very parochial and nepotistic in employment of Village Polytechnic staff (instructors and managers). They tend to sacrifice efficiency for the employment of a local person. Evidence revealed that the local committees have rejected postings by the Provincial Village Polytechnic Advisory Committees, which carry out recruitment, if the instructor is not the choice of the Chairman.

The weakness in the present organization is that a gap of authority exists between the management committee administration and the Intermediate (Provincial level) administration level. The Intermediate administration level lacks authority. This has led to employment of unqualified instructors in the Village Polytechnics.

The author views this loophole in the line organization with concern that the programme could be caught up in a vicious circle,

that is, low quality of instructors, low quality of training, low quality of out put of leavers, low market opportunities, finally difficulty in placement of leavers in gainful employment.

Ultimately, the programme will not have much impact on employment and rural development. Therefore, the powers and responsibilities of management committees in line organization should be reviewed in order to improve the performance of the programme.

Research and Training

The success of Village Polytechnic Programme calls for the need to emphasize research into rural economic opportunities and rural technology, a function which was designated to the Research and Training Centre of Youth Development Division in the Ministry of Culture and Social Services.

The Centre for Research and Training is expected to act as an instrument for development and transferring technology through the Village Polytechnics to the rural people. The importance of the centre was emphasized as follows in the special Rural Development Programme Evaluation Report No. 1 of August, 1970:

1. there was an important need to survey the present employment patterns of young people in the rural areas of Kenya, and the occupational opportunities for them which might be exploited, until this is done polytechnics will not have clear goal at which to aim. Whilst every polytechnic should carry out its own survey in its

catchment area, a full scale national survey is also required.

2. the centre should be designed to carry out surveys of occupational conditions in rural areas, and to develop and experiment with rural technology. The staff should work in conjunction with Polytechnic staff, helping them to test out new ideas and new skills which might lead to the creation of constructive occupation in the rural areas.³⁷

The study has revealed that survey of occupational conditions in the rural areas is left to each individual Village Polytechnics. The Village Polytechnic in turn have not carried out occupational survey to determine work opportunities and rural technology.

Mulusa found little evidence in his study to show that instructors went out to assess the needs of their immediate community in terms of skilled manpower and appropriate technology.³⁸ Mulusa, T. warned that the programme might run a risk of continuing to provide skills which the community does not need. This meant that the Centre for Research and Training has not played its role in guiding the instructors or Village Polytechnics in occupational survey techniques. This deficiency has left most of the Village Polytechnics ignorant of occupational survey techniques. Subsequently, the Village Polytechnic

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37. Department of Social Services: Special Rural Development Programme, (Evaluation Report No. I, August, 1970).
 38. Mulusa, T., Wako, A.O.: Training the Youth for Employment, paper presented for Science Education Programme for Africa (Monrovia, Liberia, August, 1978), pp.6-7.

leavers are left to use their own initiative in attempting to look for employment opportunities in the rural areas.

Inadequate service to the Village Polytechnics as regards guidance in technical and occupational survey techniques is blamed on lack of sufficient technical staff at the centre for Research and Training. The technical burden has been left on the shoulders of instructors who are not well qualified to experiment on new techniques. This has meant most of the Village Polytechnics have based their training on old fashion techniques, and this has affected the quality of products which do not find a ready market.

We can reasonably argue that the leavers were likely to suffer from the effects of irrelevant technology. Subsequently, their products will not attract their potential customers due to poor quality in workmanship and craftsmanship.

The centre for Research and Training, with the assistance of UNICEF, has designed articles and implements which embody technology that would be quite suitable for our rural communities. For example, the arm of the Centre, Village Technology Unit has sun-driers, water pumps, water storage tanks and jars as well as biogas for demonstrations; but the transfer of this technology to rural areas has been very slow. Besides inadequacy of technical personnel, the failure in transferability of these technologies and services to the rural communities is partly blamed on lack of finances. It is doubtful that the Village Polytechnic Programme would have significant impact on rural development without transferability of these technologies and services to the rural areas or communities.

Secondly, intransferability of the appropriate technology into rural areas would limit creation of employment in the rural areas. Thus, the Village Polytechnic leavers would lose job opportunities if they could not adjust their work with the changing tastes of the market. Accordingly, it is the view of the author that the Government should recruit sufficient number of personnel with the skills to make the centre beneficial to the Programme. It should be taken as advice that the centre for Research and Training requires staff organization. Currently, the centre lacks personnel with relevant skills from which the programme can benefit and finally the Village Polytechnics and their leavers. The author has high confidence that the Research Centre would enable the programme have considerable impact on employment and rural development. What is important is to staff the centre with the Personnel who possess the relevant professional qualifications. Definitely, the Centre would facilitate employment creation and rural development through extension of appropriate technologies to the rural areas.

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

Attempts have been made in this chapter to show that Village Polytechnic Programme has contributed positively to the society and individuals who have undergone training in the Village Polytechnic Programme. Specifically, evidence has shown that Primary School leavers in Western Province, whose minority got training in the Village Polytechnics, have benefited from the training by increasing their prospects to be absorbed in wage-employment and self-employment. But unlike other areas as shown by previous studies, higher percentage of the leavers in Western Province work in urban areas. It has also been demonstrated that Village Polytechnics are faced with problems which might affect performance of the programme in the long run. The leavers of Village Polytechnics are experiencing problems which militate against self-employment in the rural areas in Western Province.

TRAINING STRUCTURE

The Village Polytechnic Programme was set to provide skills to primary school leavers and subsequently help them engage in some gainful occupations. The founders of the programme argued that in order to equip the youth who underwent Village Polytechnic training, at the age of 16 years, for gainful rural employment and rural development, the Village Polytechnic Programme must furnish such trainees with skills that are marketable, locally relevant and capable

of independent application to new areas of economic activity.

A quick survey carried out by the author on the structure of training in Western Province revealed uniqueness in the nature of the programme. Unlike the standardized and group-oriented training in formal schools, generally, the training is unbounded and individualized. Table 3.1 demonstrates that training in the Village Polytechnic Programme is unbounded and individualized.

Item 12 (Appendix II): The course(s) taken at the Village Polytechnic. This item was to serve the purpose for analysis of the structure of training in different Village Polytechnics within the Village Polytechnic Programme in different localities in a region in order to demonstrate uniqueness in the nature of the programme as regards the relevance of technology.

(see Table 3.1 on page 48).

Table 3.1: The course(s) taken at the Village Polytechnic - Item 13 (Appendix II).

District	Village Polytechnic	Course(s) offered												
		Business Studies (Typing/Accounting/Book-keeping)	Plumbing and Welding	Plumbing Welding	Metal work general	Motor Mechanics Leather work	Home Economics	Agriculture	Tailoring	Masonry	Electrical	Carpentry		
KAKAMEGA	1. Maseno	✓	✓				✓	✓	✓	✓		✓		
	2. Keveye			✓		✓	✓		✓	✓	✓	✓		
	3. Mbale						✓	✓	✓	✓		✓		
	4. Bushiangala				✓		✓	✓	✓			✓		
	5. Khwisero				✓		✓	✓	✓	✓		✓		
	6. Malaha						✓		✓	✓		✓		
BUSIA	7. Butula			✓			✓	✓	✓	✓		✓		
	8. Busia Township			✓			✓		✓	✓		✓		
BUNGOMA	9. Nambale				✓		✓	✓	✓	✓		✓		
	10. Khasoko						✓	✓	✓	✓		✓		
	11. Kisiwa					✓	✓		✓	✓		✓		
	12. Matili					✓	✓	✓	✓	✓		✓		
Total: No. of course			1	1	1	3	2	2	12	8	12	12	1	12

Source: Research data.

This table demonstrates that relevance of technology determines the type of course to be offered at individual Village Polytechnics. In other words, some technologies are more popular than others in the province. In our case, carpentry, tailoring and masonry are more popular in the Province than plumbing, welding, general metalwork and leather work. Business studies and electrical are much less popular in the Province. Infact, in the whole province out of 39 Village Polytechnics only two Village Polytechnics offer training in Business studies and electrical respectively. Plumbing, welding, leather work and Business studies courses are offered at the Village Polytechnics within or near urbanized areas. These are the areas which have need for the skills. Analysis of the courses taken at the Village Polytechnic indicated need for technology in Agriculture and Home Economics in the Province. The economy of Western Province, like most of the rest of Provinces in Kenya, depends on Agriculture. This would explain its second position to the traditional courses (masonry, carpentry and tailoring). But Home Economics could draw popularity from purely cultural point of view. All girls take both tailoring and Home Economics in order to improve in their domestic responsibilities. Hence, they would improve family life in the local community. Tailoring and Home Economics are referred to, in the programme, as money saving activities.

Thus, the curriculum in the Village Polytechnic Programme is unbounded and individualized. Individual Village Polytechnics offer training in various localities within a region in accordance with the

the relevance of technology to the locality. This is in line with offering skills to Primary School leavers that are marketable, locally relevant and capable of independent application to new areas of economic activity.³⁹

However, there was no provision for growth in technical field for these young people. The Programme has overlooked the individual aspirations of young people to develop a career. A casual discussion with young people will reveal that they aspire to be professionals. They would express interest in being an engineer, a teacher and what have you. Table 3.2 indicates that young people have aspirations to develop a career.

Item 28 (Appendix II): Type of further study or training the Village Polytechnic leavers have continued after completion of training at the Village Polytechnic. The purpose of this item was to discover whether the programme made some provision for career development after training them as artisans.

Table 3.2: Type of further study or training the leavers have continued with after completion of their training - Item 28 (Appendix II).

Type of Course or Training	Number of Respondents	Percentage
1. Academic	0	0
2. Profession/skill improvement in the course taken at the Village Polytechnic	32	100
Total:	32	100

Source: Research data.

39. How to start a Village Polytechnic, op. cit. pp.4-23 and How to instruct in a Youth Development Project, op.cit. pp.2-25.

Evidence would indicate that the young people who train in the Village Polytechnics and have potentials have a very strong aspiration for profession or advancement in their career. Table 3.2 shows that 100% (respondents) of the Village Polytechnic leavers who continued with further study or training have very strong ambition for a profession or advancement of a career in their fields of training.

This is a factor that the programme could not afford to overlook in its training programme. The Village Polytechnic Programme is operating in a dynamic environment. Social, economic and political changes are rapidly taking place in Kenya. Therefore, the situation demands that the programme re-examines its training policy of producing artisans with basic skills. This calls for diversification of training as a strategy to prepare the graduates of the programme for future competitive labour market.

It would also be unreasonable to imagine that a programme that does not define growth avenue could ever attract young people. This is a factor that could contribute to under utilization of capacity in the Village Polytechnics. The available evidence indicates under utilization of the available capacity in the Village Polytechnics.

Items 2-6 (Appendix III): Number of trainees enrolled during the period covered by the study. The purpose of these items was to determine the utilization level of the facilities or capacity in the Village Polytechnic Programme. Analysis of the data would give trainee enrolment per course.

Table 3.3: Trainee Enrolment Per Course during the period 1979 - 1982:- Items 2-6 (Appendix III).

Course	Number of Trainees				Total
	1979	1980	1981	1982	
Carpentry	103	108	118	123	452
Tailoring	82	75	66	122	345
Metal work (Plumbing/ Welding)	34	72	53	66	225
Masonry	85	111	98	107	401
Electrical	44	45	40	30	159
Agriculture	All Trainees do the course				
Home Economics	Female Trainees in Tailoring				
Motor Mechanics	43	65	76	69	225
Business Studies (Typing/ Accounting/Book-keeping)	8	14	14	3	39
Total	399	492	465	520	1,876

Source: Research data.

Table 3.3 confirms the report of Department of Social Services in 1981 that the trainee enrolment in Village Polytechnics was below the required level. The Village Polytechnics operated at an average of 6 trainees per course in 1981 instead of the required full capacity level of 15 trainees per course.⁴⁰ The evidence from the data in table 3.3 shows that Village Polytechnics in Western Province operated below full capacity in 1981 at an average of 6 trainees per course. While in the whole period covered by this study (1979-82), the Village Polytechnics operated below full capacity of 15 trainees per course at an average of 7 trainees per course.

However, from another point of view in accordance with the objectives of the programme, the argument that the programme currently is operating under capacity may not be valid. The programme prepares young people for work. Thus, it could be argued that availability of employment opportunities in the rural areas determines enrolment in a course. Whether this is the reason for the programme to operate at an average of 6 or 7 trainees per course it requires further investigation. The country generally experiences the problem of unemployed Primary and Secondary School leavers.

Items 10 and 11 (Appendix II): Education and qualifications of the Village Polytechnic Trainees. These items were to determine whether the Village Polytechnic Programme was rigid or limited its training opportunities to primary school leavers alone as it was specifically set out to train rural Primary School leavers. Inference

40. Department of Social Services: Annual Report, 1981.

would be drawn from the items whether the programme has worn acceptance of the society and recognition that learning a skill at a Village Polytechnic was more useful than a Primary and Secondary School academic certificate

Table 3.4: Education and qualifications of the Village Polytechnic Trainees:- Items IO and II (Appendix III).

Education	Respondent	Percentage
Primary:		
Standard VII	64	53
Below Standard VII	12	10
Secondary:		
Form IV	24	20
Below Form IV	20	17
Total:	120	100

Source: Research data

This table shows that the programme is flexible in its original objective of training rural Primary School leavers for employment in the rural areas. Evidence is apparent (37%) that training opportunities have been extended to Secondary School leavers. 63% of the respondents had primary education with 53% and 10% certificate of Primary Education (C.P.E) and below standard seven education respectively. We can conclude from the available evidence that the

Programme has widened its objective horizon to fight the school leavers unemployment problem in general (Primary and Secondary or E.A.C.E. or K.C.E.). But the priority (63%) is given to Primary School leavers to maintain the original objective.

37% of the respondents had at least acquired secondary education. This evidence of 37% with 20% and 17%, East African Certificate of Education (E.A.C.E.) and below form IV respectively, we can conclude that the programme has won acceptance and recognition that learning a skill in a Village Polytechnic is more useful than a Primary or Secondary school academic Certificate. This is in line with the principle of the programme to develop a realistic attitude toward work.

Item 13 (Appendix II): Cost of training in a Village Polytechnic per year. Rural communities in Kenya depend on a subsistence economy which has placed the rural communities in a poor economic position. Some of the parents could not afford to pay high fees in Secondary Schools and even some of the primary schools demanded considerable fees to finance operational and development activities. Thus, high school fees became one of the factors which made primary and would be secondary schools pupils to fall out of formal education school system. Hence, high fees became a contributory factor to unemployment of primary school leavers. The Village Polytechnic Programme set out to provide low cost training for the unfortunate children who fell out of Primary School and those who had done their Certificate of Primary Education.

Table 3.5.1: Cost of training in a Village Polytechnic per year:-

Item 13 (Appendix II).

Cost	Respondent	Percentage
KShs.100-400	24	20
KShs.450-700	44	37
KShs.750-800	52	43
Total:	120	100

Source: Research data.

Table 3.5.1: shows that 43% of the respondents said that cost of training in a Village Polytechnic ranges between KShs.750-800 while 37% said that the fees is KShs.450-700. Only 20% said that the cost was between KShs.100-400. The cross-section of evidence shows that cost of training in a Village Polytechnic ranges from KShs.100 to KShs.800. Analysis of the data indicated that cost of training in the Village Polytechnic Programme ranges between KShs.450 and KShs.800. This is the cost given by 80% of the respondents.

In the final analysis, the cost of training in a Village Polytechnic is much lower compared with fees in other institutions which offer training. For example, Institutes of Science and Technology charge a fee of KShs.3,000/= per term. While Secondary Schools charge KShs.3,100/= per year. Comparatively, cost of training in a Village Polytechnic is considerably low. Therefore, the programme still maintains its philosophy of low cost training.

It should be noted that the maximum of above KShs.450 includes boarding facilities. This low cost for training will continue to enable the programme to provide skills to primary school leavers for employment.

TRAINEE ATTITUDES TOWARD VILLAGE POLYTECHNIC
TRAINING AND RURAL AREAS

It is clear that trainees are motivated by the prospects of employment which a Village Polytechnic training offers.

Item 1 (Appendix I): Reason for choosing to learn the trade. Analysis of this item was expected to give indication to the understanding of the purpose of the Village Polytechnic Programme by the Village Polytechnic trainees. The concept of the purpose of the Village Polytechnic is to provide Primary School leavers with employment skills for self-employment in a bid to reduce unemployment and under-employment.

Table 3.5.2: Reason for choosing to learn the trade:- Item 1 (Appendix I).

Reason	Respondent	Percentage
Can be self-employed	50	42
Easy to learn	12	10
Develop skills leading to income earning.	38	32
Favourite trade	20	16
Total:	120	100

Source: Research data.

In this table 3.5.2, evidence is that the trainees have grasped the concept of the purpose of the Village Polytechnic. 74% of the respondents said that the trade or training would enable them to develop skills for employment in informal sector and earn an income. On the basis of this evidence one concludes that trainees are attracted by the prospects of employment which a Village Polytechnic training offers. But some evidence has revealed that some proportion of trainees have rather vague concepts of the purpose of a Village Polytechnic. Some trainees have dropped out because their expectations did not fit with Village Polytechnics reality.

Item 14 (Appendix 11): Reasons which led to not completing the course. The item intended to find out the cause for drop out in the Village Polytechnic Programme.

Table 3.5.3: Reasons which led to not completing the course:- Item 14 (Appendix 11).

Cause	Respondent	Percentage
Could not raise fees	10	35
Course did not meet expectations	18	65
Total:	28	100

Source: Research data.

Table 3.5.3: shows that 28 respondents did not complete their course(s) although they were using the skills which they learned at the Village Polytechnics. The 28 leavers dropped out of their

course(s) for two different reasons. 35% said that they dropped out because they could not raise fees while 65% dropped out because the course did not meet their expectations. The Village Polytechnic trains for work in informal sector. The programme does not include government trade test in its objectives or in any of the aspects of training. It is evident that the 65% who found the programme not meeting their expectations expected to do the government trade test. The government trade test is required for employment in the modern sector.

Therefore, the author has formed an impression that some trainees regarded their Village Polytechnics as simply another type of school. This was due to the school features such as uniforms, roll-calls and a tendency to direct courses towards government trade test. These features enhance similarity between school and Village Polytechnic. It is evident that school features exist in the Village Polytechnics and training is geared to government trade test.

Item 15 (Appendix II): Doing a government trade test. Respondents were asked whether they did a trade test. The purpose was to find out the importance of taking a government trade test which the programme (government) does not emphasize in its objectives or policies which direct the activities of the programme.

Table 3.6: Doing a Government Trade Test:-Item 15 (Appendix II).

Trade Test	Respondent	Percentage
Yes	92	77
No	28	23
Total:	120	100

Source: Research data.

Table 3.6 indicates that 77% of the respondents sat their Government Trade Test. Only 23% of the respondents did not do the test. This table points out that the government trade test certificate is being considered important.

Table 3.7: Making arrangements for taking trade test.

Who made arrangements	Respondent	Percentage
Village Polytechnic	68	74
Myself	24	26
Total:	92	100

Source: Research data.

Table 3.7 indicates that 100% of the respondents who completed their training attempted the government trade test. Village Polytechnics made arrangements for 74% to do the trade test while 26% made their own arrangements to sit the test. The available evidence confirms that government trade test is considered as one of the important aspects by both instructors in the Village Polytechnics and the trainees themselves. But the programme (government) does not involve itself in arrangement for the test. The study found that virtually all Village Polytechnics are now preparing their trainees for the Government Trade Test. This is corroborated by the instructors complaints that they were required to teach first year students and to coach second year students for Government Trade Test Grade III.⁴¹

41. Daily Nation "Letters to the Editor" (June 18, 1981).

It would appear that the demand for trade test by employers in public and private sectors has forced the Village Polytechnic graduates to struggle for the Government Trade Test Certificate: The Assistant Minister for labour said in his address to a public audience that a Government Trade Test was vital in order to qualify for Government contracts.⁴² Thus, it is apparent that the Village Polytechnics are forced by the environment to prepare their trainees for government trade test. But as to whether the trade test leads to employment is yet to be investigated. The author believes that the customers are not interested in the certificate but in both good craftsmanship and workmanship of the artisan. The customer the author has in mind is the customer in the rural community who wants a chair, a table, to build his stone or brick house, who wants to make a dress for herself etc.

Item 2 (Appendix 1): Place where trainees prefer to work after qualifying at their trade. This item is intended to reveal the trainee attitudes towards working in rural areas.

Table 3.8: Place where trainees prefer to work after qualifying at their trade:- Item 2 (Appendix 1).

Place of preference	Respondent	Percentage
Town	24	20
Home area	44	37
Rural area	52	43
Total	120	100

Source: Research data.

42. The Voice of Kenya, News Bulletin, January 8, 1982.

Table 3.8 indicates that majority (80%) of the respondents would prefer to work in the rural areas. We can conclude that the Village Polytechnic trainees have positive attitude toward rural area. Young people have increasingly become aware that higher income can be earned in town than in the rural area but cost of living is higher than cost of living in rural area. Thus, the real income in town is minimal. Consequently, the young people who have been to town have low tendency to be attracted to work in town.

Item 3 (Appendix 1): Number of visits to nearest town during the past year. This item is intended to determine the extent proximity to town was a factor inhibiting promotion of rural development.

Table 3.9: Number of visits to nearest town during the past year: Item 3 (Appendix 1).

Number desiring work in:	Number of visits to town during the past year			Total
	0	1-2	Over 2	
Town	8	12	4	24
Local area	24	13	7	44
Rural area	26	16	10	52
Total:	58	41	21	120

Source: Research data.

Table 3.9 indicates that the more trainees went to town the less they became keen about working in town. This behaviour has been proved by a chi-square test which was insignificant at 95% and 99% levels. Therefore, we can conclude that there is no strong tendency for trainees who are more familiar with town life to feel more attracted to town as a potential workplace.

By all means the loss of leavers to town is not acceptable to the Village Polytechnic Programme Policy. The objective of the Village Polytechnic is to provide the rural areas with skilled artisans to promote rural development. As the evidence shows, proximity to town has less inhibiting effect on promotion of rural development.

Items 4 (a) Appendix I and 26 (a) Appendix II: The best three things about town. Item 4 (a) Appendix I was repeated in item 26 (a) Appendix II as a counter check item. The purpose was to find out and verify the positive opinions of the Village Polytechnic graduates about town.

Table 3.10: The best three things about town:- Items 4 (a) Appendix I and 26 (a) Appendix II.

Best things	Respondent	Percentage
More customers and high demand for products because people in town have more money	56	46
Customers offer good prices for goods	32	27
Adequate supply of materials and transport facilities at reasonable costs	32	27
Total:	120	100

Source: Research data.

The responses in table 3.10 demonstrate that these Village Polytechnic graduates are business oriented. This reflects the main objective of training in the Village Polytechnic Programme. They visualise viability of business in town. The respondents (46%) feel that there are more customers with purchasing power in town. While 54% share opinion that prices for goods and costs of materials including transportation are equally reasonable.

Items 4 (b) Appendix I and 26 (b) Appendix II: The three worst things about town. These items were constructed to counter check each other about the opinions of Village Polytechnic leavers on the worst side of town.

Table 3.11: The three worst things about town:- Items 4 (b) Appendix I and 26 (b) Appendix II.

Worst thing	Respondent	Percentage
Cost of living is very high	17	14
Rent to run business is very high	28	23
Less development at home	75	63
Total	120	100

Source: Research data.

Table 3.11 portrays the feelings of 63% of responses that town has negative effect on the development of rural homes. These feelings

correspond with the views expressed during personal interviews that migration of rural people to town has contributed to economic weakness of the rural communities. In other words, 63% of the respondents feel concerned about development of their home areas. Meanwhile 14% and 23% abhor town life because of high cost of living and running business is prohibitively expensive.

Item 5 (a) Appendix I and 27 (a) Appendix II: The three best things about living in rural area. The two items counter check each other. The purpose of the items is to assess opinions of the Village Polytechnic leavers on rural areas.

Table 3.12: The three best things about living in rural areas:-

Items 5 (a) Appendix I and 27 (a) Appendix II.

Best things	Respondent	Percentage
Cost of living is low because food is produced from the farm	32	27
Money is spent in the rural area and facilitates rural development, thus improving standard of living in the rural area	68	57
Rent for running business is very low	20	16
Total	120	100

Source: Research data.

The evidence in table 3.12 shows that 57% responses of the respondents feel that the best thing about living in rural areas is

that the money spent in rural areas facilitates rural development. Consequently, standard of living in the rural area is improved. But 27% responses indicate that cost of living is low. This is attributed to capability of producing food from the farm. However, 16% responses have business concern. They feel that renting a workshop or a shop for running business is reasonably low in the rural area. General analysis of the responses indicates that the respondents 73% are business and rural development conscious.

Items 5 (b) Appendix I and 27 (b) Appendix II: The three worst things about living in rural area. The two counter checks were intended to assess the feelings of the Village Polytechnic graduates about living in rural area from the worst aspect of it.

Table 3.13: The three worst things about living in rural area:-

Items 5 (b) Appendix I and 27 (b) Appendix II.

Worst thing	Respondent	Percentage
Less customers because people in rural area have low income	48	40
Customers offer low prices because of high competition in business and low demand	32	27
Inadequate supply of materials and transportation facilities at exorbitant costs	40	33
Total:	120	100

Source: Research data.

Table 3.13 portrays the opinions of 120 respondents about the negative side of rural area. Low income of the people in the rural area limits the purchasing power of the rural community. This has been ranked the worst thing of the first order by 40% of the responses. The second worst thing in the ranking order is inadequacy in supply of materials and transportation facilities accompanied with exorbitant costs. This is indicated by 33% of the responses. Meanwhile 27% of the responses show that business competition and low demand militate against good prices in rural areas. Final analysis of the responses indicates that small-scale businesses in the rural area face financial and business problems.

Importantly, the leavers of Village Polytechnics by the available evidence are inclined to rural development by preferring to work in the rural areas. Therefore, the Village Polytechnic Programme has succeeded in dissuading the trainees from having strong tendency for being attracted to the town as a potential workplace.

Item I (Appendix IV): Main contacts the Village Polytechnic has with local community. This item was submitted to the manager of the Village Polytechnics. The purpose of the item was to show that a Village Polytechnic was an open system which interacted with the larger social system within which it operated. This larger system is the community in which the Village Polytechnic operates and serves.

The managers listed the following activities as main contacts the Village Polytechnics had with the local community:

1. Village Polytechnics provided the community with facilities for social/cultural development.

2. Village Polytechnics provided services to the local community (in building harambee projects and houses at low costs).
3. Village Polytechnics provided the community with local skilled artisans.
4. Local primary school leavers are being trained in essential skills for self-employment in their home areas.

On the other hand, the community provides the Village Polytechnic with:

1. Land.
2. Management committee members.
3. Jobs for the Village Polytechnics and their trainees.
4. Harambee collections/contributions.

Therefore, it is apparent that trainees are strongly motivated to learn. Secondly, Village Polytechnics have implanted feelings of communal responsibility and sense of purpose into their trainees. The author argues that the role the Village Polytechnics play in promoting communal responsibility amongst trainees is the connerstone of their success in local employment in Western Province.

EMPLOYMENT OF VILLAGE POLYTECHNIC LEAVERS

The most important index for measuring the performance of Village Polytechnic Programme is the leavers index. One is interested in knowing what happens to the products of the Village Polytechnic. Thus, an examination of what happened to the leaver is the best indicator for comprehension of the achievements, problems and

potentials of the Village Polytechnic programme.

Accordingly, we will consider the following variables as important and relevant to this study:

1. The number already trained.
2. Number of leavers that got into employment.
3. The number of leavers that work in town.
4. The number of leavers that work in rural areas.
5. Whether the leavers worked for an employer or were self-employed.
6. Relevance of the technology imparted to trainees.
7. Whether occupation of the leavers made use of the skill acquired during training.

Different studies on the Village Polytechnic Programme found positive results on employment of the leavers. An International team of experts (1974)⁴³ reported that 90% of the known Village Polytechnic leavers worked. Two-thirds worked in the rural areas. This finding is consistent with the finding of David Court's (1972) study on Maseno Village Polytechnic leavers.⁴⁴ Now we shall have a quick look at the

43. Kenya Village Polytechnic Programme: A report by an Evaluation Mission of the Government of Kenya and the Norwegian Agency for International Development (Jan-February, 1974), p.19 and How to instruct in a Youth Development Project, op. cit p.3.

44. David Court: Village Polytechnic leavers, "the Maseno Story" (I.D.S., Nairobi, Working Paper No.72, 1972).

past studies data and compare with the author's data before embarking on detailed breakdown of the data which the author collected. Table 3.14.0 comparison of past studies data with the author's data.

Table 3.14.1 Employment rate⁴⁵ of leavers (%).

	Anderson (1971)	Court (1972)	Government (1973)	Brown (1974)	Ongolo (1983)
Male:	53	83	94	80	80
Female:	35	64	80	16	58

Source: Barbara A. Brown, *The Village Polytechnic: An Evaluation*, table X and Research data.

This table 3.14.1 indicates that each study found employment rate of male leavers higher than the rate for the female. This can be explained in terms of the type of course (s) the male and female trainees take. Females train in dressmaking (tailoring) and Home Economics. Home Economics is not a course to give employment opportunities especially with its level of training at the Village Polytechnic. Most of those who do tailoring fail to get into self-employment because the leavers cannot afford to buy the sewing machine. The author's figure for male compares considerably with those figures of Brown and Court. While the government's figure is slightly higher and Anderson's considerably lower. The difference

45. Barbara A. Brown: The Village Polytechnic: "An Evaluation" A report submitted jointly to the Canadian International Development Agency, Government of Kenya and the Ministry of Co-operatives and Social Services, Government of Kenya (Ottawa, Ontario Canada, November, 1975), p.57.

can be attributed to difference in the nature of the studies in question. The government carried out a census survey of all Village Polytechnics. Anderson studied a sample of 14 Village Polytechnics in the Republic while Court, Brown and the author carried out sample studies of Village Polytechnics at regional level.

However, what is significant in this table is that the leavers of Village Polytechnics are being reasonably absorbed in gainful employment. But rate of employment for male is higher than the rate for female.

Table 3.14.2: Self-employment rate of leavers (%)

	Anderson (1971)	Court (1972)	Government (1973)	Brown (1974)	Ongolo (1983)
Male:	17	37	46	8	79
Female:	16	23	45	8	21

Source: Barbara; The Village Polytechnic: "An Evaluation",
table IX and Research data.

Table 3.14.2 demonstrates that, according to Anderson, Government and Brown; the rates for male leavers and female leavers in self-employment are considerably comparable. This is quite unique. The courses for female trainees in the Village Polytechnics are limited to tailoring and Home Economics. There is little market for the level of Home Economics attained in the Village Polytechnics. It is also not likely that young female trainees can afford to purchase sewing machines for self-employment. Therefore, the trend of higher rate for female in self-employment equal or more than the rate for male is an unusual phenomenon in the programme. The government rate for female in self-employment is exaggerated because it was based on the

progressive reports from the Village Polytechnic managers who consider and report married female leavers as self-employed in the house. It is no exception that Anderson and Brown findings suffered the same fate. On the other hand, Court's findings compare with the author's findings reasonably. The main fact in analysis of these data is that the rate for male in self-employment is higher than the rate for female. This is due to the fact that the two traditional courses (Masonry and Carpentry) which easily lead to self-employment are limited to male trainees. Other courses which offer opportunities for self-employment are electrical, metal work and motor mechanics. All these courses are taken by male except in rare cases one or two female take them (courses).

Table 3.14.3: Present occupation of leavers (%)

	Anderson (1971)	Court (1972)	Government (1973)	Brown (1974)	Ongolo (1983)
Self-employed	17	33	45	8	17
Working for employer	32	44	29	40	58
Unemployed	21	23	10	45	11
Unknown	17	-	13	-	14

Source: Barbara; The Village Polytechnic, an Evaluation,
table XI (c) and Research data.

Evidence in table 3.14.3 indicates that the Village Polytechnic leavers get into gainful employment at the rate above 70%.

Court and Government findings put the total employment levels of the leavers at 77% and 74%. These findings compare well with the author's finding of 75%. But Anderson and Brown put the employment of the leavers at 49% and 48% respectively. However, Anderson's 17% of self-employment corroborates the findings of the author that 17% of the Village Polytechnic leavers in Western Province are engaged in self-employment. Brown's finding of 8% in self-employment is not far from reality given the fact that the trainees have no capital to start business on their own. But the findings of Government that 45% were in self-employment and 29% worked for an employer is unimaginable especially when there is no a scheme to assist the leavers in starting business. They only depend on the help from relatives and parents who are wanting in wealth. Court found in his study of Maseno Village Polytechnic that 33% of the leavers were engaged in self-employment while 44% worked for an employer. The finding of Court in relation to self-employment cannot be considered representative because it was based on one Village Polytechnic only. Then, what was the situation of self-employment in light of the population of leavers in the province or District? Definitely, it was much smaller than 33%.

Table 3.14.4: Locality where leavers are employed (Male and Female) (%)

	Anderson (1971)	Brown (1974)	Ongolo (1983)
Male:			
Urban:-	37	46	48
Rural:-	63	54	52
Female:			
Urban:-	47	13	59
Rural:-	53	87	41

Source: Barbara: The Village Polytechnic, an Evaluation, table VII and Research data.

Table 3.14.4: shows that male leavers are increasingly drifting to urban for employment while their employment in the rural area is equally decreasing. The figures for male employment in urban appear smaller than the figures for employment in rural. But the fact is that the employment figures in urban are increasing while the employment figures in rural area are declining by the same number, that is, urban figure is positively increasing while rural employment increases inversely (II and - II respectively). Brown's finding of 87% female employed in rural is just too high compared with the finding of Anderson of 53%. Anderson's finding is closer to the finding of the author which is 41%. On the other hand, Brown's finding of 13% female employed in urban would require an explanation. Anderson's finding of 47% female employed in urban is comparable with the author's

finding of 59% female employed in urban.

What is most significant is the contrast between urban and rural employment for female. The author's findings about female urban-rural employment is that percentage of female employed in urban is higher than the percentage employed in the rural area. whereas, Anderson and Brown indicate that higher percentage is employed in the rural area than in urban (53% and 47%, and 87% and 13% respectively) Brown had problems⁴⁶ in tracing female trainees who had left Village Polytechnics. He sent out instructors who did not know where and what they were doing to hunt for them. It is likely that the finding was not genuine. There was high probability of instructors making a story in relation to employment of the female leavers. This explains his high employment of female in rural and low employment of the same in urban.

Above all, the data in table 3.14.4 indicate that the findings of Anderson and Brown put a higher rate of employment of Village Polytechnic leavers in the rural area than in urban. On the contrary the author found that Village Polytechnic leavers drift to town for employment and a larger number is employed in urban than in the rural area.

46. Barbara A. Brown, op. cit. p.57.

The implications of the economic weakness of these areas are that:

- a. People have low income.
- b. People will have low demand for goods and services.
- c. People have less purchasing power.
- d. the community will not contribute for Harambee collections, and will not provide contracts to Village Polytechnics to sustain payments for operational and development activities of the Village Polytechnics.

These factors make the rural area incapable to provide leavers with jobs. The Village Polytechnics cannot get contracts to generate funds which can finance training, replace and maintain equipment and, purchase tools for leavers. Therefore, the success of Village Polytechnics tends to depend on the level of rural prosperity. The prosperity of the rural areas determines the placement of the leavers in employment in the rural areas. It can be concluded that the economic weakness of the rural areas in Western Province contributes to the drift of 53% of the leavers to work in the urban area. However, the difference of 6% is insignificant to have negative effect on the contribution of the Village Polytechnic Programme to rural development in the Province.

Item 23, (Appendix II): The main contacts among leavers who trained in different trades. The purpose of this item is to find out whether the Village Polytechnic Programme builds up economic strength of the rural area through the increase of circulation of money in the rural area.

Table 3.15 reveals the situation of Village Polytechnic leavers in Western Province. 50% of the respondents are engaged in what is generally referred to as self-employment. But in this study 50% is broken down into self-employment (40%) and own self-employment (10%). The data demonstrate that the biggest number of the respondents is employed or work in either a co-operative society or work-group composed of Village Polytechnic leavers. This is quite in line with the policy of the programme that a Village Polytechnic should form a work-group to provide trainees work experience while they are learning. This means that trainees learn by doing and earn while learning.⁴⁷ The work-group absorbs the leavers of the Village Polytechnic in self-employment. 23% of the respondents work for an employer. 13% of the respondents are not employed. The data also indicate that 14% of the respondents were engaged in other economic activities which earned them an income. Such activities are called in the Village Polytechnic Programme jargon intermittent contractual employment. It is important to realise that the concept of employment in the Village Polytechnic Programme embraces any outputs of the Village Polytechnic who are in modern and informal sectors of the economy, that is, those who are in wage-employment, self-employment, engaged in agricultural money-making activities, using the skills gained from the programme, and those engaged in intermittent contractual employment. In the final analysis, table 3.15 shows that 64% of the respondents are engaged in some economic activities which earn them income while 23% are working for an employer. In total 87% of the respondents are working or employed while 13% of the

47. Ministry of Co-operatives and Social Services: How to start a work-group, (Youth Development Division) p.1.

respondents are unemployed.

Item 19 (Appendix 11): How present work was obtained. The purpose of this item was to find out whether the Village Polytechnic had any scheme to assist the leavers to settle in employment.

Table 3.16: How present work was obtained:- Item 19 (Appendix 11).

Method	Respondent	Percentage
Visiting a firm or office	26	25
Starting on my own	10	10
Writing to a firm	0	0
Answering advertisement	0	0
Joining with friends	64	62
Other methods (helped by Village Polytechnic)	4	3
	104	100

Source: Research data.

The data in table 3.16 indicate that majority of the Village Polytechnic leavers obtained their employment by joining together to form a work group. This was the response of 62% of the respondents. This corroborates the evidence in item 16 (Appendix 11), table 3.15 that the highest number of the leavers who work in the rural areas are self-employed in a work-group or a co-operative society. The table shows that 25% of the respondents work for an employer in the rural areas. This group obtained employment by paying personal visits to offices to ask for employment instead of writing to a firm.

This could suggest that the leavers who work for an employer in rural areas are employed by people who are known to their parents or relatives. Only 10% of the respondents are own self-employed. This suggests that majority of the leavers have no capital to engage in own self-employment. However, 3% of the respondents said that were helped by the Village Polytechnic to obtain employment. In the final analysis, the data show that Village Polytechnics have no scheme for settling their graduates in employment. 3% indicate that assistance from Village Polytechnics to settle the leavers in employment is minimal. The leavers are left to search for employment on their own. Yet, the Village Polytechnic Programme requires instructors to develop work opportunities for trainees when they leave.⁴⁸

Items 17(a), (b) and 18(a), (Appendix 11): Money needed to begin work on self-employment. These items were meant to determine the amount needed for developing work opportunities in small-scale business for different skills obtained from Village Polytechnic training programme.

48. How to instruct in a Youth project, op. cit. p.13.

Table 3.17: Money needed to begin work on self-employment:-
Items 17(a), (b) and 18(a) (Appendix 11).

Trade/Course	Tools	Materials	Total Investment
Carpentry	KShs.2,000	KShs.1,000	KShs. 3,000
Tailoring/Dress-making	KShs.8,500	KShs.3,000	KShs.11,500
Metal work	KShs.3,000-10,000	KShs.5,000	KShs.15,000
Masonry	KShs. 700	-	KShs. 700
Motor mechanic	KShs.6,000	-	KShs. 6,000
Electrical	KShs.1,300	-	KShs. 1,300

Source: Research data.

Table 3.17 portrays the amount needed by different trades to venture into small-scale business or self-employment. The capital required range from KShs.700 to KShs.15,000. It should be noted that the KShs.700 as capital required for masonry is just for intermittent contractual jobs. It is not for the real small-scale business in this trade. That is, when one becomes a building contractor needs much higher capital. The interviews with the builders revealed that KShs.700 was meant to buy tools, basic tools only. We can conclude from these data that it is difficult for the Village Polytechnic leavers to enter into self-employment without assistance. This suggests that the government ought to come up with a policy on settlement of leavers in employment in order the programme to achieve its objectives of reducing unemployment

and underemployment among Primary School leavers and then contribute to rural development. The evidence in this table explains why a very small percentage of leavers are engaged in self-employment and own self-employment (individual employment) whereas a bigger percentage is drifting to urban to work for an employer. Second to metal-work which needs big capital investment is tailoring/dress-making trade which requires KShs.11,500. This explains why the biggest number of the female leavers tend to be not self-employed or own self-employed. The female trainees take this course and Home Economics.

Items 17 (c) and 18 (b) Appendix 11: Source of tools or equipment for beginning self-employment. These items intended to find out how the individual leavers obtained tools or equipment or money for beginning self-employment. The items would determine whether the management committee gave tool-kits to the leavers on completion of their training. It would also determine whether the proposed leavers loan scheme was operative.

Table 3.18: Source of tools or equipment for beginning self-employment:- items 17 (c) and 18 (b) - Appendix 11.

Source	Respondent	Percentage
Obtained from Village Polytechnic	10	10
helped by brother/father	16	15
helped by relative(s)	24	23
saved money	30	29
Donation from voluntary organization	24	23
Total	104	100

Source: Research data

Table 3.18 shows that there is no scheme to provide the leavers with tool-kits or loans to enable them engage in self-employment. This is confirmed by 10% of the respondents who obtained tools from the Village Polytechnics. The data reveal that 46% of the respondents were helped by relatives and voluntary organizations. These are very unstable sources of tools or money to enable the leavers engage in self-employment. Both a tool-kit and leaver's loan are supposed to come from the funds which the Village Polytechnic generates from contracts and sales of finished goods. The failure of the two schemes suggest that Village Polytechnics do not generate sufficient funds from contracts and sales of articles to finance their operational and development activities and also for the leavers tool-kit and leavers loan scheme. The interviews with the managers revealed that the government had started Agriculture leavers loan scheme but it died out silently. It is the believe of the author that the government should review the possibility of establishing a scheme to assist the leavers to get tools or capital to enable them develop work opportunities for themselves.

The data further indicate that majority of the parents cannot afford to buy tools or equipment for their children. Only 15% of the respondents said that their fathers or brothers helped them to obtain tools or capital to start their business. The fact that 29% of the respondents worked to save money to buy their tools indicates that the Village Polytechnic leavers are very interested in employing themselves to use the skills they acquired from the

Village Polytechnic Programme. Thus, the trainees of the Village Polytechnic have drifted from the original inclination to white collar jobs to blue collar jobs. Item 7 (Appendix III): Number of Village Polytechnic leavers during the period of study (1979 to 1982). The purpose of this item is to help us make conclusions on the impact of Village Polytechnic Programme on employment and rural development in Western Province.

Table 3.19.1: Number of Village Polytechnic leavers during the period (1979 to 1982):- Item 7 (Appendix III).

	1979	1980	1981	1982	Total
Male:	179	171	190	309	849
Female:	62	46	64	144	286
Total:	241	217	254	423	1135

Source: Research data.

Table 3.19.1 shows the number of male and female trainees who have received training in various skills at the 12 selected Village Polytechnics in Western Province. It shows the total number of male trained in each year and their total number trained in four years. It also shows total number of female trained in each year and their total number trained in four years. Then the table shows the total number of trainees (male and female) trained each year and finally it shows the total number of male and female trained in four years.

Table 3.19.2: Number of leavers employed during the period (Male and Female).

	1979	1980	1981	1982	Total
Male:	144	133	152	252	681
Female:	29	29	48	53	159
Total:	173	162	200	305	840

Source: Research data.

Table 3.19.2 shows the total number of male employed each year from the 12 selected Village Polytechnics in Western Province. It also shows their total in four years. Secondly, the table shows the total number of female employed from the 12 selected Village Polytechnics in Western Province each year. Third, the table shows the total number of male and female employed every year and finally it shows the total number of male and female employed in four years.

Analysis of the data in table 3.19.2 reveals that more male are being absorbed in employment in Western Province than female. But, generally, both male and female are being absorbed in employment, although in 1980 employment opportunities appear to have declined for both male and female leavers.

Table 3.19.3: Locality where leavers are employed (%)

	1979	1980	1981	1982	Average
Male:					
Urban:-	44	47	53	48	48
Rural:-	56	53	47	52	52
Female:					
Urban:-	50	50	57	71	59
Rural	50	50	43	29	41

Source: Computed from the research data.

Table 3.19.3 portrays the employment rate of Village Polytechnic leavers in urban and rural areas. It compares and shows the locality where male and female Village Polytechnic leavers are employed. The data in the table indicate a general trend away from staying to work in the rural area to urban. This applies to both male and female. The rate of employment for female is higher in urban than it is in the rural area. It increases steadily in urban at the rate of 21% while it declines in the rural area at equal rate of -21%. The same happens to male employment. Although the rate of employment of 52% in the rural area looks higher than 48% in urban area, the urban employment for male is increasing at the rate of 4% while it is declining in the rural area by equal rate of -4%.

Thus, the available evidence from analysis of the data reveal that the primary school leavers in Western Province benefit from the training in Village Polytechnic Programme by

increasing their prospects for employment in the rural area despite the fact that a minority of the leavers have continued to drift to work in towns.

Table 3.19.4: Leavers location of work (%)

	1979	1980	1981	1982	Average
Outside local area:-	38	41	49	48	46
Within local area:-	62	59	51	52	54

Source: Computed from research data.

Table 3.19.4 shows the leavers employment distribution between their local area and outside the local area. Analysis of the data indicates the trend away from staying to work in the local area to outside the local area. Therefore, this table confirms the behaviour of employment of the leavers in table 3.19.3.

Table 3.19.5: Leavers general employment trend (%)

	1979	1980	1981	1982	Average
Urban:	49.5	48.5	55	59.5	53
Rural:	53	51.5	45	40	47

Source: Computed from research data.

Table 3.19.5: demonstrates the general trend of leavers employment in Western Province. Like tables 3.19.3 and table 3.19.4, this table shows the movement away of leavers from rural areas to work in urban areas. The rate of drift to town is increasing at 10% while it is declining in rural area at the rate of -12%.

It also shows that 53% of the employed leavers work in town while 47% stay to work in the rural area.

On the basis of the evidences available in tables 3.19.3, 3.19.4 and 3.19.5, we can conclude that the leavers of Village Polytechnics in Western Province continue to go to town to work.

Table 3.19.6: The leavers rate of employment opportunities per trade (%).

Course	Employment		Total	Unemployed	Unknown
	Self-employed	Working for an employer			
Carpentry	28	59	77	8	5
Tailoring and Home Economics	10	40	50	28	22
Masonry	27	49	71	0	24
Electrical	20	65	90	1.5	13.5
Metal work	15	69	84	7	9
Motor Mechanics	18	52	80	6	24
Business Studies	0	82	82	19	0
Analysis: (%)	17	58	75	11	14

Source: Computed from research data.

Table 3.19.6 indicates the leavers rate of employment opportunities per trade. This table shows that Electrical has the highest employment opportunities followed by Metal work, Business Studies and Motor mechanics. These courses do not have employment opportunities than carpentry, masonry or even tailoring. The reason why they seem to have more employment opportunities is that the leavers have a wide scope of operation within the province. Electrical is offered in one Village Polytechnic only in the whole of the province while motor mechanic is offered in two Village Polytechnics. The same to metal work is offered in about five projects only in the whole Province. Business Studies is also offered in one project only.

Generally, the trades which have more employment opportunities are Carpentry, Masonry, Tailoring and Metal work.

Secondly, the table shows that 17% of the leavers in Western Province are engaged in self-employment. This 17% is based on the sample Village Polytechnics which were quite representative. In this area of self-employment Carpentry and Masonry offer more opportunities than other trades. Electrical although not representative is promising. The table shows that there is still need for skills training in metal work, motor mechanics, masonry and carpentry. But tailoring should be treated with caution.

The table also shows that majority of the leavers in the province are working for an employer. This could be due to lack of capital to begin self-employment. The leading trades in working for an employer are Business Studies, Metal work, Electrical, Carpentry and Motor Mechanics. But the trade with the highest

unemployment leavers is tailoring and Home Economics. This is followed by Business Studies. These two courses should not be expanded without thorough survey to establish their viability.

The table also indicates that there are many leavers whose whereabouts is not known to the managers and instructors. Masonry and Motor mechanics are leading in this area. They are followed by tailoring and Home Economics, and Electrical. Failure to know where the leavers are and what they are doing suggests that managers and instructors do not carry out the leavers follow-up, as they are required by the government. It is very risky to continue training when the position of the leavers is not known. There is a danger of over-training for the available jobs. The policy of the Programme requires follow-up of the leavers to be done. It is apparent this is not being done.

In the final analysis, the data in the table indicate that 75% of the known leavers are in gainful employment. It also shows the employment structure as 17% of leavers engaged in self-employment while 58% are working for an employer. The Youth Development Programme (Village Polytechnic Programme) Division in Department of Social Services-Ministry of Culture and Social Services - accepts employment rate over 70% as good.⁴⁹ Therefore, the Village Polytechnic Programme has impact on employment in Western Province. Nonetheless, rational planning and diversification of training is necessary otherwise there is going to be saturation of the labour market in the rural areas and problems of joblessness will begin to arise which will be "After training in the Village Polytechnic What?"

49. Ibid p.13.

Rural Development

The report of the Evaluation Mission (1974)⁵⁰ observed the following criteria, among others, as the basis for future evaluation of the Village Polytechnic Programme:

1. extent of self-employment, wage-employment and improved agricultural activities by Village Polytechnic leavers in rural areas as compared to that of youth with other qualifications.
2. contribution by Village Polytechnic leavers and Village Polytechnic projects to rural development in terms of new employment opportunities, new local production possibilities, the extending of technologies appropriate to rural needs, improved conditions of life, and increased local ability to initiate and guide development.

On the other hand, the objective of the programme is to contribute to Rural Development by building up the economic strength of the Primary School leavers' own communities.⁵¹ Promotion of Rural Development was envisaged by the Evaluation Mission to proceed through the related objectives of;

- i. providing local areas with trained artisans and,
- ii. helping to curb the drift of the youth to the towns.

50. - Kenya Village Polytechnic Programme, Report (1974).

51. How to start a Village Polytechnic, op. cit. p.4.

The Evaluation Mission had the following observations in respect with the general role of the Village Polytechnic in the rural development:

As to the more general role of the Village Polytechnic in rural development, the Mission has found no reason to doubt existing statistics indicating that, on the average, about two-thirds of Village Polytechnic leavers remain in the rural areas.⁵²

This evidence has been consistently corroborated by the study of Court.⁵³ On this basis, it is reasonable to conclude that Village Polytechnic Programme has had impact on Rural Development in terms of placing Village Polytechnic leavers in employment opportunities in the rural areas.

However, it should be realized that the degree of success in placing leavers in local employment will also vary in accordance with the conditions of the local rural economy. In other words, the success of Village Polytechnics tends to depend on the level of rural prosperity. Now let us look at the situation in Western Province.

Item 20 (Appendix II): Occupation of the parents of the Village Polytechnic leavers. The purpose of this item is to help the author to gauge the economic position of the rural community in Western

52. I.L.O. The Kenya Village Polytechnic Programme, op. cit, report (1974), p.19.

53. Court, David, Village Polytechnic Leavers, op. cit. p.52.

Province. Information on the economic position of the rural community will assist the author to interpret its implications on the success of Village Polytechnics and the placement of the leavers in gainful employment, especially in self-employment.

Table 3.20: Occupation of the Parents of the leavers - item 20 (Appendix II).

Occupation	Respondent	Percentage
In paid employment	8	7
Farming	44	36
In business	8	7
Peasant	60	50

Source: Research data.

Table 3.20 portrays the economic position of the parents of the leavers. The data in the table indicate that 50% of the respondents are engaged in a subsistence economy as their main source of income while 36% are engaged in farming. The rest (14%) are engaged in wage employment and business as their prime source of income.

Analysis of the data reveal that the economy of this community depends on agriculture. This is confirmed by 86% of the respondents. The 50% which represents peasantry suggests the weakness of the economy of the areas which are served by the Village Polytechnics or the rural areas in which the leavers live.

The implications of the economic weakness of these areas are that:

- a. People have low income.
- b. People will have low demand for goods and services.
- c. People have less purchasing power.
- d. the community will not contribute for Harambee collections, and will not provide contracts to Village Polytechnics to sustain payments for operational and development activities of the Village Polytechnics.

These factors make the rural area incapable to provide leavers with jobs. The Village Polytechnics cannot get contracts to generate funds which can finance training, replace and maintain equipment and, purchase tools for leavers. Therefore, the success of Village Polytechnics tends to depend on the level of rural prosperity. The prosperity of the rural areas determines the placement of the leavers in employment in the rural areas. It can be concluded that the economic weakness of the rural areas in Western Province contributes to the drift of 53% of the leavers to work in the urban area. However, the difference of 6% is insignificant to have negative effect on the contribution of the Village Polytechnic Programme to rural development in the Province.

Item 23, (Appendix 11): The main contacts among leavers who trained in different trades. The purpose of this item is to find out whether the Village Polytechnic Programme builds up economic strength of the rural area through the increase of circulation of money in the rural area.

Table 3.21: Main contacts among leavers who trained in different trades:- item 23 (Appendix II).

Type of contact	Respondent	Percentage
Hiring each other's services	56	47
Buying materials from each other	12	10
Selling products to each other	48	40
No contacts at all	4	3
Total	120	100

Source: Research data.

Table 3.21 indicates that the leavers conduct marketing activities among themselves. This is indicated by 77% of the respondents who hired each other's services and sold to each other products. This means that the goods and services provided by Village Polytechnic graduates are substitutes for those produced in urban centres or imported from town. A small number of the leavers (10%) of the respondents said that they bought materials from each other. This means that majority of the leavers have another source of supply of materials which they use in their businesses. However, a minority (3%) of the respondents said that they did not have any contacts at all.

Final analysis of the data in table 3.21 reveals that the leavers of Village Polytechnics strengthen the rural economy by retaining

money in the rural area through the provision of goods and services which substitute those produced or imported from town. Consequently, the leavers increase circulation of money in the rural areas. This leads to conclusion that the Village Polytechnic Programme is contributing to rural development through the graduates of Village Polytechnics who expand the economic activities of their respective communities.

Item 24 (Appendix II): Sources from which Village Polytechnic leavers obtain materials. The purpose of this item is to find out whether Village Polytechnics and their leavers consume local resources.

Table 3.22: Sources from which Village Polytechnic leavers obtain materials:- item 24 (Appendix II).

Source	Respondent	Percentage
Town	84	70
Within the location/Division	20	17
Total:	104	87

Source: Research data.

Table 3.22 shows that Village Polytechnic leavers obtain materials from town. This means that Village Polytechnics and their leavers spend their money in town on materials. The Village Polytechnics do not consume local resources. This could suggest that the supply of materials by local businessmen is minimal. The table shows that only 17% of the respondents obtain

their supply of materials from the local suppliers. The analysis of the data reveals that there is outflow of money from rural area to town. This weakens the rural economy. It has also negative effect on rural development.

The responses of 70% confirm outflow of money from rural area to town.

Item 25 (Appendix II): Place where products/services are sold. The objective of this item is to find out the role Village Polytechnic Programme plays in rural development through participation of the leavers in provision of services.

Table 3.23: Place where products/services are sold:- item 25 (Appendix II).

Place	Respondent	Percentage
Town	24	23
Within the Location/Division	80	77
Total:	104	100

Source: Research data.

Table 3.23 shows that the Village Polytechnics and the leavers provide the rural areas with goods and services. This is indicated by 77% of the respondents. The interviews in the field revealed that the Village Polytechnic leavers contributed to local community development by fulfilment of building contracts, by sales of their products and services to the local community, by provision of farm implements and clothing at very low prices.

The leavers selling their products and services within the local area strengthens the economy of the rural area. Consequently, the rural life is improved. This is rural development. However, 23% of the respondents sell their goods and services in town. The number of leavers is usually not very big. Thus, 23% of the respondents who sell their goods and services in town is negligible.

The author has no reason to doubt that the Village Polytechnic Programme has impact on rural development although we cannot quantify the impact. The contribution made by the Village Polytechnics to local community development is to be seen in a variety of perspectives. For instance, contribution has been made by provision of skilled artisans to the rural areas, by the encouragement of feelings of responsibility to the community amongst trainees, by mobilizing the community and creating awareness toward community development amongst the community members, by sales of their services and products to the local community, by the fulfilment of building contracts, by provision of farm implements and clothing at very low prices. All this has been achieved by the programme through training in the Village Polytechnics.

The field study revealed that the Village Polytechnic leavers participate in building up the economy of rural areas in Western Province. Groups of carpenters, masons, tailors, metal workers, mechanics and electricians run small-scale businesses and small-scale rural industries.

The outstanding leavers work groups and co-operative societies are: Maseno builders co-operative union which is engaged in

building or construction industry. The co-operative union has twenty-five share holders. Mawa Toys Women Group has a membership of twenty-four ladies. They are leavers of Maseno Village Polytechnic. The group undertakes a small-scale rural industry. They make toys which they sell to the cottage industries of The National Christian Council of Kenya which exports them.

Keveye Village Polytechnic leavers have formed Katiba Industrial Co-operative Society which operates at Chavakali in Maragoli. The Society has ten shareholders and is registered under Ministry of Co-operative Development. It consists of mechanics, electricians, plumbers and builders who provide services to the rural community.

Gimomoi self-help work-group is engaged in manufacturing and building construction. Its business is production of furniture, timber works and building construction. This work group is operated by the leavers of Gimomoi Village Polytechnic in Tiriki Location.

In East Wanga, Mavipo work group was formed by the leavers of Malaha Village Polytechnic. The work group is engaged in production of general furniture in East Wanga at Malaha market. All these work groups and co-operative societies operate in Kakamega District.

In Busia District the most active work groups are Butula Builders work-group, Busia Drappers and Nangina work-groups.

Butula Builders work group is mainly engaged in building construction. It has ten shareholders. The work group runs, besides building construction, a hardware store which serves the needs of the local people. The work group realises an income of KShs.800,000 per year from building construction. It meets

expenditures of KShs.350,000 per year. Butula Builders work group was formed by the leavers of Butula Village Polytechnic. The work-group operates in Marachi Location.

Another viable work-group in Busia District is Busia Drappers. The work group is engaged in manufacturing of schools uniforms for the schools around Busia Township. It also serves the needs of the local people. Busia Drappers has ten shareholders who are the leavers of Busia Township Village Polytechnic.

Nangina Work group is engaged in building construction. It has ten shareholders who are the leavers of Nangina Village Polytechnic. The work group operates in Samia Location in Busia District.

In Bungoma District, we have Khasoko work group. It is engaged in building construction. It operates in Khasoko Sub-location with membership of six. All are the leavers of Khasoko Village Polytechnic.

The study has found that most of these work groups were started by assistance from Voluntary Organizations from foreign friendly countries. They received volunteers from these organizations to assist in setting up their businesses. Although most of them are doing well, those which the volunteers have left are facing both financial and business problems. The reason is lack of management skills. Special example of those which are currently experiencing problems are Maseno Builders Co-operative Union which is registered under Ministry of Co-operative Development and Khasoko Work group.

The study also revealed that these work groups and co-operative

societies have created job opportunities for local people in the rural areas where they operate. Several of them have employed at least six people from the local areas on permanent employment and quite a good number of local people are hired for casual labour.

The available evidence leads to conclusion that the Village Polytechnic Programme has played positive role in rural development. Thus, it has impact on rural development and employment.

Problems of Village Polytechnics and the leavers

Village Polytechnics

While the Village Polytechnics are fulfilling a need and most of them, in some areas, are doing it so effectively; the Village Polytechnics are faced with different practical problems. The problems belong to finances, transportation, shortages (tools, equipment, training materials and staff), organization and administration. These problems can be categorized into short-term and long-term problems.

Item 3 (Appendix IV): Problems faced by Village Polytechnics. The purpose of this item is to identify problems which the Village Polytechnics face in their bid to achieve the overall goals of the Village Polytechnic Programme. In this item, the managers were asked to list problems which are encountered by their Village Polytechnics. The following problems were listed as common to the sample Village Polytechnics.

1. shortage of training materials.

2. shortage of tools and equipment.
3. lack of qualified instructors and managers.
4. shortage of workshops, staff houses and hostels.
5. lack of funds for leavers tools.
6. lack of funds to be given as loans to leavers.
7. lack of funds for leavers follow-up.
8. delays in staff salaries.
9. lack of clarity in responsibility and authority between the management committee and government on staff matters; and between management committee and managers in administrative matters of the Village Polytechnic.

All these are practical problems which affect effective and efficient operation of the programme in short and long run.

i. Short-term problems

The most distinct short-term problems which are faced by the Village Polytechnics are problems of shortages of tools and equipment, training materials and staffing including transportation of materials. These problems in most cases pertain to finances.

Item 2 (Appendix IV): Sources of finance to the Village Polytechnic. The purpose of this item is to identify sources of finance to the Village Polytechnics and ultimately assess the stability of the financial position of the Village Polytechnics.

Instability of finances affects effective and efficient operation of the Village Polytechnics to achieve the programme's objectives to reduce unemployment and underemployment among

Primary School leavers. It militates against absorption of the Primary School leavers into informal sector of the economy and contribution to rural development. Thus, the managers were asked to list sources of finance to their Village Polytechnics. The managers listed the following sources of finance to their Village Polytechnics.

1. The Government: through Grants-in-Aid.
2. The local community: through harambee contributions, payment of fees and donations.
3. Voluntary Organizations such as Churches, National Christian Council of Kenya, Action Aid, CARE-KENYA etc.
4. Sales from articles made by trainees at the Village Polytechnic.
5. Foreign friendly Countries.

This information shows that the sources of funds to the Village Polytechnic for operations and development are basically the local community based on self-help, the government and some interested voluntary organizations and foreign friendly Governments. But the Government gives only grant-in-Aid for staff salaries and limited tools and equipment. Thus, the Village Polytechnic is basically financed by the local people. It is apparent that voluntary donations from Voluntary Organizations, friendly governments and local people cannot be stable sources of finance. On the other hand, the local people live in the rural community where resources are scarce. Whereas funds from sales of articles are not reliable. On the basis of this argument, it is evident

that the financial position in the Village Polytechnics is unstable. Even where the government gives tools and equipment, it has no clear procedure to ensure equal grants to individual Village Polytechnics. The instability of financial position has caused shortage of training materials, tools and equipment. Shortage of training materials, tools and equipment has affected quality of training in some of the Village Polytechnics. The data in table 3.24 corroborates this.

Item 22 (Appendix 11): Knowledge gained from attending a Village Polytechnic. The objective of this item is to estimate the level of skills acquired by the leavers.

Table 3.24: Knowledge gained from attending a Village Polytechnic:- item 22 (Appendix 11).

Amount of knowledge	Respondent	Percentage
Much	36	30
Little	80	67
Nothing	4	3
Total:	120	100

Source: Research data.

Table 3.24 indicates that the quality of training in the Village Polytechnics is not very high. This low quality of training is confirmed by 67% of the respondents. The responses of 30% 'much', 67% 'little' and 3% 'nothing' indicate that the overall standard of training is average.

According to the philosophy of Village Polytechnic Programme, the Village Polytechnic is required to be self-reliant by generating funds through undertaking contractual work in the community and sales of articles. This has created tendency among Village Polytechnics to put more efforts on contractual work and making of goods as well as marketing them in order to secure adequate funds to meet budgetary projections than on training and assistance of leavers. Definitely, Village Polytechnics find it difficult to make forward planning on the basis of projected harambee contributions.

The author has identified the following problems which specifically belong to finances.

1. Shortage of training materials, tools and equipment.

Village Polytechnics experience insufficient funds to procure these essential training facilities.

2. Shortage of workshops and staff houses. Village Polytechnics have inadequate funds to construct workshops and staff houses.

3. The staff is inadequate in quality and quantity to match with the levels of training in each course within the Programme. This fact is corroborated by the study of Linssen and the complaints of instructors. Linssen⁵⁴ observed that the programme lacked good instructors while the projects increased in numbers. He further observed that the level of Village

54. Linssen, N.: The Nyanza Union of Building and joinery Co-operative Society: "An Evaluation" (1979), pp.11-13.

Polytechnic training is very far from being satisfactory; consequently, it failed to provide the trainees with enough skills to work satisfactorily either for himself or for an employer. The instructors complained that one instructor was required to teach first year trainees and to coach second year trainees for Government Trade Test Grade III as well.⁵⁵ One instructor teaches first year and second year trainees in a trade.

ii. Long-term Problems

Mainly long-term problems in the Village Polytechnics concern matters of organization and administration of Village Polytechnics. Some confusion has arisen from the lack of clear division of responsibilities in the running of Village Polytechnics between the management committee and the government authorities; and between the management committee and the managers. Thus, the administration of Village Polytechnics has posed a major headache to several managers. Generally, management of the programme leaves a lot to be desired. The public opinion corroborates, "In fact the once nationwide important Polytechnic Programme is now a network of confusion".⁵⁶ Meanwhile a missionary sponsor of one of the Village Polytechnics, which received Government assistance, expressed his concern about the deterioration of management of his former Village Polytechnic;

55. Letters to the Editor: Daily Nation, June 18, 1981.

56. Letters to the Editor: Daily Nation, January 13, 1981.

and he threatened to takeover the project in order to restore the management of the Village Polytechnic.⁵⁷

Lack of clarity in the role of each individual as to who is the employer of instructors has led to poor terms and conditions of service for the instructors. Consequently, the terms of service which specifically portray uncompetitive salaries, the tendency to recruit instructors on contract basis and the absence of annual increments have created difficulty in attracting and retaining suitable qualified instructors in the programme.

The Leavers

About 7% of the Primary School leavers who were left out of formal school system in 1981, benefited from the training in the Village Polytechnic Programme by increasing their prospects for employment in rural areas. A minority of the leavers have continued to drift to towns. However, both groups that drift to towns and the other which remains in the rural areas are absorbed in gainful employment. It has to be appreciated that a small proportion remains unemployed due to either poor quality of training or lack of capital to engage in self-employment.

Items 21 (Appendix II), 29 (Appendix II) and 4 (Appendix IV): Main difficulties the leavers faced in their work or search for work which the planners of Village Polytechnics should know and pay attention to. These items were constructed to elicit

57. The Standard, (Monday, December 7, 1981).

important information about the leavers. This information would be useful to the decision makers in planning to improve the performance of Village Polytechnic Programme. The leavers were asked to identify and comment on the main problems which face them in their work or search for work.

Item 21 (Appendix II): The leavers listed the following as their major problems which affected their employment or businesses.

1. Lack of capital
2. Competition from other artisans.
3. Lack of customers.
4. Lack of management skills.
5. High costs for transporting materials.
6. Inadequate supply of materials in the rural areas.
7. Lack of skills in work survey.

Items 29 (Appendix II) and 4 (Appendix IV):- Comments

1. The leavers, in order to compete favourably in the labour market, must have competent skills in both technical and business. Accordingly, there should be opportunities for further training in order the leavers to improve their technical and management skills. It was observed that the trade test certificate made the leavers more competitive in the labour market.
2. Lack of capital and tools are bottleneck to self-employment in the rural area. It was further observed that lack of tools was bottleneck to both self-employment and wage-employment in modern sector. Some employers in private

- sector require employees to possess a tool-kit.
3. Transport costs on materials are too high for the leavers to make any reasonable profit.
 4. The leavers experienced problems of inadequate demand for their goods and services; and low prices were offered by their customers yet operational costs were very high. These problems were aggravated by lack of adequate technical know-how, lack of business skills and lack of skills to carry out job opportunities survey.
 5. The leavers found it difficult to get employment after training due to stiff competition from other artisans.
 6. Contracts in the rural areas are scarce due to poverty of rural people. Thus, the government should give all government development projects contracts in the districts to the leavers in those districts.

The two items have elicited very important and useful information for the decision makers to plan and improve the performance of Village Polytechnic Programme.

Lack of management skills has been revealed by the field study as crucial. Several leavers have failed in business due to deficiency in managerial skills. A good example is the famous Maseno Builders Co-operative Union which collapsed after the departure of the Volunteer who had been managing the business of the Co-operative Union.

The study found out that the age of the Village Polytechnic leavers is going to pose unemployment problem to the Village

Polytechnic leavers. The age of standard seven leavers nowadays is between 12 and 13 years. This means they will finish training at the age of 15 years. The training takes two years for most courses. Thus, the age of 15 years is too low for the leaver to win the confidence of the rural community for the award of contract to get money for self-employment in the rural area. This means that quite a few Village Polytechnic leavers will not win job opportunities in the rural areas.

The author foresees competition from the graduates of Industrial Education Training Programme which has been introduced in Secondary Schools in some parts of Kenya.

The author fears the danger of expanding the Programme with little diversification in training and without survey in work opportunities. The rural labour market will soon get saturated. Consequently, the problem of joblessness will arise among the Village Polytechnic leavers.

Prospects of the Leavers and Village Polytechnics

The success of the Village Polytechnics and the leavers placement in gainful employment depends on the level of the rural prosperity. The Village Polytechnic is expected to be self-reliant. It has to generate money through acquisition of contractual work and by the sales of goods to the local community. Thus, it means that the Village Polytechnics and the leavers in a poor rural environment will not enjoy same prosperity as those ones in the more prosperous areas.

The Village Polytechnics and the leavers have potential to benefit from the co-ordination of the Village Polytechnic Programme efforts with the efforts of the other programmes. Village Polytechnics can do very little by themselves to create demand for their services and the skills they teach. The Village Polytechnics and their leavers will have corresponding opportunity to participate in improvement of any area with any increase in the general progress.

It will be easy for the Village Polytechnics in prosperous localities to raise funds through Harambee meetings, to win contracts and sell goods to the local people and to raise tuition fees. The leavers will get employment opportunities.

Improvement in the agricultural sector of economy will increase the purchasing power of people in the rural areas. Consequently, the Village Polytechnics and the leavers will be able to market and sell their products and services in rural areas.

The author is quite optimistic about the prospects of the Village Polytechnics and the leavers if the recently launched District Focus development strategy is implemented successfully. Opportunities are expected to grow in rural areas.

The leavers can benefit from work groups. Groups of the carpenters, masons (builders), metal workers, tailors mechanics etc. can engage in small-scale industries in rural areas to meet local needs and undertake contracts for school furniture, repair and building houses and shops including school buildings, brick and

block-making, locally required hand tool and farm implements, making of metal windows, rural sawmills, school uniforms etc.

The Village Polytechnics and the leavers could become a KFA agency⁵⁸. They could repack large bags of fertilizers, seeds etc. in smaller bags for the local market. They could sell and repair agricultural tools and equipment.

The author has full believe that the Village Polytechnics and the leavers have prosperity ahead.

58. How to instruct in a Youth Development Project, op. cit. p.40.

CHAPTER FOUR

SUMMARY, RECOMMENDATION AND CONCLUSION

The research data have been reviewed and analysed. The question now arises as to the relationships between the findings and the hypotheses as asserted in chapter one as well as the theoretical framework in Village Polytechnic Programme as postulated in chapter two of the study.

4.1 SUMMARY

The most important index for measuring the performance of Village Polytechnic Programme is the leavers index. One is interested in knowing what happens to the products of the Village Polytechnic. Thus, an examination of what happened to the leavers is the best indicator for understanding the achievement, problems and potentials of the Village Polytechnic Programme. The following questions are important in relation to the objectives of the programme.

1. Whether the leavers work in rural or urban areas.
2. Whether their occupations make use of the skill acquired during training.
3. Whether they work for an employer or are engaged in self-employment.

Policies

The Village Polytechnic Programme called for a policy of

locally managed, locally oriented in relation to local work opportunities, locally financed and low cost training programme.

The study has revealed that the policy of the Village Polytechnic being locally financed by local people (community) has resulted into shortages of training materials, tools, equipment, staff-quantitatively and qualitatively-inadequacy and inability of the Village Polytechnics to provide the leavers with tool-kits. Therefore, it is argued in this study that the policy tends to have negative effect on the programme's objective of creating employment and rural development.

Another revelation of the study is that Village Polytechnic leavers are not being assisted in obtaining work or in work survey. This responsibility has been left to the local people who have no skills at all in work or economic opportunities survey.

Organization

The Village Polytechnic Programme has achieved flexibility in its organization and operates on local autonomous management system. This is in contrast with the rigid structures which characterise the Kenya administration system. It is until this year that the Central Government has implemented decentralization in planning policy.

The study has revealed lack of fixed authority relationship in the hierarchy. Consequently, the entire Village Polytechnic Programme personnel is thrown into confusion. The confusion

rotates around "who has authority" and "power" between the Village Polytechnic Management Committee and the Government Officials in the Programme's line organization as regards recruitment of Village Polytechnics instructors and managers.

The weakness in the present organization is that a gap of authority exists between the management committee administration and the Intermediate (Provincial level) administration level. The Intermediate level lacks authority. The result has been confusion and tag-of-war between the Programme Officials (Government Officials) and the management committees in relation to hiring, firing, posting and transferring of the Village Polytechnic Staff. This loophole has resulted into management committees sacrificing efficiency for the employment of a local person. The result has been employment of instructors of low quality.

The concern about this kind of organization is that the programme will be caught up in a vicious circle, that is, low quality of instructors - low quality of training - low quality of output - low market opportunities - difficulty in placement of leavers in gainful employment - unemployment of the Village Polytechnic leavers.

The study has also revealed lack of clear scheme of service for instructors in the Village Polytechnics. This has frustrated and demotivated instructors. As a result the scheme of service has failed to attract and retain qualified instructors. Instructors are confused as to who is their employer, whether government

or management committee.

Attitude of Trainees to Village Polytechnic

Training and Rural Employment

It is evident that trainees are motivated by the prospects of employment which a Village Polytechnic training offers.

The study has revealed that the programme has dissuaded the trainees from having strong tendency for being attracted to the town as a potential work place. In addition, the programme has impacted considerable influence on young people to drift from having inclination to white collar jobs. Majority of the trainees have accepted blue collar jobs and have positive attitude towards Village Polytechnic training and rural employment. It is argued that the drift to town of a minority of the leavers is due to the poor economic conditions of the rural areas. The study has revealed that the prevalent subsistence economy in Western Province could not provide enough job opportunities for 75% who are in gainful employment.

Research and Training

The study has revealed that survey of occupational conditions in the rural areas is left to individual Village Polytechnics. The Village Polytechnics in turn have not carried out occupational survey to determine work opportunities and rural technology.

This meant that the centre for Research and Training has not played its role in guiding instructors or Village Polytechnics in occupational survey techniques. The technical burden has been left on the shoulders of instructors who are not well qualified to experiment on new technological techniques.

The success of Village Polytechnic Programme calls for the need to emphasize research into rural economic opportunities and rural technology. It is doubtful that the Village Polytechnic Programme would have significant impact on employment and rural development without transferability of these technologies and services to the rural areas or communities. Therefore, the activities of the Centre for Research and Training will have to be revitalized in order to increase employment opportunities and rural development.

Employment

The Village Polytechnic Programme trains young people to acquire integrated skills for self-employment and rural development. It was envisaged that the programme would alleviate the problem of unemployment among the Primary School leavers by providing artisans and extension of appropriate technology to rural areas. The programme would curb the migration of the rural Youth to urban areas and ultimately contribute to rural development. The Village Polytechnic Programme has endeavoured to answer the crucial question, After School What? by creating jobs through training of the Primary School leavers in work

oriented skills. The skills are being provided in Masonry, Tailoring, Carpentry, Metal work, Motor Mechanics, Electrical, Business Studies, Agriculture, Home Economics and Leather work.

The study has revealed that 75% of the known leavers in Western Province are in gainful employment. Therefore, it can be concluded that the training programme in the Village Polytechnic Programme has led to employment of the Primary School leavers and, thereafter, increased their earning power. The views of the past studies and analysis of the performance of Village Polytechnic Programme have revealed that the programme has succeeded in placing the leavers from Village Polytechnics into gainful employment especially in the rural areas.

However, this study has found that the Village Polytechnic leavers (53%) continue to go to work in urban areas although Village Polytechnics were originally planned to train rural youths for local employment. The other portion (47%) are working in the rural areas. They are engaged in self-employment (50%) and 23% are in wage employment working for an employer while 14% are own self-employed and 13% in intermittent employment.

The study further revealed that out of the total 75% working; 17% are self-employed whereas 58% are working for an employer.

On the basis of the available evidence, Village Polytechnic Programme has had impact on employment in Western Province. The Primary School leavers benefit from the training in the programme by increasing their prospects for employment in the rural areas. A minority of the leavers have continued to drift

to the towns. However, both the group that drifts and the other which is left in the rural areas have tended to be absorbed in wage-employment.

The study has found that male Village Polytechnic leavers tend to have more employment opportunities than the female. This has been confirmed by 80% of the male leavers who are in employment against 58% of the female leavers working. The difference is caused by technological and socio-cultural factors which affect female leavers.

Rural Development

The Village Polytechnic Programme has contributed to rural development by providing the rural areas with skilled artisans who have increased their earning power.

The views of an International Evaluation Mission (1974) revealed that 90% of the known leavers were working. The Evaluation Mission observed that as to the general role of the Village Polytechnics in rural development, on the average, about two-thirds of the Village Polytechnic leavers remained in the rural areas. The Evaluation Mission envisaged rural development to proceed through the Programme's related objectives of:-

1. providing local areas with trained artisans and,
2. helping to curb the drift of the Youth to urban areas.

The Village Polytechnic leavers contribute to rural development by building up the economic strength of their own communities.

The study found that 75% of the known leavers in Western Province were working. Further revelation was that 53% of those working were employed in town while 47% worked in rural areas. The author is inclined to argue that a difference of 6% is insignificant to affect positive impact of the programme on rural development. The argument is valid due to the fact that the number of Village Polytechnic leavers in the year is considerably small, an average of 922 leavers. That is 41 leavers go to town.

Such a drift at national level is not a complete loss since the same individuals continue to make their contributions to national development albeit from another vantage point. However, the Province gets definitely depleted of the essential skilled artisans and fails to meet the degree of rapid development. The weak economic position of the Province has made the leavers continue to go to work in towns against the objective of the programme.

The study has found that the Village Polytechnic leavers participate in building up the economy of rural areas. In Western Province, the Village Polytechnic leavers run local workshops and co-operative societies of groups of carpenters, tailors, masons, metal workers, mechanics, Electricians and plumbers. They operate as groups meeting local needs and undertaking contracts for schools uniforms, local required hand tools, school furniture, repair shops, making of metal windows, brick and block making and rural saw mills.

Therefore, the Village Polytechnic Programme has played a

positive role in rural development. Thus, it is reasonable to conclude that the Village Polytechnic Programme has had impact on rural development in Western Province. Further, the study had revealed that the leavers are using the skills they obtained from training at the Village Polytechnics.

Evidences in the study have indicated that the Village Polytechnic Programme had encouraged feelings of responsibility to the community amongst trainees, mobilized the community and created awareness toward community development amongst the members of the community, and provided goods and services to the community. This is, in general, rural development.

Problems of Village Polytechnics and the Leavers

While the Village Polytechnic Programme is fulfilling a need, the Village Polytechnics and the leavers are faced with many practical problems.

The study has identified short-term and long-term problems which the Village Polytechnics face. The short-term problems belong to finances and transportation while long-term problems belong to organization and administration.

Short-term Problems

1. Village Polytechnics experience shortages of training materials, tools and equipment.
2. Village Polytechnics experience inadequacy in staffing - both quantitatively and qualitatively - to match with the

- levels of training in each course within the programme.
3. Village Polytechnics suffer from shortages of workshops and staff houses.

Long-term Problems

Long-term problems in the Village Polytechnics concern mainly organization and administration. The study has revealed that the current organizational policy poses some problems. The study has identified the following problems;

1. a gap of authority exists in the line organization of the Village Polytechnic Programme. The Intermediate Administration (Provincial Level) level lacks authority. This lack of authority has caused problems in co-ordination and control of instructors and managers in the Village Polytechnics. Confusion and tag-of-war exists between the officials of the programme and the management committees as to who has 'authority' and 'power' over the recruitment and employment of the Village Polytechnic staff.
2. Lack of clarity in scheme of service for instructors has thrown instructors into confusion, frustration and are demotivated. Both instructors and managers are confused to know whether their employer is the Government or the management committee.

The views of this study are that the government should review the policy of Village Polytechnics being financed by the local

people in order to stabilise the financial position of the Village Polytechnics. Secondly, organizational policy should be reviewed and the Intermediate level or the programme's officials should have full authority and power on Village Polytechnic personnel administration.

The study has also identified crucial problems which face the leavers in their work or search for work. It has been revealed that there is no proper scheme to assist the leavers in getting employment or in searching for work.

The leavers are faced with problem of obtaining capital and tools to enable them engage in self-employment. It has been revealed that lack of tools is bottleneck to employment opportunities in self-employment and wage-employment.

Second crucial problem facing the leavers is lack of management skills. The study has revealed that the leavers small-scale businesses have collapsed due to lack of management skills. The leavers do not have knowledge of costing, book-keeping, contracting, marketing and decision-making skills. The success of a self-employed craftsman is very much dependent on his management skills.

Third crucial problem which the leavers are going to face in the near future, mainly, though it has started showing out is the 'age' of the Village Polytechnic leavers. The study has revealed that the age of Village Polytechnic leavers is about 15 or 16 years since standard seven leavers complete their Primary Seven at the age of 13 years or 14 years. It is hoped that this

problem will be solved by introduction of eight years or Primary education system. The community members have no confidence in the young Village Polytechnic leaver to give him contracts.

Fourth crucial problem which is encountered by the Village Polytechnic leavers is stiff competition from other artisans. This indicates that Village Polytechnics are not observing the programme's policy of relating training to locally marketable skills. Thus, the survey of economic opportunities is not being carried out by the management committees, instructors and managers as well as the programme officials.

Prospects of Village Polytechnics and the Leavers

The Village Polytechnics and the leavers have potential to benefit from the co-ordination of the Village Polytechnic Programme efforts with the efforts of the other programmes. The Village Polytechnics and the leavers can do very little to create demand for their goods and skills.

Thus, training in the Village Polytechnics alone does not create jobs. The success of Village Polytechnics and the leavers tend to depend on the wealth of the local community. Improvement in the agricultural sector of economy will increase the purchasing power of people in the rural areas. Consequently, the Village Polytechnics and the leavers will be able to market and sell their products and services in the rural areas.

Therefore, the prosperity of Village Polytechnics and the leavers require a co-ordinated reorganization of the socio-economic

institutions. That is- all resources - land, capital, and labour should be mobilized and their application rationalised so as to generate sufficient wealth to meet the needs of modern life for the rural people.

Opportunities for the Village Polytechnics and the leavers are expected to grow in the rural areas if the recently launched District Focus development strategy is implemented successfully. The success of the new strategy will develop the rural areas.

Thus, the Village Polytechnic Programme should consider good planning as the first strategy to achieve its objectives of training young people in needed skills for local self-employment and improvement of family life in the community.

Secondly, the programme should carry out constant revision of the training programme on the basis of the changing local needs.

Third, constant follow-up of the leavers should be carried out to check if the training courses were selected and helpful to the trainees.

4.2 RECOMMENDATIONS

The following recommendations are very important in order the Programme to have impact on employment and rural development.

1. The Village Polytechnic Programme should consider good planning as the first strategy to achieve its objectives of training young people in needed skills for local self-employment and improvement of family life in the community.

2. The programme should carry out constant review of the training programme on the basis of the changing local needs.
3. Constant follow-up of the leavers should be carried out to verify proper selection of training courses and their helpfulness to the trainees.
4. Village Polytechnics should be developed on a sound footing. They must be properly staffed because it is only with qualified staff that they can produce skills for which there is a demand.
5. A continuous research and periodic evaluation of the programme should be done with a view to formulate new policies and provision for advancement in skills and profession for Village Polytechnic leavers.
6. Placement of leavers is very crucial for the success of the programme. Therefore, it is recommended that each Province should be staffed with an occupational survey specialist. His main responsibility should be to assist Village Polytechnics and the leavers in the Province in economic opportunities survey and to secure employment for the leavers.
7. District Development committees should give the Village Polytechnic leavers Government contracts for new staff housing and other suitable contracts.
8. There should be a proper scheme to provide leavers with tools and credit facilities.
9. The government should review the policy of Village Polytechnic being self-reliant and take full responsibility of providing

- training materials, tools and equipment.
10. Organizational policy should be reviewed and the role of each administrative level of the Village Polytechnic Programme should be more clearly defined.
 11. Terms and conditions of service for instructors and managers should be clearly defined, and the staff should be absorbed in the Civil Service.
 12. The Village Polytechnic Programme is no longer in an experimental stage. Therefore, the Government should take full management of the Village Polytechnics. It has won the recognition and full support of the public.

4.3 CONCLUSION

A sample from all parts of the country would have been much more desirable for the study of impact of the Village Polytechnic Programme on employment and rural development. But time (two months) and financial constraints limited the research to Western Province.

However, results so far from the Village Polytechnic Programme training are positive. The programme has contributed positively to the society and individuals who have undergone training in the Village Polytechnics.

The study achieved its objectives in aspects of the Village Polytechnic Programme. In achievement of its objectives the study established that the programme has impact on employment and rural development in Western Province.

The study established that the training programme in the Village Polytechnic Programme has led to employment of the Primary School leavers and, thereafter, increased their earning power. It revealed that the Village Polytechnic Programme has played a positive role in rural development. The study achieved its objective in establishing that the programme has dissuaded the trainees from having strong tendency for being attracted to the town as a potential work place. It was also revealed that the current philosophy of the programme should be reviewed and also that the present organizational policy poses some problems. It was known from the study that the economic strength of the local area governs the success of the Village Polytechnics and placement of the leavers in gainful employment.

In addition, the study found that the Village Polytechnic leavers are not being assisted in obtaining work and in work opportunity survey. It also surfaced that the leavers continue to go to work in urban areas although Village Polytechnics were originally planned to train rural youths for local employment.

Although the programme has impact on employment, the study revealed that Village Polytechnics faced problems, pertaining to finances (e.g. shortages of tools, equipment, training materials, staff-shortages in both numbers and qualifications) which affected the achievement of the major objectives of the programme in promotion of employment and rural development.

Above all, evidence of 75% of the known leavers working confirms that the Village Polytechnic Programme is fulfilling its

obligations in promotion of employment among the rural Primary School leavers. Further evidences have shown that the leavers of the Village Polytechnic have participated in the building up of the economy of the rural areas and also provided the rural communities with goods and services. Therefore, we can say that the study established that the Village Polytechnic Programme fulfilled its obligations in promotion of rural development. We cannot quantify the degree of impact of the Village Polytechnic Programme on rural development. But we can form an impression of the Programme's impact on the basis of the fact that the Village Polytechnic leavers are working in the rural areas. They provide goods and services that are needed by the rural communities.

It is envisaged that the Village Polytechnic Programme will impact on rural development through the provision of goods and services to the rural communities.

Therefore, the study found that the Programme has impact on employment and rural development in Western Province.

APPENDIX I

VILLAGE POLYTECHNIC QUESTIONNAIRE

Submitted to FINISHING VILLAGE POLYTECHNIC TRAINEES.

Name Age

Sex

Place of birth

Village Polytechnic

District

Division

Location

Sub-location

TRAINEE ATTITUDES TO URBAN AND RURAL AREAS IN WESTERN
PROVINCE OF KENYA:

1. Why did you choose to learn this trade?
2. Where would you prefer to work when you qualify at your trade?
..... Why?
3. How many times have you been to your nearest town (Bungoma/
Kakamega/Busia/Kisumu/Webuye) during the past year?
4. What do you think are the three best and three worst things
about town?
(a) the three best are:

(i)

(ii)

(iii)

(b) the three worst things are:

(i)

(ii)

(iii)

5. What are the three best and three worst things about living here?

(a) the three best things are:

(i)

(ii)

(iii)

(b) the three worst things are:

(i)

(ii)

(iii)

APPENDIX 11

QUESTIONNAIRE ON VILLAGE POLYTECHNIC LEAVERS SURVEY

A. PERSONAL INFORMATION

1. Name
2. Age
3. Sex
4. Place of birth
5. District
6. Division
7. Location
8. Sub-location
9. Village

EDUCATION AND QUALIFICATION

10. Primary School Year

Finished Std. VII C.P.E.

Pass Fail

Below Std. VII

11. Secondary School Year

Finished Form IV E.A.C.E.

Pass Fail

Below Form IV

12. What Course (s) did you do at the Village Polytechnic?

.....

13. How much did the whole Course cost you?

14. If you did not complete your Course, Why?

Could not raise fees

Course did not meet your expectations

Other

15. Have you taken any trade test? Yes No.

When? While at the Polytechnic After leaving the Village Polytechnic

Who made arrangement for your trade test? The Village Polytechnic Yourself

Did you pass your test? Yes No.

If yes, which grade?

B. EMPLOYMENT:

16. Tick the box which best describes your present position.

I work for an employer

I am at home

I am self-employed in a partnership of work group

I am self-employed on my own

Other

Where is your work? Town Rural Area

17. Did you need money to begin your work? Yes

No.

How much money?

Where did you get the money?

18. Did you need any tools or equipment to start your work?

Yes No.

Where did you get them?

obtained them from Village Polytechnic

helped by father/brother

helped by relative (s)

saved for them

19. Tick the box which best describes how you got your present work.

Visiting a firm or office

Starting on my own

Writing to a firm

Answering advertisement

Joining with friends

20. Tick the box which correctly describes your Father's/
Mother's occupation.

Paid employment

Farming

Business

Peasant

21. What are the main difficulties you face in your work or
your search for work?

Lack of Capital

Lack of skill in work survey

Competition from other artisans or businessmen

Lack of customers

Lack of Management skills

High costs for transport or obtaining material

Lack of Capital and Customers

- Lack of Capital and Competition
- Lack of skills in Management and work survey
- Other
- Lack of Capital and Obtaining Licence
- Obtaining Licence

C. GENERAL QUESTIONS:

22. How much did you gain from attending Village Polytechnic?

- Nothing Little Much

23. What are the main contacts you have with other leavers who trained in other trades?

- Hiring each other's services
- Buying materials from each other
- Selling our products to each other
- No contacts at all

24. Where do you buy your material from?

- Bungoma Kakamega Kisumu

Busia Within the Location/Division

Webuye

25. Where do you sell your products/services?

Kakamega Busia Bungoma

Webuye Within the Location/Division

26. What do you think are the three best and worst things about town?

(a) the best things about town are:

- (i)
- (ii)
- (iii)

(b) the worst things about town are:

- (i)
- (ii)
- (iii)

27. Mention three best and three worst things about living here.

(a) the best things about living here:

- (i)
- (ii)
- (iii)

(b) the worst things about living here:

- (i)

APPENDIX III

THE LEAVERS TRACER QUESTIONNAIRE:

Submitted to Managers.

- I. Please indicate the number of instructors employed at the project as follows; including Manager.

	<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>
Capentry
Tailoring
Metal work (Plumbing/ Welding)
Masonry
Electrical
Agriculture
Home Economics
Motor Mechanics
Business Studies (Typing/Accounting/ Book-keeping)

2. Indicate number of trainees at present, 1983

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Capentry
Tailoring
Metal work (Plumbing/ Welding)
Masonry
Electrical

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Agriculture
Home Economics
Motor Mechanics
Business Studies (Typing/ Accounting/Book-keeping)

3. Number of Trainees enrolled 1982

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Capentry
Tailoring
Metal work (Plumbing/Welding)
Masonry
Electrical
Agriculture
Home Economics
Motor Mechanics
Business Studies (Typing/ Accounting/Book-keeping)

4. Number of Trainees enrolled 1981

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Capentry
Tailoring
Metal-work (Plumbing/Welding)
Masonry
Electrical
Agriculture

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Home Economics
Motor Mechanics
Business Studies (Typing/ Accounting/Book-keeping)

5. Number of Trainees enrolled 1980

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Capentry
Tailoring
Metal work (Plumbing/Welding)
Masonry
Electrical
Agriculture
Home Economics
Motor Mechanics
Business Studies (Typing/ Accounting/Book-keeping)

6. Number of Trainees enrolled 1979

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Capentry
Tailoring
Metal work (Plumbing/Welding)
Masonry
Electrical
Agriculture
Home Economics

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Motor Mechanics
Business Studies (Typing/ Accounting/Book-keeping)

7. Give the following details on those trainees who have already left the Village Polytechnic.

A. (1) 1982 Male leavers

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of droup-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work, A= Agriculture, HE= Home Economics, MM= Motor Mechanics
BS= Business Studies.

(2) 1982 Female leavers

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of droup-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Training, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics
 BS= Business Studies.

B. (1) 1981 Male leavers

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of droup-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics
 BS= Business Studies.

(2) 1981 Female leavers:

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of droup-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics
 BS= Business Studies.

C. (1) 1980 Male leavers

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of drop-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics
 BS= Business Studies.

(2) 1980 Female leavers:

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of drop-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics,
 BS= Business Studies.

D. (I) 1979 Male leavers

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of droup-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics
 BS= Business Studies.

(2) 1979 Female leavers

	C	T	MS	E	ME	A	HE	MM	BS	TOTAL
Number of self-employed										
Number employed in rural areas										
Number employed within local area										
Number employed outside the local area										
Number employed in towns										
Number in further Training										
Number of droup-outs employed										
Number of unemployed										
Number of unknown										
TOTAL										

KEY: C= Carpentry, T= Tailoring, MS= Masonry, ME= Metal work,
 A= Agriculture, HE= Home Economics, MM= Motor Mechanics
 BS= Business Studies.

APPENDIX IV

VILLAGE POLYTECHNIC QUESTIONNAIRE

Submitted to Village Polytechnic Managers

Name of Village Polytechnic

Date of establishment

Date of Government Assistance

District

Division

Location

Sub-location

Name of Respondent (Manager)

THE RELATIONSHIP BETWEEN THE VILLAGE

POLYTECHNIC AND THE LOCAL COMMUNITY

1. What are the main contacts the Polytechnic has with the Local

Community ?

.....

.....

.....

2. What are the important sources of finance to the Village

Polytechnic?

.....

.....

.....

3. What problems are faced by your Polytechnic?
.....
.....
.....
4. What do you suggest should happen to the Youth Development Programme (Village Polytechnic Programme) in Kenya over the next four years?
.....
.....
.....

APPENDIX V

VILLAGE POLYTECHNICS IN THE SURVEY - IN WESTERN PROVINCE

<u>District</u>	<u>Village Polytechnic</u>
Kakamega	Maseno
	Keveye
	Hambale
	Bushiangala
	Khwisero
	Malaha
Busia	Butula
	Busia Township
	Nambale
Bungoma	Khasoko
	Kisiwa
	Matili

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