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**Institute for
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UNIVERSITY OF NAIROBI

After Graduation What Next?

**A Tracer and Policy Study of Youth
Polytechnic Graduates from Kwale, Kitui,
Makueni and Taita Taveta**

Mary Njeri Kinyanjui

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Polytechnic Graduates from Kwale, Kitui,
Makueni and Taita Taveta

By

Mary Njeri Kinyanjui

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CHAPTER ONE

Introduction

Poverty in Sub-Saharan Africa has attracted attention from global and local development institutions. In the last two decades poverty has deepened in spite of the numerous social, economic and political interventions made by development practitioners and civil societies. The interventions which include: water provision, afforestation, agriculture, business development, education and skill development, entrepreneurship and micro finance (projects and programmes) have been high on the agenda of development practitioners, governments and civil societies.

Unfortunately, the antidote of poverty remedial policies and interventions have however been elusive. Notwithstanding the frustrations generated by increased poverty and collapse of projects and programmes aimed at poverty alleviation and wealth generation, there is no let up in the battle and struggle against poverty. Poverty Reduction Strategy Paper (PRSPs) is the most recent government efforts of taming and slowing down poverty in Sub-Saharan Africa. In Kenya, the implementation of PRSPs is rather slow and its fruits have yet to be realised. Several antidotes for poverty alleviation have been tried. Youth polytechnic education is one of the antidotes that have been adopted by government to alleviate poverty.

This poverty remedial policy and intervention provides poverty-stricken youth with education and skills that will help them come out of poverty. Youth polytechnic education was adopted from the British system of education. Polytechnic education provides youth with technical and science skills for jobs in industry. Village polytechnics are an adoption of

tailor made to suite the village and rural labour markets. The sectors of the rural labour market namely construction, furniture and garments were targeted. It was hoped that after graduation youth polytechnic graduates (YPG) would remain in the village and be gainfully employed rather migrate to urban centre. Urban centres were burgeoning with unemployed and unskilled migrant youths from rural areas.

In this study we are investigating two aspects that are closely related. The first one is to investigate government policy on youth polytechnics (YPs) while the second activity involves carrying out a tracer study on youth polytechnic graduates (YPG) from four poor districts in the Arid and Semi Arid Lades (ASAL) in Eastern and Coast provinces. The four districts are: Kwale, Kitui, Taita Taveta and Makueni. In this study we argue that knowledge and skill acquired through education are two human capital inputs that contribute to overall community development and subsequent poverty alleviation. Individuals who are well equipped with knowledge and technical skills will contribute greatly towards poverty alleviation. Indeed, the YPGs are strategically positioned and located in the labour markets and employees in rural businesses or in self-employment in their own businesses.

Youth Polytechnics Graduates in the Labour Markets

In a shrinking and competitive labour market as that of Kenya, knowledge and skill seekers are concerned more than ever before on where to invest in education. Market based knowledge and skill-seeking behaviour among learners is in vogue and institutions of learning from pre-primary to tertiary learning institutes are competing with each other and endeavouring to offer courses and skills that are market based. Pursuing education for knowledge's sake is gradually waning. Although there is no empirical data to support this trend,

Technical training institutes are being established. Although knowledge and skill seekers are enrolling in these private institutions, not everybody can access these institutions offering competitive market based skills. There are monetary, social and cultural considerations that may inhibit parents to send their children to market based knowledge and skill institutes. Compared to these private institutes, community based education institutions such as youth polytechnics (YPs) are seen as conservative, old fashioned and without vision.

Youth polytechnics previously known as village polytechnics were envisioned as stop gap measures for giving a second chance to primary school graduates who failed to achieve qualifying grades for joining secondary school. Today the target group comprises primary school graduates with less than 200 marks out of K.C.P.E's 500 marks. Unfortunately, besides failing to secure the K.C.P.E pass marks, primary school graduates are often from poor families like those in this study from villages such as Mkongani in Kwale, Mwanjila in Taita Taveta, Syongila and Ikutha in Kitui and Nziu in Makeni.

There is also increasing evidence that form four graduates also from poor families are joining the youth polytechnics. Further, most of the youth enrolling in youth polytechnics are located in isolated and landlocked villages from mainstream development activities, served by poor road networks, and information flow patterns. The *matatu* driver and his tout and the local shopkeeper are the main sources of information in these areas. The amazing thing however, is that village communities are welcoming new ideas and willing to invest in the future of their daughters and sons. One such investment being sending their children to the local YP after primary school with the hope that these children will have a better life

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The report is organised in nine chapters. After this introduction, youth polytechnic education policy is discussed in chapter two while in chapter three, the research problem is outlined. The methodology of the study is described in chapter four and youth polytechnic graduate characteristics are discussed in chapter five. The question where YPGs go or do after graduation is answered in chapter six. In chapter seven the factors influencing youth polytechnics graduates participation in the labour market are described. The spatial dimensions of YPGs participation in the labour market are presented in chapter eight while conclusions of the report are presented in chapter nine.

CHAPTER TWO

Origins and Evolution of Polytechnics' Education Policy

The youth and young adults are very vulnerable to poverty. They lack resources and skills to facilitate them to enter the job market as employees or self-employed. Surveys by Kinyanjui (1992) show that the mean age in starting business is 33 years old. This survey shows that it is extremely difficult for youths and young adults to start their own businesses. The National Council of Churches of Kenya (NCCCK) realised that most of primary school graduates were not equipped with the right skills to make them employable in agriculture or industry. To fill this gap, the NCCCK started the village polytechnics whose purpose was to train and equip the youth with the skills, which they could use in the rural labour market in order to control rural urban migration.

The NCCCK is responsible for the introduction of polytechnic education in Kenya in 1968. According to a circular issued by the Ministry of Technical Training and Applied Technology dated 28th October 1991.

“Youth polytechnics were started in Kenya as far back as the year 1968 when the National Council of Churches (NCCCK) established the first four village polytechnics namely: Nambale, Ndere, Maseno and Mucii wa Urata”

In 1971 the government acknowledged the role of village polytechnics in skill formation for rural youth. Polytechnic education was a step forward in the building of human capital to own and manage rural economies in

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rural economy. Community-government partnership in the supply of education in general and technical education in particular, was very important in the first two decades after independence.

It was not until 1971 that the government started giving assistance to Youth Development Programmes. The polytechnics were to be managed by communities and were for a long time operating under the Ministry of Culture and Social Services. Communities in different parts of the country defined the role of polytechnics in their own setting. Under these arrangements communities derived from polytechnics' catchments areas were to cater for the day to day running of the polytechnics. The government would support community efforts through support grants. The government would also regulate and control the affairs of polytechnics for examples in the approval of instructors and management of finances. The Ukunda polytechnic in Kwale for example, evolved from Ukunda Boys' Association, which was initiated to coordinate youth activities, keep the youth busy and ensure that the youth were not loitering in the streets.

In resource mobilisation the government catered for those who passed the examinations and joined secondary schools. The education of those who did not pass the C.P.E examination was to be carried out by the community. Communities were supposed to provide land, build schools and pay teachers and instructors. According to area chief, "land for building Ukunda polytechnic was provided by the community. In order to support the proposed new polytechnic, the *Wazee wa Kijiji* (village elders) met and donated 12 acres of land where the polytechnic would be built". Writings on the walls of the administration block in Ukunda youth polytechnic give details of all the organisations that have supported the polytechnic over the years. Ukunda

youth polytechnic has received support from charities and other philanthropic groups since its start-up. Chuphi youth polytechnic's buildings in the same district (Kwale) were a donation from a white settler to the community. Local communities developed most of the polytechnics in Taita-Taveta, Makueni, and Kitui from scratch. Apart from local communities, churches have also played an important role in building youth polytechnics. The Catholic Church runs and owns some polytechnics such as St. Antony, Kibwezi catholic institute and Mutune social centre in Kitui. Other Churches such as the Africa Inland Church have also established youth polytechnics such as AIC Kikima and AIC Tannery. The study area has about 2,809 youth polytechnic students in 119 youth polytechnics (Data obtained from MEDP)

Resource Management in Polytechnics

YP are community-based organisations. Communities provide land, build classrooms and workshops and also provide equipment and tools for use by students. In addition, the communities also pay the instructors. According to the 1991 Ministry of Technical Training and Applied Technology circular dated 28th October 1991, "The government plays the role of supplementing local community efforts for better results. The government has no plans to take over this programme from the local communities but wishes to continue as an active partner along with other non governmental organisations interested in the program". Under this arrangement the government supports the programmes through grants, which are used to top up instructors salaries. Since the inception of the grant in 1971, the grant amount has not changed. To actualise the management of polytechnics, a catchment area or the territory that a YP serves, is delineated. Usually, the territory an individual YP serves is configured within the locational administration unit, which is based on the provincial administration's territorial units.

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The polytechnic managers together with the management committee are responsible for running the affairs of the polytechnic. Delegates who are also members of the polytechnic management are called upon from time to time to discuss the affairs of the polytechnic. There was a general feeling that the government has overburdened communities in the running of YPs, one delegate observed, "we rural people have meagre resources and yet we are expected to finance all activities of the polytechnic. The government could for example help us by employing our YP instructors like it does for teachers in primary and secondary schools"(views of a delegate during the dialogue forum at Nziu polytechnic). Another observer stated "parents with children in polytechnics should bear the responsibility of management and financing of the polytechnics rather than every member of the community because they are beneficiaries and consumers of YP policy outcomes" (retired teacher; 2-11-2002).

A manager commenting on the role of non-community managed and non-profit making polytechnics stated that "all of us have a moral responsibility of educating the marginalized youths in the rural communities especially girls". These youths are excluded from mainstream education because of failing examinations or because their parents are poor. One of the prime purposes of the centre is to restore dignity and worth to girls who are socially excluded because of scoring 200 marks and below in the Kenya Certificate of Primary Education (KCPE) (non-profit manager of youth polytechnic, 11-02-2003).

The management committees are important in the day-to-day learning at the polytechnics. They play the important role of interpreting and assisting in the implementation of polytechnic education policies. They are the conduits for

transmitting information from the polytechnic manager to parents in the catchments areas and vice versa. They also assist in the recruitment of students.

Financing Polytechnic Education

Except for DANIDA and the Church (Africa Inland Church of Kenya, Catholic Church) supported youth polytechnics, community sponsored youth polytechnics in Kwale, Taita Taveta, Makueni and Kitui experienced significant problems in financing polytechnic education. From visits made to several community polytechnics in the four districts, we observed that the nature, character and building conditions in a polytechnic reflect the level of poverty or wealth of communities in a given catchment area. Some polytechnics like Mwatate (Taita Taveta) and Chuphi in Kwale are about to collapse and operate far below their capacity. In Mwatate youth polytechnic only three girls were learning how to make baby dresses at the time of my visit.

In the community-sponsored youth polytechnics, the main sources of finance are tuition fees and *Harambee* donations from community members for constructing buildings. Polytechnics with at least a hundred or more students such as Mulango in Kitui and Voi in Taita Taveta had less financial problems than those with 50 or less students. Although a few polytechnics like Voi, Ukunda, and Mwarungu were involved in income generating projects, they were yet to realise the benefits of this form of financing of polytechnic. There was a fear that by engaging in income generating projects, polytechnics might loose their core activities. If well managed, this form of financing maybe a sustainable way of financing polytechnic education. Commenting on the role of community support one manager had this to say: "Community support is always there and communities are willing to support polytechnics projects. Through community

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support, our youth polytechnic has been able to start a motor vehicle mechanic course", (Manager, 31st Jan 2003).

Apart from payment of school fees, *Harambee*, a form of social capital is one of the sources of fund raising. There is however one concern: people were of the opinion that parents with children in polytechnics should meet the cost of financing the polytechnic education. The resistance notwithstanding, there is need to build and maintain social capital and resources in communities. This will involve consideration of communities, norms, goals values, will power and trust and incorporating them in planning and implementation of the youth polytechnics' policies.

Youth Polytechnic Staffing

YP staffing is perhaps one of the policy issues that need urgent attention from the government. There is a clear need for policy to address staffing especially for instructors in the YP. Usually, the management committee recruits the instructors but the appointments have to be approved by ministry officials. The government and management committee tops up the instructors' salaries. The salaries are however, considerably low. One instructor reported being paid a salary of Kshs 1, 800 per month.

The instructors' terms of service are stipulated in the circular dated 28th October 1991. The instructor in a polytechnic has a heavy responsibility of being a teacher, a manager, a counsellor, discipline master and a technician.

Responsibilities of a Youth Polytechnic Instructor

The Instructor is the Manager of his/her workshop at the Youth Polytechnic. The instructor's major responsibilities are outlined as follows:

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- i) To keep records in his/her workshop pertaining to trainees attendance, fees collection, tools, evaluation of trainees, training materials, finished products etc.
- ii) To be responsible for the organisation of his/her workshop
- iii) Responsible for the discipline of his/her class
- iv) To evaluate the performance of his/her trainees
- v) To make estimates of training materials to be used in the workshop
- vi) To participate in staff meetings
- vii) To make annual budgets for his/her trade
- viii) To teach relevant skills to his/her trainees
- ix) To assist his/her graduates to start self employment activities e.g. work-group
- x) To participate in co-curricula activities e.g. games, sports, choir, scouting etc. with trainees
- xi) Other duties and responsibilities as may be assigned by the project manager

The instructors conduct both theory and practical lessons and there are no technicians to assist in the handling of practical lessons. Besides, the instructor also acts as the storekeeper of tools and equipments for his/her course. Although instructors are supposed to have Grade II or I Trade Test certificates, information gathered from the visits to YP pointed to the fact that some instructors were grade III certificate holders while some had no grade test certificate. Employment of instructors in the polytechnic largely depends on the ability of management committees to pay them. Unfortunately, most of the committees do not have finances that could attract competitive instructors. Some YP reported having ten or more instructors while others had two instructors. Men instructors were more than female ones; this largely reflects

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the type of courses being offered in the YP that is masonry, metal work, carpentry/joinery and dressmaking.

Most of the instructors involved in agriculture and home science were retired after the government stopped giving grants to polytechnics. The withdrawal of grants was carried out under the structural adjustment program, which called for the reduction of government expenditures. Arguably, the structural adjustment programmes were based on lifeless figures, symbols and numbers rather than human beings. Withdrawal of grants was aimed at reducing the government expenditure regardless of the type of expenditure grants were being spent.

YP instructors were among the first victims of the reform program after the withdrawal of grants. It is telling because the grant withdrawal led to the retirement of instructors. It severed the partnership between poor communities and the government. Some respondents could actually not understand how the government could withdraw a grant targeted at poor people. If this type of partnership between the poor and the government is to be maintained, the government should restore grants to youth polytechnics. If this fails the cost of YP education would rise and the poor communities will no longer be able to enrol their children in YPs. Instructors are very important to the survival of YPs and it is a wonder how instructors paid a salary of Kshs 1500-2000 can be motivated to teach. The payment to instructors is even lower than the official minimum wage rate. In order to attract qualified instructors, the remuneration and working conditions must be addressed. To upgrade the polytechnics to institutions aimed at developing human capital that will serve as engines of change in rural economies, the government rather than the management committee should review the instructor's remuneration package.

In some youth polytechnics the management committees have no terminal benefits for their retired workers. In one of the polytechnics I visited, I witnessed the eviction of a retrenched instructor who had refused to move out of the house until her terminal benefits were paid. Neither the government nor the management committee was willing to pay the terminal benefits of the said instructor. Polytechnic staffing will require restoring confidence and enhancing the motivation of polytechnic instructors, the beginning point being the development of a scheme of service for polytechnic instructors. It is upon these instructors that the success of polytechnic education depends on.

Youth Polytechnic Education and Poverty Alleviation

Employment in the public and private sectors as well as income generation through self-employment in small businesses so far seems to be the most logical strategy of poverty alleviation. Education in general and polytechnic education in particular prepares individuals for employment or self-employment. Youth polytechnics offer courses for skill formation that facilitate graduates to enter the labour market as employees or for self-employment. In so doing, the graduate has something to keep him busy as well as to earn an income. However, YP education is not necessarily a direct or immediate route to poverty alleviation. It is more or less a futuristic investment that parents and households make to equip their children with skills for life so that the children will have a better life than they themselves have or have had. A cross section of parents from poor, not so poor as well as rich ones send their children to polytechnic YPs. However, it is parents from the not so poor category (58.3%) in the community who lead in sending their children to YPs. Poor parents' category (39.8%) followed while only 1.9% of rich parents in the community send their children to YPs.

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Households with fathers who had completed primary education (36.0%) were more likely to send their sons and daughters to YPs. Surprisingly, fathers with no education (31.5%) also send their children to YPs.

One poor parent with a child in a YP stated “ I have experienced significant limitations in my day to day activities due to lack of education. I have sent my child to the polytechnic so that he can have skills that I do not have. I am therefore sacrificing in order to send my son to the YP”. (Sentiments expressed by a parent during a dialogue forum, 29th Jan 2003) on the same vein, when an Assistant Chief in one of the locations was asked why he supported the local polytechnics he had this to say, “Education is important for life. Besides, polytechnics provide the youth with skills, which they will use after graduation. Further, education creates awareness and contributes to behavioural change of the youth. They stop being idle and learn to be responsible for their own lives. He also said that if communities participated in educating the youth and imparting them with the right skills especially those in rural areas, many development projects would succeed and poverty would be reduced (Assistant Chief in a dialogue forum on 29-01-2003).

Capturing the Poor through Youth Polytechnic Education

Do communities really emerge from poverty? The famous Marshal plan, small and micro Enterprise (SMEs) in Third Italy, and outward looking industrialization strategies in South East Asia played a key role in helping communities emerge from poverty. Oberhauser (2002) shows how poor women operating small enterprises are renegotiating their identity in the rural Appalachian regions of America. However, while poor regions in other parts of the world are emerging out of poverty, poverty in sub Saharan Africa is being entrenched

and intensified and poor communities are becoming more poor (Kenya's Poverty Reduction Strategy Paper, 2002).

The modernisation discourse of the 1970s and 1980s attributed poverty to lack of physical and human capital (Kimenyi and Mbaku, 2002). The post modernism discourse characterised by structural adjustment programmes state that in Sub-Saharan Africa, markets have not been given a chance to operate and allocate resources in rural economies. For example polytechnic education, which is an important tool for developing human capital, has not been restructured to fit the market demand of human capital in the post structural adjustment era.

Youth polytechnic education started in the late 1960s had the two-fold objectives of skill building in youth polytechnic graduates (YPG) for employment and/or self-employment in rural economies. Until recently, polytechnics enrolled students from primary schools who did not qualify for high school education. The YP offered a two-year course after which the students sat for the Government Trade Test offered by the Directorate of Industrial Training. The YPS offered the following courses: Masonry, Metal work, and Carpentry and joinery. The students were taught both theory and practical lessons. From the familiarization tour, we observed that non-community and non-profit making polytechnics sponsored by churches offer more courses than the community sponsored YPS and private technical training institutes. Non-community and non-profit making polytechnics offer as many as seven supportive courses. For example, St. Antony Institute in Makueni offers courses in knitting, needlecraft, bookkeeping, housekeeping, laundry and social ethics (field visit to St. Antony 29th Nov.2002).

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In response to market based knowledge seeking behaviour, community polytechnics YPs such as Mazeras and Mwarungu have initiated new courses such as electrical installation and motor vehicle mechanic. However, most of the community polytechnics are experiencing difficulties in offering market based knowledge and skill seeking behaviour. One YP manager in K-wale observed that “Export processing zones are offering opportunities for graduates in tailoring and dressmaking but most graduates are not able to join these factories because they have not been exposed to the use of industrial machines.” (Manager, 28th Jan. 2003). The ability of YPs to offer market-based courses requires joint action between the community, government and industries. Given the nature of polytechnics in the study we then ask the question ‘what next for YPGs armed with a Grade III certificate?’ These questions will be answered in the next chapter.

Locating Polytechnic Education Policy with other Policies

Although policy facilitators in the districts meet during District Development Committees (DDC), the facilitators have no platforms for initiating or undertaking collaborative action. Facilitators from the different ministries prefer to facilitate development projects as defined by their own ministries. However, locating polytechnic education policy with other policies on agriculture, education and trade was not adequately covered and needs further investigation. The same situation applies for policy delivery mechanisms, interpretation and implementation. There is also need for improvement on the relationship between various actors in development projects including policy formulators, consumers, facilitators, interpreters, beneficiaries and interveners.

Community/Government Partnerships

Community-government partnership in education was seen in the establishment of *Harambee* secondary schools and YPs. The government supported community efforts through grants. The communities under this arrangement were providing about 80% of the funding of education, while the rest was raised through school fees. It is under this arrangement that village YPs were organised. Each community was to support village YPs in their catchment areas. The management committees were to provide land, build and also pay for infrastructure. They were also to design the curriculum based on the needs of the local economy. The courses offered were masonry, agriculture, tailoring and dressmaking and the leather industries. These courses were supposed to be based on community needs. They were based on the needs of rural economies and could make the youth stick in the rural areas rather than migrate to towns. Essentially, the youth and young adults who took the courses in YPs would be come less vulnerable to poverty. They would be equipped with skills, which they would use to start their own businesses. The youth with these skills would be better placed in the job market. Arguably polytechnic education enhanced and improved the youth's chances in employment or self-employment.

CHAPTER THREE

The Research Problem

Introduction

Youth polytechnic education is a community effort to develop human capital for the rural economy. There is a dearth of information on what PGs do or where they go to after graduating. In this era of market based knowledge and skill seeking behaviour, it is imperative for knowledge and skill providers to know where their graduates go or what they do. This information is useful to knowledge and skill providers in their planning and response to market changes in the demand for knowledge and skills. This tracer study of PGs is important for restoring polytechnic institutions in the education provider's map and chains. Over the years, most polytechnic institutions have deteriorated and become rundown while some have even collapsed and closed down.

Most polytechnics institutions are struggling in order to realise the policy outcomes of the polytechnic education policy and to satisfy the needs of students and those of their parents. The circular dated 28th Oct.1991 attributed the failure of polytechnics to achieve the desired objective because of the inability of management committees to run the institutions. The following observations were made "In the recent past, we have realised that most local communities are not giving enough support to youth polytechnics (circular 28,Oct.1991).

It has been found out that poor management committees are major obstacles to the positive growth of the youth development programmes. Besides the weak management committees, several other factors contributed to the collapse of the youth polytechnics in various parts of the country. To begin with, polytechnics like other sectors of education,

primary and secondary, experienced significant drops in enrolment figures. This was partly due to apathy towards education, which occurred after the introduction of the 8-4-4 education system. Parents were also unable to pay fees to YPs because of increased poverty arising from the agrarian crises experienced in several parts of the country in the 1980s and 1990s. The rural economy, which was heavily dependent on cash crops, was affected greatly by the collapse of world markets on primary commodities such as coffee, tea, and cotton.

The agrarian crises led to the unemployment of PGs who were working in rural areas, for example, construction of buildings and water tanks in rural areas declined due to lack of funds. In the circular, 28th October 1991, there is no coherent policy on YPs. Bits and pieces of policy concerns on the youth are spread in different Ministries such as Ministry of Gender and Sports and Ministry of Labour and Human Resources. Development policy concerns on curriculum development, courses offered, number of years spent in school, evaluation and examination, human capital development and instructors' scheme of service and conditions of work must be provided for in order for YPs to develop human capital for poverty alleviation in Kwale, Kitui, Makueni and Taita Taveta in particular and Kenya in general.

It is argued here that there are other fundamental issues such the relevance of the curriculum and open joblessness of YPGs due to the changing nature of the rural economy that are also responsible for the collapse of polytechnic education which need to be looked into

Statement of the Research Problem

Every year YPGs enter the labour market equipped with a grade III certificate. The question raised by many observers is

how do YPGs compete with other graduates entering the same market with higher skills? Is a grade III certificate enough to facilitate entry into the job market, or in self-employment? The whereabouts of these YPGs in the labour market are unknown since they are not visible in surveys of micro and small enterprises. In a micro and small enterprise (MSEs) survey carried out in Ziwani enterprises cluster in Nairobi, only one vehicle repair entrepreneur had acquired his skills in a village polytechnic (Kinyanjui 1998). Although sources of information on institutions offering technical training for entrepreneurs in the base line survey of micro and small enterprises was not examined, the survey showed that technical training, which is an important aspect of entrepreneurship was seriously lacking in MSEs (CBS, KREP, and ICEG 1999). Yet, every year YPGs, and other institutes involved in technical training produce graduates. Could it be the fact that polytechnics are producing very few graduates annually whose impact on the labour market is invisible?

Research Questions

In order to answer the questions raised above, we have a series of questions that constitute the research problem of this tracer and policy study. Specific research questions are:

1. What do YPGs do after graduation?
2. Does polytechnic education ease entry into the labour market?
3. Where do graduates seek employment or self-employment?
4. What type of business do YPGs start? Are they related to the courses taken?
5. Does performance in the GTT test enhance YPGs mobility in the search of employment, or self-employment?

1. Do parents' social and economic characteristics influence YPGs mobility?
2. Does polytechnic graduate mobility, or what they do after graduation differ by gender?
3. Does course taken affect the graduate's choice of what they do after graduation?

Objectives of the Study

The main objective of the study is to locate and trace YPGs in the labour market. The thesis of the study is the assumption that YPGs are provided with skills that facilitate their entry in the labour market.

Significance of Study

The study is relevant for future planning and intervention in upgrading skills for PGs. The study was commissioned by MEDP in the response to project reviews, which suggested the need to know what YPGs ended up in doing after graduation. This is because MEDP is supporting the upgrading of youth polytechnics projects in Kwale, Kitui, Taita Taveta and Makueni in its poverty alleviation programmes in the ASAL region.

Limitations of the study

The study is based on a simple random sample from a defined population that allows generalisation and ensures validity of findings and conclusions.

CHAPTER FOUR

Methodology

Introduction

The lack of databases on polytechnics and their graduates made the selection of representative sample of PGs very difficult. This problem is not only a problem for the YPGs but it is also found in Micro and Small Enterprises.

Sample Selection

In an attempt to overcome the problem of lack of a defined sample the, research was organised in three steps. The first step involved a familiarisation tour of the study area, which included Kwale, Taita Taveta, Makueni and Kitui. The familiarisation tour, which involved visiting youth polytechnics, and Districts, Applied Technology Officers (DATOs). The DATOs helped in conceptualisation of the study and provided useful insights on issues that would be raised in the research design and selection of the sampling frame. During the familiarisation tour, I gathered that changes have been taking place in polytechnic education. It is for these reasons that we saw the need to study graduates from three years namely 1994, 1997 and 2001. I also realised that polytechnics differ from each other in terms of characteristics i.e. in courses offered, facilities available, sponsorship and management. Some polytechnics were very active while others were on the verge of collapsing.

The second step involved creating a database for YPGs from the three years. In order to create the database, polytechnic managers of the selected youth polytechnics (Table 4.1) were provided with forms to fill (Appendix 1). The form obtained

information on gender of the graduates, courses taken and year of graduation

Table 4.1 List of Youth Polytechnic for the Tracer Study

District	Polytechnic
Makueni	Ukia
	St. Anthony Makueni
	AIC Kambu Wote Institute
Kitui	Kyatume
	Ikutha
	Mulango Syogila
Taita Taveta	Matinyani
	Voi
	Mwarungu
Kwale	Mwatate
	Kighombo
	Mwanda
	Ukunda
	Mazeras
	Mkongani
	Chuphi

Each polytechnic manager was asked to fill the form. Apart from a few areas, most of the polytechnic managers filled the forms and returned them to the researcher. The database for the polytechnic graduates from the three years is presented in appendix 2. The database consisted of 1,354 graduates. The third step involved the selection of the sample from the database. A Table of random numbers was used to select the graduates to be interviewed from the defined population. A total of 110 YPG were selected using simple random sampling techniques.

Sample Characteristics

We took into account gender in the selection of the sample (Table 4.2). We were also able to interview a total of 44 female graduates and 66 male graduates. Female polytechnic graduates (FPG) constituted 40% of the population while male polytechnic graduates (MPG) were 60%.

Table 4.2 Distribution of Respondents by Gender and District

District	Female		Male	
	No	%	No	%
Makueni	9	45	11	55
Kitui	10	45	12	54.5
Taita Taveta	10	40	15	60
Kwale	15	34.9	28	65.1

Source: Field survey 2003

Distribution of PGs by Graduates' Year of Graduation and District

Although we had expected to select equal numbers of PGs from each district, this was not possible because of availability of graduates and then willingness to respond to the questionnaire. The distribution of graduates was as follows: Makueni (20), Kitui (22) Taita Taveta (25) and Kwale (41) (Table 4.3). The sample of Kwale district was high because it was easier to trace graduates from Kwale than in any other district and also because Kwale district is a relatively new area in the YP project and records were easily available.

Questionnaire Administration

The fourth step involved questionnaire administration by the research assistants under the guidance of the principal researcher. The questionnaire used is shown in this document as appendix 3.

Table 4.3 Distribution of PGs by Graduates' Year of Graduation and District.

Year of graduation	Makueni		Kitui		Taita Taveta		Kwale	
	No	%	No	%	No	%	No	%
1994	3	9.4	8	25.0	6	18.8	15	46.9
1997	3	13.0	6	26.1	3	13.0	11	47.8
2001	14	26.4	8	15.1	16	30.2	15	28.3

Source: Field survey 2003

Research Team

A team of 8-research assistants, two per study district were recruited and trained on questionnaire administration, briefed on the research problem and what was to be expected from the questionnaire. The research assistants were encouraged to work as a team where necessary. The principal researcher accompanied the research assistants and introduced them to the project officers of MEDP.

In order to identify the YPGs, the research assistants were advised to visit the polytechnic managers, chiefs, and instructors to help in tracing the graduates. In cases where selected graduates would not be traced, the research assistants were advised to replace them using the table of random numbers.

Data Analysis

The data was coded, cleaned, a database created, entered into the computer and analysed using the statistical package for social sciences (SPSS). Descriptive statistics and cross tabulation are the main tools of analysis.

Policy Issues in Youth Polytechnic Education

The second component of the research study was to examine policy issues on polytechnic education and graduates using interview guides in appendices 4 and 5. The principal researcher performed this role by interviewing District Social Development Officers, District Applied Technology Officers, District Adult Education Officers, and Church sponsored Institute Managers. The researcher also held dialogue forums with the Sub-chiefs, Management Committee members and Parents. These dialogue forums were important because they brought together policy consumers and policy facilitators. Two dialogue forums were held, one at Ukunda in Kwale district and the other at Nziu in Makueni district.

Report Finding

After writing the research report I presented the first draft to MEDP officers during a workshop in Machakos where the preliminary research findings were discussed. I revised the report and presented the report in an Institute for Development Staff Seminar, which was attended by MEDP project officers.

CHAPTER FIVE

Graduate Characteristics

Gender

Most polytechnics enrolled both male and female students. One manager observed that in order to enrol more girls, there was need for boarding facilities (Manager 29-01-2003). In an attempt to provide for the special needs of girls, some polytechnics like Mkongani and St. Antony enrolled girls only. Girl's enrolment in polytechnics tends to depend on availability of hostels. YPs with girls' hostels had higher enrolment levels of girls than those without. According to one manager, "parents are very concerned about the welfare of girls. They look for polytechnics where their girls would be safe" (11th Feb.2003).

Level of Education

It appears that most of the students seeking polytechnic education were primary school graduates. A fairly large proportion of the PGs had completed primary school level of education (80%). A small proportion (6.4%) of graduates had not completed primary school while a similar proportion had not completed secondary school. Only 7.3% of the YPG had completed secondary school education. This shows that polytechnics students are from different education backgrounds and instructors have a big role to play in the harmonisation of classroom activity.

Age

The age at which graduates join varied between 15 years and 22 years. The mean age at which students joined polytechnic was 18 years. There were no statistically significant differences in the mean age at which male and female

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graduates joined polytechnics. The mean age for girls was 17 years while that of boys was 18 years. The difference in mean age between girls and boys was one year only.

Course Taken

All the graduates spent two years in the YPs after which they sat for Grade III Government Trade Test (GTT). The pass rate in the GTT in most of YPs was however very high. Most of YP graduates were enrolled in dressmaking (36.3%). The next largest proportion of graduates (24.5%) took courses in carpentry and joinery. This was followed by (15.5%) graduates who took courses in masonry and (13.6%) YPGs took courses in motor vehicle mechanics. Graduates who took courses in electrical installation (7.3%) and welding (2.7%) were considerably few in number. However, these latter two courses are some of the market-driven courses that polytechnics are introducing.

The courses polytechnics offer have never been reviewed since 1968. Even when the government started giving grants to polytechnics, nothing was done to improve the curriculum or quality of instructors through in-service courses. Despite the changes that have taken place in technological development, the government has not provided polytechnics with facilities to help them shift from the use of old equipment to new ones. Furniture making which is a popular course is on the edge of collapse because it is facing competition from plastic furniture and banning of timber harvesting in the country. Nothing however, is being done to upgrade courses offered by polytechnics even after changing the name of polytechnics from village to youth polytechnics.

To meet the changing demand, of knowledge and skills, managing committees are introducing courses such as motor vehicle mechanics, electrical installation and welding to be

part of YPs curriculum. Motor vehicle mechanics and electrical installation are very popular courses and also female students are enrolling in these new courses. Although welding is also attracting many students, some polytechnics cannot offer these courses because of lack of electricity and where electricity is available; it is very expensive to run the course. This suggests that infrastructure supply such as electricity is required in the upgrading of YPs as well as introducing competitive courses. Due to the fact that the communities are poor, they cannot afford to install water, electricity and good roads that are required in the upgrading of the YPs. It is interesting to note that when the government withdrew grants to YPs, two important courses i.e. home economics and agriculture were withdrawn from the curriculum.

There was a general feeling among YPs sponsored by non-profit organisations that the two years that the youth take before sitting for the government Trade Test are too long. Some institutions like Mutune Social Centre, Kibwezi Catholic and St. Antony, offer courses that build human skills but also courses related to human development such as social ethics. St. Antony in particular offers seven courses. There is a dire need to revisit the polytechnic curriculum, infrastructure and rehabilitation of students who are not only examination failures but are also from poor backgrounds. The YPs have a big role to play in equipping the youth with life skills, which will broaden the youth's ability to make choices in life.

Reasons for Enrolling in Polytechnics

It is interesting to note that PGs were self-driven in seeking knowledge and skills in polytechnics (Table 5.1). The YPGs were aware of what they wanted from polytechnics. No less than 40.7% of the graduates enrolled in polytechnics because

they wanted to acquire skills. Others were interested or liked the courses available in polytechnics. A considerable proportion of YPGs were forced by circumstances to enrol for polytechnic education. The most frequent circumstantial factor that forced YPGs to enrol in polytechnics was lack of school fees for secondary education (34.3%). Other factors were failure to score good grades in K.C.P.E that would have enabled them to join secondary schools. Illness was also a circumstantial factor that had influenced graduates in joining polytechnic. It is surprising that parental and sibling's influences on graduate's knowledge and skill-seeking behaviour in polytechnics was minimal. This might be due to the fact that we are relying on memory recall and also because of the fact that the graduates were being interviewed some time after going through the polytechnic education.

Table 5.1 Reasons for enrolling in polytechnics

	No	%
Own initiative/choice		
To acquire skills	44	40.7
Lack of school fees for secondary education	37	34.3
Liked the course	9	8.3
Interested in polytechnic education	6	5.6
Failed primary school education	5	4.6
To be self employed	4	3.7
Polytechnic education is affordable	1	0.9
Forced by circumstances to drop out of school	1	0.9
Demonstration effects influenced by brother	1	0.9
Total	108	99.9

Source: Field survey 2003; Missing cases 2

Reasons for YPGs' enrolment in the polytechnic vary within and between districts. Most of the YPGs in Makueni district (35.0%) enrolled in YPs in order to acquire skills. A quarter of the YPGs from Makueni district (25%) enrolled in YPs because they could not raise fees to continue with secondary education while (20.0%) of the YPGs sought enrolment from

YPs because they were interested in the courses offered. Equal proportions (10.0%) of the YPGs enrolled in polytechnics because they wanted to go into self-employment. The YPGs also enrolled in YPs because they liked the course. The PGs from Kitui district (60.0%) enrolled in YPs because they wanted to acquire skills while (20.0%) lacked school fees for secondary education. Only (10.0%) of the PGs from Kitui joined polytechnics in order to be self-employed. Other reasons that contributed to PGs enrolment in YPs were failure in examination (5%) and parental influence (5.0%).

Three main reasons influenced the PGs from Taita Taveta to enrolment in YPs. No less than 68% of the PGs from Taita Taveta enrolled in YPs in order to acquire skills while slightly less than a quarter (24.0%) joined YPs because they lacked school fees for secondary education. Only 8.2% of the PGs joined the polytechnic because they liked the courses offered in polytechnics. The most important reason that contributed to the PGs' enrolment was lack of school fees to finance secondary education. Other factors were; skill acquisition, liking of YP courses, failure to pass the Kenya Certificate of Primary Education (K.C.P.E), illness and affordability of YP education.

There are gender differences in the reasons that influenced the PGs enrolment in YPs. Female PGs enrolled in the YPs for three main reasons: to acquire skills (38.1%), lack of school fees to finance secondary education (28.6%) and liked the course (14.3%). Other factors that influenced female PGs decision to join polytechnics were negligible. These factors are: self-employment (7.1%), interest in the course (2.4%), failure to pass examination (4.8%), illness (2.4%), and parental influence (2.4%).

There are differences in the reasons that promoted male PGs to enrol in polytechnics. The most cited reason for enrolment in YPs by male PGs was the need to acquire skills (42.4%). Lack of school fees to finance secondary education was also an important reason that influenced male PGs to enrol in polytechnics. Male PGs were also influenced to join polytechnics by: interest in polytechnic courses 7.6%, liking of polytechnic courses (4.5%), examination failure (4.5%) and affordability of YPs education. The above analysis shows that PGs pursued polytechnic education for a variety of reasons. One of the most significant issues is that YP education is being taken as a substitute or alternative education for both male and female youth who are unable to pay secondary school fees. This new role of YPs has significant implications to YPs education policy and curriculum development. Two issues: skill development and alternative education need to be looked into by development practioners, policy makers and NGOs. The critical issue being to initiate a balance between skill development and non-technical education in YPs.

Factors Influencing Youth Enrolment in YPs

It would be expected that parental factors such as socio economic status, education, employment or self-employment would have a bearing on youth enrolment in YPs. Unfortunately, parental factors, socio economic, status whether poor or not so poor had no effect on enrolment of PGs in YPs. It was also surprising that parental level of education, employed or in self-employment had no bearing on PGs enrolment in YPs. This implies that YPs draw their students from different social and economic backgrounds as both poor parents and the not so poor parents send their youth to YPs.

Parents' social economic status as perceived by polytechnic graduates (PG) had a bearing on youth's enrolment in YPs by

year of graduation (Table 5.2). Most of the PGs were from the poor and not so poor backgrounds enrolled in YPS. Only one PG was from a rich background. There were marked gender differences in enrolment among the 1994 PGs on the basis of the parent's social economic status. The proportion of male PGs (64.7%) enrolled in YPs was nearly two times from poor families, higher than that of female PGs (35.3%). However, the proportion of female PGs enrolled in YPs (64.3%) whose parents were not so poor was higher than that of male PGs (35.7%).

The individuals' differences between youth enrolment in YPs should be taken into account in the designing of the curriculum as well as in financing of polytechnic education. It is argued here that a graded fee payment structure should be introduced in YPs so that students from poor backgrounds do not drop out of YPs like they do in secondary schools. From our own observation in the field, poor parents or poor members of communities are usually not included in management committees. Retired teachers and other retirees are playing an important role in the management committees. (See Mwarungu in Taita Taveta and Nziu polytechnic in Makueni)

Grades Certification in PGs

Examination at all levels of education closes or opens doors for graduate's future life activities. The certificate awarded after passing an examination serves as a passport to employment while schools are ranked on the basis of examinations results. Most often than not, schools and institutions spend time teaching pupils how to pass examinations. This form of teaching affects the evolution of independent thinking, innovation and creativity in graduates. In the study area, Grade III certificate appears to be the most

preferred certificate. There are very few PGs who have Grade II or Grade I certificates.

Under this circumstances, the value of examinations in market based knowledge and skill-seeking behaviour especially in polytechnics needs to be re-examined and reconstructed. Failure in examination leaves a mark on a graduate that is difficult to erase. The question is: should polytechnics replicate the examination-oriented culture characterising our education system in other sectors or propose an examination based on course work for the two years PGs spend in YPs?

PGs Preparedness for Self-employment

PGs stated that skills gained at the polytechnic were the most important aspects that prepared them for self-employment (72.3%). They also cited guidance and counselling from the managers and instructors as an aspect that also prepared them for employment (21.3%). Attachment in other businesses was also crucial in preparing PGs for self-employment while encouragement on being open minded (0.9%) also prepared graduates for self-employment.

Polytechnic Graduate Preparedness for Employment

PGs express their need to express entrepreneurship in self-employment. The next thing we need to find out is how YPs prepared PGs for self-employment. There are two important aspects that prepared PGs for employment. A substantial number (38.1%) of the graduates said that public relations were an important aspect that prepared them for employment. Slightly over a quarter of the graduates stated that skill development prepared them for employment. Other aspects that prepared PGs for employment are management skills and attachment in other businesses. There are no differences between male and female PGs in preparedness for self-employment. The most frequently cited forms of preparedness

for self-employment were skills formation and guidance and counselling. Attachment with *Jua Kali* artisans also prepared the PGs for self-employment.

Age of PGs and Participation in the Labour Market

The age of PGs at graduation has no bearing on PGs participation in the labour market. The age of PGs participating in the three segments of the labour market was the same with a mean age of 19 years at graduation.

Duration taken by PGs before Self-employment or Employment

The PGs took a mean of two months before they started their business while PGs looking for employment took a mean of 1.2 months before getting employment in other businesses. PGs in Makueni took a mean of 1.8 months before starting their own business while PGs in Kitui took 1.2 months to obtain employment in other businesses. PGs from Kitui took a mean of 1.8 months to start own business while PGs from Kitui took 1.5 months to obtain employment in other businesses. PGs from Taita Taveta took an average of 1.3 months before starting employment while those seeking employment in other businesses took a mean of 1 month. In Kwale, PGs took a mean of 1.6 months to start own business while PGs seeking employment in other businesses took a mean of 1.3 months.

The level of education prior to enrolment in YPs seems to have a bearing on the duration taken in starting own business or finding employment in other businesses. PGs with only some primary education took a mean of 2.2 months before starting own business. PGs with only some primary education took a mean of 1 month before being employed in other businesses. It took a mean of 1.7 months for PGs who had completed primary schools to start own business while those

who had completed primary school took a mean of 1.3 months before being employed in other businesses. PGs with some secondary education took a mean duration of 1 month before starting own business and a mean of 1.5 months in getting employed in other businesses. PGs who had completed secondary education took a mean of 1.2 months to start own business and 1 month before being employed in other businesses.

Differences exist in the mean duration that male and female PGs took to start own business. Female PGs took a mean of 2.0 months before starting their own business and 1.4 mean months before being employed. Male PGs took a mean of 1.5 months before starting own business and 1.2 months before being employed in other business.

PGs Labour Market Participation and Year of Graduation

There are significant changes in the labour market as shown by PGs' year of graduation (Table 5.2). The proportion of PGs who were employed in other businesses by year of graduation was as follows: 1994 (24.2%), 1997 (27.3%) and 2001 (48.5%). Self-employment seems to differ on the basis of year of graduation. PGs who graduated in 2001 reported the highest proportion of PGs (39.2%) who were self-employed. The proportions of PGs who graduated in 1994 and were self-employed were 37.3% while those who graduated in 1997 were 23.5%. Unemployment (70.8%) was highest among PGs who graduated in 2001. The proportion of PGs who graduated and were unemployed in 1994 were (20.8%) unemployed PGs in 1997 were (8.3%). These findings indicated some form of dynamism in the labour market at the local level. PGs who graduated in 1997 reported the lowest levels of employed, self-employed and unemployed. This may indicate the social and demographic

activities taking place at the local level, which have significant effects on the local labour market. The high levels of employment and self-employment in 2001 may reflect the changing nature of the rural economy.

Table 5.2 Labour Market and Year of PGs Graduation.

Labour market	1994		1997		2001	
	No	%	No	%	No	%
Employed	8	24.2	9	27.3	16	48.5
Self-employed	19	37.3	12	23.5	20	39.2
Unemployed	5	20.8	2	8.3	17	70.8

Source: Field survey 2003

Type of Activities PGs are Self-employed in

Self-employment is the conduit through which PGs express their entrepreneurship. In self-employment, PGs commercialise their skills and talents developed or acquired in YP training. PGs are self-employed in several activities. There are gender differences in type of businesses that PGs are self-employed in. Female PGs tend to concentrate on dressmaking (58.3%) and selling of "mitumba" (29.2%) were largely absent in masonry, carpentry. Male PGs in self-employment are distributed across several activities in over half of the PGs 57.4% are involved in dressmaking and tailoring, selling mitumba and doing other business unrelated to their training. More male PGs (80%) than female PGs (20%) are involved in casual contracts. A majority of male PGs (85.7%) are self-employed in businesses not related to their training. These gender differences are related to courses taken, gender mobility and gender expectations of male and female PGs.

CHAPTER SIX

After Graduation What Next?

Introduction

For a long time in Kenya, graduation from any level of education was associated with employment either in the private or public sector. The quality of an institution was based on how many of its graduates were employed after graduation. The reality now is different. The labour market has become very competitive and open joblessness is being experienced among graduates in all education levels: university, middle level colleges and community based institutions. Due to these problems graduates are being encouraged to become self-employed (see sessional paper No. 2 of 1992).

PGs and the Labour Market

The field survey reveals that PGs have a niche in the labour market (see table 6.1). The graduates enter the labour market as employees (30.6%) or self-employed (42.2%). Only (22.2%) of the PGs were unemployed. In terms of the period under study (1994-2001), there are no significant differences between the graduates who were employed or self-employed or unemployed. The proportion of 1994 graduates who were employed was (25.0%). Those who were in self-employment were (59.4%) and the unemployed were (15.6%). PGs who graduated in 1997 and were employed were (39.1%) and those who were in self-employment were (52.2%) and the unemployed were (8.7%). The 2001 PGs who were employed were (30.2%) while those in self-employment were (37.7%). The proportion of the unemployed PGs in 2001 was (32.1%).

Table 6.1 PGs in Labour Market

Year	Employment		Self-employment		Unemployed	
	No	%	No	%	No	%
1994	8	25.2	19	59.4	5	15.6
1997	9	39.1	12	52.2	2	8.7
2001	16	30.2	20	37.7	32.1	32.1

Source: Field survey 2003

Table 6.2 presents information on the type of jobs PGs are employed in. Employment in casual contracts involves cases where a mason for example wins a building contract and invites other masons to work with him. The contractor is the one who is paid and then pays other masons helping him. This form of employment seems to be the most popular employment among the PGs (21.2%). The next most important activity is carpentry with 18.2%. Graduates employed as mechanics were (15.2%) while equal proportions of graduates are employed in dressmaking and welding (12.1%).

The key jobs for PGs were in casual contracts, carpentry, mechanics, welding, and dressmaking (Table 6.2). PGs were also employed in polytechnics as instructors, machine operators and electrical repairs. Some few graduates were employed in jobs such as hotel attendants, vegetable vending, hairdressers and primary school teachers (the graduate who is working as a teacher changed his profession after pursuing a teacher-training course). This case might imply that polytechnic education is a holding ground for youth in villages where they hang on while awaiting to join careers of their dreams.

Table 6.2 Types of Jobs PGs are involved in

Job	No	%
Jobs related to course taken		
Casual contracts	7	21.2
Carpentry	6	18.2
Mechanics	5	15.2
Welder	4	12.1
Dressmaking and tailoring	4	12.1
Tutor/Instructor	1	3.0
Machine Operator	1	3.0
Electrical Repair	1	3.0
Total	29	87.8
Non course related jobs		
Hotel Attendant	1	3.0
Vegetable Vendor	1	3.0
Hairdresser	1	3.0
Primary School Teacher	1	3.0
Total	4	12.0

Source: Field survey 2003; Missing variables 77

PGs and Self-employment

As mentioned earlier, a significant proportion of PGs are involved in self-employment (Table 6.3). Some of the businesses however, are not directly related to the course the graduates took at the polytechnic (33.4%). Dressmaking and tailoring is the most common form of self-employment PGs get involved in (29.6%). A substantial proportion of PGs (14.8%) were involved in selling Mitumba (second hand clothes). Masonry is another business in which polytechnic graduates were self-employed (13.0%) while an equal proportion of graduates are self-employed in carpentry and casual contracts (9.3%). Only 5.6% of graduates are self-employed in electrical installation.

Table 6.3 Type of Businesses PGs are Self-employed in

Jobs	No	%
Business related to course taken		
Dressmaking and Tailoring	16	29.6
Masonry	7	13.0
Casual Contracts	5	9.3
Carpentry	5	9.3
Electrical Installation	3	5.6
Total	36	66.8
Non Course related Businesses		
Mitumba Selling	8	14.8
Business not related to course	7	13.0
Vegetable Vendor	3	5.6
Total	18	33.4

Source: Field Survey 2003; Missing cases 56

Location of employment and Self-employment

Most of the PGs were employed in small towns such as Syongila, Ikutha, Mkongani, Mwatate, Mulango and Mwarungu. Villages were also important locations for PGs' employment or self-employment activities. There were no gender-based differences in the location of self-employment activities. Both male and female PGs founded their business in small towns and villages. There was however a tendency of female PGs founding businesses in small towns and villages than male PGs who were in self-employment. These findings suggest that when mobility and distance to work are convenient or minimised, female PGs will start businesses just like male PGs would.

Decision Making

There is a general feeling that poor people will take whatever is available in the labour market as poverty diminishes confidence and the dignity of individuals. Poverty is an attribute that denies individuals their basic right to make choices. Often, people are supposedly caged in or boxed in

by poverty. What is interesting in our study is that PGs armed with only a Grade III certificate do make choices before taking up jobs in the labour market. One polytechnic manager stated that she counsels her students to maintain dignity despite being poor or failures in national examinations (Institute manager 11th February 2003). About (61%) of the graduates make choices about where to seek employment. One of the factors that PGs consider is the convenience accompanied by the jobs. Here they consider distances to the work place, job security, nature of the company and employee-employer relationship. Graduates who go into self-employment consider factors such as availability of customers and lack of competition. The issue of PGs making choices need further investigation.

Duration taken before Graduates start his Business

The duration taken before a polytechnic graduate starts a business or finds employment is an indicator of constraints in the labour market. PGs take between 1- 48 months before they start a business. The modal number of months taken is 12 months. The duration taken by graduates in search of employment ranges between 1-12 months.

Entry to the Job Market

Due to lack of organised employment bureaus which link employers and potential employees, job search and employment becomes a matter of whom you know. Young inexperienced job seekers such as PGs experience difficulties in entering the job market. PGs use friends and parents to introduce them into the labour markets. They also use brothers, sisters, uncles and aunties. These networks of friends and relatives who introduce graduates in the labour market isolate PGs who may not have such kind of networks

¹Due to the circumstances affecting entry into the job market, there is need for organised and reliable bureaus for linking PGs with regional and national labour markets.

¹ In towns and cities there are house girls and houseboys bureaus that bring untrained girls and boys to work in the domestic labour market

CHAPTER SEVEN

Factors that Influence Polytechnic Graduates Participation in the Labour Market

Introduction

The objective of polytechnic education is to equip youth who were unemployed with skills. It was also assumed that PGs would remain in rural areas and spearhead the process of rural industrialisation. These objectives have changed little. In the 1979-1983 Development Plan Period, PGs were supposed to be part of the process of rural industrialisation. The PGs were to be equipped with skills that would make the youth employable in rural industrialisation. In the recent past, polytechnic education is being proposed as a tool for reduction of rural poverty. While it is not clear which category of the poor is being addressed, it is assumed that PGs would alleviate their own poverty by starting small businesses or being employed in rural businesses. It is also assumed that parents enrolling their children in polytechnics would benefit indirectly through remittances from PGs.

Rural industrialisation would benefit through the supply of quality labour that is well skilled. Rural industries will be upgraded and expanded in order to generate employment for youth who are unemployed in villages. Polytechnic education will spur multiplier effects that will benefit the graduates, themselves, their family and the entire community. Those benefits will include poverty alleviation at individual, household and community level. Polytechnic education would also ease youth entry into the labour market. Essentially, polytechnic education would develop human capital for steering rural industrialisation.

Polytechnic Graduate Entry into the Labour Market and Course taken

As mentioned earlier in Chapter five, graduates have a niche in the labour market. We now wish to find out factors that influence graduates entry into the labour market (Table 7.1). It is argued that the course taken in the polytechnics (carpentry, masonry, dressmaking, mechanic, and welding) impacts on PGs entry in the labour market.

Table 7.1 Course taken in the Polytechnics

Course Taken	Employed		Self-employed		Unemployed	
	Count	Percentage	Count	Percentage	Count	Percentage
Carpentry/Joinery	10	30.3	12	44.4	5	18.5
Masonry	3	17.6	13	76.5	1	5.9
Dressmaking	8	20.0	23	57.5	9	22.5
Motor vehicle mechanics	7	46.7	2	13.3	6	40.0
Electrical installation	3	37.5	2	25.0	3	37.5
Welding	2	66.7	1	33.3	0	0

Source: Field Survey 2003; significance: 0.03

Graduates' Gender and Participation in the Labour Market

Gender is an important variable that determines entry into the labour market. Female job seekers experience gender specific difficulties such as lack of networks, mobility and related gender concerns such as the role in reproduction and household management

The differences between female and male graduates in the labour market participation are not statistically significant. However, there is a tendency for higher male participation in employment and self-employment (Table 7.2). In particular, the difference between female and male graduates in self-

employment is quite narrow. These findings show good signs towards the reduction of the gender gap in local level labour markets. It implies that if conditions are suitable female youths can do as well as male ones. Our responsibility here is to make the gender gap even smaller or close it all together.

Table 7.2 Gender of Graduates and Employment

	Female		Male		Total F/M
	No	%	No	%	
Employment	10	30.3	23	69.7	33
Self-employment	24	45.3	29	54.7	53
Not-employed	10	41.7	14	58.3	24

Source: Field Survey 2003

Year of Graduation and Participation in the Labour Market by Gender

We assumed that the year of graduation and gender of PGs impacts on participation in the labour market. The survey data revealed that male and female differences in the labour market participation are barely minimal (Table 7.3). For example, the proportion of male and female graduates who are employed is equal. There are differences found in graduate who are self-employed and those not employed. Among graduates who are self-employed, 42.1% were female while (57.9%) were male. Among the 1994 graduates who are unemployed 60% were female while (40%) were male. In 1997, there are no gender differences among the self-employed or unemployed. The figures for each category are too small to conclusively argue that there are no gender differences. The same applied for the year 2001 graduates.

The expected gender differences in employment by the courses taken were not confirmed (Table 7.4). However, the high proportion of male graduates in self-employment in

activities such as carpentry and masonry is in line with the traditional division of labour between male and female.

The proportion of female graduates who took tailoring and dressmaking was considerably high in both employment and self-employment.

Table 7.3 Gender of PGs Types of Employment by Year of Graduation 1994, 1997, 2001

	Female		Male		Total F/M
	No	%	No	%	
1994					
Employed	4	50.0	4	50.0	8
Self-Employed	8	42.1	11	57.9	19
Not-Employed	3	60.0	2	40.0	5
1997					
Employed	2	22.2	7	77.8	9
Self-Employed	6	50.0	6	50.0	12
Not-Employed	1	50.0	1	50.0	2
2001					
Employed	4	25.0	4	25.0	8
Self-Employed	9	45.0	11	55.0	20
Not-Employed	6	35.3	11	64.7	17

Source: Field Survey 2003; Differences statistically significant; missing 10

Course taken	Employed						Self-employed						Not employed					
	Female			Male			Female			Male			Female			Male		
	No	%		No	%		No	%		No	%		No	%		No	%	
Carpentry	0	0	100	1	8.3	11	91.7	0	0	0	0	0	0	0	0	5	100	
Masonry	0	0	100	0	0	13	100	0	0	0	0	0	0	0	0	1	100	
Dress-making	8	100	0	0	0	22	95.7	1	4.2	9	100	0	0	0	0	0	0	
Mechanic	0	0	100	0	0	2	100	0	0	0	0	0	0	0	0	0	100	
Electrical	2	66.7	1	33.0	0	0	2	100	1	33.3	0	0	0	0	0	0	66.7	
Welding	0	0	100	0	0	2	100	0	0	1	100	0	0	0	0	0	0	

Male and Female PGs in employment in other businesses

There are gender differences in the type of jobs PGs engage in. Female PGs are mainly involved in jobs that are related to the traditional division of labour. All female PGs in the study are employed in dressmaking and tailoring business. Female PGs working in other type of activity are as follows: casual contracts (28.0%), mechanics (20.0%), dress making (100%) and welding (50.0%). Male PGs were fairly well represented in all types of activity. The next largest categories of male PGs were employed in casual contracts (71.4%) mechanics (80%), Polytechnic instructor (100.0%), welding (50.0%). Male PGs were also employed as machine operators and hotel attendants (Table 7.5).

Table 7.5 Type of Activity PGs Perform in Employment.

Type of Job	Female		Male	
	No	%	No	%
Casual contract	2	28.0	5	71.4
Carpentry	0	0	6	100.0
Mechanic	1	20.0	4	80
Polytechnic Instructor	0	0	1	100
Welding	2	50	2	50
Machine operator	0	0	1	
Dressmaking	4	100	0	0
Hotel attendant	0	0	1	100

Source field data 2003

The table shows that PGs from both genders engage in a range of activities in their employment in other businesses. Male PGs however, perform more activities than female PGs in employment.

Level of Education Prior to the Graduates' Enrolment in Polytechnic and Participation in the Labour Market

The 1999 baseline survey on micro and small enterprises carried out by CBS, Krep and ACEG observe that the level of education prior to starting businesses was a critical determinant of entrepreneurship. Kinyanjui, (1996) argues that entrepreneurs with high levels of education performed better than those without education. Table 7.6 shows that PGs who had completed primary school education reported a high proportion of PGs who were in employment (81.8%) and in self-employment (75.5%). The proportion of PGs who had some secondary or completed secondary are relatively new in YPs i.e. is their proportion is negligible. PGs with some primary education were poorly distributed in the labour market. Only small proportions of PGs with some primary education were employed (3.0%), self employed (7.5%) and not employed (8.3%).

Table 7.6 Level of Education Prior to Joining Polytechnic and employment

Course taken	Some primary		Completed primary		Some secondary		Completed Secondary	
	No	%	No	%	No	%	No	%
Employed	1	3.0	27	81.8	25	6.1	3	9.1
Self-employed	4	7.5	40	75.5	4	7.5	5	9.4
Not-employed	2	8.3	21	87.5	1	4.2	0	0

Source: Field Survey 2003; Differences not statistically significant

Parent's Socio-Economic status and PGs Participation in the Labour Market

PGs whose parents were poor (37.5%) were employed in other business. PGs whose parents were not so poor (62.5%) were employed in other businesses. In regard to self-

employment, 30.8% of PGs whose parents were poor were in self-employment while (65.4%) of PGs whose parents were not so poor were in self-employment. Only 3.8% of PGs whose parents were relatively rich were in self-employment. A high proportion (62.5%) of PGs whose parents are poor were unemployed while (37.5%) of PGs whose parents were not so poor were unemployed. None of PGs who described their parents as rich were unemployed. Parents' socio economic status is critical to PGs participation in the labour market. Poor parents lack networks that may be used in job research. Poor parents may also lack money to purchase tools and equipments for PGs to own and run businesses.

Table 7.7 Parents' Socio-Economic Status and Graduates' Participation in the Labour Market

	Social Economic Status					
	Poor %		Average %		Rich %	
Employed	12	37.5	20	62.5	0	0
Self-employed	16	30.8	34	65.4	2	3.8
Not employed	15	62.5	9	37.5	0	0

Source: Field Survey 2003; Differences not statistically significant

CHAPTER EIGHT

Spatial Dimension of PGs' Participation in the Labour Market

The labour market niche of PGs is in small towns and villages within the study area. A considerable proportion of PGs (77.0%) are employed or self-employed in small towns while 23% are located in villages. Only 3% of the graduates in small towns were unemployed (Table 8.1)

Table 8.1 Employments or Self-employment Location

Location	Employment		Self-employment		Unemployment	
	No	%	No	%	No	%
Small town	23	34.3	41	61.2	3	4.5
Village or community level	8	40	12	60.0	0	0

Source: Field Survey 2003

Gender of the Graduate and the Spatial Dimension of Labour Market

There is likelihood that there will be gender differences in the location of graduates who are employed in small towns and villages. Since the observed expected gender differences were not significant it appears to imply that gender may not be a critical factor in the spatial dimension of the labour market. Majority of male graduates however, are employed in small towns (56.7%) and also in the villages (75%). Female graduates whose employment or self-employment was in small towns was (43.3%) while female graduates employed at the village level were (25%),

Table 8.2 Spatial Dimension of Employment or Self-employment

Location	Female		Male	
	No	%	No	%
Small town	29	43.3	38	56.7
Village or community level	5	25.0	15	75.0

Source: Field survey, 2003

Spatial Dimension of Labour Market and Graduates' Participation in the Labour Market by Year of Graduation

Most of the 1994 graduates were employed in small towns (77.8%) while (22.2%) were employed or self-employed in villages (Table 8.3). A fairly large proportion of the Polytechnics graduates (75.0%) were located in small towns and only a quarter of these graduates were located in the village. Small towns were important sites for the 2001 graduates (78.9%) and only (21.1%) of 2001 PGs were located in villages. The spatial dimension of the labour market is important and strategies and infrastructure need to be put in place to plan for the upgrading of small towns so that they can become vibrant centres for business formation.

8.3 Spatial Dimension of Graduates Participation in the Labour Market

Year	Small town		Village or community level	
	No	%	NO	%
1994	21	77.8	6	22.2
1997	15	75.0	5	25.0
2001	30	78.9	8	21.1

Source: Field Survey 2003

Labour Market by District

Differences in PGs participation in the labour market differ by district. Kwale district reported the largest proportion of PGs (39.4%) who are employed in other businesses. It is closely followed by Makueni District with 27.3% of PGs who are employed in other businesses. Kitui (15.2%) and Taita Taveta (18.2%) reported the lowest proportion of PGs employed in other businesses. It is quite surprising that Kwale district is leading with the proportion of PGs who are self-employed (50.9%). Kitui district follows with the second largest proportion (26.4%) of PGs who are in self-employment. Makueni (17.0%) and Taita Taveta (5.7%) reported the lowest levels of self-employment. Kwale district reported the highest proportion of PGs (66.7%) who are unemployed. Kwale (12.5%) and Kitui district (12.5%) reported equal proportion of PGs who were unemployed while Makueni had the lowest proportion of PGs (8.3%) who were unemployed. The findings of district variation in the labour market reflect the districts' social, political and economic conditions as well as the management of intervention within district and the collapse of the agrarian economy.

Table 8.4 Labour Market by District

Labour market	Makueni		Kitui		Taita Taveta		Kwale	
	No	%	No	%	No	%	No	%
Employed	9	27.3	5	15.2	6	18.2	13	39.4
Self-employed	9	17.0	14	25.4	3	5.7	27	50.9
Unemployed	2	8.3	3	12.5	16	66.7	3	12.5

Source: fieldwork 2003: differences are significant

CHAPTER NINE

Conclusions

The tracer study of 110 PGs showed that the PGs have a niche in the rural labour market. The graduates are either employed or in self-employment. With regard to the spatial dimension of the labour markets, the graduates are employed or self-employed in small towns within the study area or in villages. Factors that influence PGs participation in the labour market includes courses graduates took in polytechnic, respective gender and parent's social economic status.

The analysis reveals that female graduates are making significant contributions in the labour market either as workers in business or in self-employment. In order to cater for the unemployed PGs, the economy in small towns in rural areas needs to be diversified while polytechnics should be upgraded and reconstituted in such a way that they are able to meet demand for market based knowledge and skill seeking behaviour. The other issue that emerged in the analysis is the role of examination in skill development. Most of the PGs have a grade three certificate but were unwilling to advance and sit for grade two or one. Possibilities of de-emphasizing the role of examinations especially in polytechnic education should be looked into. Otherwise polytechnics will join other institutions whose goal is to ensure that students pass examinations regardless of the students' aptitude. In this era of examination culture, schools and other educational institutes have become institutions for individuals who pass examination and the most disciplined. Polytechnic education should aim at imparting creativity, innovation, independent thought and precision in PGs.

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Efforts should be made to ensure that Grade III certificate should not become a dead end of the graduate's education. Policy issues in polytechnic education need to be formulated again so that they can meet the challenges of poverty alleviation. Some issues that need attention so as to position PGs in the labour market include courses offered in polytechnics, scheme of services for instructors and revival of rural economies in small towns where a majority of the PGs preserve and sustain life by being employed or in self-employment. There are many questions of policy in polytechnic education and characteristics of the rural economy especially in small towns that need to be addressed in future. There is also need to encourage the formation of right networks and facilities that could encourage PGs to enter into self-employment. The relationship between policy consumers, facilitators and implementers need to be defined. Interaction between facilitator, consumers and implementers in various ministries should be encouraged.

There is no one universal labour market. In any given setting (and our study area is no exception), labour markets are segmented into local, national, regional and international markets. YPs education in Kwale, Kitui, Makueni and Taita Taveta was configured in a manner that PGs would be retained in the local labour markets to serve the needs of agriculture and livestock production, construction and rural industrialisation. As the PGs serve local level labour markets or express their entrepreneurship in self-employment in industry, agriculture, livestock, and construction they will generate their own income as well as create employment for other youth with skills, who cannot start their own businesses. Although it is not documented or proved empirically, income-generating activities in agriculture or in micro and small businesses contribute to poverty alleviation.

There is however, need to understand when and at what level do micro and small enterprises expand and grow beyond providing income demand from households. It is argued here that, it is only after the household needs are satisfied that entrepreneurs in self-employment can move to local, regional and national markets. Most of the PGs in self-employment were serving the local labour market. Their businesses were located in small towns or in households and villages. Factors underlying PGs self-employment were course taken, gender and parent's social economic status and PGs' year of graduation. Level of education prior to enrolment in YPs impacted on PGs participation in self-employment.

Despite the problems experienced in YPs, there is an indication that MSEs owned and managed by PGs are ahead of every body else in poverty alleviation. Entrepreneurship, income generation and poverty alleviation are catch phrases in the development literature. What is missing in these phrases is education. Individuals with education and right attitude like the PGs in self-employment are the most likely candidates for poverty alleviation.

Other than the circular dated 28th Oct 1991, there is no policy surrounding the upgrading of polytechnic education. A Sessional paper that will shape the direction of technical education in general and polytechnic education in particular is urgently needed. The said circular of 28th Oct.1991 is not enough. Policy facilitator and implementers experience difficulties in the interpretation of the circular, which is silent about financing of YPs scheme of service for instructors and polytechnic managers. There is need to transform YPs management from the slow community pace of management and introduce competitive management organs of YP management

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Curriculum development and diversification of courses taken in YPs needs to be reviewed. Although the study area is dominated by poor people, there are several areas where PGs would seek self-employment in some of the following activities: livestock production, poultry, honey processing pineapples, coconut, paw paw and sugar cane processing. The curriculum in YPs can be diversified to include some of the activities mentioned. The issue of staffing of YPs is critical. There was a general feeling that a board like the Teachers Service Commission should be set up in order to run and manage the affairs of instructors. Recruitment of technicians could also be carried out. Technicians would be involved in the practical aspect of the course.

The duration taken before PGs sit for Grade Tests should be reduced or other courses introduced. The role of examination also needs to be looked into. The management of polytechnic buildings and land need also to be streamlined. It is also proposed that the government should come up with innovative measures of managing polytechnic education and developing a curriculum that will contribute to poverty alleviation. There is a dire need to revisit YP curriculum infrastructure and rehabilitation of students who are not only examination failures but are also from poor backgrounds. Finally, there is need to improve on YPs enrolments in order to realise a critical number of students so that polytechnics can be self-financing.

Summary and Conclusions

Policy concerns in YPs education is a joint venture between government and management committees. The management committees are derived from polytechnic catchments areas. The YP's catchments areas are organised along side provincial administration territorial unit. Management committees run the day to day affairs of the YPs. The

government supervises the management committees and also provides grants to YPs.

Finances for YPs are derived from fees and harambees.

- It is strange that the poor communities bear the responsibility of running polytechnics. The government controls pedagogy, term dates and approves hiring of YP instructors
- Managements committees are also supposed to interpreter YP education policy which they were not involved in formation. In addition management committees are not trained in policy interpretation and implementation
- Financing polytechnic education is not cheap. The source of finances for polytechnics are fees and harambee donations.
- Youth polytechnic instructors have heavy responsibilities of teaching youth polytechnics
- Implementation management committees, instructors should be involved in all the processes of policy formulation

Recommendations

- i) Staffing of YPs needs to be looked into and terms of services for instructors should be reviewed
- ii) Equipment is inadequate and the polytechnics are using old machines and vehicle engines that do not work
- iii) Modern equipments are required
- iv) Curriculum and pedagogy as it is now does not equip the youth with workable skills
- v) There is need for developing a new curriculum and pedagogy in YP education
- vi) Curriculum and pedagogy should correspond to the changing nature of the rural economy.

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- i) Structural reform of polytechnic education is required. The structural reform should include: classroom renovations, training, equipment, staffing, hostels for students, curriculum, pedagogy and examination.
- ii) Enrolment of form four school leavers in YPs points towards the review of polytechnic education policy.

There is need for strategic positioning and location of youth polytechnic education in the map of technical education in the country. Youth polytechnics are grassroot institutions that serve the needs of poor youth who are hopeless and helpless. Two factors, poverty and failure to perform well in the examinations are the key factors that drive the youth to enrol in polytechnics. YPs enrol both male and female students, the male student have a latitude upon which they choose the skill to pursue. Until recently, girls could only enrol in dressmaking and tailoring.

There is need to diversify the choice of courses for girls in the YPs. Some of the courses that might improve the choice of courses for girls are: secretarial, catering and house keeping. More effort should also be put in order to encourage girls to encourage girls to enrol in male trades such as mechanic, electrical installations and welding. There is need to carry out action oriented research on the demand of youth polytechnic education and skill development, sustainability of youth's in self-employment.

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APPENDIX 2

Database for PGs

District	Polytechnic	Course taken	1994		1997		2001		Total
			Male	Female	Male	Female	Male	Female	
Makueni	Ukia	Masonry	4						12
		Dressmaking		3	1	7			23
		Metal Work	3						5
		Carpentry/ joinery	3						7
Total Students			10	3	1	10	11	12	47
	St. Anthony Girls	Dressmaking		18					12
	Makueni	Carpentry/ joinery	6						
		Motor Vehicle Mechanic	7						
		Dressmaking	1						
		Welding	3						
		Masonry	4						
		Electrical installation	2						

		M.V. Electrical							
		Leather Work							
Total Student			23	9	51	37	59	25	176
	AIC Kambu	Dressmaking		15		4		14	33
	Wote Institute	Motor Vehicle M.			7		17	1	
Kitui	Kyatune	Dressmaking		10		9	1	11	31
		Masonry	4				5		9
		Carpentry/ Joinery	10		8		7	1	26
Total Studens			14	10	8	9	13	12	66
	Ikutha	Carpentry	1		2		2		5
		Dressmaking		5		2		2	9
		Masonry			2		3		5
Total Students									
	Mulango	Metal work	8		5		4		17
		Masonry	11		7		4		22

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		Carpentry	19		12		5		36
		Dressmaking	2	20		35	2	37	96
Total students			40	20	24	35	15	37	171
	Syongila	Dressmaking		11		25		13	49
		Carpentry	4		19		8		31
		Masonry	6		6		3		15
Total students			10	11	25	25	11	13	95
	Matinyani	Dressmaking		11		2		2	15
		Carpentry	6		2		3		11
		Masonry	1		3		2		6
Total students			7	11	5	2	5	2	32
Taita Taveta	Voi		No data	Provided					
		Motor vehicle M			27		21	1	49
		Dressmaking				5		6	11
		Carpentry			3		5		8
		Electrical					4	1	5

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		Masonry	6			1	1		8
Total students			10	8	8	12	1	0	39
	Ukunda	Carpentry	10		10		8		28
		Dressmaking		14	1	7		9	31
		Masonry	7		5		1		13
		Motor Vehicle			8		7		15
		Electrical					7		7
		Welding					2		2
Total students			17	14	24	7	25	9	96
	Mazeras	Moto vehicle	48		38		34		122
		Electrical	50		25		13		88
		Welding	24		3		3	1	31
		Electronic	4	1	8		4		17
		Carpentry	16		4		2		22
		Dressmaking		10	2	10			29
		Masonry			3		3		6
		Typing				2			2
		Agriculture			1				1

		Masonry				2			2
Total students				30	5	32	8		75
	Mwarungu	Dressmaking	2	15		28			52
		Masonry	7		9		7		23
		Carpentry	12		10		8		30
		Electrical			4	1	7	4	16
		Metal Work					1		1
Total students			21	15	23	29	15	19	122
	Mwatate	Dressmaking		1	Closed	Closed		7	8
		Carpentry					1		1
Total students				1			1	7	9
	Kighombo	Carpentry	1		1		2		4
		Masonry	1						1
		Dressmaking		6		1			7
Total students			2	6	1	1	2	0	12
	Mwanda	Dressmaking		8		11			19
		Carpentry	4		8				12

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Total students			142	11	84	14	59	8	318
	Mkongani	Carpentry	3		1		1		5
		Dressmaking		1					1
		Masonry			3		2	2	7
Total students			3	1	4	0	3	2	13
	Chuphi	Carpentry	6		1		7		14
		Motor vehicle M.	3		2				5
		Dressmaking				4		4	8
		Masonry			1		2		3
Total students			9	0	4	4	9		30

APPENDIX 3

Tracer study guide for youth PGs in Kwale, Taita, Kitui and Makeni.

1. Interviewer's name _____
 2. Date _____
- Graduates personal characteristics
3. Name of Polytechnic attended _____
 4. Location _____
 5. District _____
 6. Name of the graduate _____
 7. Date of birth _____
 8. Village _____
 9. Gender of the graduate
 1. Female _____
 2. Male _____
 10. Level of education before enrolling in Youth Polytechnic _____
 11. Age at which graduate joined the polytechnic _____
 12. Year enrolled in the polytechnic _____
 13. Number of years spent at polytechnic _____
 14. Age at graduation _____
 15. Course taken in the polytechnic _____
 16. Reasons for enrolling in polytechnic _____
 17. What were your expectations from courses taken in the polytechnics?

 - 14.1 Year of graduation _____
 - 14.2 Parents social economic status _____
 - 14.3 Age of parents
 1. Mother _____

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1. Father _____

14.3 Level of education

1. Father
2. Mother

14.5 Employment

1. Self employment
2. Employed in public or private sector

1. Were these expectations fulfilled?

2. Are you employed or in self-employment?
 1. Employed specify type of job

 2. Self-employment specify type of business

3. Is employment related to the course you took at polytechnic?
 1. Yes
 2. No
 3. If yes specify _____
 4. If no specify _____
4. What grade did you attain at the end of your course?

Youth Polytechnic education and the job market

5. What aspects of the course undertaken in the polytechnic are relevant to you in self-employment or employment?
 1. Self-employment aspects _____
 2. Employment aspects _____
6. In what ways did the Polytechnic prepare you for employment or self-employment?
 1. Employment _____
 2. Self employment _____

1. Do you have suggestions on courses and activities that could help in improving courses in Polytechnics?

2. Is your business related in anyway to the courses you took at the polytechnic?
 1. Yes
 2. No
 3. If yes specify _____
3. Where is your employment or self-employment located?
 1. City of Mombasa
 2. Small town (name)
 3. Village or community level
 4. Nairobi
4. What factors did you consider when choosing where to seek employment or locate business?
 1. Seek employment _____
 2. Locate business _____
5. Have you changed your location? If yes what were the reasons for changing location?

6. Can you tell us about your employment history?

7. Can you tell us about your self-employment history?

8. What are your futures plans?

9. How long did you take to start business or find employment?
 1. Self employment
 2. Find employment
10. Were you introduced into the labour market by someone
 1. Parents
 2. Brothers

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1. Sisters
 2. Friends
 3. Others _____
2. Does your certificate from the polytechnic enhance your chances of the employment?
1. Yes
 2. No
 3. If yes specify _____
 4. If no specify _____
35. What aspects of the training did you like most?
1. Practicals
 2. Theory
 3. Management skills
 4. Public relations
 5. Others(specify) _____
36. Who sponsored you for the training?
1. Self
 2. Parents
 3. Government
 4. Community fund raising
 5. Others (Specify) _____
- 37 Given a chance would you seek further your training in the same institution?
- 38 _____
What suggestions do you have on how training would be improved?
- 39 Do you offer any training?
1. Yes
 2. No
 3. If yes specify _____
- 40 Do you use the same training skills learnt at the polytechnic in your training?
- _____

APPENDIX 4

Issues on polytechnic education to be administered to policy consumers and facilitators.

1. Polytechnic name _____
2. Interviewer _____
3. Date _____
4. Name of consumer/facilitator _____
5. Are you aware of polytechnic education policy in your district or location?
 1. Yes
 2. No
 3. If yes specify _____
 4. If no specify _____
6. How was the polytechnic education policy communicated to you?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
7. Were you involved in polytechnic education policy formulation
 1. Yes
 2. No
 3. If yes specify _____
8. What is missing or lacking in the polytechnic education policy?
 1. _____
 2. _____
 3. _____
 4. _____

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9. What can be done to enhance implementation of polytechnic education policy?

1. _____
2. _____
3. _____
4. _____
5. _____

10. What do you expect from the polytechnic education policy?

1. _____
2. _____
3. _____
4. _____
5. _____

11. What is your role in policy implementation?

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX 5

Policy issues on polytechnic's education. To be administered to DATOs, Polytechnic Managers and Chiefs

1. Polytechnic name _____
2. Name of DATO/Polytechnic Manager/Chief _____
3. Interviewer _____
4. Date _____
5. What is the government policy on polytechnic education in your district?

6. _____
7. Who was involved in the formulation of polytechnic education policy?
 - 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____
8. Who are the implementers of youth polytechnic education policy?
 - 1 _____
 - 2 _____
 - 3 _____
 - 4 _____
 - 5 _____
9. How are the policy implementers selected?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

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1. What challenges do youth polytechnic education policy implementers face?

1. _____
2. _____
3. _____
4. _____
5. _____

2. How is youth polytechnic education policy related to other policies such as education, industrial development, national employment, rural industrialisation and financial policy?

1. _____
2. _____
3. _____
4. _____
5. _____

3. Who links or coordinates polytechnic education policy with other policies?

1. _____
2. _____
3. _____
4. _____
5. _____

4. How polytechnic education policy is communicated to policy consumer's policy facilitators and policy implementers?

1. _____
2. _____
3. _____
4. _____
5. _____

1. How are policy implementer's policy consumers and policy facilitator coordinated?

1. _____
2. _____
3. _____
4. _____
5. _____

IDS Occasional Paper No 71

1. What challenges do youth polytechnic education policy implementers face?

1. _____
2. _____
3. _____
4. _____
5. _____

2. How is youth polytechnic education policy related to other policies such as education, industrial development, national employment, rural industrialisation and financial policy?

1. _____
2. _____
3. _____
4. _____
5. _____

3. Who links or coordinates polytechnic education policy with other policies?

1. _____
2. _____
3. _____
4. _____
5. _____

4. How polytechnic education policy is communicated to policy consumer's policy facilitators and policy implementers?

1. _____
2. _____
3. _____
4. _____
5. _____

1. How are policy implementer's policy consumers and policy facilitator coordinated?

1. _____
2. _____
3. _____
4. _____
5. _____