HUMAN RESOURCE DEVELOPMENT (HRD) THROUGH TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) DURING INDEPENDENCE DAYS IN KENYA

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ABSTRACT

I have traced the history and evolution of HRD through TVET during independence days. I relied on Kenya’s NDPs and the education commissions appointed by political leaderships (Kenya’s two past presidents) to look at the development and processes of education and ways that have been suggested to improve education. I have discussed these through the NDPs and the commissions appointed by the presidents of the time. The information has been presented using a chronological, thematic and, again chronological method. Additional information includes changes in curriculum during the same period. The first part considers the period from independence in 1963 to 1987 and the second part 1988 to 2005.

INTRODUCTION

In defining TVET, the researcher wish to quote the Bible. The bible teaches people how to catch fish instead of just giving those in need fish to eat. This means that they must look for a way to support themselves rather than relying on being fed by others. TVET can also be defined as a means of giving people the capacity not only to be employed. In HRD, we are concerned with developing the whole person so that he/she is self sufficient and be able to utilize the capabilities within him/her. People also need to be able to start work in their specific areas of specialization and be able to sustain that work, as well as employ others.

Although “development is freely used, it is rarely defined satisfactorily. The main reason for this is that the word itself implies a preconceived objective, the successful attainment of which will lead to a more desirable state of affairs. That is to say, the process of development cannot be defined, and certainly cannot be measured, unless the objective is stated. It is not surprising therefore, that

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government development programs are so often, the subject of conflicting appraisals (Gicheru, 1987).

Vocationalization is intended to prepare school dropouts under conditions of widespread youth unemployment. An important question, then, is whether this intention is realistic. Critics of vocationalization argue that it is not realistic, and that educational change, at least in the short run, does not alleviate depressed economic opportunity (Laugh & Lillis, 1990). There are a number of reasons why vocationalization as a policy has refused to die, but the main reason is that it gives hope to unemployed youth worldwide.

Parker & Hanson (1977) define technical and vocational education as "organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring an advanced degree. To meet the demands, it seems necessary to reduce the gap between academic education as a vocational education; to raise the general education background of vocational education; to deploy competence-based curriculum development mechanisms; and to strengthen the cooperation between the authorities and employment organizations by involving employers more closely in the process of TVET (Tabbron & Yang, 1997).

From a national demand point of view, vocational education and training can help a nation increase the quality of its labor force, enhance the employability of its citizens, speed the development of its economy, adjust the supply and demand of its human resources, and acquire an effective plan for development and utilization of its human resources (Land, 1990). From an enterprise demand point of view, vocational education and training may be able to assist enterprises in adjusting to technical changes, understanding marketing directions, changing employee dispositions, promoting enterprise cultures, ensuring product availability, increasing productivity, and enhancing competitiveness (Land, 1990).

Finally, from an individual demand point of view, vocational training can help individuals in laying an employment skill foundation, enhancing employability, unleashing individual potential, exploring promotion opportunities, and providing channels for self-development (Kuo, 2002). Thus, the propagation of TVET has been and can be one of the main human resource development policies used to improve labor force quality and high performance in the workplace. Many studies have established the relationship between economic effect and technical and vocational education (Land, 1990; Lucas, 1981; Gustman & Steinmeier, 1982) and indicated that technical and vocational education provides the skilled labor force that directly contributes to the economic development of developed and developing countries. Although there has been less enthusiasm for TVET as compared to studies geared towards getting a university degree, TVET has helped Kenya in training the skilled manpower that it has always needed. There is still need for TVET in Kenya.
INFLUENCE OF ADULT LEARNING IN EDUCATION AND TRAINING

The world of work is changing in many ways that have direct implications for the training and development of adult workers. One of the fundamental changes in today’s world is the need for continuous learning. This is necessary not only for an individual’s growth, but also for the society and the country’s economy. Economic progress depends on new learning, learning by doing, learning by using, and learning by borrowing from other economies. As Shirley (1997) stated, “Adult education institutions have to play two roles: one to safeguard the cultural heritage, and the other to train people to be able to compete in the global market” (p.76).

EDUCATION AND TRAINING: THE POST-COLONIAL PERIOD

The development of human resources in Kenya was carried out, by and large, through two approaches: vocational education and vocational training. While vocational education attempts to convey to people a core base of general knowledge, vocational training seeks to raise the level of occupational skills, making the population more employable and better equipped to meet the needs of the workplace (Huang, 1997). From the 1960s to the present, the government of Kenya has always insisted that it was developing human resources through vocational education and training for purposes of developing the economy. The government of Kenya has played a large role in the HRD function, although how it has managed this function needs some improvement and variation. This, will enable the government to utilize skills and knowledge to the government’s advantage.

NATIONAL DEVELOPMENT PLAN (NDP)

It is difficult to pinpoint the factors that initially stimulated the idea of planned development in Kenya but, unquestionably, the Colonial Office Paper No.3, entitled, The Planning of Social and Economic Development in the Colonial Empire, had considerable influence. This document had its origin in the philosophy of post-war planning and reconstruction that held sway in the United Kingdom. There was an act of Parliament passed in 1945 stating that the government should draw up a ten year development plan to be financed mainly from surplus balances and loans (Gicheru, 1987).

FIRST NATIONAL DEVELOPMENT PLAN: 1964-1970

In the first National Development Plan of 1964-1970, the emphasis was on the expansion of education to provide the necessary manpower skills for an emerging nation. The old policy was for the colonial government to limit and control education to the extent that it served settlers in their control over the natives, as well as
provided an affluent lifestyle to the colonizers. The new policy was to provide education and training to prepare Africans to take advantage of new opportunities and to prepare new generations of responsible, active citizens. In the Seasonal Paper no.10 of 1965, development and utilization of human resources was further emphasized with the statement that growth required ample supplies of skilled, trained, and experienced manpower.

SECOND NATIONAL DEVELOPMENT PLAN: 1970-1974

In the second development plan (1970-1974), the theme of technical and vocational skills for self-employment was given priority in an attempt to provide economic and social balance between urban and rural areas. The government undertook a plan to increase its investments in the national polytechnics, national industrial training centers, and other vocational training institutions (Mbugua, 2002). The idea of building Harambee Institutes of Technology gained currency in 1972 with the objective of training craftsmen to meet the growing demand for skilled manpower, occasioned by the relative skill shortage brought about by an expanding economy and the exodus of skilled foreigners soon after independence.

The 1970-1974-development plan on education contained very impressive and lofty ideas. It was also very cautious in ways of handling this sector, stating that: ‘The government is actually aware of the danger that an extremely rapid expansion of enrollments within the school system could result in a decline of the quality of the education at all levels. Even though the plan was very cautious, what happened in 1974 with Mzee Jomo Kenyatta’s declaration of free primary education from class one to class four was a very important lesson to the government. The schools experienced over-enrollment in 1974 and beyond, and the government was forced to hire unqualified and untrained individuals as teachers in a very haphazard way. People who had failed their form four “O” level exams were recruited as teachers. This lowered the quality of education very significantly.

THIRD NATIONAL DEVELOPMENT PLAN: 1974-1978

The section of the 1974-1978 National Development Plan on education Part II (p. 68-103) addressed various issues, one of which focused on enrollment. Enrollment in primary schools almost doubled with the presidential decree on universal free primary education for classes one through four. Secondary school also saw the number of students increase because of the government’s program of assistance to Forms I and II. This program allowed the government to allocate its limited resources more effectively and equitably. In addition, the government mounted ambitious programs in agriculture, business, and industrial education.
The 1974-1978 National Development Plan also identified the need for unusually complex range of training requirements during the plan period. At one end of the spectrum, the government will have to develop sophisticated means of training a modern industrial labor force; at the other end, it will have to impart basic skills in order to overcome rural poverty. The government’s involvement in the training field extended to the private as well as the public sector of the economy. The reason behind this amendment and subsequent changes was the need to establish a few model training centers. In the late sixties and early seventies there existed a relative skill shortage, especially in the craft areas. The quality of persons coming out of the National Industrial Training Centers such as Kabete and Sigalagala no longer met the standard demanded by industry. At the same time the country was experiencing rapid economic growth as well as an exodus of skilled persons subsequent to the attainment of independence.

FIFTH NATIONAL DEVELOPMENT PLAN: 1984-1988

The 1984-1988 NDP correctly noted that there was a need for all to join hands in expanding secondary school classrooms to accommodate the increasing number of primary school graduates, occasioned by the provision of universal free primary education. There was also a need for the curriculum to be updated to enable the students to continue with further formal education, enter formal education, or enter vocational training and direct employment. The plan also raised the issue of wastage arguing that only 12% of primary school leavers join secondary schools and another 23% join Harambee or private schools. It was pointed out that less than 0.5% of those entering standard one have any real hope of gaining admission to the university.

During this plan period it was reported that a seven, eight or nine year basic education program cannot produce graduates with the maturity and skills to enter a modern sector employment without further training. We do know that the 8-4-4 system of education was introduced in 1985 to replace the old 7-4-2-3 with the reasoning that it was skills-based, practical, and more meaningful to the graduates. There was however, a contradiction between planning and the real implementation.

Another controversy arising from this plan period concerns university education. It states that: the level of undergraduate enrollment at the University of Nairobi will be limited to six thousand while post-graduate training will be accelerated to meet the requirements for Kenyanization as the second University is planned for Eldoret. It should be noted, however, that even before the period was over, the University of Nairobi had two student double intakes, one for 1987 involving the 1985 and 1986 ‘A’ level candidates and another in 1989 with first
8-4-4 high school graduates. These double intakes had the effect of straining the capacities of existing lecture theaters, libraries, science labs, and hostels (Mwiria, 1990).

This plan indicated that enrollment at Kenyatta University was to be enlarged by 15% accompanied by diversification of courses to enable the college to meet the ever-growing requirements for qualified high school teachers. Unfortunately, that wasn’t the case. In fact, enrollments at universities more than tripled. Kenyatta student enrollment expanded from 2,000 to 10,000 between 1983 and 1988. Egerton University also expanded from an enrollment of 2,000 to 8,000 within two years, 1987-1989. These changes came with negative attributes because of lack of resources (Mwiria, 1990). Yet again, what was stated in the NDP was not what was implemented.

**THE KENYA EDUCATION COMMISSIONS’ REPORTS**

The two commission reports discussed in this section have different content within the same frame: the Omindre commission of 1964 and the Mackay commission of 1981. Many commissions that have been constituted in Kenya by the government have not been selected solely for professional considerations but political.

**THE OMINDRE COMMISSION, 1964**

The Omindre commission of 1964 was probably the most comprehensive commission to date in Kenya’s history. If all recommendations of the Omindre Commission had been implemented to the letter, Kenya would no longer be experimenting on education models. Kenya would be much ahead in meeting the educational objectives it set for itself in independence in 1963. It is the Omindre Commission of 1964 that recommended the change from the 8-4-3 to the 7-4-2-3 system of education that was introduced in 1969. This Omindre Commission report stated: “as the planning authority, the government must be in a position to determine the nature, extent, and location of education and training development and to enforce such decisions” (1964 part I p. 11).

The advancement of education and training has been hindered because of a tribal clashes, which has led to qualified teachers leaving for their home district or urban areas. Local unenlightened people form the majority in school boards. The Omindre Commission recognized the need for having religious organizations contribute to the education and training, hence the development of resources in Kenya. This recognition has worked well as can be seen from the many religion-sponsored schools. These are sponsored primarily by Catholics, Anglican Church of Kenya, Seventh Day Adventist, Presbyterian Church of East Africa, Methodist Church of Kenya, and the Church of God, among others. Many of these schools,
colleges, and universities have maintained their identity, discipline, commitment, and open door admission policies (Republic of Kenya, 1964).

Some of the recommendations of the Ominde Commission that saw an improvement in the delivery of education and training in Kenya revolved around the defunct Kenya School Equipment Scheme (KSES). KSES was responsible for the supply of essentials such as chalk, textbooks, exercise books, wall maps, geometrical sets, teachers' sets squares, dividers, compasses, protractors, geographical globes, Africa maps, rubbers, rulers, pencils, etc.

THE MACKAY COMMISSION ON EDUCATION 1981

The Mackay Commission, appointed in 1981 by president Moi, was to prepare detailed plans and recommendations on how the decision of the government to establish a second university should be carried out. It is noted that when the University of Nairobi was established in 1970, many new hopes and expectations were raised, especially with regard to the need to increase the output of badly needed high-level manpower. Since then, the university had expanded to the point where its Nairobi campus had reached its full physical capacity. This expansion, however, had not kept pace with the unending demands made of it in terms of diversified curricula and its capacity to absorb the ever-growing number of secondary school leavers. The second university was therefore expected not only to ease congestion at the University of Nairobi but also to introduce new areas of learning which would help meet the high level manpower requirements of modern and increasingly technological society.

Note: By far the most important consequential step to be taken should be the expansion of other post-secondary training institutions. The saving arising from the abolition of the “A” level segment should be channeled towards this expansion. The chief objective of this would be to increase the national middle level manpower (Republic of Kenya, 1981, p.11). The change was not bad, according to many participants in this study, if only there had been adequate time to prepare for it. The changes were made quickly, haphazardly, and without any regard to the resources available. To this day, many see it as a failure because numerous objectives have not yet been achieved. At that time, 1981, there were 18 primary teacher-training colleges in Kenya catering to a population of about 12,500 students. The secondary school teacher training facilities were: Kenya Science Teachers College (KSTC), Kenyatta University College (KUC), Kenya Technical Teachers College (KTTC), and the University of Nairobi. There were two Polytechnics operating in the country: Kenya Polytechnic in Nairobi and Mombasa Polytechnic. A third one was being planned for Eldoret. These Polytechnics offer a wide range of technical and business courses leading to certificates and diplomas in accounting, business administration,
institutional management for caterers, housekeepers and matrons etc., and ordinary and higher national diplomas and technicians certificate in engineering and technical courses.

As one of the most important aspects pointed out by this working party that was flouted by the government is that the new university should not be constituted by taking over existing institutions. The existing educational and training institutions all have a role to play in producing middle-level, skilled manpower for the market. However, the Moi University has taken over those colleges as the other universities have also done.

The Mackay Commission recommended the establishment of Moi University with the following faculties: Faculty of Technology, Faculty of Agriculture, Faculty of Science, Faculty of Veterinary Medicine, Faculty of Forest Resources and Wildlife Management, Faculty of Social, Cultural, and Development Studies, Faculty of Information Sciences, School of Graduate Studies, School of Environmental Studies, Institute of Applied Science and Technology, Faculty of Health Sciences, Other university disciplines include, Education, Business Studies, Biochemistry, Marine Sciences, Nutrition (Republic of Kenya, 1981). To my excitement, the latest noticeable addition is the Institute of Human Resource Development.

The recommendations for starting a second university in Kenya were mostly followed. Because the political power at the time wanted it constructed, the university is up and running, although the capacity has been surpassed way over the limit. After the second university was operational, other universities were established and given a charter. Now Kenya has many others, as we will see in the next chapter. This university (Moi) was meant to have disciplines with curricula that should produce graduates with not only the required qualifications, but also the right skills. To achieve this, the type of curricula given should combine theory with practice. Whether this is actually happening or not is a matter debated among most Kenyans.

CURRICULUM REFORM IN KENYA SINCE 1963

After independence, in addition to abolishing the racial structure in education, the content of the school curriculum was reorganized though the Curriculum Development Unit and the Institute of Education to reflect the aspirations of an independent African state. Emphasis was placed on African material (Sifuna, 1976).

Primary School

The Mackay report recommended that agriculture be abandoned as a separate subject and instead schools should teach general science. This was paradoxical since many of the witnesses to the commission had urged that agriculture
be taught as a way of making education more relevant to the needs of the country. The commission took this measure because; they felt the subject had never taken hold in the primary school (Sifuna, 1976). However, the general science would include rudiments of chemistry, physics, and biology. It is very informative that the commission had to recommend abandoning agriculture without understanding the reasons why the subject was received with hostility when introduced by the colonial government.

**Secondary Schools**

Many changes have occurred in the education sector since independence. The racial system of education that characterized the colonial education was disbanded in 1964 to create a unified national system. At the same time, the content of school curricula at all levels of education was revised to incorporate materials which made knowledge of Kenya central to learning. In some cases new subjects like mathematics, business education, industrial education, and agriculture were introduced in secondary school.

The examination system changed after independence, when the overseas Cambridge Examination Syndicate was the examining and certifying body at the end of secondary school education and at the higher education level. This was replaced in the late 1960s by the East African Certificate of Education, which was operated by three East African countries. This eventually paved the way for the establishment of the Kenya National Examination Council (KNEC), which has authority on all national examinations taken in the country outside of universities. The changes have corresponded to changes in school curricula for purposes of preparing students with material better suited to the manpower needed by the country (Kinyanjui, 1988). The most remarkable change in education in this period is, however, the quantitative expansion that has occurred at all levels of the system.

**Village Polytechnics**

Village Polytechnics are small training centers which provide local youth with an opportunity to learn simple practical skills such as masonry, carpentry, and tailoring. It aims to provide rural youths with skills to enable them to become self-employed in their home areas. The overall intention is to lower youth unemployment, to develop the rural economy and to lower the rate of rural-urban migration.

The solution to the problem was to equip the primary school leavers with simple, practical skills, such as masonry, carpentry, tailoring, and dressmaking, which can be utilized locally in a self-employed capacity. The idea was that if polytechnic graduates establish themselves in business locally, possibly using skills which are new to the area, they will be creating new jobs (hence bringing down the
unemployment rate), retraining, and bringing additional income into the community, hence developing the rural economy. This would in turn lower the rate of rural-urban migration (Caplen, 1981).

TECHNICAL AND VOCATIONAL EDUCATION IN SECONDARY SCHOOLS

Since independence in 1963, and particularly in the last six years, Kenya has experienced rapid expansion of secondary education. The number of secondary schools has increased from 36 in 1965, to 783 in 1970, and form one enrollment had risen from 19,195 in 1965 to 41,043 in 1970, both having more than doubled. Equally impressive had been an increase of the secondary school population. It almost tripled, increasing from 46,125 in 1965 to 122,239 in 1970. The number of secondary school graduates had more than tripled, increasing during 1965 to 1970 from 5,878 to 19,137 (Kinyanjui, 1972).

The government Secondary Vocational Schools used to offer a three-year course that was later changed to a four-year course. The first two years were primarily academic but also included some craft training. At the end of the second year, the students took the KJSE (Kenya Junior Secondary Examination) Technical Examination. Those who did well proceeded to a two-year pre-technician course at Mombasa Technical Institute. The remaining students did a one-year pre-craft course in mechanical engineering, electrical engineering, motor vehicle engineering, or agricultural mechanics in one of the other vocational schools. Graduates of the four-year course did very well in the labor market. However, graduates of the three-year course had some trouble finding employment because some employers were unwilling to recognize them as secondary school graduates.

In 1970, secondary schools offered industrial arts courses to over 2,500 students. Thirty-five secondary schools offered agricultural courses. Commerce and home economics were introduced during 1971-1972. However, financial difficulties and lack of qualified teachers have created a serious bottleneck to the implementation of the goal of widespread technical courses throughout the secondary school system.

Kenya Polytechnic

The Kenya Polytechnic located in Nairobi offered technical courses to 2,200 persons in 1970. Students enrolled in polytechnic courses must be employed full-time, which offers on-the-job opportunities to apply their knowledge. Students at the Kenya Polytechnic were enrolled either on a day release, evening, or sandwich basis. The courses were taught at a high post-secondary level. Post-secondary diplomas and certificates were available in mechanical engineering, electrical engineering, building and civil engineering, science laboratory technology, and commerce and accountancy.
Mombasa Technical Institute

The Mombasa Technical Institute offered courses to some 800 students in 1970. According to Fields (1971), 200 of these students were in the third or fourth year pre-technician course available to the top secondary vocational students. The other, mostly part-time students took commercial, mechanical engineering East Africa Certificate of Education courses. Mombasa Technical Institute was upgraded to Mombasa Polytechnic. In addition Eldoret Polytechnic was built, making three polytechnics in the country as of today.

Public Sector Training

According to Kinyanjui (1972), public sector training is where the government controls how and where the training is to take place. Some of this training includes teacher education, agricultural, medical, and secretarial training. During 1965-1968, the proportion of graduates going into the various types of training courses showed considerable consistency. There were some marked changes in 1968, however. The percentage of graduates in public sector training who undertook teacher education rose to over 58% (compared to an average of about 45% in the other years), and those going into medical training rose from 15% in 1965-1966 to about 19% in 1967-68. The percentage of those going into agricultural training declined from an average of over 20% (1965-1967) to about 15% (Kinyanjui, 1972).

Teacher Education and Training

There were four levels at which form four school graduates could enter teacher education and training, determined mainly by their performance on the East African Certificate of Education Examination (E.A.C.E). Entry into secondary school teacher (ST) courses taken at Kenyatta College and Kenya Science Teachers College usually required a first or second division certificate. The training then took three years to complete. Technical teacher education took five years and was done at the Kenya Polytechnic. The dominant category (most people) in teacher education and training were those who took primary teacher one courses in the training colleges scattered all over the country. The weakest entrants for teacher education are those who went for primary teacher two. Usually these were graduates who had failed in EACE and had a very slim chance of gaining employment elsewhere.

Agricultural Education and Training

There were very limited opportunities for agricultural training for secondary school graduates. The three main institutions were Egerton College (now Egerton University), which offered a three-year training program in wide ranging courses in
agriculture and allied technology leading to a diploma in agriculture; Embu Institute of Agriculture, which offered a two-year, post-secondary course leading to a certificate in animal health and range management; and The University Of Nairobi Faculty Of Agriculture offered degrees in agriculture and graduated 40 students per year. Most of the university’s graduates were employed by the Ministry of Agriculture as agricultural officers. Another 25 students per year graduated from Faculty of Veterinary Science. They were also employed by the Ministry of Agriculture as veterinary officers (Rado, Morgan & Sheppard, 1970).

**Medical Training**

Medical training was concentrated at Kenyatta National Hospital. There also were limited opportunities at the provincial headquarters such as Mombasa, Nakuru, Kisumu, etc. Other medical training was and is still being provided at Aga Khan Hospital and Nairobi Hospital. These courses usually take more than three years. This is a field dominated by females who mainly go for a registered nurse course. The other major courses in this field are health inspection, medical assistants, and laboratory technicians (International Labor Office, 1972). By 1983, the government, through the Ministry of Health had six major programs whose aim was to develop, sustain and promote a healthy nation. These programs were: preventive medicine, promotive health, curative health, rural health services, health training, medical supply services, and medical research.

**University Education**

Prior to June 30, 1970, the University of Nairobi (then known as University College, Nairobi) was one of the three constituent colleges of the University of East Africa (the others were Makerere University of Uganda and University College of Dar es Salaam in Tanzania). Funds for the University came from the East African Community and the three countries. The Kenyan government paid full bursaries for those students who were Kenya citizens (Kenya, Ministry of Education, 1972).

By the year 1979, the University of Nairobi awarded degrees and diplomas in the following areas: Faculty of Agriculture, Faculty of Architecture, Design, and Development, Faculty of Arts, Faculty of Commerce, Faculty of Education, Faculty of Engineering, Faculty of Law, Faculty of Medicine, Faculty of Science, Faculty of Veterinary Medicine, Institute of Adult Studies, School of Journalism (from the Mackay Commission, 1981). In 1981, the approximate number of Kenyans studying overseas according to country of study had grown to a total of 6,844, with U.S.A. and Canada having 4,000 students and the United Kingdom having 1,200.

In 1984, there were three private university institutions operating in Kenya. These were:
(1) The Seventh Day Adventist College at Baraton, Nandi District. It was established to serve East Africa and by 1981 had enrolled 90 students; the number was expected to rise to 2,000 students. The college is affiliated with a parent institution, Andrews University, Michigan, U.S.A. The university was later established under the Higher Education Act. It offers studies in science subjects and nursing. It was chartered in 1991.

(2) The United States International University. This college was established in Kenya in 1970 located in Parklands, Nairobi. By 1981, it was enrolling 300 students on a full or part-time basis. Courses offered lead to bachelors and master’s degrees mainly in business management studies, communication, and psychology. The institution is affiliated with the United States International University, San Diego, California.

(3) Daystar University, run by a church organization, Daystar Communications. Its degree courses focused more on theological studies and communications, but there were plans of broadening the scope in 1993. Moi University was established in 1984.

EDUCATION, TRAINING, AND DEVELOPMENT IN KENYA, 1988-2005

This covers the time period of 1988 to 2005. In this, I examined three national development plans: 1994-1996 (7th NDP), 1997-2001 (8th NDP), and 2002-2008 (9th NDP). I include both the 8th and 9th NDPs under one subheading because they address issues in a similar manner. Also, there are two education commissions that I have addressed: the Kamunge Commission Report of 1988 and the Koech Commission Report of 1999. The emphasis of this period is the 8-4-4 system of education and its influence on education and training in Kenya.

BACKGROUND: EDUCATION AND TRAINING OF HUMAN RESOURCES

Although many education and training institutions and sectoral coordination agencies have continued to mushroom in all sectors of the economy, there has not been corresponding effective coordination of their activities. This has resulted in a multiplicity of education and training policies and initiatives by different institutions, each operating independently, according to its own aspirations. The current education and training policy has failed to provide overall harmonization, as it does not, for example, account for private sector training requirements. This is despite the fact that the private sector is part of the same economy, providing a large percentage of employment and meeting its skilled manpower requirements largely through government training efforts. In addition, there is a disproportionate production of professionals in comparison with that of technicians and artisans. By
1990, the number of professionals coming out of various training institutions was much higher than that of middle and lower cadre personnel, both of which are expected to provide technical support to professionals. Because of this, the acceptable ratio of 1:5:30, considered essential for providing a viable skill pyramid, is greatly distorted (Republic of Kenya, 1990).

The lack of effective coordination and disproportionate production of skilled personnel have resulted in the mismanagement of human and other scarce resources in the economy. This in turn, has led to duplication of effort, conflict of jurisdiction, under-utilization of available training facilities, and wasteful and unnecessary competition, as well as the implementation of costly and irrelevant programs (Republic of Kenya, 1990). A number of factor related to human resource development continue to exist as a result of the country’s economic activities. These factors have a bearing not just on the direction that education and training should take, but also on the eventual socioeconomic growth of the entire economy.

This focuses on the 8-4-4 education system, and the question is, does this system of education meet the national standard? This system education dominates from 1988 to the present, as seen in the National Development Plans and the Education Commissions appointed by the Government of Kenya.

**Seventh National Development Plan: 1994-1996**

This development plan is unique because its term was only three years, not five as with all previous plans. It also has some structural differences. This plan defined HRD as the activities and programs aimed at enhancing the skills, knowledge, fitness, attitudes, and efficiency of manpower it involves planning, for present and future school enrollment, evaluation and structuring educational programs, identification and provision of skill development programs, and planning for the physical and mental well-being of the population in the short and long term. (Republic of Kenya, 1994, p. 203).

This plan presented great ideas for linking education and training at all levels with national development. While the plan did not propose how to go about enacting the proposed ideas, the government took responsibility to ensure that Kenya’s training institutions would produce skills that could be used to solve real-life problems of development, the most serious of which is the unemployment problem, affecting the majority of Kenyans. The Plan also laid out plans to coordinate training programs with the intent of reducing the existing imbalance in the training, design, and implementation of training programs that would ensure maximum utilization of available resources by providing appropriate skill to school graduates for entrepreneurship and self-employment. The problem with this plan is that it did not say how to identify the needs and how to implement its recommendations.
EDUCATION

The guiding philosophy for education and training was outlined in Sessional Paper No.8 of 1988 on “Education and Training for the Next Decade and beyond.” It said, “The education system aims at removing social injustice and disparities between sexes, regions, social and economic groups. It also aims at preparing and reorienting the youth to realize and practice the norms and values of the society”, (Republic of Kenya, 1988, 215-216pp).

Primary Education

Primary education provides the basis for further lifelong learning and offers the best long-term strategy for eliminating illiteracy. Individual, economic, and social returns are maximized at this level of education. In its attempt to achieve universal primary education by the year 2000, the government was to focus on poor regions with low access to primary education. The overall objective was to achieve a national completion rate of 70%, reduce repeater rates, and eliminate wastage of public resources within the Kenyan primary school cycle of eight years (Republic of Kenya, 1994). It is unfortunate that the current government still has to struggle to implement free primary education to reach the goal that the 1994-1996 development plan hoped to achieve (Republic of Kenya, 1997). The objective of this plan was also to promote education for girls in order to give them equal opportunities, as well strengthen the 8-4-4 system of education by continuously reviewing primary education curriculum to make it more responsive and relevant to current needs” (Republic of Kenya, 1994, p. 218). To this day, while there is an increase in the number of girls attending primary schools, some cultural beliefs are a stumbling block to their advancement because the government does not get its priorities right.

Secondary Education

Although enrollment had increased remarkably in secondary schools since Kenya gained its independence, a substantial proportion of primary school leavers (about 50%) were still unable to attend secondary schools in 1996. The government’s efforts to reduce this proportion were not working. However, the government’s efforts have not been prioritized right. By 1996, 33 years after independence, government plans should have been working and at least 90 percent should have been attending secondary schools.

Vocational and Technical Training

Vocational and technical training provide increased training opportunities to school leavers to enable them to be self-supporting and to develop practical skills and attitudes that will lead to income earning activities in both urban
and rural areas through salaried employment or self-employment (Republic of Kenya, 1994).


These two development plans address issues in a similar manner. The 8th and 9th national development plans address human resource development issues with the same and consistent approach and a relatively recent period. The two plans give similar definitions and as explained education and training are all geared towards capacity building of the workforce. In the 8th and 9th NDPs (1997-2001 and 2002-2008, respectively, efforts were made to place HRD into perspective. These Kenyan government’s development plans emphasized developing human resources in order to have the manpower needed to achieve its objectives. In its 2002-2008 NDP, the government stated that “education is a fundamental strategy for human resource development” (Republic of Kenya, 2002, p.54). In the 1997-2001 NDP, the government stated:

In the development process, human resources are both essential contributors and the end beneficiaries of a successful development strategy. It is important to equip human capital with the knowledge, skills, attitudes, and values that will enable the labor force to use the nation’s natural and man-made resources productively. Education and training have played a pivotal role in the supply of skills and knowledge needed for socioeconomic development of the country. Furthermore, the government has endeavored to reorient the education and training programs to ensure that those benefiting have the skills that match the needs of the economy, and to remove the deficiencies in the educational training system. (Republic of Kenya, 1997, p.132)

The government of Kenya has consistently directed large portions of its budget to education and training to make sure a great number of its population benefits from the programs. Before 1997, Kenyans were used to the term human resource management, or personnel management (Lutta-Mukhebi, 2004). In the 1997-2001 NDP, chapter 6 (pp. 130-173) was set aside for Human Resource Development and Welfare Policies. This emphasized a number of topics, such as population, human resource planning and development; education; manpower training; employment and labor market policies.; poverty interventions; youth development; health, shelter, and housing; and other welfare perspectives (Republic of Kenya, 1997).

Chapter 5 (pp.54-75, 142-145) in the ninth NDP (2002-2008) listed subareas under HRD, such as education, training and capacity building; health; HIV/AIDS; population; labor; employment and social security; shelter and housing; culture; and social services and gender (Republic of Kenya, 2002). According to Lutta-
Mukhebi (2004), the contents show how extensively the Kenyan government has defined HRD at the national level. In the government’s view, HRD is not just about employee or workforce development.

Chapter 6 of the 1997-2001 NDP examined the role of HRD in promoting industrialization and focused on specific measure to promotes human resource through development, education, and training, employment creation, population, health, shelter nutrition, poverty, alleviation, and other welfare services, all of which form the basis for enhancing and using the productive capacity of the country’s labor resources. The government of Kenya stated in chapter 6 that:

HRD is the key to the creation of the scientific and technical know-how and its conversion I to quality and good services. The realization of this sets the base and direction of industrial development, their goals and objectives, technological innovations and adaptations, as well as socioeconomic advancements. The success of all this as set in this NDP will largely depend--quality, quantity and flexibility of human resources and how well they are employed to apply their practical knowledge. This involves planning for present and future manpower skills, assessment, review and restructuring of education and training programs and activities, and the identification of manpower skills needs to form the basis for such education and training efforts (p.130).

Education and Training

The expansion of schools and learning institutions to cater for the fast-growing population of Kenya had made a great impact for many Kenyans. “many parents value early childhood education, and, in the past 37 years, primary/elementary schools have more than tripled from 6,508 to 18,617, whereas secondary schools have increased from 151 to 3,207. Meanwhile, the number of universities has increased from 1 to more than 20 in the past 33 years” (Lutta-Mukhebi, 2004, p.328).

Primary Education

The goal of the government during these two plans was to achieve and sustain universal primary education (UPE) by 2005 and also raise transition rates from primary to secondary from 40% to 70% by 2008. When faced with shrinking resources, the government was still committed to bringing together the aims of achieving universal access to primary education (UPE) and reducing high education costs for households (Republic of Kenya, 2002). To realize the goal of UPE, the government of Kenya planned on pursuing these actions, review the cost-sharing strategy, intensify the school feeding program areas with high poverty levels and establish sustainability mechanisms, sensitize communities against cultural practices that impact negatively on enrollment, transition and completion rates, especially
for the girl child, enhance collaboration with all stakeholders in the provision of primary education, promote non-formal education (NFE) and establish mechanism for transition to formal education, enhance efficiency and effectiveness in resource utilization and distribution, and strengthen guidance and counseling service in primary schools (Republic of Kenya, 2002, p.57)

Secondary Education
The main goal outlined in the 8th and 9th Plans in secondary education was to improve access, equity, quality, and management. Enrolment rates in secondary schools are much lower than those in primary schools due to limited space available in secondary schools, high costs of secondary school education, and overloaded school curriculum where students had too much to study at a short period of time (Lutta-Mukhebi, 2004). The strategies planned to address these were: Review and strengthen the implementation of the bursary scheme, encourage the establishment of more day secondary schools, enhance the teaching of English, science and mathematics, enhance school inspection and audit services, review the Education Act to streamline secondary school management and expand and rehabilitate existing secondary schools (Republic of Kenya, 2002, p. 58). According to Lutta-Mukhebi (2004), there are several factors driving this thrust. “First, globalization is on the minds of most Kenyan officials. They recognize that they must have a workforce that is competent to compete globally. Second, with the effects of HIV/AIDS, it is important that both boys and girls be trained for the workforce to maintain the supply of qualified workers. Third, as a social factor, as the population continues to migrate to urban areas, especially Nairobi, the conservative perspectives of the tribal areas tends to decrease, and the demand for education of girls grows. Finally, there has been an increased emphasis on language (English and Kiswahili) education to provide a unifying force throughout the tribal traditions and languages that exist within the country” (Lutta-Mukhebi, p.329).

University Education and Training
The goal of Kenya’s university education is to produce highly qualified human resources with requisite skills. The major challenge here has been rapid enrollment unmatched by expansion in facilities and teaching staff, thus compromising quality. There have been serious shortfalls and inadequacies in physical facilities, teaching and learning technologies, research amenities, professionals, and management staff. In addition, the lack of modern management skills has led to high levels of inefficiencies.

During the ninth NDP (2002-2008), priority was given to enhancing access; raising quality, relevance; efficiency, and effectiveness; and promoting research and
development through: strengthening the Commission for Higher Education (CHE) to facilitate overall coordination, planning, and development, improved resource mobilization, allocation, utilization, and enhanced accountability, reviewing policies to ensure they are gender responsive, collaboration of the private sector in providing loans and awarding scholarships in under enrolled, critical technological and science based programs, continuous review and strengthening of parallel university programs, strengthening the linkage between post-school training institutions with universities to enhance upward mobility, extending loans to needy and deserving students in other institutions of higher learning and reducing the length of completion period (Republic of Kenya, 2002, p.59)

**Training in the Public Sector**

Human Resources in the public sector must be well trained, adaptable, and capable of performing different tasks. To mold a leaner, more efficient civil service, the government, through the Directorate of Personnel Management, as of 2002, intended to focus on demand-driven, client-centered training in order to meet the needs of the people and compete effectively in the private sector; training and retaining public servants especially in management skills and at all levels and professions; and expanding training budgets to meet the challenge of training (Republic of Kenya, 2002). The Government through the Directorate of Personnel Management focused on: demand driven, client centered training in order to meet the needs of the service and thereby be able to compete effectively with the private sector in providing training, training and retaining of public servants, especially in management skills at all levels and professions, expansion of training budgets both at the directorate of personnel management and ministerial level to meet challenges of training. (Republic of Kenya, 1997, p.145).

**Adult and Continuing Education**

The target for adult learners was 2.7 million women and 1.6 million men who were semi-illiterate and out-of-school youth. The government expected to achieve this goal; through: strengthening and expanding the literacy program, creating and sustaining a literacy environment through development of reading materials, widening educational opportunities for out-of-school youth through establishment of non-formal education programs, reviewing the Board of Adult Education Act (Cap 223) for more effective coordination of adult education programs, reviewing the existing curricular and ongoing development of support materials, strengthening publicity and advocacy for programs (Republic of Kenya, 2002, p.61).
Additionally, the plan for adult and continuing education described in detail the coordination of curriculum development, improved health programs and facilities, education about and prevention of AIDS/HIV, reduction in the rapidly growing birth rate, improved shelter and housing, and improved social services. According to Muiru (2003), despite efforts made by the government of Kenya, international bodies, communities, and individuals, illiteracy continues to be a growing problem for instance; the Kenya government has over the years assumed more responsibility for the provision of adult literacy by providing human and material resources on top of formulating policies favorable for the promotion of adult literacy. But there is still mass illiteracy in Kenya, with over 35% of the population being illiterate. Muiru (2003) pointed out that individuals and institutions attach considerable importance to literacy. He observed that illiteracy was a brake on economic, social, and political development, and that no country can develop without a highly literate population. However, despite acknowledging the importance of literacy, the government was not devoting enough resources to combat the problem. Consequently, many adult literacy programs continue to be under-funded and under-staffed.

THE COMMISSION OF EDUCATION REPORTS

There were two commissions appointed by former President Moi. The mandate of these commissions was to seek ways to expand and advance education and training to accommodate the growing need of many young Kenyans. However, there was always the political element in which these commissions were in some ways supposed to advance the political wishes of the then ruling party or president.


The report of the presidential working party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988), known as the Kamunge Report, after the chair of the commission, J. M. Kamunge, made repeat recommendations that had not been implemented as recommended by previous commissions. This report was an extension of the report of the presidential working party on a second university in Kenya, also known as the Mackay Report (Republic of Kenya, 1981).

There were, however, bolder recommendations made by this commission that have never been implemented. Some of these state that

Harambee schools should be provided with appropriate physical facilities and equipment to improve the quality and relevance of teaching and learning. Secondary schools that were to be developed, equipped, and provided with staff from public funds by the government, parents, and committees could be designated
as public schools. The government encouraged the establishment of private schools but required them to adhere to regulations and maintain acceptable standards of education and training (Republic of Kenya, 1988, p.30-31).

Going by the working party’s recommendations for public universities and their role in education and training and advancement of HRD in Kenya, the education committees and commissions do not play any meaningful role in education and training in Kenya. For example, the Kamunge Report indicated that the University of Nairobi had developed various university faculties, departments, schools, and the necessary specializations in the study of human medicine, sciences, humanities, engineering, architecture, and design. The other three universities were established to develop specializations in university education, training and research, with Moi University specializing in technology and environmental sciences, Kenyatta University in education and the performing arts, and Egerton University in agriculture and agricultural education. Despite this kind of planning, Moi, Egerton, and Kenyatta universities all have faculties of arts, which was supposed to be a specialization of the University of Nairobi. Egerton, Moi, and Nairobi also have faculties of education, which was supposed to be a specialization of Kenyatta University. This kind of duplication exists in other disciplines as well, causing concern among educational planners and other professionals.

**The Koech Commission of Education and Training of 1999**

This commission, referred to as Totally Integrated quality Education and Training (TIQET), is the most recent of the commissions of training and education intended to shed light on the process and quality of education and training in Kenya. This particular commission was meant to put into position appropriate systems and mechanisms to deal with the challenges of the next millennium.

The commission recommended that: education and the mass media be used to disseminate, popularize, and strengthen Kenyan cultural activities and appropriate traditional practices such as social responsibility to ensure survival of society in the next century and millennium; research be undertaken on areas that threaten the social fabric of society and the research findings be utilized for strengthening curriculum in social education and ethics; positive cultural practices be encouraged and modified to enhance the social development of the youth; guidance and counseling services be strengthened to ensure that youth are properly informed on acceptable norms of behavior and the dangers of anti-social habits, such as drugs and alcoholism. Others are; curricula at all levels incorporate cultural studies and skills in relevant subject areas; content of social education, ethics, and religion as a way of life be strengthened and extended to all levels of education and training; co-curricular activities be given prominence in the curriculum with education and training designed to inculcate values of the cooperative ethics originally practiced
in African societies; gender sensitivity programs and practices be emphasized in schools; in order to foster mutual responsibility, there is need to enhance awareness to enable communities to develop positive attitudes towards the handicapped, with comprehensive community-based education programs through religious bodies, schools, parents, and communities to facilitate the awareness campaign. (Republic of Kenya, 1999).

This commission introduced lifelong learning into planning in the education and training arena. Though the concept of lifelong learning was introduced in the 1960s by UNESCO amidst pressure to expand educational opportunities, it was addressed here as a deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, and skills that could shape human resource development across the lifespan. It referred to the need to introduce: mechanisms to provide effective links between alternative and continuing education programs and formal education; necessary steps to be taken to establish learning and reading centers in both rural and urban communities using social halls, churches, and mosques, and that those centers be supplied with reading materials of various interests, languages, and different levels of education and training; distance learning used as a vehicle for promoting the culture of lifelong learning nationwide by establishing continuing education programs in areas of Kenya where programs have not been initiated (Republic of Kenya, 1999).

The 8-4-4 system of education, as emphasized in this report, was meant to achieve objectives such as having a revised curriculum, redesigned examinations to place emphasis on talent and development, and promotion of innovativeness and creative thinking. It also was intended to establish an appropriate balance between science and art subjects; to orient science teaching and examinations to problem-solving approaches; to expose children to science concepts from an early age; and to identify gifted and talented individuals early so that their potential could be appropriately focused and developed.

8-4-4 and Its Influence on HRD

In an effort to make the 8-4-4 system better, university students training to become secondary school teachers now must do a one-year internship instead of three months or one term, as was the past practice. The purpose was to ensure that graduate teachers acquire practical skills for the job. Trainees should be exposed to the entire secondary school curriculum to ensure that they master the subject content. Also, it was necessary to conduct regular in-service training for teachers to improve their performance and make the 8-4-4 system of education successful (Daily Nation, June 24, 2002).

Reporting for the Daily Nation, Kihara (October 13, 2003) suggested that Kenya’s higher education system has experienced dramatic changes on at least
three fronts. First, growth in the number of universities and massification as opposed to the elitist approach pursued in the 1970s. Second, even with the increase in the number of public universities, the government was not able to cope with the demand for higher education that resulted from the expansion of secondary education in the 1980s. Third, there has been tremendous growth in private universities, a system that offers one way of diversifying the financial base of the national higher education system without adding significantly to government costs. To exploit this potential, the government of Kenya established Commission for Higher Education (CHE) to regulate the growth and quality of higher education specifically the universities. The government has witnessed a rapid growth of universities, both public and private.

Under the Ministry of Education, Science and Technology, a new organization—Technical, Industrial, and Vocational Training Authority—was established to be responsible for curriculum development, examinations, and certification. The goal was to help education and training in Kenya respond technology to improve the students' global competitiveness (Chesos, 2005). To show that there is need for specializing in HRD, the University of Nairobi began offering courses in HRD at the Institute for Development Studies. Also notable is the Institute for Human Resource Development at Moi University, which first started as a department for communication studies. The Institute now offers M. Phil degrees in communication studies, entrepreneurship, development studies, and HRD postgraduate diplomas. Moi University is the first to offer such degrees in Kenya and probably in East Africa. In fact, in 2005, the Department of Communication Studies started a Ph.D. Program in Communications.

CONCLUDING REMARKS

Vocalization policies are a quest for greater labor market relevance of education: for better articulation between the content of schooling and subsequent application of acquired skills, attitudes, and knowledge in the world of work, both in obtaining a livelihood and in becoming more productive in the work obtained (Langlo & Lillis, 1996).

Technical and vocational education and training have a political appeal because they are an educational response to economic problems. This has been the case in Kenya as identified by an examination of the system of education, how it has been run, and how different NDPs namely, 1994-1996; 1997-2001; and 2002-2008 and commissions of education such as Kamunge Commission of 1988 and The Koech Commission of 1999 have categorized it.
REFERENCES


