

**THE ROLE OF VOCATIONAL TRAINING PROGRAMMES IN
THE ELIMINATION OF WORST FORMS OF CHILD LABOUR
IN THE MIRAA PLANTATIONS. A STUDY OF IGEMBE
NORTH DIVISION, IGEMBE DISTRICT**

**BY
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**A Project Paper Submitted in Partial Fulfillment of the Requirements for the
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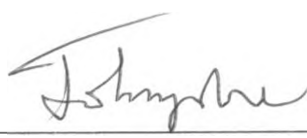
DECLARATION

This project paper is my original work and has not been presented to any other university for a degree


 22/11/2010

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This project paper was submitted for examination with our approval as university supervisors

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DEDICATION

This project paper is dedicated to my parents, Mr. and Mrs. Joseph Kimathi, for all the support and encouragements you have given me, and the sacrifices you have made for me to be a better person, and to my husband for your support and prayers.

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LIST OF ACRONYMS

| | |
|---------|---|
| ANPPCAN | African Network for Prevention and Protection Against Child Abuse and Neglect |
| CBS | Central Bureau of Statistics |
| EFA | Education for All |
| FPE | Free Primary Education |
| GoK | Government of Kenya |
| HDI | Human Development Index |
| ILO | International Labour Organization |
| IPEC | International Programme on the Elimination of Child Labour |
| KHDR | Kenya Human Development Report |
| KIHBS | Kenya Integrated Household Budget Survey |
| MOYA | Ministry of Youth Affairs |
| MOEST | Ministry of Education, Science, and Technology |
| NGO | Non Governmental Organization |
| PCEA | Presbyterian Church of East Africa |
| SPSS | Statistical Package for Social Sciences |
| TIVET | Technical, Industrial, Vocational and Entrepreneurial Training |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| VTP | Vocational Training Programs |
| WFCL | Worst Forms of Child Labour |
| WHO | World Health Organization |

ABSTRACT

This study seeks to analyze the role Vocational Training programmes have played in the elimination of child labour from the miraa plantations in Igembe North Division. It investigates how perceptions towards the quality, relevance and diversity of courses offered has affected their effectiveness, taking into account that Igembe north division is an area where child labour is as a result of non poverty factors. This study recognizes that the root causes of child labour may determine whether a child labour can be prevented or child laborers rehabilitated through vocational training or not. In addition the perception that parents and children have on Vocational training programs may also affected the decisions between child labour and enrolling children in Vocational trainings. Therefore the main objective of this research was to study the effectiveness of vocational training programmes in elimination of child labour in areas where non-poverty determinants of child labour are prevalent.

Data was collected using a combination of data collection methods including, survey interviews, key informant interview and direct observation. The data was analyzed from the primary and secondary sources and summarized according to the study objectives using descriptive and inferential statistics such as frequency tables, cross tabulations and Chi squares to come up with major conclusions and recommendations. The findings revealed that parents and children had negative perception on diversity, relevance and quality of Vocational training programs and this affected how effective vocational trainings were in elimination of child labour in Igembe North Division.

In line with the study findings the research makes recommendations for restructuring the Vocational trainings to make them more effective in eliminating child labour. Further research is recommended by this study for the Government and other stakeholders in the sector of education,

CHAPTER ONE

INTRODUCTION

International Labour Organization (ILO) defines child labour as encompassing all forms of works which threaten the mental, social, physical and moral development of the child, ILO (2006). Such threats include interference with schooling opportunities for child mental development and threats to the health of the child. In addition ILO defines worst forms of child labour (WFCL) as work that by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children.

The nature and extent of child labour, its forms and the severity of its exploitation vary from one country to another and from one region of the same country to another. ILO in the recent past estimated that some 217.7 million children aged 5-17 years are engaged in child labour around the world, of these 126.3 million are caught in the worst forms of child labour ILO (2006). Africa has the highest incidence of child labour in the world. ILO (2006) reports that 41% of all African children aged 5-14 years are involved in some form of economic activity compared to 26% in Asia and 17% in Latin America. .

According to GoK (2006) in Kenya approximately 2.3 million children aged 5-17 years are working children. Therefore although education has improved in the recent past in Kenya a large number of children are still trapped in child labour.

Child labour in Kenya is caused by poverty and non poverty factors, according to (KIHBS ,2007) the poverty factors include, lack of financial resources at the family and community level that lead to children not being able to access education and therefore ending up in child labour. However the report adds that in Kenya poverty stricken areas are not necessary host to high levels of child labour. E.g. north eastern and coastal regions have low levels of child labour while areas like upper eastern and rift valley have high levels of child labour. The non poverty factors that might lead to child labour include the availability of opportunities for earning that are more attractive than the perceived education returns and negative attitudes towards education by children and parents especially where the rewards of education are seen as low.

1.1.1. Child labour in Igembe North Division

Igembe North Division is one of the divisions in Kenya where child labour is as a result of non-poverty factors. According to the Igembe district development plan 2005-2010, an average household in Igembe District earns about Kshs 15,000. Per month from the miraa crop, and many children employed in the farms earn an average of Kshs 200 by midday in the miraa plantations. The income per capita of Igembe district is above the poverty line with an average household earning approximately Six dollars a day which is above the one dollar per day poverty line measure of United Nations (KIHBS, 2005).

According to reports from the children department in Igembe district, it is a challenge for children to remain in school amid the lure of the lucrative miraa business. Students are torn between staying in school and dropping out. Most of them are also enticed by their peers who have dropped out of school and who are considered "successful businessmen" by the society.

A lot has been done both by the Government and Non- Government organizations to curb the rampant child labour problem in the miraa zones, for example, introduction of income generating activities to help parents maintain children in schools, improving schools and paying schools fees for children by NGOs and also the introduction of free primary education by the government.

Despite these initiatives child labour still continues in Igembe North division. This is evidenced by the KHDR (2005) that reports that Primary school enrolment in 2003 of Igembe District was 109.0, Secondary school enrolment was 5.6 and Tertiary enrolment was 3.5. This shows that many children who have completed standard eight do not continue with post primary education especially when they have not been absorbed in the secondary schools and although there are alternatives like the vocational training programs in the area, the trend of children working in the miraa plantations has continued to rise over time keeping children from schools. While on the other side the enrolment of children in vocational training programs has continued to drop over time Ministry Of Youth Affairs (2007). Following this, this study investigates why the population of children in the miraa plantations has continued to increase overtime with lesser children enrolling in Vocational Training Programs.

1.1.2. Strategies for eliminating child labour

Child labour is a violation of children rights; it does not only have negative consequences to the child but to the development of the community as a whole, therefore many governments and Non Governmental Organizations (NGOs) have used various strategies in the fight of child labour and especially worst forms of child labour (WFCL). Some of these strategies include; the formulation and implementation of legislation to protect children from WFCL, the use of awareness campaigns to educate the public on the dangers of exposing children to WFCL and provision of Education for All (EFA) ILO (2006).

EFA is one of the major strategies that have been used by many agencies and government to fight WFCL. Kenya has employed various strategies in line with education in ensuring that children especially those caught in the WFCL access education, among these is the provision of free primary education and the use of vocational training programs GoK (2002). This study focuses on the use of vocational training and their effectiveness in eliminating WFCL.

1.1.3 Vocational Training programmes and elimination of child labour.

Vocational training programs are educational services aimed at equipping a person with skills to make him/her increasingly self-sufficient and also to help such persons to enter and remain in the job market GoK (2005). In the elimination of child labour they have especially been used to rehabilitate children who are withdrawn from child labour and also as alternatives for secondary education for children who could otherwise have joined child labour GoK (2002).

However, although vocational training programmes have been used and considered as a good practice in eliminating child labour, it is important to note that they have been used mostly in areas where poverty is the main cause of child labour. As seen earlier, poverty is not the only cause of child labour; there are “non poverty” factors that cause child labour that are the major focus of this study.

According to Robert (1975) the choice that student and or student’s family makes between the alternative of schooling and child labour will depend upon the returns that are expected from each. Robert (1975) continues to say that this is determined by various factors including; the child’s background, current circumstances, the nature of the job market, the nature of the student’s preference on the courses offered, the perceived utility value or relevance of the

particular courses and also the perceived quality of the programs in the schools accessible to the student.

Therefore in an area where children have alternatives that are perceived as more lucrative than vocational training, questions arise on how effective vocational training programmes are in eliminating child labour in such areas.

1.2. PROBLEM STATEMENT

This study seeks to analyze the role Vocational Training programmes have played in the elimination of child labour from the miraa plantations in Igembe north division and investigate how perceptions towards the quality, relevance and diversity of courses offered has affected their effectiveness, taking into account that Igembe north division is an area where child labour is as a result of non poverty factors.

Vocational training programs have been used in combating child labour through, prevention by absorbing children into the trainings and rehabilitation of children withdrawn from labour force ILO (2006). A lot of studies for example (GoK, 2001; IPEC, 2004 and ILO, 2006) have referred to vocational training programs as a good practice in elimination of child labour. Most of these studies are focused on areas where children are forced to work because of poverty that leads to lack of education. However in as much as poverty is the major cause of child labour it is not the only cause. There are areas where poverty is not the cause of child labour (KIHBS 2007). For example, areas like Igembe north where children working in the miraa plantations are not forced to child labour because of house hold poverty, but opt to work rather than attend school because of the ready cash available in the miraa plantations. Based on this premises this study seeks to investigate how effective vocational training programs are in the elimination of worst forms of child labour in the miraa plantations of Igembe north, a division where the economic returns and the value of an education system like vocational training might be considered lower than child labour returns.

This study therefore proposes a research on children and parent's perceptions towards the quality of education, diversity of skills and relevance of skills gained in vocational training programs in comparison to their perceptions on child labour, its gains and risks. This is important because

according to Browning (2000), human perceptions are considered important by theorist like the rational choice theorist who posits that all human decisions are made by the use of a subjective cost-benefit analysis and the comparison of alternatives. Therefore in the case of this study what the household perceives as cost and benefits of either child labour or vocational training is important in determining the choices they make in either enrolling their children in Vocational trainings or having them in labour force, and consequently how effective vocational schools would be in elimination of child labour in this area

Therefore the main question this study will be seeking to answer is: How effective are vocational training programmes in elimination of child labour in an area where non-poverty causes of child labour are prevalent?

1.2.1 Specific questions

- I) How do perceptions of children and parents towards diversity of skills offered in vocational training programs affect the motivation to enroll children to Vocational trainings?
- II) What perceptions do children and parents have on the quality of vocational training programs?
- III) How do the perceptions children and parents have on the relevance of the courses offered in vocational training programs affect their attractiveness to child laborers?
- IV) How do these perceptions affect the effectiveness of vocational training programs in elimination of child labour?

1.2.2 Study objectives

The general objective of this study is to study the effectiveness of vocational training programmes in elimination of child labour in areas where non-poverty determinants of child labour are prevalent.

The specific objectives are:

- I) To investigate how the perceptions of children and parents towards diversity of skills offered in vocational training programs affect the motivation to enroll children to Vocational trainings.
- II) To study the perceptions of children and parents on the quality of vocational training programs.
- III) To investigate how the perceptions parents and children have on the relevance of the courses offered in vocational training programs affect their attractiveness to child laborers.

- IV) To investigate how these perceptions affect the effectiveness of vocational training programs in elimination of child labour.

1.3 RESEARCH JUSTIFICATION

This study without disputing the importance of access to education in elimination of child labour brings out the dimension of how the perceptions that the society has on the diversity, quality and relevance of the available education system affect the end result of education in effectively eliminating child labour.

The study aims at generating data that would help in the reevaluation of vocational training programs as viable alternative for child labour, in terms of the relevance, quality and diversity of skills offered in order to suit children trapped in child labour especially in areas where non poverty factors are prevalent.

1.4 SCOPE AND LIMITATION OF THE STUDY

This study recognizes that a child is any person under the age of 18 years. However this study will only focus on children who have graduated from primary schools and are working in Miraa farms or are enrolled in a vocational training program. This is because vocational training programmes benefit children who have graduated from primary school level and have acquired functional literary and numerical skills. In addition the study will only focus on parents of children either in miraa plantations or in vocational training programs. This study is also limited to the Division of Igembe north due to financial and time constraints that would arise from undertaking a study in a large geographical area.

CHAPTER TWO

LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.0. INTRODUCTION

The literature reviewed in this study covers the following topics: child labour and development, vocational training and child labour, perception of education quality and child labour, perceptions on relevance of education and child labour and how perceptions towards vocational education affect their effectiveness in eliminating child labour. The literature reviewed enabled the study to establish whether the perceptions people have on the quality, relevance and diversity of skills towards education affect the effectiveness of education in elimination of child labour. Secondly the literature reviewed highlighted the gaps existing in literature on the effectiveness of vocational trainings in elimination of child labour in an area where non-poverty factors are prevalent.

2.1. CHILD LABOUR AND DEVELOPMENT

The failure to deal with the problem of child labour has been seen as likely to prevent the achievement of various Millennium Development Goals: like halving poverty and attaining universal primary education by 2015 (Betcherman et al, 2004). Also as indicated in the ILO Convention 138 and 182, child labour deprives children of their childhood, their schooling, their potential and their dignity thus perpetuating the cycle of poverty.

Child labour may increase households' income and probability of survival in the short-run, in the long run however it perpetuates household poverty through low human capital development. Moreover, through reduced human capital accumulation, child labour could slow down economic growth and social development. It is also argued that to the extent that children compete with unskilled adults for the same jobs, child workers affect adult employment or depress adult wages depending on the setting. In Kenya's agricultural plantations for instance, adult workers are often denied menial jobs as the managers tend to prefer child laborers who are likely to work longer, earn less and make fewer demands (IPEC 2004).

As both a result and a cause of poverty child labour perpetuates social exclusion, it undermines national development by keeping children out of school, preventing them from gaining the education and the skills that would enable them as adults to contribute to economic growth and

prosperity. Ending child labour is not only a goal in itself but also a powerful way of promoting economic and human capital development (Betcherman et al, 2004).

It is important to give communities a broader picture of long term effects of what may appear as short term gains that accrue from child labour. This is because although a lot has been done in this regard, there are many Kenyans especially from communities where benefits of education are perceived to be lower than those of children engaging in labour force and the types of child labour generally accepted by the community, who are still ignorant of the plight child laborers and the effects child labour has on the overall development.

This study is based on a case where child labour is not as a result of poverty, it therefore seeks to contribute to the study on child labour and development, in an area where high per capita income does not necessarily mean increase in human development, for example the case of Igembe north where an average household will earn 15,000 Kshs per month while the KHDR reports that the HDI is still very low at 0.449 (KHDR, 2005).

2.2. VOCATIONAL TRAINING AND CHILD LABOUR.

Vocational training can be defined as educational services aimed at equipping a person with skills to make him/her increasingly self-sufficient and also to help such persons to enter and remain in the job market. Vocational Training differs from conventional training in its emphasis on practical rather than just theoretical training. Vocational Training prepares trainees to enter the workforce for a particular purpose enabling them to make a positive contribution to their area of interest (Mutie 2007).

In Kenya, vocational training is undertaken through what is popularly called TIVET, an acronym which stands for Technical, Industrial, Vocational and Entrepreneurial Training. Courses offered in this system include: Mechanics, Carpentry, Tailoring, Electrical engineering, Welding, Knitting, Masonry, Hairdressing, Leatherwork, Computer literacy classes and Mass communication. Vocational trainings in Kenya began in 1966 with an aim of providing an effective alternative to traditional secondary education which met the socio-economic realities of rural transitional communities. It was also meant to give an alternative to poor parents who cannot afford secondary school fees and children who have missed out on secondary enrolment due to inadequate secondary schools or any other reasons (Lewis, B. 1972).

GoK, (2005) Reports that for the last 40 years since the start of the TIVET system enormous gain have been made in its development. However Lewis (1972) indicates that the growth of this sub sector has been rather haphazard and uncoordinated due to lack of a unified policy and legal weakness resulting to decreasing levels of TIVET programmes. This situation has also been aggravated by inadequate funding of the sub sector.

However, ILO views TIVET as an avenue for rehabilitating ex-child laborers and vocational trainings are recognized as the best placements for children over 15 years who have acquired basic literacy (ILO 2006). The Worst Forms of Child Labour Convention (No. 182), Article 7 states that member states should ensure access to free basic education, and, "wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour". Vocational training is therefore seen as one of the ways of rehabilitating children removed from child labour by giving them an alternative and also one way of preventing them from entering hazardous labour (ILO 2006).

In Kenya this programme has been used with success to empower working street children and slum children through the provision of informal skills training, basic health care and employment creation. This has been implemented by Undugu Society of Kenya who also developed an apprenticeship programme for street children aged 14-18years to have them acquire apprenticeship, technical and business skills for gainful future employment. Through this programme more than 400 children were withdrawn from hazardous streets and enrolled in non-formal technical skills programme. Other institutions that have used this strategy include the Presbyterian Church of East Africa (PCEA), Ihururu Parish, Sinaga Women and Child labour resource center (WCLRC) (G.O.K. 2001).

However, despite the successful use of Vocational training by the above institutions, they are also dogged by all manner of issues ranging from societal attitude, accessibility, applicability, relevance and diversity of the courses offered. Many Kenyans consider formal education as the key prerequisite for a decent living. Vocational training on the other hand is often looked down upon as a preserve for the poor who cannot afford the high cost of formal education or for children who did not perform well in their primary school examinations. Since it is cheaper and is

associated with the poor and the marginalized, many of those who join such vocational training institutions are seen to have low expectations and esteem (Lewis, B. 1972).

The above literature shows that vocational training programmes are seen as a preserve for the poor, and the literature reviewed shows that vocational trainings have been used successfully in areas where children are working because of poverty, like in the slums and those in the streets. This study while appreciating the success that have been achieved through Vocational trainings, seeks to investigate if Vocational trainings are also effective in areas with non poverty factors causing child labour.

2.3. EDUCATION QUALITY AND CHILD LABOUR

Quality of education system is defined by the performance of its graduates outside the school system(output), however in practice because input into the system are generally easier to measure than output, quality is often gauged by input (World Bank 1988). The inputs in the case of vocational training would include the amount of finances directed to improving the infrastructure, in paying qualified instructors, and constructing and equipping workshops.

Quality also pertains to how well the school system prepares students to become responsible citizens and instills attitudes and values relevant to modern society. It also encompasses how well the education system does the job of accommodating modern market oriented skills to traditional home based values and needs (UNICEF, 2000).

Lewis, B. (1972) asserts that the education and training provided should be relevant to the needs of those concerned. He adds that a number of studies report that parents are willing to renounce their children's economic contribution to the family and even make an effort to provide their children with the essential materials to allow them to attend school, when schools are made accessible and when they are convinced that the education is of reasonable quality and likely to result in higher earnings and improved standards of living in the future. Therefore innovative education and training programmes should be designed so as to be clearly related to job opportunities and future aspirations. Better access to educational and training programmes and improving the quality of the curricula and of teaching methods would improve attendance rates and decrease the incidence of school dropout and child labour (Anker, 2000).

Ouma, (2004) in commenting on the quality of education says that attending school and still being ill equipped for work and life in general on leaving school is a terrible waste. Learning in the 21st century require equipping children with a basic education in learning, in literacy and numeracy as well as in the more advanced skills for living that can serve as a foundation for life, enabling children to adapt and change to life circumstances. Similarly the convection for human rights states that “every child has the right to quality education that is relevant to his or her individual life and personal development” (UNICEF, 1999).

The convection on the right of the child’s perspective on the quality education encompasses not only children’s cogitative needs, but also their moral, physical, social, emotional and spiritual development (UNICEF, 1999). When education is conceived this way it unfolds from the child’s perspective and addresses each child’s unique capacities and needs. Without education content that is relevant to current needs, without preparations in skills and knowledge for the future and without efforts to improve learning achievements, access may neither serve the purpose intended nor provide the benefits expected especially in motivating children to gain skills instead of being in labour force (UNESCO, 1996).

Therefore it’s important to note that as the above literature reveals, access to education is crucial for child labour elimination. It also reveals that it is not enough to simply ensure that children attend school; good quality education is a preliquisite especially for programmes that are interventionist, such as those designed for child labour elimination.

2.4 RELEVANCE OF EDUCATION AND CHILD LABOUR

One of the factors that determine the choice that students and their families make between child labour and school is the perceived utility value or the relevance of the particular courses offered in the available schools to the current job market. The relevance of the education offered to the job market determines the employment possibilities of graduates of the systems and consequently the returns to the individual and the family in terms of income (Robert, 1975).

According to UNICEF (1995) the interplay between the pull and push factors of school and work are more complex than might be imagined. School can push children out by providing inappropriate education both in terms of content and teaching methods, parents and children may view work as more educational than school. UNICEF (1995) also says that the greatest waste in

the school comes from the inability of children to utilize the experience they get outside the school itself. While on the other hand they are also unable to apply in daily life what they are learning at school. Thus school becomes isolate from life and irrelevant. This is the case of many vocational schools in underdeveloped areas where many institutions built at considerable cost remain partially empty or are filled with students who are for the most part composed of "reject" (UNICEF, 1995).

Skills in vocational training programmes which are closely related to work situation can be very desirable, however they can also be inappropriate in curricula, ossified and irrelevant. (UNICEF, 1995). In commenting about Village polytechnics Kinyanjui (1979) adds that usually they are given applause but what is usually not questioned is the extent they have actually provided a solution to the unemployment problem. He also says that the limitations of this programme in terms of the school leavers absorbed into the training and the extent to which the training provided opens up opportunities for self employment are not often critically evaluated (Kinyanjui, 1979).

Therefore in as much as literature shows that skills in vocational training are closely related to work situation and can be very desirable especially in elimination of child labour, there is a need to critically analyze how effective they have been in opening up opportunities for employment that would bring better returns than child labour in areas where child labour is as a result of non poverty factors

2.5. PERCEPTIONS TOWARDS VOCATIONAL TRAINING PROGRAMMES.

Perceptions are very important in the decisions that people make. They determine the choices that people take. Rationally people will take choices that they perceive will bring them the highest returns and have low cost. People's perceptions are formed by their past experiences. For example, many Kenyans consider formal education as the key prerequisite for a decent living. Vocational training on the other hand, particularly at the basic level, is often looked down upon as a preserve for the poor who cannot afford the high cost of formal education or for children who did not perform well in their school examinations (Lewis, B. 1972). Therefore since it is cheaper and is associated with the poor and the marginalized, Vocational Training is to an extent stigmatized. In the rural areas in particular, many of those who join such Vocational Trainings

institutions have low expectations and esteem as they get some of the graduates in low cadre jobs or in some form of low-keyed self-employment (Mutie, P. 2007).

Court (1974) says that Vocational Training are shadow systems that have meaning first in the extent to which they may complement the formal system by meeting needs which it is not covering and secondly in the extent to which they display principles which may have wider application in the national system. They do not offer or challenge the status of formal schooling in the eyes of parents and pupils. Therefore entry to Vocational Training still remains a less desirable alternative for a pupil who has failed to obtain a place in an academic secondary school. It is largely perceived as subordinate and far less prestigious compared to formal schooling. It is often considered as an option when 'all others fail' Anker (2000). It's this perception that makes Mutie (2007) recommend that there is need to elevate TIVET to a level where it compares favorably with mainstream formal education.

The above literature shows that the perceptions that parents and children have on the vocational training programs largely influence the value they ascribe on this education systems. These perceptions compared to the perceptions on the gains accrued from child labour might influence the choice made between child labour and vocational training programs and consequently the effectiveness of vocational training programs in elimination of child labour.

In an area like Igembe north where the labour force is more attractive because of the ready cash available it's important to study the perceptions that parents and children have on vocational trainings and compare them with their perceptions on child labour. In this way this study will be building up on the information that is already documented on the perceptions of parents and children towards education gains as compared to child labour.

2.6. THEORETICAL FRAMEWORK

This study seeks to understand how perceptions on vocational training programs affect their role in elimination of child labour, this study views perceptions as a mental process of organizing sensations into meaningful patterns that help in decision making. In this case perceptions towards vocational training will determine the choice made by parents and student between enrolling in training programs and engaging in child labour. To explain this relationship this study will use the rational choice theory.

2.6.1. Rational choice theory

This is one of frameworks for understanding and often formally modeling social and economic behavior. It's assumes that individuals choose the best action according to stable preference functions and constraints facing them. Rational decision making entails choosing an action given one's preferences, the actions one could take and expectations about the outcomes of those actions. This theory holds that all action is fundamentally 'rational' in character and that people calculate the likely costs and benefits of any action before deciding what to do (Browning, 2000).

It denies the existence of any kinds of action other than the purely rational and calculative. All social action, it is argued, can be seen as rationally motivated, as instrumental action, however much it may appear to be irrational or non-rational. Therefore basic to all forms of rational choice theory is the assumption that complex social phenomena can be explained in terms of the elementary individual actions of which they are composed. This standpoint, called methodological individualism, holds that: The elementary unit of social life is the individual human action. It has been used to explain social institutions and social change by showing how they arise as the result of the action and interaction of individuals (Elster, 1989)

In rational choice theories, individuals are seen as motivated by the wants or goals that express their 'preferences'. They act within specific, given constraints and on the basis of the information that they have about the conditions under which they are acting. At its simplest, the relationship between preferences and constraints can be seen in the purely technical terms of the relationship of a means to an end. As it is not possible for individuals to achieve all of the various things that they want, they must also make choices in relation to both their goals and the means for attaining these goals. Rational choice theories hold that individuals must anticipate the outcomes of alternative courses of action and calculate that which will be best for them. Rational individuals choose the alternative that is likely to give them the greatest satisfaction (Carling, 1992 and Coleman, 1973).

Rational choice theory makes two assumptions about individuals' preferences for actions. First, is the assumption of completeness, that is all actions can be ranked in an order of preference. Second, is the transitivity, the assumption that if action a_1 is preferred to a_2 , and action a_2 is preferred to a_3 , then a_1 is preferred to a_3 . Together these assumptions form the result that given a set of exhaustive and exclusive actions to chose from, an individual can rank them in terms of their preferences, and that their preferences are consistent (Carling, 1992).

2.6.2. Relevance of the theory to the study

In relation to this study the theory suggests that the choice that children and or their families make between the alternatives of vocational training programs and child labour will depend on the returns that are expected from each. This is determined in relation to a number of factors that include; the child's family background, current circumstances, the nature of the job market, the child's preference on the courses offered in the vocational trainings, the perceived utility value or the relevance of the particular courses offered, the perceived quality of the vocational programs accessible to the child and the child's family related preferences and motivations (Browning, 2000).

The perceptions towards the risk and benefits of taking either of the alternatives will have an influence on the choice of decision made and because the education of a child is not only decided by the child alone but by the house hold. Therefore, what the household perceives as cost and benefit of either child labour or vocational training is important and will determine the actions taken. If they perceive that the benefits of enrolling in vocational trainings are better in terms of returns to the family, then they will rationally choose to enroll in vocational trainings. On the other side if they perceive that being in child labour is more beneficial then rationally they will prefer child labour over vocational trainings.

Rational choice theorist hold that individual's perceptions are formed by their past experiences on an issue, therefore perceptions on vocational training by parents and children could be formed by the information they have on Vocational trainings and also by observing the graduates from the Vocational trainings and how well they are absorbed in the job market..

Rational choice theory forms a conceptual frame work in which this study will compare the perceptions that children and parents have on child labour its cost and benefits to the family with the perceptions that they have on the cost and benefits of vocational trainings. This comparison will help inform the study what choices children and parents rationally make between child labour and Vocational trainings considering the perceived cost and benefits of the two.

The findings will be useful in achieving the specific objective of this research which is to: Study the effectiveness of vocational training programmes in elimination of child labour in areas where non-poverty factors are prevalent.

2.6.3. Study hypothesis

The following hypothesis will be tested in this study

1. The diversity of courses offered in the vocational training programs is not significant in determining the level of motivation children have to withdraw from child labour.
2. Perceptions on the relevance of courses offered in vocational training programs to the job market are not significant in determining their effectiveness in elimination of child labour
3. Perceptions on the quality of education in vocational training programs are not significant in determining the effectiveness of VTPs in elimination of child labour.

2.7. DEFINITION OF KEY TERMS

2.7.1. Child labour

Child labour includes both paid and unpaid work and activities that are mentally, physically, socially and morally dangerous and harmful to children. It is work that deprives them of opportunities for schooling or that requires them to assume the multiple burdens of schooling and work at home and in other work places. (GoK, 2002)

2.7.2. Worst forms of child labour

Worst forms of child labour are categorized in four main categories which include

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- The use, procuring or offering of a child for prostitution, for the production of pornography or pornographic performances.
- The use, procuring or offering of a child for illicit activities in particular or the production and trafficking of drugs as defined in the international treaties.
- Work that by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children.

For the purposes of this study, worst forms of child labour comprise: Work that by its nature or the circumstances in which it is carried out is likely to harm the health, safety or morals of children (GoK, 2002).

2.7.3. Perceptions

The word perception refers to various kinds of attitudes and judgments. Perception is the active process by which the brain interprets and categorizes sensory stimuli to determine their nature and meaning (Smith, 1998). Perceptions are affected by both internal and external influence.

Internal influence includes expectations, motivation and past learning. External influence includes the social environment, which alters the cognitive process and therefore, may affect the behavioral outcome (Fielder & Bless, 2001)

2.7.4. Relevance

Relevance is the extent to which the objectives and outputs of a training system meet a country's economic and social requirements. More narrowly, this refers to the external efficiency of a training system.

2.7.5. Quality

Quality pertains to how well the school system prepares students to become responsible citizens and instills attitudes and values relevant to modern society. It also encompasses how well the education system does the job of accommodating modern market oriented skills to traditional home based values and needs.

Quality of education system can be defined by the performance of its graduates (output) however in practice because input into the system are generally easier to measure than output, quality is often gauged by input (World Bank, 1988). The inputs in the case of vocational training would include the amount of finances directed to improving the infrastructure, in paying qualified instructors, and constructing and equipping workshops.

2.7.6. Diversity

This means variety. In this study diversity of courses offered will be used to mean the variety of practical and occupational courses offered in vocational training programs to meet the expected needs of graduates.

2.7.7. Effectiveness

Effectiveness is the extent to which the outputs of a training system meet its objectives. In this study effectiveness is the extent to which VTPs are able to prevent/ rehabilitate child laborers from the Miraa plantations.

2.8. OPERATIONALIZATION OF VARIABLES

2.8.1 Dependent variable

Effectiveness of vocational training programs

The effectiveness of vocational training programs means the extent to which the outputs of the training system meet its objectives in prevention and rehabilitation of children trapped in child labour. This variable is going to be measured by establishing the percentage of children who choose to enrol in vocational training programs instead of being in child labour. The study

intends to collect this data through interviewing the parents and children in the study area to establish the percentage of respondents who consider vocational training programs of value compared to child labour and also from key informants who have expert knowledge on the subject.

2.8.2. Independent variables

2.8.2.1. Perceptions on quality

Perception on quality in this study refers to the attitudes and judgments that parents and children have pertaining to how well the vocational trainings prepare students to become responsible citizens and instills attitudes and values relevant to modern society. The quality of vocational trainings will be measured through an assessment of the perceptions on qualified teachers in the VTPs, learning environment in terms of equipped workshop and general infrastructure and lastly perceptions on the qualifications of graduates of VTPs in the job market.

2.8.2.2. Perceptions on relevance

Perceptions on relevance mean how children and parents view the utility value of courses offered in vocational training programs to the job market. This variable will be measured by establishing the percentage of respondents who view the courses offered in vocational training programs as relevant in the current job market.

2.8.2.3. Diversity of courses

This means the variety of courses offered in vocational training programs. The variety of courses offered in a training program might determine how attractive they are in motivating children to enrol in training programs rather than be in labour force. This variable will be measured by establishing the variety of courses offered in various training programs from the key informants, then finding out the percentage of children and parents who view these courses to be diverse enough for the needs of the current job market.

CHAPTER THREE

STUDY METHODOLOGY

3.1. STUDY SITE

Igembe North division is a rural area in Kenya situated in Igembe district, which is approximately 400 km from Nairobi. According to the last population census this division had 58,046 people with 11,139 households and covering 280 km² (CBS, 2007)

The wealth of this Division is derived from the sale of “Cathas Edulis” otherwise known as Khat or Miraa locally. Miraa business is highly associated with child labour, because of the availability of casual jobs in the plantations which is a major attraction to children because of the readily available money. This has led to increased school dropout especially by children in primary and post primary school.

In terms of vocational education, Igembe north division is served by four vocational training programs in the form of youth polytechnics which are spread throughout Igembe district these include Maua polytechnic, Kianjai polytechnic, Muthara polytechnic and Ithima polytechnic. Maua polytechnic currently has 98 students, Kianjai has 138, Muthara has 44 and Ithima has 73 students (Ministry Of Youth Affairs, 2007). The trends of enrolment in all the four vocational trainings have been going down in the past years. The table below shows the enrolment trends of four vocational trainings in the past three years.

| Enrollment trends per year | | | |
|----------------------------|------|------|------|
| Name of Institution | 2005 | 2006 | 2007 |
| Maua | 150 | 125 | 98 |
| Muthara | 55 | 50 | 44 |
| Kianjai | 177 | 169 | 161 |
| Ithima | 120 | 89 | 73 |

MOYA (2007)

Igembe North division was chosen as the study site because of its unique case of child labour prevalence as a result of non poverty factors (KIHBS 2007). The division also has had an

increasing number of children in child labour while the number of children being enrolled in vocational training programs has been reducing over time as seen above.

3.2. UNIT OF ANALYSIS

Unit of analysis refers to specific object or elements whose characteristics we wished to describe or explain and about which data was collected (babbie, 1998). In this study, the unit of analysis was the individual; data was collected from individual people who were involved in either child labour or vocational trainings. This is because the research seeks to study individual perceptions on Vocational training programmes and child labour.

3.3. SAMPLING PROCEDURES AND SAMPLE SIZE

3.3.1 Study population

Study population is the aggregate of all cases that conform to some designated set of specifications (Nachmias and Nachmias, 1996). In this paper the study population was defined as all individuals in the division who in one way or another were involved directly with VTPS or children in Miraa plantations including; children working in the miraa plantations, students in the VTPs, parents with children in VTPs or working in miraa plantations and key informants in the sector of education and children department. In undertaking this study both probability and non-probability sampling procedures were used. This study covered a total of 112 respondents. The 112 respondents used in the study were subdivided into four different categories with different sample sizes. The subtopics below describe how each of the sample size in each category was obtained.

3.3.1.1. Children working in the miraa plantations

The researcher collected data from 25 children in this category. To obtain the sample of 25 children the researcher applied stratified disproportionate sampling method to assign 20 respondents to the category of children above 14 years of age and 5 respondents to the category below the age of 14 years. The total population of children working in the miraa farms was not available, however the researcher was able to get information from the field from the department of children indicating that there were more children above the age of 14 in the miraa farms than those below 14 years

To identify the 25 respondents the researcher used a multi-level sampling method; first the researcher randomly sampled five locations from the eight locations in the Division using paper and basket method. The locations that were selected were Njia, Kangeta, Mukululu, Kirinyanga

and Muringene. Then with the help of a guide recommended by a chief from each of the locations sampled the researcher purposively selected one miraa grading centre from each of the locations where working children would be found. In the 5 miraa grading centers sampled, there were 46 children above the age of 14 years and a total of 9 children below the age of 14 years making a total of 55 children from which the 25 were sampled.

Every grading centre had a supervisor who made sure the miraa is graded well and pays the workers. At each centre the researcher was introduced to the supervisor by the guide then created a rapport with the supervisor who in turn helped get 5 children working in his centre who would be willing to participate in the interview. In all the five centers the researcher using a disproportionate sampling, interviewed 4 children who were above the age of 14 and 1 child below the age of 14. Two centers did not have any children below age 14 so the researcher replaced this by getting 2 children in two of the other centers that had children below age 14. To capture both genders in the study the researcher would ask the supervisors to include the girl child where they were available. The researcher was able to interview 18 boys and 7 girls from this category.

3.3.1.2. Students in vocational training programs

A sample size of 50 students was used in this category, 25 boys and 25 girls. To obtain the sample of 50 respondents, a multi level sampling method was used to get a representative sample for students in the four vocational training programs serving the division. First the names of the vocational training programs in the area were written in papers of the same size and color, and then folded and 2 out of the four were picked randomly. The vocational trainings picked were Maua and Kianjai.

Secondly, to get 50 students respondents from the sampled vocational trainings, the researcher used a stratified disproportionate sampling method to get a sample of 20 students from the 98 students in Maua (48 girls and 50 boys), and 30 students from 138 students in Kianjai (73 girls and 65 boys). To identify the respondents, the researcher got the names of all the students in each of the sampled vocational trainings from the institutions, wrote them separately in papers of the same size and color, then folded all the papers, put them in two baskets, one for the girls and one for the boys then, randomly picked out 10 papers from the basket that had girls names and another 10 from the basket that had boys names, a total of 20 students for Maua. The same process was repeated for the Kianjai polytechnic randomly picking 15 girls and 15 boys, a total

of 30. The sample size of 50 was mainly determined by financial and time resources available for the researcher at the time of the survey.

3.3.1.3. Parents or guardians

A sample size of 28 was used in this category; the researcher used a stratified disproportionate sampling method to get a representative sample of parents from the 75 parents of the children sampled from both the vocational trainings and the ones working in the miraa plantations. Using this method the researcher got a sample of 15 respondents from the 50 parents of children in vocational trainings, 10 respondents from the 20 parents of children above 14 years working in the miraa farms, and 3 respondents from the 5 parents of children below 14 years working in the miraa farms.

To obtain the sample of parents the researcher used a multi level sampling method. First, for the parents of the children working in the miraa plantations, the researcher used a random sampling method to pick up 2 children from each of the five grading centre. The researcher wrote the names of the four children above the age of 14 in each of the centers on papers of the same size and colour and then picked up two names randomly. The researcher would then ask the children picked if she could visit their homes to talk to their parents. Most of the children accepted. The researcher therefore used snow balling to identify the parents through their children, however there were 3 children who refused, in such cases the researcher replaced their names with others from the same centre who were willing to have the researcher visit their home and interview their parents. The researcher also purposively selected 3 children who were below age 14 years to interview their parents. The researcher asked the children in the centers aged below 14 years who had participated in the research if she could visit their homes, and the first three to accept were chosen. The total sample of the parents of the working children was 13.

To get the sample of the parents of children in vocational trainings the researcher used a stratified proportionate simple random method, by writing the names of the 30 students in Kianjai polytechnics who participated in the study then picked up 9 papers out of the 30. The parents of the 9 students picked consisted of the sample of parents from Kianjai polytechnics. The researcher used the same method and picked 6 papers from the list of 20 students from Maua polytechnic who participated in the survey. The total sample of the parents from the vocational trainings was 15. After the names of the 15 students was picked the researcher then used snow balling to identify and interview the parents of the particular students through their children.

3.3.1.4 Key informants.

Purposive sampling was used in the selection of a sample of 9 key informants who included 2 local chiefs from the 5 locations selected. The two chiefs were randomly picked using a paper and basket method, The Managers of the 2 sampled vocational training programmes, 2 qualified instructors who have been posted in the two sampled vocational training programs by the government through Public Service Commission, the Division officer in the Ministry of Youth Affairs (MOYA), the District children department officer and the District officer in the ministry of labour and human resource. Purposive sampling method was used to select key informants who have expert knowledge on the issue of child labour and vocational training programs in the area.

The table below shows the different categories of the respondents that were interviewed and their respective sample sizes.

Sample sizes of the various categories

| Categories | | Sample size |
|---|--|-------------|
| Children working in Miraa plantation. | Above 14 years | 20 |
| | Below 14 years | 5 |
| Children in vocational training programs | Kianjai polytechnic | 30 |
| | Maua polytechnic | 20 |
| Parent or Guardians of children in labour force and of students in VTPs | Parents of working children above 14 years | 10 |
| | Parents of VTPs students | 15 |
| | Parents of children under 14years | 3 |
| Key informants | | 9 |
| TOTAL | | 112 |

3.4 DATA COLLECTION METHODS AND TOOLS

This study utilized quantitative and qualitative type of data from primary and secondary sources. This research used a combination of data collection methods which included the following: survey interviews, key informant interview and direct observation. The tools that were used in the study included the following:

3.4.1. Questionnaires

An interviewer-administered questionnaire was used for participating the children working in the miraa plantations and children in vocational trainings. Here the researcher administered the survey questionnaire using a language understandable to the children and that made them express their views freely. This meant that the researcher had to ask most of the questions in the survey without referring back to the questionnaire having internalized them to avoid creating a classroom environment that might have been uncomfortable to most of the children. The researcher had to also use the local language to ask questions. This allowed the children discuss their views on vocational trainings in their own language with the researcher rather than the normal question-answer interview.

The researcher used a questionnaire that was administered through a face-to-face method to interview parents /guardians. This tool sought to get information on the perceptions parents have on the quality, relevance and the diversity of courses in vocational training programs and the value they ascribe to vocational education as compared to child labour in terms of the returns from both.

3.4.2. Key informants interview guide

An interview guide was used to collect data from key informants. This tool sought to get information on the perceptions and attitudes towards relevance, quality and diversity of courses in vocational trainings, policy guidelines on monitoring the quality and relevance of the vocational education and the general view on how effective the vocational education is in elimination of child labour.

3.4.3. Participation guide

This was used to collect data from the children under the age of 14 years who are working in the miraa plantations. The researcher asked the children to describe in their own language their experience in the miraa plantations and as the children narrated their experience the researcher was able to pick up the required information. There some cases where the information was not clear from the narration the researcher would probe for more information.

This study used multiple data collection method for the purpose of extending the breadth of inquiry and also generating new data that would add insight into the research. The data collected from the parents and children was used to add practical insight to the expert information given by the key informants on perceptions towards the vocational training programs and their role in elimination of child labour.

3.5. DATA ANALYSIS

Data analyzed was mainly on the quantitative data generated from the questionnaires. Analysis of the qualitative information collected through key informant interviews and the participation guide complimented the quantitative data. Quantitative primary data analysis was based on data reduction and interpretation. This was done by first editing the data, that was then coded into emerging categories based on the study variables and then analyzed through descriptive statistics, using the statistical package for social sciences (SPSS). Using descriptive statistics, data was summarized and findings presented in relation to the research questions and study objectives. This process involved checking for emerging patterns in the data, identifying the information provided in this data and the possible meaning. Frequency tables, percentages, cross tabulations and chi square test were the main tools of analysis.

3.6 CHALLENGES ENCOUNTERED

One of the biggest challenges encountered during this study was finding respondents, especially the children working in the miraa plantations. Child labour is against the law, therefore any person found in the area asking any questions on children working in the miraa plantations is considered spying for the government. Because of this the researcher experienced resistance from the children in the beginning of the data collection. The researcher used a community member who was know and trusted by the children to build rapport with the children, who eventually gave the required information.

The researcher had a challenge getting children who were willing to give their time for the interview, they considered this a waste of time that they could be using to gain some money in either the plantations or in the grading centers. Some children even went further to ask for

compensation of the time used in the interviews. To counter this, the researcher interviewed the children as they did their work instead of pulling them out of their work.

The word perception was not easily understood by respondents especially when the researcher had to interpret the questions to the local language. However the researcher used phrases and examples to explain. In addition the use of question that would help the researcher determine the perception of the respondents was used.

Despite the challenges encountered the researcher was able to collect and analyze data which formed the basis on which the conclusions and recommendations of this study are made.

CHAPTER FOUR

4.0 STUDY FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

The discussions in this chapter presents the description of characteristics of respondents interviewed which included their level of education, sex and age, in addition the findings on the respondent's perceptions on child labour and further analyses of these perception in relation to the respondent's demographic characteristics is presented.

This section also presents the findings on the respondent's perception on whether there is child abuse in miraa farms or not. The findings are presented under the different types of abuses including, Social abuse, moral abuse, physical abuse and mental abuse.

In addition this chapter also presents data analysis and summaries on the study objectives using descriptive and inferential statistics such as frequencies, cross tabulations and Chi squares.

Under this section the findings are organized as follows,

- Perceptions on the diversity of the skills offered in vocational training programs.
- Perceptions on the relevance of the courses offered in vocational training programs.
- Perceptions on the quality of vocational training programs.
- Perceptions on the effectiveness of vocational training programs in elimination of child labour.

This information was useful in comparing the perceptions that parents and children had on child labour in terms of benefits and risks involved and their perceptions on vocational training programmes and their benefits and cost to the family.

4.2. LEVEL OF EDUCATION

The study found that amongst the parent respondents (46.4%) had attained primary education, while (42.9%) had not gone to any form of formal education, (7.1%) had attained secondary education and (3.6%) had attained college education *Table 1* shows the frequencies on the levels of parent's education. The levels of education among the parents here show that the most parents have low levels of formal education.

Table 1: Parents level of education (parents of children in VTPs& Miraa plantations)

| | Frequency | Percent |
|-----------|-----------|---------|
| Primary | 13 | 46.4 |
| Secondary | 2 | 7.1 |
| College | 1 | 3.6 |
| None | 12 | 42.9 |
| Total | 28 | 100.0 |

Source: field data 2007

Among the children who were working in the miraa plantations, (50%) of them dropped out of school at lower primary (class 1-3), (40%) dropped at upper primary (class 4-8), (5%) never enrolled to school at all and (5%) had completed secondary school.

4.3 SEX OF RESPONDENTS

As shown in *table 2*, most of the children respondents interviewed in the miraa farms were male who composed (72%) of this category of respondents, while the females accounted for (28%).

Table 2: Sex of children working in the miraa plantations

| | Frequency | Percent |
|--------|-----------|---------|
| Male | 18 | 72.0 |
| Female | 7 | 28.0 |
| Total | 25 | 100.0 |

Source: field data 2007

The sex of children in VTPs was (50%) for the female students and (50%) for the male students, this had been predetermined before the data collection.

Among the category of parent of children in Miraa plantations and those in VTPs, (75%) of the respondents were female, while (25%) were male as seen in *Table 3*. This can be attributed to the fact that the researcher was able to find more female respondents at home during the time of the primary data collection.

Table 3: Sex of the parent respondents (parents of children in VTP& in Miraa plantations

| | Frequency | Percent |
|--------|-----------|---------|
| Male | 7 | 25.0 |
| Female | 21 | 75.0 |
| Total | 28 | 100.0 |

Source: field data 2007

4.4 AGE OF RESPONDENTS

The age of the Children in the miraa plantations had been predetermined before the data collection. However it's important to see the percentage of each age. The children ranged between ages 15, 16 and 17 years, among these (45%) were 17years, (40%) were 16years and the 15 year olds took (15%) of the respondents interviewed.

It was noted by one of the key informants that at this age (15-17years), most of the children have completed primary school and either go to miraa plantations, vocational trainings or secondary schools. It is important to note that the percentage of the children decrease with the decrease in age (e.g. the 15% being 15 year olds).

Table 4: Age of children in VTPs

| | Frequency | percentage |
|--------------|-----------|------------|
| <14 years | 2 | 4.0 |
| >14-<18years | 30 | 60.0 |
| >18years | 18 | 36.0 |
| Total | 50 | 100.0 |

Source: field data 2007

In *table 4* above, (60%) of the students in the VTPs are aged between 14years and 18years, the ones who were above 18 years were (36%) and those below 14years were (4%). These results show that majority of the children in the VTPs are aged between 14-18 years; this same age group represents the largest percentage in the children working in the miraa plantations.

Amongst the parents interviewed, (7%) were less than 20years old, (17.9%) were between the age of 20years and 30years, (53.6%) were between the ages of 30 and 40 years, (17.9%) was between 40 and 50years and lastly, (3.6%) was above the age of 50 years. Majority of the parents interviewed were between 30-40 years of age.

Lastly the study found out that most of the parents interviewed were casual laborers with (46.4%) of the respondents falling in this category, subsistence small scale farmers were (28.6%), (17.9%) of the respondents were involved in informal regular jobs while (7.1%) of the parents were formally.

4.5 PERCEPTIONS ON CHILD LABOUR AND VOCATIONAL TRAINING PROGRAMS

4.5.1. PERCEPTIONS ON CHILD LABOUR.

Perception is the active process by which the brain interprets and categorizes sensory stimuli to determine their nature and meaning. (Smith, 1998). Perceptions are affected by both internal and external influence. Internal influence includes expectations, motivation and past learning. External influence includes the social environment, which alters the cognitive process and therefore, may affect the behavioral outcome (Fielder & Bless, 2001).

Perceptions are very important in the decisions that people make. They determine the choices that people take and rationally people will take choices that they perceive will bring them the highest returns and have low cost. This section analysis the perceptions that respondents had on child labour and the general socio-cultural and economic view of the benefits and risks of child labor in the area

Table 5 below shows that (42.9%) of the parent respondents interviewed were of the opinion that child labour in miraa plantations should be allowed in some cases, (39.3%) felt that it should be totally eliminated and (17.9%) felt that it should be discouraged.

Table 5: Perceptions on child labour; (response by parent respondents)

| | Frequency | Percent |
|-----------------------|-----------|---------|
| Discouraged | 5 | 17.9 |
| Totally eliminated | 11 | 39.3 |
| Allowed in some cases | 12 | 42.9 |
| Total | 28 | 100.0 |

Source: field data 2007

The perceptions that parents had on elimination of child labour could have been influenced by factors like education level of the parents, age and sex. A further analysis using cross tabulation below *table 6* and a test of significance was done to determine if there was a correlation between education level and the perceptions that parents had on child labor.

Table 6: Parent's level of education and their perceptions on child labour

| Education level | Perceptions on child labor | | | | | | | |
|-----------------|----------------------------|------|--------------------|------|-----------------------|------|-------|------|
| | Discouraged | | Totally eliminated | | Allowed in some cases | | Total | |
| None | Freq | % | freq | % | freq | % | freq | % |
| | | 1 | 3.6 | 5 | 17.6 | 6 | 21.4 | 12 |
| Primary | 4 | 14.3 | 3 | 10.7 | 6 | 21.4 | 13 | 46.4 |
| Secondary | 0 | 0 | 2 | 7.1 | 0 | 0 | 2 | 7.1 |
| College | 0 | 0 | 1 | 3.6 | 0 | 0 | 1 | 3.6 |
| Total | 5 | 17.6 | 11 | 39.3 | 12 | 42.9 | 28 | 100 |

Chi-square test = 7.522

Source: field data 2007

Degree of freedom = 6

Significance = 0.275

The results in *table 6* above do not show any significant relation between education levels of parents and their perceptions on child labour. Further test of significance between perceptions of child labour and other demographic characteristics of respondents like sex and age did not show any relationship either (*table 7 and 8*). This could mean that the perceptions that respondents had on child labour were influenced by other factors apart from their sex, education level and age.

Table 7: Sex of the parents and their perceptions on child labor

| Sex | Perception on child labor | | | | | | | |
|--------|---------------------------|------|--------------------|------|-----------------------|------|-------|-----|
| | Discouraged | | Totally eliminated | | Allowed in some cases | | Total | |
| Male | Freq | % | freq | % | Freq | % | Freq | % |
| | | 2 | 7.1 | 3 | 10.7 | 2 | 7.1 | 7 |
| Female | 3 | 10.7 | 8 | 28.6 | 10 | 35.7 | 21 | 75 |
| Total | 5 | 17.6 | 11 | 39.3 | 12 | 42.9 | 28 | 100 |

Chi-square test = 1.075

Source: field data 2007

Degree of freedom = 2

Significance = 0.584

Table 8: Age of parents and their perception on child labor

| Age | Perception on child labor | | | | | | | |
|----------|---------------------------|------|--------------------|------|-----------------------|------|-------|------|
| | Discouraged | | Totally eliminated | | Allowed in some cases | | Total | |
| | Freq | % | Freq | % | Freq | % | Freq | % |
| <20years | 0 | 0 | 1 | 3.6 | 1 | 3.6 | 2 | 7.1 |
| >20<30 | 2 | 7.1 | 3 | 10.7 | 0 | 0 | 3 | 10.7 |
| >30<40 | 3 | 10.7 | 5 | 17.6 | 7 | 25 | 15 | 53.6 |
| >40<50 | 0 | 0 | 2 | 7.1 | 3 | 10.7 | 5 | 17.6 |
| >50 | 0 | 0 | 0 | 0 | 1 | 3.6 | 1 | 3.6 |
| Total | 5 | 17.6 | 11 | 39.3 | 12 | 42.9 | 28 | 100 |

Chi-square test = 7.296

Source: field data 2007

Degree of freedom = 8

Significance = 0.505

In relation to the perception on child labour the study found out that (56%) of the working children felt that child labor should be allowed in some cases, (20%) of these children felt that it should be totally eliminated, another (20%) of children felt it should be discouraged and (4%) of children felt that it should be encouraged. In addition (45%) of the children in the VTPs were of the opinion that child labour should be allowed in some cases, (30%) of the students felt that it should be totally eliminated and (25%) of them felt that it should be discouraged. Both the children and the parents cited lack of better alternative for children who cannot go to secondary schools as one of the main reasons that child labor should be allowed.

In respect to this the key Informants revealed that most of the children would prefer to go to the Miraa plantations instead of the alternative of VTPs because rarely would they use the skills they gain in vocational trainings to secure employment opportunities. Most of them end up back in the Miraa farms due to lack of employment even after graduation. This is seen as a complete waste of money and time by parents and children. In such cases they find child labor a better option as compared to VTPs

These findings reveal that majority of the respondents considered child labour in the miraa plantations permissible in some cases. This clearly shows that their perception of child labour can be termed as "a necessary evil". Implying that most of the parents would easily consider Child labour in the absence of a better alternative. In this case according to rational choice theory it

would be an alternative that would bring them highest returns and have low cost (Browning, 2000).

4.5.2. PERCEPTIONS ON CHILD ABUSE IN MIRAA FARMS

Child abuse is any behavior directed toward a child by an adult that harms a child's physical and emotional development. Child abuse is associated with child labour in the miraa plantation, as shown in *table 9*, (76%) of the children working in the miraa farms felt that there is child abuse involved in working in Miraa farms while (24%) said there were no child abuse.

Table 9: Perceptions on child abuse in miraa farms; (response of children in the miraa farms)

| | Frequency | Percentage |
|--|-----------|------------|
| There is child abuse involved in working in miraa farms | 19 | 76.0 |
| There is no child abuse involved in working in miraa farms | 6 | 24.0 |
| Total | 25 | 100.0 |

Source: field data 2007

However the researcher noted a significant difference in what was considered an abuse in the miraa plantations; the following discussion explains these findings in detail.

4.5.2.1. Social abuse

Social abuse is the coercion of an individual in a public setting or 2) the collective abuse by a group of people toward an individual (WHO, 2006). Majority of the parents (85%) in this study felt that children are not socially abused while working in the farms. This could be attributed to what the key informants pointed out, that Miraa farming is socially accepted in the Division; therefore many people do not consider it a social threat to children.

Some of the Key informants cited that children get exposed to coercive behavior that is a 'norm' in the miraa plantation. It was noted that when children get exposed to this kind of behavior they grow up knowing that, that is the norm hence the emergence of the term the "miraa culture". Just like any other culture it has been perpetuated through generations and this explains why majority of people do not think this culture as abusive to children.

Another explanation given by Key Informants is that what might be considered an abuse by the community here could be an action that causes bodily harm. Therefore anything that cannot be seen physically is not considered an abuse.

4.5.2.2. Moral abuse

Moral abuse is abuse of one's character, it relates to social abuse especially when children are exposed to values that demean their morals or degrade their morals (WHO, 2006). This study found out that Miraa is considered a cash crop in Igembe district and it is not associated with moral degradation in the community. Therefore (75%) of respondent interviewed said working in the Miraa plantations does not affect children morally. When explained the meaning of Moral abuse to children, majority said it's not entirely brought by miraa but it's the "way children are these days"

4.5.2.3. Physical abuse

Physical abuse is physical aggression directed at a child by an adult. This was the most frequently mentioned, with (70%) of the children saying they have experienced one form of physical abuse or the other. The most common types of physical abuse mentioned included beatings and carrying of heavy miraa loads. (30%) of the children said they have never experienced physical abuse while working in the miraa farms.

These findings were further be explained by what the key informants pointed out, that abuse is seen as bodily harm that can be physically noticed. It was also cited that coercive behavior mentioned as a norm in the social abuse section above leads to physical abuse to children. Children either learn this aggressive behavior through watching adults fight or by experiencing it.

4.5.2.4. Mental abuse

Most of the respondents associated mental abuse to the introduction to alcohol and other hard drugs which is accompanied by chewing miraa. Mental abuse also was associated with lack of education because of increased truancy rates. (60%) of the respondents said that children are mentally abused in the miraa business through the mentioned ways and (40%) felt that children were not mentally abused in any way.

Miraa chewing is associated with other forms of drug and substance abuse. Alcohol is seen as one of the major accompaniments of miraa chewing. One of the parents is actually quoted saying that "*All miraa chewers drink beer*".

The demand of alcohol can be related to the fact that majority of the investors in Maua town invest in bar business. This phenomenon might have increased child labour in the bars especially of girls who are employed as bar maids and cleaners.

The miraa business has an intricate relation to many other "social evils" that were behold this study and would require further research.

4.5.3. PERCEPTIONS ON VOCATIONAL TRAINING PROGRAMMES

This section assesses the respondent's perceptions on vocational training programmes in several areas including; diversity of skills in VTPs, relevance of courses offered in VTPs and the quality of education offered in VTPs.

The analysis of this information was important in determining whether the perceptions that parents and children had on VTPs as compared to their perceptions on child labour as analyzed in the section above influenced their decision to enroll in the VTPs or remaining in Miraa plantations.

4.5.3.1. Perceptions on diversity of the skills in vocational trainings

The first objective of this study was to investigate how diverse the skills offered in vocational training programmes are in motivating children to withdraw from child labour

To find out if the courses offered were attractive to child laborers, the children working in the Miraa plantations were asked if they liked any of the courses offered in the VTPs, (60%) said no while (40%) said they do like some of the courses offered.

In addition, the study found that (85.7%) of parent respondent said that the courses in the VTPs are not diverse, (10.7%) of them said they think courses are diverse and 3.6% said they do not know if the courses are diverse or not. In addition to this 76% of the VTP students interviewed wanted more courses to be added to the VTP curriculum as compared to (24%) who were satisfied with the courses available.

The study found from the ministry of youth affairs that the courses offered in the VTPs have not been added or changed since 1987. There are six courses offered in most of the vocational trainings: These include Motor vehicle mechanics, Plumbing, Tailoring & Dress making, Metal work, Carpentry & Joining, Masonry, Knitting & Embroidery and Computers Literacy classes. There are other courses like home economics that are not examinable; however it was noted that many students will not enroll in non- examinable courses because they consider them a waste of time.

Key Informants also revealed that there are many skills that are needed in the market today that are not available in VTPs like Agriculture entrepreneurship, Management skills, Refrigeration, Electrical wiring amongst others. It was also noted that students are taught self employment skills

but they are not taught entrepreneurial skills or business management skills. The reason for lack of diversity according to the Key informants is because of limitations in terms of infrastructure and qualified personnel.

This study sort to find out if the perceptions on diversity of courses by children in the Miraa farms influenced their decisions to enroll in VTPs instead of being in Miraa farms. A cross tabulation *table 10* was done to establish the relationship.

Table 10: Diversity of courses and preference to enroll in VTP

| Diversity of courses | Preference to enroll in VTP instead of working | | | | | |
|-------------------------|--|----|----------------|----|-------|-----|
| | Prefer to enroll in VTPs | | Prefer to work | | Total | |
| | Freq | % | Freq | % | Freq | % |
| Courses are diverse | 10 | 40 | 0 | 0 | 10 | 40 |
| Courses are not diverse | 0 | 0 | 15 | 60 | 15 | 60 |
| Total | 10 | 40 | 15 | 60 | 25 | 100 |

Chi square test = 20

Source: field data 2007

Degree of freedom = 1

Significance = 0.000

This analysis shows that the opinion that children have on the diversity of courses in the VTPs determines their preference in enrolling in a VTP instead of working in the Miraa farms. The relationship brought out in the table above shows that when children feel that there are no courses in VTPs that they would want to study, they are less likely to prefer to enroll in VTPs instead of working.

In this respect, these findings show that majority of the children and parents do not find the courses offered in the VTPs diverse enough to meet the needs of the current job market and therefore not attractive enough to motivate children to withdraw from child labour in Miraa plantations. The findings relate to a study by UNESCO (1996) that revealed that without education content that is relevant to current needs, without preparations in skills and knowledge for the future and without efforts to improve learning achievements, access may neither serve the purpose intended nor provide the benefits expected especially in motivating children to gain skills instead of being in the labour force.

4.5.3.2. Perceptions on relevance of courses offered in VTPs.

The second objective of this study was to investigate how the perceptions parents and children had on the relevance of courses in VTPs affected their attractiveness to child labourers

The relevance of education to the job market determines the employment possibilities of graduates of the systems and consequently the returns to the individual and the family in terms of income (Robert, 1975). Therefore the perceptions that students and parents have on the relevance of vocational training are very important in the choice made by the families because if they consider the training offered as irrelevant to the job market and their returns as low, then more families will rationally prefer child labour if its benefits are perceived as more.

The study found out that majority, (71.4%) of the parents interviewed said that the courses are relevant because they deal with consumables e.g. clothing and housing. One of the parents illustrated this by pointing out that,

"Engineers get the job contracts, but cannot do the work without Artisans because they are the ones who do the menial work."

Another parent is quoted saying,

"The courses are relevant because there is no time people will stop wearing clothes, or living in houses or driving cars that need repair and maintenance and these are the courses offered in VTPs."

In explaining the above findings the study established from key informants that, what is questionable in the VTPs is not the relevance of the courses (i.e. masonry, mechanics, tailoring etc) offered, but the relevance of the skills gained in those particular courses or the content in the particular courses. The study revealed that the curriculum does not reflect needs of the modern market. This leads to many of the graduates not being absorbed in the modern market jobs as observed by (75%) of parents who said that there is no relationship between the kind of jobs graduates get and the skills they are trained in. The study also found out that (56%) of the VTP students felt that there was no relationship between the skills acquired by the graduates and the jobs they finally get in the job market.

Perceptions are formed by peoples past experience and are also influenced by external environment that an individual is exposed to, the findings on the relationship between the kind of job graduates get and the skills gained in VTPs show the perceptions that have been formed on the utility value of the skills gained in VTPs. If the skills gained have no relevance in the current job market most of the graduates would not get employment opportunities. Thus influencing how attractive the courses in the VTPs are to child laborers.

To further explain this, *table 11* brings out the relationship between the perceptions on relevance of courses offered and the preference to enroll in VTPs from miraa farms of children in the Miraa farms.

Table 11: Relevance of courses in VTPs and preference to enroll in VTP instead of working

| Relevance of courses offered in VTPs | Preference to enroll in a VTP instead of working | | | | | |
|--------------------------------------|--|----|----------------|----|-------|-----|
| | Prefer to enroll in VTPs | | Prefer to work | | Total | |
| | Freq | % | Freq | % | Freq | % |
| Courses are relevant | 9 | 36 | 0 | 0 | 9 | 36 |
| Courses are not relevant | 1 | 4 | 15 | 60 | 16 | 64 |
| Total | 10 | 40 | 15 | 60 | 25 | 100 |

Chi square test = 16.154

Source: field data 2007

Degree of freedom = 1

Significance = 0.000

The results of the cross tabulation and the test of significance above show that there is a relationship between the opinions on relevance of courses available in the VTPs and the preference to enroll in a VTP instead of working. This relationship shows that when the opinion of children on relevance of courses is low then they are likely not to prefer to enroll in VTPs and remain in Miraa farms

These findings on relevance point to what (UNICEF, 1995) observed: that skills in vocational training programmes which are closely related to work situation can be very desirable, however they can also be inappropriate in curricula, ossified and irrelevant. Thus causing graduates not to be absorbed in the job market and making the skills gained irrelevant and of no benefit to the student and their families.

4.5.3.3. Perceptions on the quality of education

The third objective of this study was to find out the perceptions of children and parents on the quality of education in VTPs.

The quality of an education system is often gauged by inputs directed to that particular education system to improve it (World Bank, 1988). The inputs in the case of vocational training would include the amount of finances directed to improving the infrastructure like workshops and in paying qualified instructors. Quality can also be measured by the output of the education, in this case how well the education system prepares graduates to become responsible citizens and instills attitudes and values relevant to the modern society (World Bank, 1988).

This section presents the general perception on quality of education in VTPs as viewed by respondents, perceptions on inputs like the quality of workshops in VTPs and quality of tutors. In addition in terms output, perception on the VTPs graduates in the job market is presented.

The study established that in general (56%) of the students in the VTPs interviewed said that the quality of education they are receiving is of low quality. Some of the reasons cited by the students for saying that the education was not of quality included; Workshops that were not well equipped and also that the skills offered were not adequate for the demands in the market.

One student specifically pointed out that in tailoring, they are taught how to:

“Cut very basic designs that cannot be worn by anyone in the modern world”.

This relates back to the issue of relevance not of the course itself but skills gained at the end of the course.

4.6.3.1. Status of workshops

The study found that most of the workshops in the VTPs are poorly equipped e.g. in one of the Polytechnics students had to share the tailoring machines that keep breaking, the Carpenters have to go out of school to a workshop in a nearby town for practicals and those taking motor vehicle mechanics do their driving course in private institutions because this course is not offered in the polytechnic.

These findings are given credence by the (64%) of the VTP students who said that their workshops were poorly equipped as seen in *table 12*.

Table 12: Opinion of children in VTPs on the status of workshops

| | Frequency | Percent |
|-----------------|-----------|---------|
| Well equipped | 18 | 36.0 |
| Poorly equipped | 32 | 64.0 |
| Total | 50 | 100.0 |

Source: field data 2007

The study also established that the physical infrastructure in the VTPs is not attractive to the eyes of the children in the farms. One of the parents is quoted saying that the vocational training

programs buildings look like “a place to rear chicken”. In relation to this, (56%) of the students in VTPs felt that the physical infrastructure in their polytechnics was dilapidated.

4.6.3.2. Tutor qualification.

The study established that the parents attributed the quality of the VTP graduates to the quality of the tutors they have. *Table 13* illustrates that (67.9%) of the parents felt that the tutors in the VTPs were not qualified to teach, while (32.1%) said that the tutors are qualified. One of the main reasons cited by the parents for their opinions is that the tutors were grade 3 certificate holders who could not be qualified to teach students who also graduate with a grade 3 certificates.

Table 13: Opinion of parents on qualification of tutors in VTPs

| | Frequency | Percent |
|---------------|-----------|---------|
| Qualified | 9 | 32.1 |
| Not qualified | 19 | 67.9 |
| Total | 28 | 100.0 |

Source: field data 2007

According to the key informants, the VTP tutors in the study area were either unqualified or few in number to be adequate. It was established that Tutors are employed by the Board that manages the VTPs and this leads to employment of unqualified teachers because of corruption. Relating to this, the study revealed that Kianjai polytechnic has only 2 out of the 16 tutors employed by the Government and in Maua polytechnic only 2 out of the 10 are Government employees.

The study established from Key Informants that, in both of the VTPs, the tutors employed by the government are diploma holders who have quality skills to teach. The key informants also pointed out that they lack experience in teaching primary school leavers and are more theoretical than practical in institutions that should be (90%) practical and (10%) theoretical.

On the other hand, the study also found out that the tutors employed by the board are grade 3 certificate holders and might not be qualified to teach students who graduate with the same certificates thus confirming the statements given by the parents on the tutors qualification. Most of them do not use lesson plans or schemes in teaching. They might have the skills out of experience but lack an approved methodology to transfer them to students. Therefore since there are no set standards of what students should learn, the study found out that instructors decide on

what to teach by themselves. It can therefore be noted that VTPs students graduate with different levels of qualifications depending on the tutor's qualifications.

Quality can also be measured by the output of the education offered, in this case how well the school system prepares graduates to become responsible citizens and instills attitudes and values relevant to modern society (World Bank, 1988). One of the outputs in VTPs is graduating qualified students who have skills relevant to the job markets. However the study found out that (67.9%) of the parents interviewed felt that the graduates of VTPs are not qualified for the job market.

The study also found out from key informants that VTPs education is not standardized because VTPs are run by Board of governors. In addition the study also established that the exams that are done by different polytechnics are not from the same body, consequently the certificates are from different bodies therefore making it hard for government to recognize all of them. This also leads to questions on the quality of exams that are done and the certificates awarded. This was attributed to the lack of a policy to guide the quality of education in these institutions.

The study found that VTPs are mostly viewed as inferior to other education systems this was established from one of the key informants who related this to the kind of students who enroll in VTPs. Majority (99%) of the students are primary school leavers who never made it to secondary schools because of low marks, e.g. 96 out of the 98 students in Maua polytechnic are primary school leavers, this lowers the level of the quality of education offered which by design is very basic to their level.

The findings discussed in the section above on the quality of education are similar to a report by GOK (2005) that shows that for the last 40 years since the start of the TIVET system under which VTPs fall, enormous gains have been made in its development. However the growth of this sub sector has been rather haphazard and uncoordinated due to lack of a unified policy and legal weakness resulting in decreasing levels of TIVET programmes.

In conclusion, as seen earlier in this chapter, perceptions are very important in the decisions that people make. They determine the choices that people take and rationally people will take choices that they perceive will bring them the highest returns and have low cost. The study findings in

this chapter shows that the perceptions that parents and children have on the relevance, diversity and quality of education in vocational training programs largely influence the value they ascribe on this education systems. These perceptions compared to the perceptions on child labor might have influence the choice made between child labour and enrolling in vocational training programs and consequently the effectiveness of vocational training programs in elimination of child labor in this area. The next chapter (6) looks at the effectiveness of VTPs in elimination of child labour in relation to the perception analyzed in this chapter (5).

4.6. EFFECTIVENESS OF VOCATIONAL TRAININGS IN ELIMINATION OF CHILD LABOUR

The effectiveness of vocational training programs in this study means, how well VTPs have played their role in elimination of child labour in the Miraa plantations. In this study effectiveness is measured by establishing how many children prefer to enrol in vocational training programs instead of being in child labour, considering the perception on child labour and VTPs in chapter five above. The study collected this data through interviewing the parents and children in the study area to establish the percentage of respondents who considered vocational training programs of value compared to child labour and also from key informants who have expert knowledge on the subject.

The study found out that 40% of children working in the miraa plantations would prefer to enroll in a VTP if there was an opportunity, as compared to (60%) who said they would not want. The ones who said they would not enroll had various reasons like; there was no difference between being in miraa farms and being in VTPs since there are no jobs for the skills offered, others said they did not like the courses offered in VTPs. While of the (40%) who said they would enroll had reasons like, having a skill would give a person some stability because miraa jobs are not stable.

In addition, this study found out that Diversity of courses offered in the VTPs also determines the choice that children and their families make on whether to enroll in a VTP or to work in the miraa farms. Referring back to *table 10*, it shows that when children feel they do not like the courses offered in VTPs they are most likely not to enroll in VTPs. The test of significance also showed that there was a correlation between the perception on diversity of courses and the preference to enroll in VTPs instead of working.

Furthermore the study revealed that the perceptions on relevance of the courses offered in VTPs also determine the choice between enrolling in VTPs and working in Miraa farms. *Table 11* brought out this by showing that children would not leave the Miraa farms to enroll to VTPs when they perceived that the courses being offered were not relevant to help them get a good job in the current market. In addition the test of significance brought out a correlation between perception on relevance of courses offered and the preference to enroll in VTPs instead of working in Miraa farms.

In *table 14* the study established that (40%) of the children interviewed in the miraa plantations felt that the students in the VTPs live a better life than those in miraa plantations; the same percent of children, i.e. (40%) said they find no difference between the graduates of VTPs and the children in the miraa plantations, while (12%) said that the VTP graduates live a poorer life than children in miraa plantations, (4%) said that the VTP graduates get better jobs than those in miraa

Table 14: Opinion on the Status of future life VTP graduates (*Response of children in the farms*)

| | Frequency | Percent |
|--------------------|-----------|---------|
| Get better jobs | 1 | 4.0 |
| Live a better life | 10 | 40.0 |
| Live a poorer life | 3 | 12.0 |
| Have no difference | 10 | 40.0 |
| Others | 1 | 4.0 |
| Total | 25 | 100.0 |

Source: field data 2007

These findings point to the perception that Mutie, P. (2007) brought out in his study on VTPs, he pointed out that many of those who join such Vocational Trainings institutions in rural areas in particular, are seen to have low expectations and esteem as they get some of the graduates in low cadre jobs or in some form of low-keyed self-employment.

Perceptions are formed from the experiences that people go through either personally or by watching what others have gone through, the living standards of graduates of VTPs are very important in forming the perceptions that others have on VTPs and consequently the decisions that parents and children make in removing children in miraa farms to enroll in VTP. Thus considering the findings in the table above, minority (4%) of the children in miraa farms felt that

graduates from VTPs get good jobs; this perception would therefore negatively affect their decision in joining VTPs instead of being in the miraa farms.

Table 15 further gives an analysis of the relationship between the perceived living standards of VTP graduates and their preference to enroll in VTPs instead of working

Table 15: Children's Preference to enroll in VTP instead of working and views on the status on graduate's living standards

| Preference to enroll in VTP instead of working | Views on graduate's living standards | | | | | | | | | | | |
|--|--------------------------------------|---|--------------------|----|--------------------|---|--------------------|----|--------|---|-------|-----|
| | Get better jobs | | Live a better life | | Live a poorer life | | Have no difference | | others | | Total | |
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Prefer to enroll in VTP | 1 | 4 | 7 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 32 |
| Prefer to work | 0 | 0 | 1 | 4 | 2 | 8 | 13 | 52 | 1 | 4 | 17 | 68 |
| Total | 1 | 4 | 8 | 32 | 2 | 8 | 13 | 52 | 1 | 4 | 25 | 100 |

Chi-square test = 16.35

Source: field data 2007

Degree of freedom = 4

Significance = 0.003

According to the analysis above, there is a correlation between the children's preference to enroll in VTPs and their views on VTP graduates living standards. In addition the cross tabulation above shows majority of children 52% who found no difference between being in a VTP and in Miraa farms said they would not enroll back in VTPs

This could imply that if the children working in the Miraa farms do not find a difference between being in Miraa farms and being in VTPs, then according to rational choice theory majority would choose to be in Miraa farms where there is monetary benefits and there is no cost to their families than in VTPs.

In addition the study found out from the key informants that the effectiveness of VTPs in eliminating child labour has also been affected by the misconception that the community has towards VTPs i.e. VTPs are for primary school failures. One of the key informant is reported saying that this misconception has not only been perpetuated by the fact that most students are primary school leavers but also because of the way VTPs graduates have been received by the government in the past. It was noted that since the start of VTPs the government has never recognized the VTPs certificates. Therefore the graduates are not able to get jobs with the

government leading to many people assuming that they are for failures that is why they cannot get employed by the government.

In response to the question, how effective VTPs were in elimination of child labor another key informant was quoted saying,

“Technical skills are like a calling, so one has to have a personal interest. When parents especially from poor backgrounds suggest to their children about technical skills it is mostly because they either want to keep them from hazards in miraa farms or because that is what they can afford not necessarily that the children are interested in courses in the VTPs. This leads to increase in fall out especially in an area where there are other opportunities that are perceived as better by the children”.

The key informant illustrated how VTPs are viewed in comparison to working in miraa farms by pointing out that working as a masonry one is paid 400 Kshs per day while one can earn approximately 1000 Kshs per day in the miraa depending on the work one is doing. Therefore it is generally perceived that miraa work has more economic returns than technical skills because success is measured in monetary terms. This has led to many children preferring to be in miraa where they can gain short term monetary benefits which the society considers success than go to a VTP and gain technical skills that the community perceives to be of low quality and irrelevant to the current job market and therefore not capable of giving them jobs with high returns like in miraa plantations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The findings revealed that 60% of the children working in the miraa farms did not like the courses offered in the VTPs, 85.7% of parent respondent said that the courses in the VTPs are not diverse and 76% of the VTP students interviewed wanted more courses to be added to the VTP curriculum, implying that what was offered was not enough. In conclusion, the findings show that majority of the children and parents do not find the courses offered in the VTPs diverse enough to meet the needs of the current job market and therefore not attractive enough to motivate children to withdraw from child labour in Miraa plantations.

The literature review in this study revealed that, the fundamental issue in skills development is how best to balance the supply of skills with demands in the labor market. If the demand is unsatisfied, skills bottlenecks impede growth and development. If the supply is not absorbed, unemployment and waste of scarce resources ensue (UNICEF, 1995). Therefore, the relevance of any skill is directly related to its demand in the market. Majority of respondents in the study perceived the skills offered in VTPs as irrelevant. This led to many of the graduates not being absorbed in the modern market jobs as observed 75% of parents. A correlation test done in the study showed that when children perceived the courses in the VTPs as irrelevant to the Labour market, they preferred to remain in Miraa farms rather than enroll in VTPs, therefore rendering VTPs ineffective in the role of eliminating child labour in the Miraa plantations.

In addition the study established that in general (56%) of the students in the VTPs interviewed said that the quality of education they are receiving is of low quality. Some of the reasons cited for their views included, the fact that the workshops were not well equipped and also the skills gained do not match the demands in the market. In addition to this (67.9%) of parents also felt that graduates from VTPs are not qualified for the job market. The parents attributed this to the quality of tutors in the VTPs whom they observed were not qualified to teach in these institutions.

The study found out that quality can be compromised by an array of factors, many of which stem from lack of financing or budget cuts for the VTPs. These include: poorly trained and motivated

instructors; instructors with insufficient work experience in industry; inadequate or poorly maintained equipment; insufficient training materials and supplies; poorly designed content that are irrelevant to the labour market and poor management of the training process. Training quality depends, in addition, on another very important input: the “trainability” of the trainee i.e. the educational level, literacy, and numeracy skills of the trainee. This study found out that 99% of the students in VTPs have primary education only. This means that their level of trainability is limited to what is understandable to this level of education. In conclusion, the study established that the perceptions on the quality of education in vocational training programs are significant in determining the effectiveness of VTPs in elimination of child labour.

Lastly, effectiveness of VTPs was defined in this study as the extent to which the training programs achieved the objective of prevention and rehabilitation of Child laborers. Effectiveness was measured by establishing the percentage of children who choose to enrol in vocational training programs instead of being in child labour.

Effectiveness of VTPs in eliminating child labour in the miraa farms was dependent on the perceived diversity of the skills offered in the VTPs, perceived relevance of the skills offered in the VTPs and the perceived quality of the VTPs education in general. The perceptions that parents and children had on these variables influenced their decision between enrolling children in VTPs and having them work in miraa farms. The study found out that 40% of children working in the miraa plantations would prefer to enroll in a VTP if there was an opportunity, as compared to (60%) who said they would not want to a VTP. Therefore deducing from the findings in this study, VTPs can be said to be 40% effective in eliminating child labour.

5.2 RECOMMENDATIONS

Vocational training programs is one of the ways of preventing children from entering child labour and also rehabilitating children who are withdrawn from child labour. However if Vocational trainings will be effective in this role, they need to be restructured to be attractive to children especially in areas where the economic gain from child labour is perceived has higher than the returns of vocational trainings. This study gives the following recommendations towards the restructuring of VTPs.

First, close linkage with the labor market is the single most important economic requirement for a training system. Adjusting outputs to market demands quantitatively and qualitatively is very

important because labor market demands change. These changes have to be detected and factored into adjustments in training supply. In other words, training systems have to be flexible and responsive. In contrast, many VTPs in Kenya tend to be rigid and isolated from the market, continuing to churn out graduates with the same skills year after year regardless of their employment prospects. In respect to this, it is important for the government to design a TIVET policy document aiming at guiding the TIVET sector reform and streamlining the sub-sector in light of the labour market requirements. This can be done through the following ways;

- Participating employers of this sector in articulating which skills are in demand.
- Establishing the capacity to analyze market trends in terms of job creation and absorption, wage levels and waiting times for employment for graduate for VTPs.
- Using tracer studies on the labor market outcomes of VTP graduates over time and using the outcomes to adjust the skills offered in these institutions accordingly

Secondly, skills training in the VTPs is needed to enhance the productivity of informal sector activities, to improve the quality of its products and services, and thus to raise incomes of those working in the sector. However, training by itself is not sufficient to raise incomes for those in the informal sector. Other interventions like; credit, marketing support, and business advice are also crucial. These interventions would be necessary to raise the incomes for graduates of VTPs, and therefore make the VTPs attractive to children in labour force.

Third, as pointed out by (Mutie, 2007) there is need to elevate TIVET to a level where it is just as popular as mainstream formal education. Currently vocational training is largely perceived as subordinate to, and far less prestigious than schooling. It is often considered as an option when 'all others fail'. There is need to transform this image and perception of vocational trainings if they will effectively be used in eradication of child labour.

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APPENDIX 1: QUESTIONNAIRE FOR PARENTS

Introduction

My name is Faith Kagwiria Kimathi; I am a Masters Student at the Institute for Development Studies, Nairobi University. I am carrying out a study on perceptions of parents and children towards the quality, relevance and diversity of skills offered in vocational training programmes and their role in eliminating child labour in the Miraa plantations. The information that will be collected will be used for knowledge purposes. You have been randomly selected to take part in the survey from among the people in this area. I am kindly requesting you to participate in the study. I assure you that any information shared will be treated with strict confidence.

Questionnaire no.....

Date of interview.....

Locality.....

Section 1

Background information

1) Sex of respondent

- 1) Male
- 2) Female

2) Highest level of education achieved:

- 1) Primary
- 2) Secondary
- 3) Certificate/diploma
- 4) University degree
- 5) Adult learning
- 6) None

3) What is your main occupation?

- 1) Formal employment
- 2) Informal (regular
- 3) Informal irregular
- 4) Small scale farmer
- 5) Large scale farmer

- 6) Business
- 7) Others (specify)

Section 2

Knowledge and perceptions about child labour

4) What is child labour?

.....

5) Do you think children working in the miraa plantations are mentally, physically, socially and morally in danger?

Tick as appropriate

| | Yes | No | Specify how children are affected in this category |
|------------|-----|----|--|
| Physically | | | |
| Socially | | | |
| Morally | | | |
| Mentally | | | |

6) What's your opinion/attitude about child labour in the miraa plantations?

- 1) Should be encouraged
- 2) Should be discouraged
- 3) Should be totally eliminated
- 4) Should be allowed in some situations (specify)

Explain your answer

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Section 3

Perceptions about vocational training programs

7) How valuable do you think education is in life?

- 1) Very valuable
- 2) Not valuable

Explain your answer

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8) What is a vocational training programme?

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9) Why do some children join the labour force in the miraa plantations instead of vocational trainings after they complete primary education?

- 1) Poverty
- 2) More money in miraa than in education
- 3) Quality and relevance of education is low
- 4) Peer influence

10) Why did you prefer your child to join the training instead of labour force? (For parents with children in VTPS)

- 1) The quality of education is good
- 2) The skills offered are relevant
- 3) They get better employment
- 4) Hazards in the miraa plantation
- 5) Others specify

11) Why did you allow your child to go into labour force instead of enrolling in a vocational training? (For parents of children in miraa plantations)

- 1) The quality of education is low
- 2) Lack of jobs for graduates of VTPs
- 3) Lack of diverse courses
- 4) More money in the miraa plantations
- 5) Others (specify)

12) If they are working in miraa plantations, would you say that their situation is better than if they had gone to a vocational training?

- 1) Yes
- 2) No

Explain your answer

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13) What courses do you think are offered in the vocational training programmes?

Give a list

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14) Do you think these courses offered are diverse enough for the needs of the current job market?

- 1) Yes
- 2) No

15) How relevant do you think the skills offered in the vocational training are to the current job market?

- 1) Very relevant
- 2) Relevant
- 3) Irrelevant
- 4) Very irrelevant

16) In your own opinion is there a relationship between the kind of jobs VTP graduates get and the skills undertaken?

- 1) Yes
- 2) No

17) In your own opinion are the graduates of vocational trainings qualified enough for the job market?

- 1) Yes
- 2) No

Explain your answer

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18) In your own opinion are the tutors in vocational training programmes?

- 1) Very qualified
- 2) Qualified
- 3) Not very qualified
- 4) Unqualified

Explain your answer

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18) Are there children who move from the miraa plantations and enroll in vocational training programs?

- 1) Yes
- 2) No
- 3) I don't know

19) If yes, in your own opinion how many children out of ten move from miraa plantations to vocational training programs.

- 1) 1-3
- 2) 4-6
- 3) 7- 10
- 4) I don't know

20) In your opinion, do you think the children who enroll in Vocational trainings in the long run,

- 1) Get better paying jobs than working in the miraa plantations
- 2) Live a better life than those in miraa plantations
- 3) Live a poorer life than those in miraa plantation
- 4) Others (specify).....

Please explain your answer

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Thank you for your cooperation

APPENDIX 2: QUESTIONNAIRE FOR VOCATIONAL TRAINING PROGRAMME STUDENTS.

Introduction

My name is Faith Kagwiria Kimathi; I am a Masters Student at the Institute for Development Studies, Nairobi University. I am carrying out a study on perceptions of parents and children towards the quality, relevance and diversity of skills offered in vocational training programmes and their role in eliminating child labour in the Miraa plantations. The information that will be collected will be used for knowledge purposes. You have been randomly selected to take part in the survey from among the people in this area. I am kindly requesting you to participate in the study. I assure you that any information shared will be treated with strict confidence.

Questionnaire no.....

Date of interview.....

Locality.....

Name of Institution.....

Background information

Sex of interviewee: 1) Male 2) Female

Age

Section 1

Knowledge and perception on child labour

1) What it is child labour?

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.....
.....

2) Do you think children working in the miraa plantations are mentally, physically, socially and morally in danger?

Tick as appropriate

| | Yes | No | Specify how children are affected in this category |
|------------|-----|----|--|
| Physically | | | |
| Socially | | | |
| Morally | | | |
| Mentally | | | |

3) What's your opinion about child labour?

- 1) Should be encouraged
- 2) Should be discouraged
- 3) Should be totally eliminated
- 4) Should be allowed in some situations (specify).....

Explain your answer

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Section 2

Perceptions on vocational training programs

4) How valuable do you think education is in life?

- 1) Very valuable
- 2) Not valuable

5) What makes some children prefer to go to work in the miraa plantation rather than attend vocational training?

- 1) Courses offered are not diverse
- 2) Vocational trainings are of low quality
- 3) Lack of job for graduates of VTPs
- 4) There is more money in miraa plantation
- 5) Peer influence
- 6) Poverty
- 7) Others specify

6) Why did you choose to go to a vocational training programme instead of working in the miraa plantation?

- 1) Education is more valuable than labour force
- 2) Because of hazards involved
- 3) I like the courses offered
- 4) The courses offered are of quality and are relevant
- 5) My parents forced me

7) Who chose for you to enroll in the vocational training program?

- 1) Self
- 2) Parents / guardian
- 3) Others (specify).

8) Who pays for your training?

- 1) Self
- 2) Parents / guardian
- 3) Others (specify).

9) Do you feel that what you are learning will provide you with a good job in the future?

- 1) Yes
- 2) No

10) How relevant do you think the course you are studying is to the job market?

- 1) Very relevant
- 2) Relevant
- 3) Irrelevant
- 4) Very irrelevant

11) What is the diversity of courses offered in the vocational training programme?

Give a list

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12) In your own opinion how satisfactory is the diversity of the courses offered in your vocational training program?

- 1) Very satisfactory
- 2) Satisfactory
- 3) Not satisfactory

13) Are there other courses you think if added to the courses you take could make the training better?

- 1) Yes 2) No

If yes give a list,

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.....

14) How well equipped are the workshops in the vocational training

- 1) Very well equipped
- 2) Satisfactory
- 3) Ill equipped

15) Comment on the general infrastructure in the training program. Is it?

- 1) Very good
- 2) Good
- 3) Poor
- 4) Very poor

16) Do you think the quality of education you are receiving here will equip you well for the job market?

- 1) Yes 2) No

Explain your answer

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17) Is vocational training is an inferior type of education?

- 1) Yes 2) No

Explain your answer

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18) Please describe your tutors/instructors on the following attributes:

1. Punctuality

.....

2. Preparedness

.....

3. Efficiency: 1) very efficient 2) efficient 3) inefficient 4) very inefficient

5. Qualification 1) very qualified 2) qualified 4) unqualified 5) very unqualified

19) Is there relationship between the kind of jobs VTP graduates get and the skills undertaken?
1) Yes 2) No

Explain your answer

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20) In your opinion, do you think the children who enroll in Vocational trainings in the long run,
1) Get better paying jobs than working in the miraa plantations
2) Live a better life than those in miraa plantations
3) Live a poorer life than those in miraa plantation
4) Others (specify).....

Explain your answer

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Thank you for your cooperation

APPENDIX 3: INTERVIEW GUIDE FOR CHILDREN IN THE MIRAA PLANTATIONS.

Introduction

My name is Faith Kagwiria Kimathi; I am a Masters Student at the Institute for Development Studies, Nairobi University. I am carrying out a study on perceptions of parents and children towards the quality, relevance and diversity of skills offered in vocational training programmes and their role in eliminating child labour in the Miraa plantations. The information that will be collected will be used for knowledge purposes. You have been randomly selected to take part in the survey from among the people in this area. I am kindly requesting you to participate in the study. I assure you that any information shared will be treated with strict confidence.

Questionnaire no.....

Date of interview.....

Locality.....

Section 1

Background information

1) Sex of interviewee: 1) Male 2) Female

2) Age

3) Highest level of education completed

1) None

2) Lower primary

3) Upper primary

4) Others (specify)

Section 2

Perceptions on child labour

4) What is child labour?

.....

5) Do you think children working in the miraa plantations are mentally, physically, socially and morally in danger?

Tick as appropriate

| | Yes | No | Specify how children are affected in this category |
|------------|-----|----|--|
| Physically | | | |
| Socially | | | |
| Morally | | | |
| Mentally | | | |

6) What's your opinion about child labour?

- 1) Should be encouraged
- 2) Should be discouraged
- 3) Should be totally eliminated
- 4) Should be allowed in some situations (specify).....

Explain your answer

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7) Are there any hazards/dangers of child labour in the miraa plantations?

1. Yes
2. No

If yes, what are these hazards? (*Probe for emotional, social, moral, education, cognitive*)

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8) Briefly describe your experience working in this sector (*probe for if they like their work, find it fulfilling or find it hard etc*)

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9) On average how much do you earn per month?

- 1) Up to Kshs 1,000
- 2) Kshs 1,001-3,000
- 3) Kshs 3,001-5,000
- 4) Kshs 5,001-7,000

5) Over Kshs 7,000

10) What reasons made you start working in the miraa plantations?

- 1) Low quality education
- 2) Earn money.
- 2) Peer influence
- 3) Poverty
- 4) Others specify

11) Do you feel you will make it in life doing this kind of a job?

- 1) Yes
- 2) No

Explain your answer

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12) Are your parents supportive of your choice of job?

- 1) Yes
- 2) No

Explain your answer

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Section 3

Perceptions on vocational training programs

12) Do you think education is valuable in life?

- 1) Very valuable
- 2) Not valuable

Explain your answer

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14) What is a vocational training program?

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15) If there were sufficient means and opportunities, would you prefer to go to vocational training instead of working?

1) Yes 2) No

Explain your answer

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16) Give a list of courses that you know are offered in the vocational training programme?

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17) Do you think the skills offered in vocational trainings provide graduates with good jobs in the future?

1) Yes 2) No

Explain your answer.

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18) Would you be interested in doing any of the courses offered in the training programs?

1) Yes (specify)..... 2) No

19) In your opinion, do you think the children who enroll in Vocational trainings in the long run,

- 1) Get better paying jobs than working in the miraa plantations
- 2) Live a better life than those in miraa plantations
- 3) Live a poorer life than those in miraa plantation
- 4) Others (specify).....

Please explain your answer

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Thank you for your cooperation

APPENDIX 4: PARTICIPATION GUIDE FOR CHILDREN UNDER 13 YEARS WORKING IN MIRAA PLANTATIONS

Introduction

My name is Faith Kagwiria Kimathi; I am a Masters Student at the Institute for Development Studies, Nairobi University. I am carrying out a study on perceptions of parents and children towards the quality, relevance and diversity of skills offered in vocational training programmes and their role in eliminating child labour in the Miraa plantations. The information that will be collected will be used for knowledge purposes. You have been randomly selected to take part in the survey from among the people in this area. I am kindly requesting you to participate in the study. I assure you that any information shared will be treated with strict confidence.

The researcher will use storytelling and drawing techniques to collect data using this instrument.

Questionnaire no.....

Date of interview.....

Locality.....

1) Sex of interviewee: 1) Male 2) Female

2) Age

3) Highest level of education completed

1) None

2) Lower primary

3) Upper primary

4) Why do you think children work in miraa plantation?

5) What lead you to start working in the miraa plantations?

6) Briefly describe your experience in the miraa plantations?

7) What is a vocational training program?

8) Would you like leave working in the miraa plantations and enroll in a vocational training program?

Thank you for your cooperation

APPENDIX 5: GUIDE FOR THE KEY INFORMANTS INTERVIEWS

Introduction

My name is Faith Kagwiria Kimathi; I am a Masters Student at the Institute for Development Studies, Nairobi University. I am carrying out a study on perceptions of parents and children towards the quality, relevance and diversity of skills offered in vocational training programmes and their role in eliminating child labour in the Miraa plantations. The information that will be collected will be used for knowledge purposes. You have been randomly selected to take part in the survey from among the people in this area. I am kindly requesting you to participate in the study. I assure you that any information shared will be treated with strict confidence.

Questionnaire no.....

Date of interview.....

1. How diverse are the skills offered in vocational training programs in motivating children to withdraw from child labour?
2. Comment on the quality of education in the vocational training programs.
3. What perceptions do children and parents have on the quality of vocational training programs?
4. How do the perceptions children and parents have on the relevance of the courses offered in vocational training programs affect their attractiveness to child laborers?
5. How do these perceptions affect the effectiveness of vocational training programs in elimination of child labour?
6. How would you rate the levels of efficiency of vocational training programmes in eliminating child labour in the miraa plantations?
7. How does the community perceive the economic returns of education as compared to returns of working in miraa plantations?
8. What recommendations would you make to increase the effectiveness of vocational training programmes in child labour elimination?

Thank you for your cooperation