VILLAGE POLYTECHNICS IN CENTRAL KENYA:
progress, problems and prospects

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ABSTRACT

This paper gives the overall findings of a study designed to assess the performance of village polytechnics in Central Kenya in terms of the promotion of rural development, the attitude of trainees to employment prospects in the rural areas and the city and the extent to which the success of village polytechnics is dependent on the standard of living in the rural areas.

In the sample of 23 VPs, most had been successful in placing their leavers in employment in their local areas although no consistent monitoring of leavers had been done at the time of the survey. Although most of the 175 trainees interviewed expressed a desire to work in their home area a sizeable minority expressed a preference to work in a town, particularly Nairobi, although the general image of Nairobi is a vague one.

The role of VPs in promoting rural development is seen as over-ambitious since the sucess of the VPs tends to depend highly on the pre-existing levels of rural prospects.

Several problems restricing the development of VPs are identified and solutions suggested. The greatest danger to the development of VPs appears to be the growing lack of flexibility in organization which prevents VPs from reacting quickly enough to changes in the local economy.

Introduction

This study was carried out in August 1978 in Central Province and parts of Eastern Province and was an attempt to measure the progress of the village polytechnic movement in this area. It is almost six years now since the Evaluation Mission on Village Polytechnics[1] produced its report, a sufficient length of time for development trends to have emerged and for a comparison of these trends with the recommendations of the Mission to be made.

The main aims of the study were: (1) Gauging the performance of VPs in Central Kenya in promoting rural development. (2) Assessing trainee attitudes to VPs and to employment prospects in the rural areas and Nairobi. (3) Assessing the extent to which the success of VPs is dependent on the standards of living in the local area.

The fieldwork was carried out during three weeks in August 1978. Twenty-three village polytechnics were visited, all but two in Central Province. While a sample from all parts of the country would have been much more desirable, time and budgetary constraints limited the research to this area. Since one of the objectives was to look at the influence of large towns (particularly Nairobi) on the attitudes of the trainees, it was felt that the sample selected provided a sufficient range of distances and rural conditions to carry out these objectives.

Information was obtained by the use of questionnaires. In each VP a general questionnaire was set to the manager, or, in his absence, an instructor, while two short questionnaires were set to a sample of trainees. These two questionnaires were designed to elicit information on trainee attitudes to VPs, rural life and the city and on their aspirations and ambitions on completing their courses. The following findings are based on a synthesis of the 23 general questionnaires and on the returns from a sample of 175 trainees from 21 VPs.*

A list of VPs visited appears in Appendix 1 and a copy of the questionnaires used in Appendix 2. It should be borne in mind that the findings reported below are preliminary and that they pertain only to the study area. It is acknowledged that conditions and developments in VPs in other parts of Kenya might be substantially different.

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* At two VPs no trainees were present when the interviews took place.

Promotion of Rural Development

Promotion of rural development was envisaged by the report of the Evaluation Mission to proceed through the related objectives of (a) providing local areas with trained artisans and (b) helping to stem the drift of youth to the cities, particularly Nairobi.

Our study shows that both of these objectives are being fulfilled to a certain extent but that the scale on which they are being carried out may not be sufficient to counteract the strong centripetal forces which continue to underlie the drift to the cities. In particular, the effectiveness of VPs is constrained by three main items: Firstly, the extent to which the "drift to the cities" can be seen as a movement of primary school leavers. Increasingly, it seems that the rural areas are losing many of those who have received formal schooling beyond VP entry level. This is apparent in the observation that in many VPs the trainees had education beyond standard VII level and some had even attained form IV. Secondly, the capacity of the local area to absorb increasing numbers of trained artisans, typically 12-20 per trade, per year. This is a question to which we will return at several points in this report. Thirdly, the ability of VPs to cater for youth from their local area. Most of the VPs in the study had an excess of demand over supply of available places and the selection procedure is therefore becoming competitive. One result is that there are several "outsiders" being trained at VPs which are intended to cater for their own area. While this may not be a problem on a small scale, it tends to change the accepted role of VPs, particularly when coupled with the increasingly competitive nature of VP entry. This is a problem which appears to have grown from the very success of VPs.

The follow-up study on which most VPs are beginning to embark should provide essential information on the employment success of VP leavers. Our impression was that most VPs in the area are fairly successful in placing their leavers in local employment, particularly those in the building trades. Exceptions were found in the poorer, more remote parts of the study area such as Nyandarua and Isiolo and amongst leavers from the more specialised trades such as motor mechanics and leatherwork.

There was a good deal of variation in the availability of information about placement of leavers. Some VPs were well-organised and able to account for every single leaver; others had some records and a few relied only on the general impressions of the manager. Two new VPs in the survey, Leshau and Nyaga were still awaiting their first batch of leavers.

There was little evidence of any substantial drift of leavers to the towns. However where data on leavers was incomplete, it is likely that the "unacccunted for" leavers had left their home areas and were probably in Nairobi or other towns as information on their whereabouts would be more difficult to obtain in such circumstances. It is important that the follow-up survey be treated seriously by VP managers and analysed carefully by the policy-makers for it is only through investigation of this information that the degree of success of VPs in stemming the flow of youth to the cities can be assessed and policy changes made if necessary.

Trainee Attitudes to VPs and Employment Prospects

The information gained here was collected from the questionnaires completed by the trainees and from employment records (where these existed) held by the VPs.

(a) VPs and Rural Employment

It is clear that trainees are motivated first and foremost by the prospects of employment which a VP training offers. This is not such an obvious point as appears at first glance as our data reveals that a fair proportion of trainees have rather vague concepts of the purpose of a VP. Several managers reported drop-outs amongst trainees whose expectations of VPs did not fit in with reality. Others were "forced" to enrol in the VP by their parents. In nearly all the cases interviewed employment was seen as by far the most important goal of a VP training. A considerable number of trainees mentioned the opportunity to become self-employed in their local areas. Others clearly felt that learning a trade was easier than following an academic course.

We had the impression that many trainees regarded their VP as simply another type of "school", equating the manager with the headmaster and the instructors with schoolteachers. Features such as uniforms, roll-calls and the increasing tendency to direct courses towards Government trade tests also enhance the similarity between school and polytechnic. Trainees however are strongly motivated to learn and many VPs in our survey had obviously instilled feelings of communal responsibility and sense of purpose into their trainees. As a sign on the notice-board of one said: "Don't ask what the VP can do for you, ask what you can do for the VP". We feel that the VPs in our study area have succeeded admirably in promoting awareness

of communal responsibility amongst their trainees and urge that this is not lost sight of in concentrating efforts on expanding courses, winning contracts and boosting sales of products. The good reputation enjoyed by many VPs and, indirectly, their success in local employment, can be traced back to their role in promoting communal responsibility amongst trainees.

(b) The Influence of Nairobi

One object of the study was to find out where the trainee would like to work after completion of training. To this end several questions were aimed at discoveries trainees' attitudes to and perceptions of the rural areas and the towns, Nairobi in particular.

Although most trainees expressed a preference to become employed in their home area, a sizeable minority showed a desire to seek employment in towns, particularly Nairobi (see Table 1). Several trainees interviewed in Nyandarua District polytechnics expressed a desire to work in Nakuru. Interestingly, the proportion of trainees desiring to remain in their local area is about the same as the proportion of leavers known to be employed locally.

Some sections of the trainee questionnaires were aimed at eliciting the trainee's "image" of Nairobi vis-a-vis that of the rural area. Very often it is the expectations promoted by this image, rather than the reality of the situation which encourages rural-urban migration in Kenya.

The corporate images of what is "good" and "bad" about Nairobi are rather superficial and reflect an apparent lack of contact and experience of city life. For example, road accidents are perceived of as a bigger problem than the high cost of living in the city. The most desirable features of Nairobi to VP trainees tend to be sensory rather than functional, e.g., tall buildings, clean streets and even clean people, although a fair proportion of the sample felt that if you could find a job in Nairobi then you would be better off there than in the rural areas.

How far such distortions affect the decision to migrate is open to question. However, it is possible to make some initial judgement on whether the degree of familiarity with Nairobi affects the desire to seek employment there on completion of training.

Table 1 classifies trainees' responses in terms of their desired workplace and their degree of contact with Nairobi.

TABLE 1

No. desiring work in:	No. of visits to Nairobi during past year			
	0	1-2	Over 2	Total
Local Area	51	27	14	92
Nairobi	17	21	10	48
Elsewhere	14	10	6	30
TOTAL	82	58	30	

Table 1 shows that there is no strong tendency for trainees who are more familiar with Nairobi to feel more attracted to the city as a potential workplace.* Further research in this aspect will seek to correlate particular aspects of the trainees' image of Nairobi with their desire to work there.

The loss of VP leavers to Nairobi and other towns is opposed to current VP policy. The loss of a small proportion is inevitable and not undesirable but losses should not be allowed to rise above present levels. Again we must point out the need to monitor the capacity of rural areas to absorb leavers into gainful employment at regular intervals. There is no point in a VP producing 20 carpenters a year in an area which is already saturated. In such circumstances migration, most probably to a town, is the only logical alternative for the leaver.

(c) VPs and Rural Prosperity

Since their instigation VPs have been looked upon as a means of promoting rural development. In the absence of Government funding for all aspects of VP operation however, the success of the VPs is partly governed by the level of rural prosperity itself. In other words, VPs tend to be highly dependent on local wealth for their instigation and rate of growth. The degree of success in placing leavers in local employment will also vary according to the condition of the local rural economy. In a poor rural environment there will be difficulties in raising funds through Harambee meetings, in raising tuition fees and in winning contracts and selling goods to the local people. A strong element of self-reinforcement therefore exists and we would suggest, from the evidence of our field-work, that the success of VPs tends to depend on the level of rural prosperity rather than vice-versa as has generally been assumed.

This assertion is rather difficult to quantify from our data although such an analysis will be attempted at a later stage.

A Chi-Square test was insignificant at the 95% level.

The level of rural prosperity has certainly increased throughout the study area although there are sharp variations in agricultural potential and in the rate of improvement in standards of living. At one end of the spectrum there are VPs in the settlement schemes and the more marginal farming areas (e.g., Ruril, Leshau, Ndaragwa, Isiolo and Karurumo) which experience more severe problems than those in the richer farming areas, particularly in Nyeri and Kirinyaga Districts (e.g. Karatina, Kaitheri, Othaya and Mung'aria). There are, of course, a few exceptions where dynamic management or innovation may overcome other difficulties. However the capacity of the poorer areas to absorb trained artisans into gainful employment is smaller than in the richer areas and this constrains their role in development.

A problem therefore exists in the rational planning of VPs. Rural prosperity in Central Kenya is partially governed by forces largely out of Government control (e.g. no Government policy since Independence seems to have had so much impact or multiplier effect as the coffee boom of 1976-77). The impacts of increased revenue from coffee, tea and other cash crop production is concentrated. More wealth in an area means more money for school fees, for home improvements and for farm improvements. The portfolio of contracts of VPs in, e.g., a coffee area is likely to be dominated by orders for stone buildings, water tanks and school and home furniture. The dilemma which the Government faces is whether or not to intervene in the poorer areas by underwriting costs, at least for an initial period, in the hope that VPs will eventually be able to generate self-sustained growth. The Evaluation Mission doubted whether this was possible and, despite improvements in the standards of living throughout the study area, it must be conceded that VPs alone in their present form do not have sufficient generative power to instigate rural development. On the other hand, their role once development has a solid foundation is of great importance.

Problems of Village Polytechnics

During interviews with managers and instructors there was much discussion on the problems faced by VPs. Discussion often followed two open-ended questions (G6 and G8 on the first questionnaire) which concerned the main problems faced by the VP and the paths which should be followd by the VP movement in the coming five years. The responses of the managers and instructors tended to identify and separate short-term and long-term problems.

(a) Short-term Problems

Short-term problems tended to boil down to a lack of finance for particular operations or developments. Although a variety of problems was mentioned, the clearest problem emerging was that of inadequate transport. VP managers feel highly constrained by a lack of their own transport either for bringing materials to the VP or taking trainees to contract sites. Only four out of the 23 VPs visited did not report transport problems: Nyanduma, which has a pick-up truck, Karurumo, with its motor-mechanics course and Makuyu and Mung'aria VPs which are both fairly new. Managers felt that their costs were greatly increased by not having their own vehicles. An extreme example was at Leshau VP where 70/= worth of building materials had cost 800/= to transport from Nakuru. There is much evidence of difficulties arising out of shortage of transport although in claiming that "many problems would be solved if the VP had its own vehicle" as many managers did, the costs of running and maintaining a vehicle are clearly not reckoned with.

Next in importance to transport as a short-term problem were various shortages, mainly with regard to tools, equipment and accommodation (either workshops/classrooms or staff quarters). The rapid expansion of many VPs seems to be the main cause of these problems. While it is relatively easy to admit increasing numbers of trainees, it is less easy to provide adequate tools, materials and accommodation for the trainees and instructors out of the generally modest VP resources. Amongst the older-established VPs the raising of funds for such purposes through Harambee drives is easier, although there is a limit to the frequency with which the VP can rely on donations from the local community. Again, the level of wealth in the local community is an important factor.

The transport problem and the various shortages were the most commonly-mentioned short-term difficulties faced by VPs. Others were more individual: a few VPs had insufficient space for expansion, some had problems of power supply or water supply and others had difficulties in obtaining materials (although this was mainly associated with transport problems).

(b) Long-term Problems

Long-term problems mainly concerned matters of organisation and administration of VPs. There are fewer common elements in this category and it was the more imaginative managers who tended to identify such problems.

While there are several practical problems currently facing VPs, in our view the greatest danger to the continued development of VPs is the growing lack of flexibility in organisation and the associated lack of long-term plans in each VP. Thus, while managers and management committees have the necessary grassroots knowledge of their local areas, they do not generally have the time, the skill or the information to predict what adjustments are necessary to their programme to cater for likely changes in the patterns of demand for manpower. Despite the warnings of the Evaluation Mission and the contrasts drawn by Court[2] between the formality of secondary schools and the informality of VPs, the polytechnics appear to be becoming increasingly formalised and inflexible. Nowhere did we hear mention of the need to reduce intake to certain courses, although there are some parts of the study area where saturation point cannot be away for some trades.

Courses, too, are becoming standardised, being generally geared towards the appropriate Government Trade Test rather than a specific community need.

We feel that more imagination is needed to diversify the role of VPs. The ambitions of many managers to take in better (academically) qualified trainees and to offer higher-level courses is understandable given their great enthusiasm, but as an overall policy we feel that such developments are counter-productive and detrimental to the accepted role of VPs. Instead of vertical expansion we would recommend much more horizontal expansion - i.e., a greater diversification of the role of VPs. Government assistance should be given to VPs to investigate new methods of enterprise which would involve them in training young people for a wider range of employment.

We would suggest that the agriculture sector be investigated initially with a view to diversifying the role of VPs. Agriculture has been rather neglected by VPs despite the emphasis placed by the Evaluation Mission on the potential role of VPs in disseminating agricultural innovations and improvements amongst the community. There is little evidence of this occurring in the study area. In most VPs agriculture is a part-time course involving each trainee for as little as one morning or afternoon per week. Courses in agriculture (or sub-branches like bee-keeping, poultry-keeping and horticulture) need to be strengthened and developed into full courses in

their own right instead of one afternoon per week spent "weeding the shamba" as is the case in most VPs we visited.

Polytechnics could also be involved in organising the processing of agricultural products, particularly in the settlement schemes where cash crop production could be organised on a co-operative basis under the direction of the appropriate Ministries. The processing of vegetables, pyrethrum and cotton are examples where this type of enterprise is feasible. VPs could then be directly involved in training young people in the collection and processing of agricultural produce and in marketing methods. In this way a good general training for small-scale enterprise could be provided by VPs.

Concentration in developing agriculturally-related training will help VPs to assume a more direct role in rural development. While tailoring, leatherwork and building trades are occupation which are worthwhile and useful to rural development, it is somewhat ironic that the VPs have generally shied away from a direct involvement with the land which is the basis of the rural economy.

With regard to the short-term problems raised, some suggestions may be made

Transport is such a common problem that remedial action by the Government seems necessary. While one would not like to see VPs turned into commercial enterprises with education as a secondary role, we feel that if transport costs were reduced, the benefits would spread throughout the entire range of VP activities and would help encourage self-sufficiency. Few VPs could utilize one vehicle efficiently. Therefore we would propose that a vehicle made available to be shared between the VPs in each district and that its use is controlled by the C.D.O. Materials could then be bought in bulk and this saving would be added to the savings in transport costs. The C.D.O. would ensure co-ordination between the VPs in a district.

Associated with the provision of vehicles could be the opening of a retail outlet in Nairobi so that some of the goods produced in the rural areas could be sold in the city. This would increase sales turnover and reduce the stock-piling of finished articles which we observed in some VPs, particularly where the product was high-quality, high price, e.g. the leather inlaid tables made in Kaitheri VP. Similar schemes are operated by the Prisons Department, the N.C.C.K. and the Y.M.C.A. VP vehicles could

be used for the collection of articles to be taken for sale in Nairobi, returning with supplies of materials, etc. to be distributed amongst the VPs.

Most of the other practical problems raised and discussed above should be soluble in time by the VPs themselves when finance becomes available. If the Government (or any of the international aid organisations) can help in the ways suggested above, the reduced costs and increased revenues will bring about their solution that much quicker.

Organisation and administration are more difficult problems. There is a need for streamlining and a more clearly-stated role for manager, management committee and National, Provincial and District administration. The general view of the management seems to be that more government involvement is necessary. How this can be accommodated without loss of autonomy is difficult to see as financial accountability is obviously necessary. With the exception of instructor's salaries government aid has tended to be irregular - some VPs in the study area are helped more than others and government aid has taken no standard form. This disjointedness has been compounded by the role of charitable organisation such as CARE and UNESCO who have tended to aid individual projects rather than the VP movement as a whole. This has resulted in some VPs benefitting much more from government and international aid than others. Perhaps the time is now ripe for the Government to standardise its assistance to VPs so that a smoother development path may be followed. It would be possible to classify VPs into various categories for assistance by date of establishment and/or area and to instigate a sliding-scale of benefits. The newer VPs in the poorer parts of the country would receive most assistance, the older-established ones in the richer areas, least assistance. This arrangement probably approximates de facto government policy at present but it would be beneficial to VPs to know exactly how much assistance to expect from the Government, its form, and its duration.

The problems resulting from the salary structure of instructors have been pointed out. Increased basic levels, annual increments and psot-experience training would ensure a more stable and dedicated body of instructors. Job satisfaction in VPs is high but financial rewards should be increased if budgetary constraints permit.

We are aware that these conclusions and recommendations are formed

on the basis of a sample of VPs from one part of the country and from an as yet partly-analysed data set. Our aim in producing this document, however, was to present the Kenya Government with as much useful information as possible, as quickly as possible, in the hope that it may be used when policies for the further development of VPs are being formulated. Further analysis of most of the main topics discussed in this paper is proceeding and further progress will be reported in due course.

References

1. "The Kenya Village Polytechnic Programme", Report of the Evaluation Mission of the Government of Kenya and the Norwegian Agency for International Development, 1974.

2. "Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya", in "Education, Society and Development", D. Court and D. Ghai (eds.), O.U.P., Nairobi, 1974.

Appendix 1

Village Polytechnics in the survey

V.P.	District	Year of Establishment as VP
Nyanduma	Kiambu	1972
Karatu	"	1976
Kiganjo	"	1977
Kirenga	"	1974
Nyaga	"	1978
Kirangari	"	1972
Mangu	"	1972
Kamahuha	Muranga	1973
Kiranga	"	1972
Makuyu	"	1976
Kaitheri	Kirinyaga	1971
Mucii wa Urata	"	1969
Mount Kenya	Nyeri	1972
Mung'aria	"	1976
Othaya	"	1972
Karatina	"	1972
Stanley Mathenge	"	1976
Nyahururu	Nyandarua	1973
Leshau	"	1977
Rurii	"	1975
Ndaragwa	"	1977
Karurumo	Embu	1971
Isiolo	Isiolo	1973

Appendix 2

QUESTIONNAIRES

(a) Submitted to Managers (or, in their absence, instructors)

VILLAGE POLYTECHNIC QUESTIONNAIRE

Name of polytechnic ..... Interviewer Code .....

Location ..... Date of interview .....

Respondent ..... Time of interview .....

(A) ORIGINS OF THE POLYTECHNIC

(1) In which year was the polytechnic established? .....

(2) Which people and groups (or organisations) originally decided to establish this polytechnic?

(3) Could you please give a few details of how the polytechnic was started?

(B) STAFF OF THE POLYTECHNIC

	Course	F/P	Number of instructors	Others
(1) Please list present courses				
(2) Indicate whether each is full or part-time				
(3) Indicate the number of instructors per course				
(4) Any other details, such as other occupations				

(5) Are there any other people who work or help at the polytechnic? For each person indicate whether they are paid or are voluntary, full or part-time. If part-time, about how much time do they spend at the polytechnic?

(C) COURSES AND TEACHING AT THE POLYTECHNIC

(1) How long does the course last?

(2) How many students are currently enrolled on the course?

(3) What is the language or instruction?

(4) What is the approximate split between classwork and practical work?

(5) Does the instruction take place at the polytechnic, or in the local area 'on the job'. If both, indicate the approximate time spent on each.

1 Course	2 Length	3 Students	4 Language	5 Class/prac.	6 in/out

(D) CHARACTERISTICS OF THE POLYTECHNIC TRAINEES

	Male	Female
(1) How many trainees are at present enrolled?		
(2) How many trainees were enrolled when the polytechnic was started?		
(3) How many trainees are boarders?		
(4) How many trainees were boarders when the polytechnic was started?		
(5) How many applications for places did the polytechnic receive last year?		
(6) How many applications for places did the polytechnic have the year before last?		
(7) How many trainees dropped out of their courses last year?		
(8) What do you think were the main reasons behind these trainees dropping out of their courses?		

(E) RESOURCES OF THE POLYTECHNIC

(1) Could you please give a few details about the cost and sources of labour during the construction of the polytechnic's buildings?

(2) Please list any vehicles used by the polytechnic.

(3) When was each obtained?

(4) Was it obtained new or second hand?

(5) Was it bought or donated? If donated, by whom?

(6) Please list any other large pieces of equipment used by the polytechnic and repeat questions 3 to 5 for each specified.

2 vehicles/equipment	3 date	4 new/2nd	5 bought/donated	7 details

(7) For each item listed, please specifiy details of how it was obtained.

(F) THE POLYTECHNIC AND THE LOCAL COMMUNITY

(1) What are the main contacts the polytechnic has with the local community?

(2) Could you give a few details zas to how these contacts developed.

(3) What are the main changes that have occurred in the local area during the last five years?

(4) What are the main cash crops grown in the local area this year?

(5) What were the main cash crops grown in the local are five years ago?

(6) Compared to five years ago, do you think local farmers are better or worse off?

(7) What reasons do you think are important in making them better/worse off?

(8) When was the land adjudication in this area done? .....

(G) GENERAL SECTION

(1) What are the main contacts you have with other village polytechnics?

(2) What are the main contacts you have with Government and other development agencies?

(3) What are the most useful sources of information and held on the general running and upkeep of the polytechnic?

(4) What are the most difficult problems faced by your polytechnic?

(5) What are your main plans for the future?

(6) What do you think should happen to the village polytechnic movement in Kenya over the next five years?

(7) What are the most important sources of finance to the polytechnic?

(10) What are the current level of fees at the polytechnic? .....

(11) What were the previous levels of fees at the polytechnic? .....

(12) Is there anything you would like to add about your polytechnic, or the village polytechnic movement in general?

(b) Submitted to Trainees

VILLAGE POLYTECHNIC QUESTIONNAIRE II

Student attitudes to Urban and Rural Areas in Central Kenya.

(A) 1 Trade .....(course).

2 Why did you choose to learn this trade .....

.....

3 Age .....

4 Sex .....

5 Where is your home located

.....District

.....Location

.....Sublocation

6 How long have you lived here .....

(7) (If less than 5 years) Where did you live before .....

.....District

.....Location

.....Sublocation

.....

(8) What are the three best and three worst things about living here?

.....

.....

.....

.....

(9) Where would you prefer to work when you qualify at your trade?

.....why?.....

.....

(B) 1 What is the matatu fare to Nairobi? .....

2 How long does the journey take? .....

3 How many times have you visited Nairobi during the past year .....

.....

4 What do you think are the three best and three worst things about Nairobi? .....

.....

.....

.....

.....

(c) Submitted to Trainees

ARUTWO URIA MONAGA MIOROTO KANA MIARAMANO YA KWANDIKWO MAWIRA-INI

RIKIA SENTENSE ICI

KIONERERIA

1. Matuku ma guka .....
ngatwika mwaki wa mahiga na ngaruta wira Nairobi.

2. Njitikitie ati.....
village polytechnics iheyaga muthingi wa githomo thiini wa gutura wira (ciacara).

1. Mawira maguku itura.... .....
.....
2. Ngwihoka ati... .....
.....
3. Baba endaga ngatwika .....
.....
4. Thini wa Nairobi .....
.....
5. Ninjui ati .....
.....
6. Ndingihota .....
.....
7. Guku matuura-ini .....
.....
8. Kenya .....
.....
9. Nyendaga .....
.....
10. Niaramano ya guthondeka mbia .....
.....
11. Gicagiini gwitu .....
.....
12. Ndoima village polytechnic .....
13. Thiini wa secondary .....
14. Muthenya umwe ni .....
15. (name of polytechnic) ni .....