The Possibilities for Establishing Agricultural Vocational Training Institutions in Kisumu

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Abstract
This is a study of the possibilities for establishing agricultural Technical, Industrial, Vocational and Entrepreneurship Training institutions (TIVET) in Kisumu in west Kenya. The purpose is to investigate the possibilities for and the challenges physical planners might face in planning for the establishment for such institutions. The rural areas of Kenya are undeveloped despite the large part the agriculture sector plays in the national economy. The training of farmers can be part of a strategy to develop the agriculture sector, and in extension the rural areas. There is a general consensus amongst officials and politicians in Kenya regarding the need for this kind of development but there are also many obstacles to overcome. This study investigates these problems and finds the main one being the problem with policy implementation. The study concludes that policy implementation supersedes all other problems and needs to be addressed urgently. The study offers as possible solutions; greater collaborative approach to the planning process, greater cooperation between the makers of policies and those implementing them, better information to the public and implementation of the governmental power devolvement that is part of the new Kenyan constitution.
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1 Introduction
This thesis project will study the current state of vocational training, mainly regarding agricultural subjects, in Kisumu to form a background for the main aim. The main aim will be to investigate the possibility for agricultural vocational institutions to be established in Kisumu to spur agricultural development and, in extension, the development of rural areas. The potential for those kinds of vocational training institutions will be studied and the challenges in establishing those institutions will be analyzed. The study is done in connection with the new National Urban Development Policy (NUDP) for Kenya currently being drafted.
This study is being done with funding from the Swedish International Development Cooperation Agency (SIDA) through their Minor Field Study (MFS) scholarship. The interviews and questionnaires will be done in collaboration with two fellow students as they will write their own studies touching on similar problems as the ones in this study, and because of practical reasons concerning, amongst other things, being granted time for interviews with different officials.

1.1 Problem formulation
In Africa in general the agricultural sector plays a very important part in national economies but has often been underdeveloped. One of the aspects for developing the agricultural sector, and in extension the rural areas, is to provide training for farmers in form of TIVET institutions.

1.1.1 General problem field
Africa is widely considered to have the highest rural development problems in the world. (Akinpelu, 1984) It has been clear to see the consequences of the neglect and ensuing poverty of rural areas throughout Africa. Most African countries, apart from a few exceptions which have emphasized the development of their rural areas, are beginning to feel the negative effects of their lack of planning for the development of rural areas. One clear effect of this neglect has been the rural-urban migration and ensuing strains on urban areas. The insufficient attention from governments in most African countries to the development of rural areas has led to cities in these countries experiencing unsustainably high growth in population putting needless strain on the infrastructure such as electricity, water, and housing and health facilities of these cities. Rural-urban migration is generally considered to be caused by both “push factors” from the rural areas as well as “pull factors” from urban areas. (Ranhagen, et al., 2007) The classical push factors consists of, amongst other things, unemployment, drought, famine or poverty pushing people away from their homes in rural areas and most often towards urban areas where there is perceived to be more opportunities.
Another negative effect of the underdevelopment of the rural areas in Africa is that this had led to many countries either facing severe hunger and starvation problems or, if they have the resources for it, finding themselves in the position of having to large-scale import basic food staples from industrialized nations. (Akinpelu, 1984) These two main negative effects shows us that the development of rural areas is not just of regional but of national concern as it affects whole countries.

1.1.2 Specific problem area
The agriculture sector is the most important one in the Kenyan economy as it contributes 26 percent directly to the annual GDP and another 25 percent indirectly and accounts for 65 percent of Kenya’s exports. (Government of Kenya, 2010) It is also the means of livelihood
for most of the rural population as it informally employs more than 70 percent of the rural population. There has also been a strong correlation in Kenya in the years since independence between growth of the national economy and development and growth of the agricultural sector (as can be seen in Figure 1). Although it is acknowledged that sustained agricultural growth is imperative for the growth of the Kenyan economy and for improving the lives of Kenyans, especially the poor ones, the sector has been left somewhat in neglect. The agriculture in Kenya has not been modernized as it is today still small scale, rain fed and predominantly done with manual labor. There has also neither been sufficient support from institutions nor adequate infrastructure in rural areas or linking rural and urban areas.

Figure 1 - Agricultural and economic growth in Kenya (1960-2008)

During the last few years however, the government has acknowledged the importance of development of the agricultural sector as it has been recognized as one of six key sectors that will help the Kenyan economy achieve the 10 percent growth that is envisioned by the government. (The Government of the Republic of Kenya, 2007)

The preferred term for vocational training in Kenya is TIVET (Technical, Industrial, Vocational and Entrepreneurship Training) which is the Kenyan version of the more internationally common TVET (Technical and Vocational Education and Training). The aim of TIVET is to provide lifelong education and training for self-reliance and to serve as an alternative route to further education and training. (Ministry of Education, 2012) TIVET in Kenya is growing as the enrollment in TIVET institutions grew from 62,439 in 2003 up to 75,547 in 2010. The Kenyan government has brought forward the further development of and investment in TIVET in Kenya Vision 2030, their blueprint for the country with the main aim of achieving, by 2030, a globally competitive and prosperous country with a high standard of living for its inhabitants. (The Government of the Republic of Kenya, 2007)

TIVET can be seen as a tool for developing the agriculture sector, and in extent also rural areas, in Kenya.
1.1.3 Research problem

There are a number of delimitations in this study. There is firstly a geographical delimitation as the study focuses on Kisumu Town and its surrounding rural areas. There is also delimitation in terms of scope as the study does not investigate whether the theories regarding the benefit of vocational training to rural development and the role of rural development in the overall development of a country’s economy are accurate but rather assume away that they are.

Since the development of rural areas is a wide subject containing several different aspects there is a further delimitation as the study only focuses on the possibilities for providing agricultural TIVET institutions in Kisumu’s rural areas.

This study aimed to answer these following researchable questions:
- What is the state of vocational training in Kisumu Town and its surrounding areas?
- What are the possibilities for agricultural vocational training in Kisumu town’s rural areas?
- What challenges do physical planners face with providing agricultural vocational training institutes in Kisumu?

Part of a physical planner’s responsibilities is the planning of a city’s infrastructure. The responsibility is however not only limited to physical infrastructure as a physical planner also have to consider aspects such as the social infrastructure of a city or its rural areas. TIVET, as well as other education or training, falls under the category of social infrastructure. It is therefore clear to see that the establishment of TIVET institutions is very much dependant on physical planners. Although physical planners do not play a part in the curriculum of TIVET institutions they are vital when it comes to connecting the different actors such as educational officers and the private sector as well as having an overall view in terms of where such institutions should be located to best aid the development of a city or its surrounding areas. The legal frameworks for physical planners in Kenya are therefore examined in this report to understand how these could aid or hinder physical planners in providing agricultural TIVET institutions.

1.2 Purpose

The main aim of this thesis will be to contribute to knowledge in the specific problem area of using agricultural vocational training as a means for rural development. The short term objectives are mainly to attain answers to the research questions as well as examining whether problems that has to be omitted from the study due to time restraints impacts the research questions enough to warrant further studies.

This study is to be both explanatory and prescriptive. The ambition of this study is to investigate and explain the current conditions of the agriculture in the rural parts of Kisumu town and the conditions of vocational training in agriculture subjects in Kisumu town and its surrounding rural areas. The study further aims to analyze how these conditions can be improved by analyzing how vocational training institutes teaching agricultural subjects can be planned for and established.

2 Context

2.1 General background of Kisumu

Kisumu, the third largest city in Kenya, is situated on Lake Victoria in the western Nyanza Province. (UN-Habitat, 2006) Besides from being a regional capital for both Kisumu District and Nyanza Province, Kisumu acts as a commercial, administrative and industrial
center for the Lake Victoria basin. Due to its strategic location on Lake Victoria, Kisumu (previously named Port Florence) has historically developed as an internal port and railway hub. Thanks to its plentiful resources such as Lake Victoria itself as well as rich agricultural land, Kisumu’s economy thrived early on with industries such as fishery and large-scale farming of sugar, cotton and rice. During the 1980s and 1990s however, Kisumu was, both due to national economic decline and due to its status as a political opposition base, left in neglect and its economy regressed, causing widespread poverty. Kisumu has not fully recovered from that neglect and is today still on of the poorest cities in Kenya with a growing urban poverty, food insecurity and high levels of HIV/AIDS. It is estimated that around 60% of Kisumu’s population live in slums and that over 15% have HIV/AIDS.

Two of the most important sectors in Kisumu’s economy are the informal sector and urban agriculture. Various national trends such as high unemployment, stagnating economy and increased poverty has also affected Kisumu. The official unemployment rate in Kisumu is currently estimated to around 30%. Urban agriculture and livestock keeping dominate the semi-urban landscape of Kisumu as half the population is involved in it.

### 2.2 Planning structure

The Physical Planning Act (PPA) from 1996 is “An Act of Parliament to provide for the preparation and implementation of physical development plans and for connected purposes”. (The Official Law Reports of the Republic of Kenya, 2009) The act states that a Director of Physical Planning (DPP) must be appointed by the Public Service Commission, as well as other public officers if needed, for the purpose of upholding the act. The DPP serves mainly as the principal Government adviser on matters relating to physical planning. Some of the Directors responsibilities, as stated in the PPA and directly quoted from the same act are listed below. The Director shall:

- formulate national, regional and local physical development policies, guidelines and strategies
• be responsible for the preparation of all regional and local physical development plans
• require local authorities to ensure the proper execution of physical development control and preservation orders

The Director also has the possibility of preparing regional or local physical development plans for the purpose of improving land within the area of authority of a city council (in the case of a regional plan) or of a city, municipal, town or urban council (in case of a local plan) and providing for proper physical development of the land. The act further states that there must be established Physical Planning Liaison Committees which are committees consisting of the DPP, representatives from different Government authorities as well as a Registered Physical Planner in private practice. The main functions of the committee, as quoted from the PPA, are listed below:

• to hear and determine appeals lodged by a person or local authority aggrieved by the decision of any other liaison committee
• to determine and resolve physical planning matters referred to it by any of the other liaison committees
• to study and give guidance and recommendations on issues relating to physical planning which transcend more than one local authority for purposes of co-ordination and integration of physical development

The act further states the powers of local authorities, stating that each local authority has the power to:

• to prohibit or control the use and development of land and buildings in the interests of proper and orderly development of its area
• to consider and approve all development applications and grant all development permissions
• to ensure the proper execution and implementation of approved physical development plans

2.3 The new constitution

The process of drafting a new constitution for Kenya has been long but it has now been completed and approved. The implementation of the Constitution of Kenya 2010 will be arduous and time consuming as it entails many changes in most aspects of the Kenyan society and political system. One of the changes that the new constitution will bring forth and that will have impact on the research problem of this study is the process of devolved governmental power. The structure for this devolvement occupies a whole chapter in the new constitution, indicating its importance and far reaching consequences for the country. Some of the objectives with the devolution of government directly quoted from the new constitution and that will have an impact on the research problem of this study are presented below. (Kenya Gazette Supplement, 2010)

• to promote democratic and accountable exercise of power
• to give powers of self-governance to the people and enhance the participation of the people in the exercise of the powers of the State and in making decisions affecting them
• to recognise the right of communities to manage their own affairs and to further their development
• to promote social and economic development and the provision of proximate, easily accessible services throughout Kenya
This devolution of government will entail the division of Kenya into 47 counties and the creation of a county government in each county. The county government will consist of a county assembly and a county executive. The chief county executive will be the county governor, who is elected by registered voters in the county, and the deputy chief executive will be the deputy county governor. The constitution further states that “Every county government shall decentralise its functions and the provision of its services to the extent that it is efficient and practicable to do so.”

2.4 Vocational training in Kenya

In Kenya, education and training is overseen by three ministries namely the Ministry of Education, the Ministry of Youth Affairs and Sports (MOYAS) and the Ministry of Higher Education. (Hooker, et al., 2011) Basic education (Early Childhood Education, Primary, Secondary, Adult and Non-Formal education, and Teacher education) is the responsibility of the Ministry of Education while MOYAS has the responsibility for more than 750 Youth Polytechnics which train graduates from primary schools and secondary school that, due to various reasons, chooses to follow an alternative route in the education system. The Ministry of Higher Education oversees Higher and Technical Education. Higher education includes universities while Technical education comprises Institutes of Technology, Technical Institutions and universities of technology.

Kenya has a formal education system known as the 8-4-4 system which entails eight years in primary school, four years in secondary school and another four years minimum in the university. Primary school leavers that do not proceed to secondary school can choose to join the many Youth Polytechnics (YPs) which are TIVET institutions under MOYAS. Students that finish secondary school and who do not wish to proceed directly to university has the option of joining TIVET colleges for two year craft courses or three year diploma courses. They then have the option of continuing to university to take degree courses with credit transfers (as shown in Figure 2). The figure shows that students can reach the highest level of education regardless of their entry level.

There are numerous TIVET institutions in Kenya today including National Polytechnics, Technical Teachers Colleges, Institutes of Technology, Technical Training Institutes, Industrial Training Centers, Youth Polytechnics, Vocational Training Centers and other private commercial colleges. These institutions have five major areas of training but also offer several other courses. The major areas are Engineering, Health and Applied Sciences, Business Studies, Institutional Management and Information Technology /Computer Science. There are also many ministries and government agencies that have their own TIVET institutions offering courses in areas related to the respective organizations. The curricula in use in all these TIVET institutions are approved through the Kenya Institute of Education. There is however also more than 500 privately owned TIVET institutions in Kenya today whose curricula are not regulated by the government.
3 Methods

To achieve the before mentioned aims and objectives the methods of this study on the research front has mainly consisted of reviewing literature regarding the problem areas and analyzing theories regarding the strengthening of rural areas and regarding vocational training to build a theoretical framework on which the study could stand.

The methodological approach of this study has been quantitative. The report is based mainly on interviews conducted in the spring of 2012 and questionnaires. Firstly, interviews with different government officials in Kisumu town were conducted to gain an overall view of the conditions on the town. This enabled the construction of a questionnaire with questions more attuned to what was previously gained from the interviews. As the field work for this study was done with two fellow students, the questionnaire also contained questions that were not really relevant to this study.

Furthermore, interviews was conducted with representatives from some vocational training institutions in Kisumu town to understand their point of view and farmers to understand the problems they were facing and their thoughts regarding gaining new skills in agriculture.

Some of the interviews, specifically those with the rice farmers, had to be done using a translator due to the fact that the farmers did not speak English. This complicated the discussion with the interviewees and is important to acknowledge as some issues can have been lost or misunderstood in translation. This is common problem for researchers whenever there is a language gap and is important to keep in mind when analyzing the results that emerge from such interviews.

Although the questions in the questionnaire were formulated in a way to ensure explanatory responses from the respondents this was not always successful. On some of the questions the respondents returned very short answers making it sometimes unclear what they meant.
It has become clear that questionnaires are better suited for shorter questions that do not require very detailed answers. To answer more complex questions, such as the ones in the questionnaire of this report, it is preferable to do this during interviews as it is easier for interviewees to talk about such issues than to write about them. It is also preferable as follow-up questions can be asked to further clarify the interviewees’ views.

Figure 4 - Rice farms in Kisumu

4 Current research

The main previous reports that will be used in this study are the papers “The Role of Agriculture in African Development” by Diao, Hazell and Thurlow and “The need for attention to the issue of rural education” by Kallaway. For a theoretical framework the collaborative planning theory presented by Patsy Healey in the book “Collaborative Planning: Shaping Places in Fragmented Societies” will be used. In the paper mentioned first, the authors discuss the role agriculture can play in the development process in Africa. They discuss whether the success of Asia’s Green Revolution truly shows the potential role the agricultural sector can play in African development to alleviate the widespread rural poverty in Africa. They further discuss, in light of recent skepticism, whether the conventional wisdom regarding the agriculture’s contribution to development is still relevant in Africa. They argue in their conclusion that while Africa faces many new challenges different from those faced by Asian countries; African countries cannot successfully launch their economic transformations without a broad agriculture based revolution. (Diao, et al., 2010)

In the paper “The need for attention to the issue of rural education” the author describes how strategies for vocational education in Africa, with particular emphasis on rural areas, were viewed as a key aspect of development strategies in the 1960s and ‘70s. (Kallaway, 2001) The aim of such strategies was to link the school curriculum to the realities of rural
work. He further describes how these strategies were never replaced with viable alternatives in the years since and argues that, whatever the reasons for these strategies coming to an end, the need for attention to the connection between school curriculum and rural work has only increased in that time. The author uses recent reform initiatives in South Africa as a case study and argues that “In Africa in general the decline or demise of education curricula which sought to directly address the development need of rural communities represents an alarming failure to meet the goals of equity through education”.

Recently many theorists have argued that planners have a role in coordinating the many actors and interest involved in development, we can involve these theories in the issue of vocational training. One of the most influential people in recent times has been Patsy Healey as the planning theory she formulated in her book “Collaborative Planning: Shaping Places in Fragmented Societies” from 1997 has been adopted by a wide spread of physical planners and governments around the world. Healey develops in her book an approach to understanding and evaluating governance processes. (Healey, 1997) Governance is here intended to mean the processes by which social groups and societies manage their shared affairs. The author argues that some interactive relation is inherent in all planning activity and therefore offers a “relational approach to urban and regional dynamics and governance processes” (Healey, 1997). Healey explores how, through attention to process design (e.g. physical planners role), collaborative processes can be more socially just and inclusive.

5 Results

During the course of this study via reviewing previous research, conducting interviews and collecting questionnaires there has emerged an image of the challenges Kisumu town and its rural areas is facing today and the possibilities there are. Various actors have stressed the strong potential agriculture, amongst other sectors, has in Kisumu Town and its rural areas. Many problems have also come up, some of them political whilst others were more structural. The empirical findings from the interviews and questionnaires follow below.

5.1 Actors interviewed

Interviews were made with, and questionnaires were given to representatives from different government authorities that were relevant to the research questions of the study. To gain a view of the conditions of the small hold farmers, interviews were also made with several rice farmers in the hinterlands of Kisumu Town.

To give an overall official view of the conditions in Kisumu and the potentials there is an interview was made with the District Commissioner (DC) of Kisumu. The DC also filled out a questionnaire with additional complementary questions.

As this study mainly aims to investigate whether and, if so, how the rural areas of Kisumu Town can be further developed by the use of vocational training it was important to interview representatives both from the Ministry of Education as well as from some of the vocational training institutions currently available in Kisumu Town. From the Ministry of Education, the District Educational Officer (DEO) was interviewed.

A further important aspect of this study was to investigate how planners viewed these questions and what tools they had to work with to solve some of the apparent problems. To get a complete view, planners from both district (Ministry of Lands) as well as local authorities (Town Hall) were interviewed and given questionnaires. The Ministry of Lands is responsible for urban and regional planning so the planners at the ministry make plans that cover both urban and rural areas of Kisumu.
5.2 Results from interviews

From the interviews and questionnaires it became clear that there are several vocational training institutes in Kisumu town and its immediate rural areas, such as Kisumu Polytechnic and Rotary, but none which offered training in agricultural subjects. The subjects that were taught were varied and involved civil engineering, electrical, technical, business and entrepreneurship courses.

What was the most prominent result from the interviews and questionnaires was the general consensus regarding the high potential of agriculture in Kisumu and how the development of it and the rural areas overall could benefit Kisumu. There was also some consensus regarding the role vocational training could have in this aspect. Both district and local planners stressed the importance of TIVET as a means to educate farmers on new and more effective farming techniques to increase their yields. Furthermore, the DEO Mtange\(^1\) stated that “TIVET is the country’s backbone for development”.

The most major challenges that appeared regarding how these issues could be addressed are presented below:

- Problem with implementation of policies in Kenya
- Lack of a current master plan in Kisumu
- Issues concerning the governing of land use
- Insufficient support of graduates from vocational training institutes
- Lack of follow-up by authorities of graduates from vocational training institutes

The DEO stressed how authorities in Kenya are generally good at writing policies but much worse at implementing these same policies. She further explained how the policies in Kenya were so well written that they were adopted by countries elsewhere in Africa and implemented with great success. The respondents stated different perceived reasons for this and possible solutions to remedy this problem but all of them agreed this was a problem. The most common solution that was offered was the education of the public on government policies to increase the sense of accountability for officials and politicians. The local planners in Town Hall also stated that this problem would diminish with the new constitution as the power of political players would decrease, making it easier for officials to implement policies without being obstructed\(^2\). The District Physical Planner (DPP) Kiprono\(^3\) further enforced the image of this implementation problem when describing the cooperation, or rather lack of cooperation, between planners in district and local authorities. District physical planners are supposed to make plans in direct collaboration with the local authorities but as the local authorities in Kisumu has a lack of personnel the responsibility to make the plans falls solely with the planners in the district authority. A problem then arises as local authorities are tasked with implementing plans which they had no involvement in since they were done by for instance the Ministry of Lands or the Ministry of Environment. This lack of input often works as a disincentive for the local authorities to implement the plans.

The farmers interviewed stated how there were a lack of possibilities for them to learn new farming techniques, mainly because of too high costs for them, and how this was needed. They also expressed the need for development of the rural areas, especially in terms of infrastructure such as an improved road network.

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\(^1\) Mtange, J. M., District Educational Officer, Kisumu East, interview 23-04-2012
\(^2\) Adede, O. & Sule, S., Deputy Directors of Town Planning Department, Kisumu, interview 30-04-2012
\(^3\) Kiprono, R., District Physical Planner, Ministry of Lands, Kisumu, interview 25-04-2012
Another very important problem, that came up mainly when speaking with district and local planners in Kisumu town, is that the master plan for Kisumu town is from 1969. Since a master plan must be updated every 10 years to have legal jurisdiction, this restricts planners in Kisumu from undertaking larger projects as they have no legal mandate in any current master plan and can therefore face legal actions against them. An up-to-date master plan is needed as it acts as a legal structure determining how land in Kisumu must be used. The stated reason for the master plan not having been updated was mainly lack of resources, as it is very costly to write a new master plan. This is apparently a common problem in towns around Kenya as many of them have a lack of resources. The local planners however stated that the funds were now finally there and that the process of writing a new master plan was about to begin with the aid of an outside consultant. As this process, even without any unforeseen problems, will take quite some time to be completed the problems caused by the outdated master plan nevertheless persist.

Another major hurdle that planners in Kenya are facing today is that there are many acts dealing with the issue of land use produced by different government authorities that does not always correlate with one another, even when the acts are produced by the same authority. Acts concerning land use are done by numerous ministries independently from each other and there is no uniform land act or law that governs land use and that could work as an umbrella act.

A problem that the DEO first brought up, and that was acknowledged by all but one of the respondents is the lack of governmental support given to graduates from vocational training institutes in Kisumu. The perceived notion is that there is no governmental support system for graduates to aid them with finding employment or starting their own enterprises.

The previous problem is connected to another problem that came up in the interviews and questionnaires, namely the lack of follow up by the government of graduates from vocational training institutes. There is no statistics being collected regarding what happens to the students after graduation. There is therefore no way of knowing whether the graduates manage to get employment or self-employment after graduation or if they end up unemployed like so many other youths.

Several respondents also stressed how rural-urban migration was putting a lot of strain on the town’s urban areas, leading to housing crisis and people living in slums (informal settlements).

5.3 Results from questionnaires

Questionnaires were collected from the DC, two Deputy Planning Directors and an architect from Town Hall as well as the DPP and a surveyor from the Ministry of Lands. The questions in the questionnaire directly relating to the problem field of this study are presented below along with a short summary of the interviewees responses. Bear in mind that the questions in the questionnaire were formulated only after the interviews had been done so some of the questions directly relate to problems that the respondents mentioned in the interviews.

1) What do you think is the preferred vocational training that will potentially help alleviate migration problems in town?

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4 Kiprono, R., District Physical Planner, Ministry of Lands, Kisumu, interview 25-04-2012
5 Adede, O. & Sule, S., Deputy Directors of Town Planning Department, Kisumu, interview 30-04-2012
6 Mtange, J. M., District Educational Officer, Kisumu East, interview 23-04-2012
The respondents offered up a varied number of proposed subjects in which vocational training courses should be offered but there was a certain consensus regarding the need for vocational training in agricultural subjects, especially among the respondents from Town Hall. Another subject that several respondents agreed should be offered was entrepreneurship. Since this question has an emphasis on the alleviation of migration problems it deviates to a certain degree from the main research problem of this study. It does however still bear some relevance the research problem and is therefore also presented.

2) What are the main resources in Kisumu which can further help spur development in Kisumu?
All of the respondents expressed the agricultural potential Kisumu has as a means to spur development. Other resources that were mentioned were mainly fishing and Kisumu’s strategic geographical location by Lake Victoria.

3) How can the agriculture sector and fishing industry in Kisumu further be developed?
The responses to this question were more varied but the planners from both local and district authorities agreed upon the need for education of farmers to enable them to take part of modern farming techniques. The DPP also stressed the need for improved infrastructure in and to rural areas to ease transport and communications. (Kiprono, 2012) One of the town hall planners meanwhile, suggested offering incentives to investors, i.e. allocation of land or subsidies. (Sule, 2012) The need for marketing strategies for agricultural products was stressed by both the architect from Town Hall as well as the surveyor from the Ministry of Lands. (Asola, 2012) (Tarim, 2012)

4) What are the main gaps between government development policies and their implementation?
   a. What do you think could be done to address the gaps above?
The DC stated mainly the lack of resources and the challenges related to the implementation of the new policy as reasons for this problem. (Mogaka, 2012) The DPP on the other hand brought forward the issue with development policies being implemented by organizations or authorities different from the ones formulating them. (Kiprono, 2012) He also stated the lack of in-depth consultations between policy makers and implementing agents as a further reason to the problem. The DPP offered allocation of funds for policy implementation as a possible solution. Another important aspect that emerged, mainly from the respondents in Town Hall, was a lack of awareness by the public about policies. (Adede & Sule, 2012) There was however a belief that this could change through improved civic education on government policies.
Lastly, corruption and political interference was perceived as a major cause to the problem. Several officials expressed that corruption in the political system and in government was hindering the successful implementation of government policies but did not give further explanation of how.

5) What role can vocational training play in providing farmers with relevant knowledge and skills enabling them to carry out large scale farming?
The predominant response to this question, and that cut across respondents from all the authorities was that vocational training could empower farmers with knowledge of new farming techniques to better manage their farming activities and increase their yield. The surveyor from the Ministry of Lands also brought up the possibility for the farmers to learn how to better market their products as a possible benefit from such training. (Tarim, 2012) The DC had the same line of thinking as he also believed such training could teach farmers entrepreneurial skills. (Mogaka, 2012)

6) Do you think adequate support, by Government, is given to graduates from vocational training institutions in Kisumu to enable them access gainful employment and use gained skills? State reason why.

All of the respondents, with the sole exception being the DC, answered no to this question. Planners from both the Ministry of Lands and from Town Hall stated the lack of documentation and follow-up of graduates by government as an example of the lack of support. The DPP also stated how gained skills at times were irrelevant leading graduates to be employed only to fill gaps. (Kiprono, 2012) The DC diverged somewhat from this general consensus as he viewed the government’s efforts in supporting the graduates as sufficient, stating for example the loans government had given to youth and women enterprise funds. (Mogaka, 2012)

5.4 Analysis of empirical results

What became apparent during the research for this study was the general consensus regarding the importance of TIVET, especially in agricultural subjects as stated by both the planners and the DEO, as a means for development of Kisumu. This agreement does not however have to be a prerequisite for any real changes as several potential obstacles appeared from the research regarding the possibility of establishing TIVET institutions with a specialization in agricultural subjects in Kisumu.

The lack in implementation of policies is a significant problem for Kenya as writing policies takes up a great deal of resources and manpower which goes to waste if the policies ultimately are not implemented. This is very inefficient and can be very discouraging for planners and other officials as they put a lot of work in drafting different policies only to see them ultimately go unused due to implementation problems. There also seems to be some disconnect between planners in local and district authorities. While the DPP brought up the issue of lack of will from local planners to implement plans done at other authorities and without their input, planners at the Town Hall did not acknowledge this problem. The DPP brought up this issue as an example of the bad cooperation and coordination between planners on a district and local level and stated how this was hindering development in Kisumu. Local planners at Town Hall that were interviewed did not however support this argument as they believed there was good cooperation between planners at the different levels. They instead offered a lack of awareness by the public about government policies as the main reason to the implementation problem. What is interesting to note is how much the views of the different planners differ and it is worth discussing how this effects development in the city. This problem might be addressed, as the DPP believed, with better communication between policy makers and implementation agents but since there was no acknowledgement of this problem by local planners this can be difficult to achieve.

The lack of cooperation between officials and authorities is also noticeable when discussing the problem, which the DPP first brought up, of land use and acts or laws governing land use. Due to lack of cooperation there are currently several acts that concerns the use of land done by many different ministries and which do not always correspond with one another.
There are even acts done by the same ministry concerning land use which disagree with each other. There was also a disagreement between the planners opinions regarding this issue as the district planner stated there was in reality no “umbrella act” that superseded all other acts when it came to land use while the local planners stated that the PPA had that role. It was very interesting to see how different the planners viewed the legal frameworks that were in place and to discuss how this can affect the planning done in Kenya.

It was also interesting to see the difference in answers between the officials and the DC, seeing as how he is the only politician and therefore the only one elected amongst the respondents. The commissioner for example was the only respondent that believed there was enough support from government to TIVET graduates; perhaps this was more of a political statement then an objective view. The commissioner did further not acknowledge any structural problems behind the lack of policy implementation but merely stated the problems were inherent to implementation of policies in general and that they might have been aggravated by lack of resources. The DC might have given answers in the role of a commissioner, i.e. expressed the view of his office, rather than stated his personal opinion. It is therefore especially important to consider the objectivity of the commissioner answers.

The lack of oversight by government of graduates from vocational training institutes leaves the possible benefits from vocational training unfulfilled and is ineffective. If the graduates are not employed or self-employed after graduation the resources that the government put into their education does not finds its way back to society. This also leads to inefficiencies in the vocational training that is provided as there can be no nimble and swift adjustment according to how the students fare in real life in terms of employment.

6 Discussion

The very different views of the same process from local and district planners can be one of the main problems when it comes to planning for the TIVET institutions discussed in the study but this problem might not be one which individual actors are aware of as it only appears when studying the planning process in Kisumu and the different actors views from a larger perspective. This problem might therefore not be investigated and addressed properly without a thorough investigation into these issues.

It has become clear from this study that there are numerous difficulties facing planners in Kisumu and in Kenya today but it has not always been clear to see the reasons behind all these problems. Although most of the various actors interviewed have agree upon the need for development of TIVET and the agriculture sector in Kisumu their views differed in regard to which problems there were in providing agricultural vocational training and how these problems should be addressed.

It is vital for Kenya to develop its agriculture since most households depend directly or indirectly on the sector and because of the sectors large contribution to the overall economy. Developing the agriculture sector can also lead to a broader development of the national economy as has been shown by several Asian economies in what is commonly referred to as the Green Revolution. (Diao, et al., 2010) The authors of the paper “The Role of Agriculture in African development” argue that an agriculture-lead development leads to better poverty reduction than an industrial-lead one which further shows the benefits of such development. They also stress how an agricultural revolution is essential for African countries, despite that the challenges they are facing differ from those the Asian countries faced, for them to achieve broad economic transformations.

One important aspect to achieve this agricultural development is rural education and especially vocational training. As the author of the paper “The need for attention to the issue of rural education” states, this type of education and training can lead to not only
development of rural areas but also to achieving greater equity in the country. (Kallaway, 2001) There was a lot of focus put on rural education and training in the ’60s and ’70s but that focus shifted in the last decades. In Kenya however the government has begun to once again view this type of education and training as important for the prosperity of the country. In the new Kenya Vision 2030, intended to act as a blueprint for a “globally competitive and prosperous Kenya”, both the need for agricultural development and development of TIVET is seen as vital.

There are currently many problems with TIVET institutions in Kenya today such as mismatch between skills taught and skills sought by modern industries, outdated curricula and lack of resources. (Ministry of Education, 2012) There is also a fragmentation in the curriculum development leading to difficulties for employers to determine graduates qualities. Many of these problems might have their roots in the lack by government of a follow up of TIVET graduates.

When viewing Kisumu in specific and the possibility of providing agricultural TIVET institutions there several additional problems appeared, the main one being the lack of a current and updated master plan. These problems with TIVET institutions and old master plan, although important and deserving of attention, are not the prime problems. The issue in most need of urgent attention is that of the lack of implementation of policies. It will not matter how well the mentioned problems are addressed in theory in policies, and it has become clear that officials in Kenya in general write good policies, if they will not be implemented as the problems will remain. This problem is very complex with many different actors and there are also therefore numerous reasons behind it. From this study there emerged the issue of lack of coordination and cooperation between authorities writing policies and the implementing agencies. If the authorities or officials writing policies are different from the ones tasked to implement them it is important that the implementing authorities or officials are consulted and briefed throughout the policy-drafting process. This will increase their connection to and stake in the policies and in extension their motivation for seeing the policies implemented. It would be preferable if authorities viewed the physical planning process as a more collaborative one, as defined by Healey in “ Collaborative Planning: Shaping Places in Fragmented Societies”, instead of having authorities and officials operate individually from each other. This would mean more cooperation between various actors in the planning process and, due to better dialogue, less disagreements between those actors.

Healey also explains how a spatial planner can be viewed as a “knowledge mediator and broker”, aiding a more interactive relationship between experts and the stakeholder communities they serve while at the same time having an understanding of the relation between the actors and the governance process. (Healey, 1997) This is however different when viewing these issues in a Kenyan context as the spatial planner’s role is more limited. There is a lack of trust between spatial planners and other officials and actors in Kenya making it difficult for the planner to act as a mediator. Many of the underlying causes to this problem are structural and can be improved with the new constitution. The constitution will however probably also face difficulties in terms of being implemented leaving the actors who has a stake in TIVET somewhat paralyzed as their new roles has yet to be defined.

Another potential solution to the implementation problem, as stated by several interviewees, is informing the public on new policies so that they can put pressure on their political representatives to implement them. A more informed public most often entails a greater sense of accountability by politicians and officials.
Kenya is now in a transition phase as a new constitution has been approved and is to be implemented after the national elections in 2012. This transition will lead to changes throughout the Kenyan society. The devolution of power from a national level to a local level will lead to several changes for physical planners. The situation as it is today with two authorities (Ministry of Lands and Town Hall) being tasked to work together to draft plans for Kisumu is outdated and will hopefully be improved with the devolution of power to a local level. As local authorities will have greater power to act in local matters with the new constitution, and considering their acknowledgement of need for development of TIVET and the agriculture sector in Kisumu, the possibilities for establishing agricultural TIVET institutions look bright.

6.1 Conclusions

Although the difficulties for planners to establish agricultural TIVET institutions are numerous, the need for it is undeniable. The main problem of implementation is therefore important to address. Some of the possible solutions, gathered through this research, to this problem are listed below.

- Greater collaborative approach
- Greater cooperation between authorities and officials drafting policies and the ones implementing them
- Better information to the public about the new policies
- Implementation of the new constitution to empower local authorities
Lists of Figures
Figure 1 – Agricultural and economic growth in Kenya (1960-2008), (Government of Kenya, 2010)
Figure 2 – Map of Kenya, (U.S. Passport Service Guide, u.d.)
Figure 3 – Education and Training Structure in Kenya, (Hooker, et al., 2011)
Figure 4 – Rice farms in Kisumu, (Al Abassi, 2012)

List of abbreviations/acronyms
DC District Commissioner
DEO District Educational Officer
DPP Director of Physical Planning
MOYAS Ministry of Youth Affairs and Sports
PPA Physical Planning Act
TIVET Technical, Industrial, Vocational and Entrepreneurship Training
YPs Youth Polytechnics

Bibliography/References
Adede, O., 2012. Deputy Director of Town Planning Department, Kisumu [Interview] (30 04 2012).
Hooker, M. o.a., 2011. TIVET ICT Baseline Survey, u.o.: Ministry of Higher Education Science and Technology.
Appendices

Appendice 1 – Questionnaire

QUESTIONNAIRE
Name: 
Gender: 
Occupation: 
Date: 

This questionnaire aims to evaluate “Effects of vocational training on migration problems - A study of Kisumu Town”. You are kindly requested to answer the following questions. 

(Please add further remarks in the blank page provided at the end of the questionnaire)

General questions:

a) In your opinion, what do you think would be the preferred solution to problems of urbanization in Kisumu town i.e. unemployment and strains on the city’s infrastructure?

b) What do you think could help strengthen the relationship between rural and urban areas in Kisumu?

c) What kind of vocational training institutions are available in Kisumu?

What do you think is the preferred vocational training that will potentially help alleviate migration problems in the town?
d) What are the main resources in Kisumu which can further help spur development in Kisumu?


e) How can the agricultural sector and fishing industry in Kisumu further be developed?


f) What are the main gaps between government development policies and their implementation?


What do you think could be done to address the gaps above?


g) What do you think can help strengthen Kisumu’s economical ties with surrounding countries i.e. Uganda, Rwanda, Tanzania, Burundi, South Sudan and Congo to access a larger market for locally produced products?


Specific questions:

a) What do you think are the reasons for Kisumu’s lack of agricultural and fish processing factories?


In your opinion, what should be done to remedy the above?


b) Do you think establishing agricultural and fish factories in Kisumu could help strengthen rural - urban linkage to spur development in these areas? State your reason.
c) What factors do you think should be considered in locating agricultural and fish processing factories in Kisumu?

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d) What role can vocational training play in providing farmers with relevant knowledge and skills enabling them to carry out large scale farming?

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e) Do you think adequate support, by Government, is given to graduates from vocational training institutions in Kisumu to enable them access gainful employment and use gained skills? State reason why.

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f) What do you think are some of the shortages or excesses of service provision in regard to vocational training in Kisumu Central Business District?

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If there are shortages or excesses, what do you think should be done to address the above in relation to vocational training?

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Thank you for your assistance:
Best Regards:
Mohammed Al Abassi
Tanmoy Bari
Mikael Jönsson
Appendice 2 – Recommendation Letters

REPUBLIC OF KENYA

OFFICE OF THE DEPUTY PRIME MINISTER AND
MINISTRY OF LOCAL GOVERNMENT
URBAN DEVELOPMENT DEPARTMENT

SECRETARIAT
NATIONAL URBAN DEVELOPMENT POLICY FOR KENYA

Cianda House, Koinange Street, Nairobi
Tel 0728 7000 914

Dear Madam/Sir,

April 18, 2012

LETTER OF INTRODUCTION OF SWEDISH MINOR FIELD STUDY STUDENTS
-MSSRS TANMOY BARI, MOHAMMED AL ABASSI AND MIKAEL JONSSON

This is to introduce the above undergraduate students. They have been awarded scholarships by the Swedish International Aid Agency, Sida, to conduct minor field studies associated with their undergraduate studies at KTH Royal Institute of Technology, Stockholm, Sweden. Their studies entitled The Effects of Vocational Training on Migration Problems in Kenya – to be conducted under the auspices of the Director of the Urban Development Department (UDD) of the Office of the Deputy Prime Minister and the Ministry of Local Government – are to inform the National Urban Development Policy (NUDP) in a manner directed by the NUDP Coordinator. The location of the students’ field work is Kinimu.

The students are locally supervised in Kenya by me in my capacity as NUDP Coordinator. They are locally co-supervised by Nils Viking, NUDP Principal Consultant and Team Leader whose mobile phone is 0725030790 and whose e-mail is nils.viking01@gmail.com. At KTH Royal Institute of Technology, the students are academically supervised by Professor Kristina Granje. She may be reached by telephone at + 46 8 7906000. Her e-mail is: kristina.granje@abc.kth.se.

Research Authorisation for the students to conduct research in Kenya has been granted by the National Council for Research and Technology of the Ministry of Higher Education, Science and Technology. The joint authorisation is dated April 10, 2012, and its number is NCST/RCD/14/012/333 (copy attached).

I would like to request you to facilitate Mssrs Tanmooy Bari, Mohammed Al Abassi and Mikael Jonsson in whatever way you may consider reasonable in conjunction with aspects - including interviewing members of the public - relevant to their field study topic with the above title.

Yours faithfully,

[Signature]

Patrick S. Adolwa
Deputy UDD Director and NUDP Coordinator
Mobile: 0722830920
E-mail: patadolwa@gmail.com
NCST/RCD/14/012/333

Tanmoy Bari
Royal Institute of Technology
Sweden.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The effects of vocational training on migration problems in Kenya," I am pleased to inform you that you and your research team:

1. Tanmoy Bari
2. Al Abassi Mohammed
3. Johnson Bengt Mikael

have been authorized to undertake research in Kisumu County for a period ending 31st May, 2012.

You are advised to report to The District Commissioners and the District Education Officers, Kisumu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Kisumu County.
OFFICE OF THE PRESIDENT

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

Messrs Tannory Bari, Al Abassi Mohammed and Johnson Bengt Mikael have been authorized by the National Council for Science & Technology to carry research as per the attached letter NCST/RCD/14/012/333 and they intend to do so within Kisumu city.

Please accord them the necessary assistance.

CHEBOI WILLY
Ag. DISTRICT COMMISSIONER
KISUMU EAST DISTRICT.