RELEVANCE OF VOCATIONAL TRAINING FOR PERSONS WITH ORTHOPEDIC DISABILITIES AT THE NAIROBI INDUSTRIAL REHABILITATION CENTRE, KENYA.

BY:

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or any award.

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To my grandmother, Miriam Dete, who having known the benefits of education fought hard for my education against all odds. I am proud of you gran!
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First and foremost I give glory to the Lord God who gave me good health, sound mind, and all I needed to complete this task.

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LIST OF ACRONYMS/ABBREVIATIONS

ADA: Americans with Disabilities Act
APDK: Association for the Physically Disabled of Kenya
CBVR: Community-Based Vocational Rehabilitation
DEO: District Education Officer
ICT: Information and Communication Technology
IDEA: Individuals with Disabilities Education Act
IEP: Individualized Education Program
ILO: International Labor Organization
IODs: Individuals with Orthopedic Disabilities
IRC: Industrial Rehabilitation Centre
ITP: Individualized Transition Plan
KCSE: Kenya Certificate of Secondary Education
KIE: Kenya Institute of Education
KJSE: Kenya Junior Secondary Education
LGA: Local Government Authority
MOEST: Ministry of Education, Science & Technology
NPs: National Polytechnics
OECD: Organization for Economic Cooperation and Development
PWDs: People with Disabilities
TTIs: Technical Training Institutes
TVET: Technical and Vocational Education and Training
UNDP: United Nations Development Program
UNESCO: United Nations Educational, Scientific and Cultural Organization
UNISE: Uganda National Institute of Special Education
USA: United States of America
VET: Vocational Education and Training
VOC-TEC: Vocational and Technical
VTC: Vocational Training Centre
YPs: Youth Polytechnics
Abstract

The point of departure for this study was the reality that there are many people with orthopedic disabilities in the streets of Nairobi most of whom are beggars. Worse still, a number of them have been to one or another of the training institutions in Kenya specifically meant for persons with disabilities. It is expected that after the training such people would find more productive things to do related to their training and as such, they would engage in career activities rather than beg on the streets. People with orthopedic disabilities and indeed all persons with disabilities, need a wider access to relevant training that should as much as possible be similar to that offered to their able-bodied peers, and extra services to facilitate their employment. Guided by this premise, this study sought to investigate the relevance of courses offered to individuals with orthopedic disabilities at the Nairobi Industrial Rehabilitation Centre (IRC). The study adopted a descriptive survey design. Population under study consisted of 1,693 individuals including the manager of the institution, 7 instructors, 24 trainees with orthopedic disabilities, 7 employers and 1,654 former trainees possibly in employment. From this population, non-probability sampling techniques were employed to sample 61 participants. Data collection was done using four sets of questionnaires and an interview guide. The questionnaires were developed to gather information from instructors, trainees, graduates in employment and employers, while the interview guide was used to gather information from the manager of the institution. Descriptive statistics were used to analyse data. The main findings of the study showed that the courses offered at the IRC included carpentry, leatherwork, metalwork, electronics, secretarial studies, telephone operation, tailoring and dressmaking. Also that the instructors had many years of teaching experience, but had inadequate training in Special Education, low academic and professional qualifications. In addition, most of the former trainees in employment did jobs/businesses related to their training, although other indicators of relevance were found wanting. Further, IRC had informal link with only one organization, the Association of the Physically Disabled of Kenya (APDK). There was therefore need to recommend diversification of courses to give trainees an array of options; development of staff through regular in-service courses particularly in Special Education; establishment of formal links with potential employers to ease employment of graduates, and creation of database of graduates' contacts for follow-up and research purposes.
CHAPTER ONE

INTRODUCTION

Education and training are essential to every human person as they acquaint a person with knowledge and skills, which are crucial in securing a skilled and well paying job in the labour market today. With such a job, it is possible for one to earn a reasonable living and thus be independent. Financial independence is one of the major needs for persons with disabilities. According to Ross (1988) and World Bank Report (2004), people with disabilities in general have received little attention from governments of developing countries, Kenya included. The authors concur that issues of people with disabilities for a long time were left to philanthropic organizations.

Vocational training refers to skills imparted to prepare a trainee for a specific job. Gill, Fluitman and Dar (2000) and Report of the Commission of Inquiry into the Education System of Kenya (Commission of Inquiry) (1999) agree that vocational training should be done in relation to job market demands. According to Brolin (1995) and Alade (2004), vocational training for people with disabilities is not complete without placement services. Job placement has been referred to as the last link in the vocational rehabilitation process and by it the quality of all other services offered to people with disabilities during training can be judged. Shea and Bauer (2003) argue that people with disabilities have more difficulty finding employment than do their peers. Thus, training people with disabilities with no services to enable them secure employment is most likely to result in wastage.
1.1 Background to the Study

Vocational training is one way of assisting persons with disabilities in general and those with orthopedic disabilities in particular to become settled in gainful and skilled employment. For the handicapped, the issue of work is no different from what it is for the non handicapped people. Work offers opportunities for social contacts, facilitates independence, and allows greater access to community services and programs (Hardman, Drew, & Egan, 1999). For this to be realized, prior training is mandatory.

Historically education of students with orthopedic disabilities evolved from a medical model, thus, their health problems were attended to, but little attention was focused on their long-term needs, including that of education (Meyer & Skrtic, 1995). Educational goals for such students, therefore, must include activities and experiences that are going to prepare them for future success in employment, social relationship, recreation and leisure.

In the United States of America (USA), the Vocational Education Act of 1976 which is contained in American Public Law 94-482 mandates a federal commitment to handicapped individuals who had not previously had adequate access to publicly supported vocational education programs. It also offers support for placing the individuals in employment settings (Berkell & Brown, 1989). This clearly shows that Americans with disabilities have legal protection as far as vocational education and employment is concerned.

According to Ross (1988), vocational training is indispensable for many disabled persons, and beneficial to most. The skills acquired lead to acquisition of self-confidence, lack of which can be a greater handicap than the disability itself. Ross further reveals that in the strong competition for paid employment
throughout Eastern and Southern Africa, handicapped people were seriously disadvantaged compared to their counterparts in more developed countries. The author further documents the general shortage of vocational training programs specifically catering for handicapped adults and or school leavers and the little emphasis placed on prevocational education programs.

In Kenya, the training policy states that training should be efficient, effective and available in order to meet the demands of labour market and development of human resources. One of the objectives of vocational and technical training is to reduce inequity in society through increased training opportunities for females, the disabled and learners from poor households (MOEST, 2003). However, according to World Bank Report of March 2004, the successful development of Technical and Vocational Education and Training (TVET) in Kenya would require a reevaluation in the overall human capital development strategy. The report notes that public-run TVET units tend to be costly and sluggish in response to changes in the labour market conditions. Challenges facing the sector include outdated and non-functioning equipment, outdated curricula, inadequate training materials and low enrolment. These problems highlighted in the report raise questions about similar programs designed for people with disabilities, considering that people with disabilities constitute a marginalized category in the country.

There still exists prevalent negative public perception of people with disabilities in Kenya, this makes it very hard for competitive industries to provide employment for such individuals (Ruto, 1996). Ross (1988) notes that employers cannot easily be convinced that the people with disabilities can assure them of the same commercial output, efficiency and product quality as able-bodied
employees. He continues to note that people with disabilities who have a thorough job directed training were more easily accepted than those who still needed a period of apprenticeship or further on-the-job training. Training being a prerequisite to job placement, makes it imperative that a thorough, relevant and meaningful training be offered to individuals with orthopedic disabilities.

1.2 Statement of the Problem

Past researches have shown that people with disabilities desire to work and to live independently just like other members of the society (Baguwemu, 1998; Ruto, 1996 & Togonu-Bickersteth, 1996). In order to foster this desire for independence and full participation in the economic life of the society, relevant training is essential especially for persons with disabilities. This is because training equips such persons with skills necessary for employment. As a result of extra or special needs emanating from the handicapping conditions of people with disabilities, extra services should be provided to those among them that are trained to ease their employment. Thus, training per se is not an end but a means to an end; the end being suitable employment.

Research has demonstrated that when properly trained, some persons with disabilities can perform the same or even at times better than their able-bodied counterparts. Smith (2001) documents that enormous efforts have been made in other countries especially the USA to enable individuals with orthopedic disabilities to live independent lives. These efforts include involving potential employers in the training process and availing transitional services such as job placement services among others. The Office of Special Education and Rehabilitation Services, a US government body dealing with issues of people
with disabilities (PWDs), offers such transitional services. There is little evidence of the existence of such provisions in Kenya. As noted by the World Bank report of March 2004, the provision of education and training for persons who are handicapped in Kenya is still far from adequate. Further on, the few available vocational training facilities are limited by lack of placement services. According to Kamau (1986), disabled trainees in Kenya graduate from vocational rehabilitation centres only to go to the streets to beg. The evidence of many persons with disability begging on the streets of Nairobi and other towns is an indication that nothing much might have changed since the 1986 study mentioned above.

This study therefore departed from the premise that there is a disparity between the range of skills offered in training and market needs. This study investigated the relevance of vocational training offered to individuals with orthopedic disabilities at the Industrial Rehabilitation Centre in Nairobi to job market demands.

1.3 Purpose of the Study

The general purpose of this study was to investigate the relevance of vocational training offered to individuals with orthopedic disabilities in Nairobi province, with special reference to Industrial Rehabilitation Centre (IRC). This was in order to establish how appropriate the training is in enhancing the trainee’s independence and accessibility to the job market.
1.4 Objectives of the Study

The specific objectives of the study were to:

(i) Highlight the courses that are offered to persons with orthopedic disabilities at IRC;
(ii) Find out the instructors’ qualification to teach people with orthopedic disabilities;
(iii) Establish the extent to which the courses offered are relevant to job market demands;
(iv) Find out existing links between IRC and the job market, which should facilitate placement of graduates.

1.5 Research Questions

This study tried to answer the following questions:

1. What are the courses offered to individuals with orthopedic disabilities at IRC?
2. What is the level of qualification of the instructors, and is their training adequate for effective instruction of people with orthopedic disabilities?
3. How relevant are the courses to job market demands?
4(a) Has IRC established links with prospective employers, and to what extent are such links facilitating employment of its graduates?
   (b) Do the graduates receive job placement services?

1.6 Assumptions of the Study

This study assumed that half the people with disabilities in the streets have gone through vocational training centres. It also assumed that IRC had contacts of its former trainees. Third, the study assumed that all the respondents
would be willing to provide reliable information that would be useful and that they would be able to respond to the questions through writing and talking.

1.7 Scope and Limitations of the Study

This study was delimited to Nairobi province, which is just one province among the eight provinces in Kenya. As such, findings on this sample may be inadequate for national generalizations. Further, the study focused only on orthopedic disabilities, one of the areas of disability. The findings may compare with studies in other areas of disability, but caution should be taken in generalizing this as outcomes of vocational training for persons with disability. In terms of study participants, it would have been better if the unemployed graduates of IRC were included in the study. However, they were not included due to difficulties involved in tracing them. Tracing the former trainees in employment posed a great challenge thereby consuming more time.

1.8 Significance of the Study

The findings of the study could have an impact on both training and employment of people with orthopedic disabilities. On training, it may lead to formulation of policies for training of people with orthopedic disabilities in Kenya, which should be done in relation to available and projected employment opportunities. These findings may help the institution to work toward establishing formal links between the training institution and the job market as they did not have one. This could also create a positive impact if the potential employers could possibly be involved in recommending the kinds of courses that are related
to available vacancies. This will in the end facilitate employment of people with orthopedic disabilities and go further in reducing wastage.

It is also hoped that the findings of this study will stimulate further research, which may add to the body of knowledge in this area. Such knowledge may ultimately bring solutions to the problem facing training and employment of persons with orthopedic disabilities in particular, and persons with disabilities in general.

1.9 Conceptual Framework

The conceptual framework upon which this study was based was constructed from the ideas of Hunting, Zymelman and Godfrey (1986) that the interrelationship of the training institution with industry is probably the most important single indicator of its efficiency and effectiveness. This interrelationship can be measured in terms of employment, teaching process/methods and job placement and follow-up guidance among others. Hunting et al (1986) further argue that another important factor in determining efficiency of operations of a vocational training centre is the quantity and quality of the teaching staff. Quantity affects student-teacher ratio while quality impacts directly on the quality of the training delivered. On the other hand the trainees should be in a position to grasp what they are taught besides being willing to learn, and to work. The ideas about interrelationship between training institutions and industry correlate to this study as the study objectives included qualification of instructors, relevance of training to job market, link between IRC and possible employers, and employability of the former trainees. The researcher visualized and presented these factors as appears in figure 1.1.
Figure 1.1 RELEVANT VOCATIONAL TRAINING FOR PEOPLE WITH DISABILITIES

Factors which show effectiveness of a VTC.
- Qualified staff and the teaching process.
- Link with job market and job placement providers.

1 Vocational Training Centre (VTC)
- Skills like: ICT, hairdressing, Interior design

1(i) Staff

1(ii) Trainees

Arrow A - interrelationship between staff and trainees in the VTC

Arrow B - interrelationship between the VTC and job placement providers.

Arrow C - interrelationship between the VTC and the job market.

Arrow D - interrelationship between job placement providers and job market.

2 Job Placement Service Providers:
- *Placement Officers

3 Job Market:
- *Industries
- *Potential employers

4 Outcome:
- *Suitable employment for the graduates

Rectangle 1 represents an effective vocational training centre (VTC) containing 2 key players, the training staff and the trainees represented by rectangles 1(i) and 1(ii). Arrow A indicates the interaction between the two that is the training staff and trainees and double arrows are used to show mutual interaction. The VTC offers a variety of market-oriented skills, which have openings in the current and projected economy. The training also anticipates employment in the local community. In addition the training at the centre has to continually be modified parallel to changes in the job market. The VTC links with the job placement service providers (arrow B) and with the job market (arrow C). The training staff is not only qualified in their trades but also have knowledge about the job market, and about disabilities and their limiting effects. This knowledge aids in assessing and placing trainees into various courses, and in continually planning for each trainee in regard to the main goal of the training.

Rectangle 2 represents placement service providers operating either as a part of the VTC or as a separate body. These interact with the VTC (arrow B) and with the job market (arrow D). The key person here is the placement officer who with a positive attitude toward employment of PWDs will survey trainee job skills, identify available jobs, make referrals to employers, do follow-ups, and give feedback to the VTC concerning the performance/settlement of those placed. The feedback helps the VTC to either adjust their training or advise the employers and employees accordingly. Rectangle 3 represents the Job Market, which include industries and any potential employers. About linkage between the VTC and the job market (arrow C), the VTC sends its trainees for internship and eventually supplies skilled labour force to the job market. The job market in turn advises the VTC on the skills that it requires so that the latter does not offer
obsolete skills. In addition to that, the potential employers offer occupational training to the trainees in terms of internships. In this way the trainees get experience in real employment settings thus can easily be absorbed into the jobs after training. All the above factors and interrelationships vitally contribute to rectangle 4 which is the end result of vocational training for people with disabilities that is, suitable employment for the graduates of the VTC.

1.10 Operational Definition of Terms

**Competitive employment**: Employment in which the individuals’ work is valued by the employer and is performed in an integrated setting where people with disabilities work together with the non-disabled (Rusch, Chadsey-Rusch, & Lagomarcino, 1987).

**Disability**: A reduction of function or absence of a particular body part or organ, such as the loss of a limb resulting in a restriction or lack of ability to perform an activity in a manner or within the range considered normal for a human being (Shea & Bauer, 2003).

**Graduates**: Former trainees who completed their training at the IRC.

**Independence**: The ability to support oneself financially.

**Job market**: Different types of jobs or employment opportunities that are or will be available in the economy.

**Orthopedic disability**: The term refers to deficit in movement and mobility resulting from a congenital anomaly, disease, injury or other cause (Ysseldyke & Algozzine, 1995).

**Placement services**: Assistance given to people with disabilities to enable them secure and maintain legitimate employment.
Placement: The process of posting individuals with orthopedic disabilities who have vocational qualifications to legitimate work positions (Smith, 2001).

Relevance: The efficiency with which vocational programs enable their graduates to find and keep well paying and satisfying jobs.

Relevant training: Training that is focused on job openings in the community and that will most likely earn the trained a job.

Special Education: Individualized, intensive, and purposeful instruction designed to address distinct problems in teaching and learning (Heward, 2005).

Vocational training: Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment (Brolin, 1995).
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains reviewed literature that is related to the study. It is divided into four sections; vocational training for persons with disabilities, qualification of instructors in vocational training, vocational training and job market, and job placement for persons with disabilities.

2.1 Vocational Training for Persons with Disabilities

According to Brolin (1995), vocational education refers to organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment. Skjorten (1997) also refers to vocational training as training done to prepare a person for a vocation and a job. Heward and Orlansky (1992), also contend that vocational training includes preparation to develop work habits and work attitudes, as well as specific training in a particular line of work. A similar view is held by Marfo, Charles and Walker (1983) who argue that vocational training in the generally accepted sense includes a range of activities essentially aimed at providing skills and knowledge required for initial or later employment or promotion in a particular sector of economic activity.

Vocational training for persons with disabilities focuses on job finding skills and employability of the person. Previously people with disabilities were mostly employed in sheltered workshops. However, currently vocational workers examine ways that may facilitate the entry of people with disabilities into non-sheltered work settings and competitive jobs. Sheltered environments are not the
least restrictive or the most cost effective work places for most, if not all adults with handicaps (Berkell & Brown, 1989; Fredrickson, 1982; Marsh et al, 1998; Meyer & Skrtic, 1995; Morris & Blatt, 1986; Ross, 1988). The current trend in the area of special education is inclusion which advocates for ‘least restrictive environment’ for people with disabilities. It is partly the concern of this study that people with orthopedic disabilities receive training and work in the same environment with their able-bodied counterparts.

Some of the objectives of vocational education for people with disabilities in many countries are stated as, integration into work and acquisition of self-sufficiency (UNESCO, 1996). The purpose of a vocational training program is to equip trainees to enter the job market with a “work attitude”, marketable skills and greater chances of success (Gill, Fluitman, & Dar, 2000; Marsh et al, 1998). Shortage of training and employment opportunities for people with disabilities in general has been noted globally. In addition to that, people with disabilities have fewer options as compared to their non-disabled counterparts; are trained for a limited range of occupational choices, furthermore, the jobs are usually considered of low level in society (Marsh et al, 1998; Meyer & Skrtic, 1995; Ross, 1988; Salomone & Paige, 1984).

Berkell and Brown (1989) note that in the USA, the major vocational program areas where people with orthopedic disabilities are trained include: agriculture under which there is forest conservation, horticulture, mechanics, and food and animal production among others. Another area is business and marketing, which includes accounting and computing, advertising, clerical, computer programming, filing and office supervision. There is also health occupation, which are inter alia medical laboratory technology, medical record
technology, occupational therapy and physical therapy. Further still, there is home economics, which includes chef/cook, childcare, food management and production, food and nutrition, home management and interior design. There are industrial occupations, which cover architecture design, carpentry, commercial arts, commercial photography, communication and media technology, electronics, graphic arts, radio and television production and broadcasting, radio and television repair and welding among others. Brolin (1995) also lists areas such as counter attendant, barber, receptionist, and telephone operator.

Vocational training for students with disabilities should begin in school years since its success highly depends upon the success of career education, vocational evaluation and counseling during the formative school years (Brolin, 1995 & Gilbride, 2000). This means that in Kenya, for vocational training to be a success, career education, vocational evaluation and counseling should begin during primary school years. However, Mwathi (1998) documents that many Kenyan students are not aware of the various career opportunities open to them.

For persons with orthopedic disabilities, the efficacy of vocational programs will have to be validated on the evidence that they actually make a difference in assisting students to find and keep well paying and satisfying jobs (Marsh et.al, 1998). This implies that exemplary programs, high vocational goals, linkages with employers to eliminate wastage and workable follow-up system be in place. Ross (1988) notes vocational disadvantages faced by people with disabilities in East and South Africa. He highlights that there is the general shortage of vocational training programs specifically catering for adults or school leavers with disabilities; that special education services placed limited emphasis on vocational education programs and that providing services of vocational
training seemed to have low priority for governments than did special education. Vocational training and employment of people with disabilities in Africa was in many cases left to charitable organizations. In addition, some people with disabilities succeeded educationally then failed to gain admission to training centres, or find a job appropriate for their training. This calls for effective job placement services.

Isiko (1994) and Katende (1994) observe that in Uganda, people with disabilities who are lucky to join vocational rehabilitation institutions are often subjected to low-skill courses whose marketability is very low. Consequently they have no option but to abandon their unprofitable jobs and go back to begging. Katende (1994) asserts that in the 1960’s such courses as carpentry, telephone operating, typing, tailoring and other handicrafts were fashionable but they have always been equated to low educational levels and therefore, low income. In Malawi courses were offered in areas such as tailoring, woodwork, metalwork, light engineering, craftwork, leatherwork, domestic science, sewing, knitting, childcare and business studies (Ross 1988).

In Nigeria there is a pilot project which was instituted in 1991 by the ILO and the United Nations Development Programme (UNDP) in conjunction with Nigeria’s Oyo State Government. This is a community-based vocational rehabilitation (CBVR) of persons with disabilities. The program offers several vocations such as animal husbandry, typing and shorthand, catering, batik making, carpentry, shoe making, local cloth weaving, radio and television repair, block making, wood carving, cane work, patent medicine dealership, tailoring, hairdressing, embroidery, decorating and painting, motorcycle mechanics, goldsmithing, barbering, blacksmithing, soap making, bread baking and small-
scale business. Vocations also vary from community to community. As the trainees are expected to train and establish trades in their local communities, the project focuses on trades that are locally viable. Besides mastery of relevant skills, the trainees are also prepared in areas like knowledge of where to purchase materials for their trades, identification and purchase of quality materials, knowledge of the quantity to purchase and marketing of final products with attention to profit and loss (Alade, 2004).

Courses like Carpentry and tailoring can still be good income earners depending on the quality of the instructors, and consequently the quality and kind of the items the trainees are able to produce. This is because items like office furniture, which is carpentry work, are quite expensive and marketable depending on how good it is made. Tailoring is a course that should not lose market since people always wear clothes but the issue of quality and fine touch matters.

In Kenya, some of the objectives of vocational and technical training are: inculcating vocational and entrepreneurial skills necessary for self employment, reducing disparities through increased training opportunities for females, people with disabilities and learners from poor households and to raise efficiency and effectiveness of the training system by making it more relevant to current and projected openings in the economy (Republic of Kenya, 1998). This disparity between training offered to people with disabilities and that offered to able-bodied has not been reduced, since institutions that admit students with disabilities lack adequate and suitable facilities, while the institutions, which have such facilities, admit only able-bodied students. It is also evident through many unemployed graduates of vocational and technical institution that efficiency and effectiveness of the training system has not been raised.
Commission of inquiry (1999) recommends that technical and vocational subjects in the area of design, electrical engineering and information technology be made more available to people with physical handicaps in order to widen the scope from the traditional technical skills and to widen their job opportunities. This implies that narrowness of the scope had been observed. Related studies that have been done in Kenya by Ayodo (1990) and Kamau (1986) established that the courses available at the rehabilitation centers included tailoring, woodwork, knitting, basketry, copy typing and telephone operating. These courses are often not viewed highly by the society, due to their being equated to low income (Katende, 1994 & Isiko, 1994). Commission of Inquiry (1999) further argues that the perception of technical and vocational education and training being of less value than other occupations persists to this day in Kenya because individuals with technical and vocational education and training (TVET) qualifications tend to earn less than others with the same length of training at comparable levels.

2.2 Qualification of Instructors in Vocational Training

International Labour Organization (ILO) (1983) postulates that persons involved in vocational guidance, vocational training and placement of workers with disabilities should have adequate knowledge of disabilities and their limiting effects, as well as the knowledge of the support services available to facilitate a disabled person's integration into active economic and social life. Opportunities should be provided to such persons working with PWDs to update their knowledge and extend their experience in these fields. The above point implies that the training staff in the VOC-TEC institutions in Kenya that admit people with orthopedic disabilities, besides having trained in their respective trade areas
should be equipped with knowledge on orthopedic disabilities so as to know how to effectively instruct them.

Teaching students with handicaps is difficult and demanding. The teacher must be well organised, firm and consistent. He must be able to manage not just a classroom but a complex educational operation, which usually involves the supervision of paraprofessional aides, students, peer tutors and volunteers. The teacher must be knowledgeable about individualized and group instructional techniques and must work cooperatively with other professionals like physicians, psychologists, physical therapists, social workers and language specialists. He or she must maintain accurate records and must constantly plan for the future needs of the students (Heward & Orlansky, 1992). All the above requirements demand that the vocational instructors of trainees with orthopedic disabilities be properly trained.

Brolin (1995) states that instructors should be familiar with each student’s physical conditions and limiting factors that are significant to vocational functioning. This is because certain motor rigidity in the case of physical disability for instance and other such problems present difficulties to both the individual and the instructor. Further to that, many students with orthopedic disabilities may become frustrated by not being able to accomplish everything and may exhibit some problem behavior to gain attention. Thus the instructor should be sensitive to obstacles the person could be encountering and try to correct the situation before the frustration arises. Other students also may be reluctant to try new skills if they perceive them to be dangerous to their safety. Therefore it is important for the instructor to explain carefully how they can perform the activity and maintain safety. Marsh et.al (1998) share this sentiment
by arguing that in order to reduce frustration, teachers with responsibilities for supporting students with orthopedic disabilities should have advanced coursework in: the characteristics and needs of students with orthopedic disabilities, specialized instructional methodologies and technologies; and adaptation or modification of programs for students with orthopedic disabilities.

In Britain, it is required that teachers, teacher assistants and administrators, have an understanding of special education in order to provide an appropriate educational program for and work effectively with students with special needs. In order to provide adequate educational support for students with special needs, school districts should provide inservice training to ensure that all staff can develop the skills and understanding needed to work in an inclusive environment. School districts should have a systematic training plan for all staff to ensure that staff remains current in their knowledge and understanding of special education. The Ministry of Education continues to support school districts with inservice training through the provision of funds specifically for staff development. Teachers and other professionals should also upgrade their own knowledge (Government of British Columbia, Ministry of Education 2002).

In the Nigeria’s CBVR program, if candidates make unrealistic vocational choices, it is the responsibility of the interviewers to help them face the reality of the limitation imposed by their conditions in regard to their vocational choices and consider alternative and more realistic options (Alade, 2004). Without adequate knowledge of disabilities and their limiting effects, the interviewers cannot be in a position to carry out such a task. Proper training for instructors of persons with orthopedic disabilities is therefore very important.
Likewise in Kenya, a technical professional can have qualifications as an artisan (the lowest qualified), craftsman, technician, or technologist (the highest qualified). Commission of inquiry (1999) recommends that vocational training centres be staffed with properly trained teachers and qualified instructors. This was after observing that majority of instructors of Youth Polytechnics (YPs) did not train in pedagogy and were also inadequately trained in technical trade areas. The recommendation however, is not specific about vocational training centres for those with orthopedic handicaps. On the other hand, special education bill documented in the same report mandates that no teacher or officer shall be appointed to teach or supervise the teaching of children with special educational needs, unless such a person has passed competency test in the supervision of such education. Unfortunately, MOEST (2003) notes that Kenya has inadequate technical staff; both the training staff in institutions and the curriculum development staff at KIE. There seems to be limited literature on the qualification of instructors particularly for vocational training of people with disabilities.

2.3 Vocational Training and Job Market Demands

Training and the labour market are closely related and as such, should have a formal link. This is because labour market requires individuals with skills which are acquired through training. Due to this, the labour market demands should determine the kinds of skills being offered to trainees. According to Gill, Fluitman and Dar (2000), the main objectives of vocational training in several countries are: to help the unemployed find jobs, to prepare the school leavers to enter labour market, and to upgrade skills of employed workers. In addition, they maintain that Vocational Education and Training (VET) is more effective when
used to meet clearly observed, current labour market needs than when used to meet purposes such as helping the unemployed find jobs. Germany for example, has an approach to VET that strengthens the link between training and employment. This is a dual system whereby vocational education and occupational training are provided simultaneously to participants by schools and employers respectively. This is most likely to lead to absorption of trainees by employers who offer them occupational training.

Heward and Orlansky (1992) recommend that people who design vocational programs for people with handicaps should first investigate on the specific skills and behaviours required in settings where the students might realistically be employed. Due to the fact that job requirements change from time to time and from place to place, it may be advisable to survey the potential employers and workshops to determine skills necessary for employment. The link between training and employment is necessitated by the fact that persons with orthopedic disabilities may quite often, experience a generalized underestimation of their vocational potential from service providers, employers and the general public. A common error is that of perceiving disability as the cause of the lowered functional level of the individual. Causes of individuals' limited performance are varied, and may include inexperience, lack of education, overprotection, negative attitudes by employers and failure to make appropriate modification in the work place (Brolin, 1995). This means that disability does not equal poor performance.

In regard to vocational training, Papke (1980) notes that there is a major gap between agency training programs in the USA and the demands of the competitive labour market. The author asserts that in very many instances,
persons with handicaps were being trained for obsolete jobs, and not what the labour market needs. This could be one of the contributory factors to their unemployment. Ruto (1996) also highlights this lack of fit between vocational training and subsequent employment opportunities in the Kenyan situation, as she maintains that the traditional trades which the disabled are offered are already surpassed by modern technology.

The shifting nature of the workforce is a problem for vocational education. As it becomes necessary to train large numbers of people for specific occupations, vocational programs can respond by turning out so many candidates for available jobs whose demand ceases to exist. Technological changes can eliminate many jobs and rapidly create a demand for new ones which causes the vocational training programs to be out of step with the job market (Marsh et.al, 1998). This implies that vocational education providers must continuously upgrade their programs to meet these changing demands. It is in an attempt to curb the mismatch between training and job market that interviewers in the CBVR program in Nigeria assign vocational options by considering not only trainees’ abilities, interests, physical, medical, mental and emotional situations, but also availability and demand for skills and products within the community. Alade (2004) asserts that it is compulsory to ascertain that training will enable the trainees to be gainfully employed.

According to Master Plan on Education and Training (1998) and MOEST (2003), VOC-TEC training should concentrate on skills which anticipate salaried employment in the local community, self-employment and further formal or on-the-job training. Further, the same source recognizes that VOC-TEC training will need to be demand-driven and thus responsive to available openings in salaried
careers and self-employment. This implies that courses offered in training institutions should match the requirements of the labour market. However, a major setback for VOC-TEC training in Kenya has been the inability of the training programs to respond to the changing labour market needs. It is also noted that the present capacity for vocational and technical training is not fully utilized due to the high cost of training, and negative attitude of students, parents and society in general. The negative attitude is probably due to the low pay associated with vocational and technical training as opposed to academic oriented professions.

Master Plan on Education and Training (1998) outlines policies that guide VOC-TEC subsector in Kenya. The policies emphasize relevance of training to employment market. In 2003, the government proposed that the disabled be educated and made self-reliant, by equipping them with technical knowledge and skills. This is only possible through training in courses that are marketable and having effective placement programs. This is evidence that there is good will on the part of the government. However, little has been done to make vocational training more relevant to job market, and to ease employment of graduates especially those with orthopedic disabilities (Ministry of Education, Science and Technology 2003).

The Kenya government has strategies which include: coordination and harmonization of training programs to avoid duplication; establishment of a database for training skills required by the industry; encouragement and assurance of closer liaison between the government and industry in the development of training programs; endeavor to make training programs more relevant to labour market needs and friendly to learners’ needs; and enhancement
of opportunities for the physically challenged and learners from poor households (MOEST, 2003). These strategies can bring fruitful changes if put into practice.

Finally, Commission of inquiry (1999) highlights one of the objectives of TVET in Kenya as focusing on education and training for direct employment as well as self-employment at each level. In relation to this he recommends that more collaborative mechanisms between industry and training institutions be put in place to ensure relevance of technical and vocational training. This means that the industry will inform the training institutions about what skills are on demand thus making sure that the products of TVET are absorbed in the industry. The commission further recommends that TVET programs be matched with human resource needs through regular reviews and consultations with industry to ensure it keeps abreast of new developments. This can not be realized without formal links between training institutions and industries.

2.4 Job Placement Services and Employment for Persons with Disabilities.

According to Meyer and Skrtic (1995), educational goals for students with disabilities must include activities and experiences that are going to prepare them for future success in employment and social relationships among others. The authors continue to highlight that traditionally, options for employment of individuals with orthopedic disabilities have been limited, with the usual choice being sheltered workshops. Recently, however, developed countries’ transition programs and vocational education are enhancing opportunities for their training and finding employment in a variety of competitive occupations. The authors further acknowledge the fact that not all individuals with orthopedic disabilities can undergo training. On that note, they argue that even with considerable
adaptations, those with severe disabilities will have difficulty gaining employment.

ILO (1983) states that disabled persons should enjoy equal opportunities and treatment in respect of access to, retention and advancement in employment which, whenever possible corresponds to their own choice and takes account of their individual suitability for such employment. It is in relation to such legislative provision that the researcher discusses job placement for people with orthopedic disabilities. According to Organization for Economic Cooperation and Development (OECD) (1986), the aim of employment is applicable to all human beings and that being categorized as handicapped should not diminish the importance of that aim. Young people who are disabled should be entitled to the same range of employment opportunities as their contemporaries and a fair share of those opportunities.

Heward and Orlansky (1992) argue that vocational training is not an end in itself but a means to an end, the end being a suitable employment as a vital part of a successful resettlement. Also when placed in employment, a person with disability develops self-confidence and can maintain self-respect; he/she ceases to sit by the roadside to beg for alms and to consume goods and services produced by others without himself contributing in the production process. This concurs with the assertions of Hardman and Drew (2000) that employment assists in removing the negative image and placing the individual in the role of a contributor. According to Berkell and Brown (1989), integration of citizens with handicaps as full members of our society with a right to hold a job and earn a decent living should be a national priority. This implies that Kenya, as a nation should have it as a priority that its citizens with disabilities get employment
commensurate to their training and abilities, despite the high rates of unemployment.

Several studies reveal that few people with disabilities are in employment as compared to non-disabled ones. Marsh et al. (1998) document that in Britain 36% of adults with handicaps capable of competitive employment were working compared to 74% of the non-handicapped adult population. A study by Isiko (1994) established that in Uganda, only 0.05% of people with disabilities are employed. Hardman and Drew (2000) record that in 1994 in the USA, only 3/10 adults with disabilities were working full or part time inspite of the fact that 79% of those not working and of working age indicated that they would like to have jobs. Mwathi (1998) also notes that in Kenya only a handful of persons with disabilities are in formal employment. Kenya Country Profile March 2004, a publication by ILO, estimates that around 1% of people with disabilities are employed. This prompted the review of literature about employment and placement for people with disabilities since some training programs already exist.

Musibala (1994) gives two reasons for the small number of persons with disabilities in employment. First, that such people generally lack access to relevant education that is essential for meaningful participation in the social and economic life of the society. Secondly, such people are often victims of negative attitudes from the general public who regard them as unproductive. This is supported by the findings of Baguwemu (1998), that people with motor disabilities also desire to work and live independently but they are limited by negative attitudes from society and the prevailing economic conditions.

Since a person’s status in our society is often determined by the type of job held and the salary earned, it is imperative that our societies, as Lindqvist
(1980) recommends, initiate forceful programs with new laws, adapt places of work and jobs themselves and take other actions that can stimulate and if necessary, force both public and private employers to employ people with disabilities. This, if done will improve the society’s perception of the people with disabilities. An example that can be given of a forceful program is that of Nigeria’s CBVR program. A study carried out by Togonu-Bickersteth (1996) to determine the impact of the program established that contrary to popularly held beliefs, persons with disabilities desire to work. Further more people’s perception of the beneficiaries changed from negative to positive. In relation to this, Alade (2004) comments that governments often tend to make efforts to foster positive attitudes towards people with disabilities through awareness raising public campaigns. These campaigns, she advises, are likely to bear more fruit when more disabled people are engaged in productive activities and are seen by able-bodied people to be contributing positively to the common good.

Meyer and Skrtic (1995) note that there is still little recognition of the unique employability of many people with orthopedic disabilities. It is to this effect that Mba (1981) lamented:

The handicapped people who have been trained at a great cost in money, time, and by dint of obstinate human patience and endurance can only waste away because there is no opportunity for their training in employment...even those who help them get jobs find themselves up against insurmountable mountain of ignorance, and prejudice from employers (p.7)

Job placement involves an understanding of job and work environments. Persons involved in job placement for people with disabilities must develop an
accurate description of the individual’s performance level that will parallel the performance requirements for a particular job. This understanding will assist in assessing whether the individual is employable in a competitive work environment or not (Horsh & Kerns, 1988). Nwajei (1995), Okeke (1994), & Marfo et.al (1983) argue that not until individuals are successfully placed on the job for which they have received necessary training the service is still incomplete. This means that vocational training programs for people with orthopedic disabilities cannot be complete without placement into jobs/employment.

According to Brolin (1995), job placement and follow-up may be the most important components of the vocational preparation process, and that critical factors in successful job placement are the employer, the job placement person and the person with a handicap. The employer must do away with myths such as: absenteeism will be high, and other employees will not accept workers with disabilities. The job placement person must have a positive attitude towards employment of people with disabilities. The person with a handicap must really want to work, have proper work habits and attitudes, have enough physical stamina, follow directions and want to learn, dress appropriately, get to work on time, know job expectations and have a salable occupational skill related to the work that will be required.

Job placement according to Fredrickson (1982) involves identification of available jobs, which he says is the most difficult part, surveying the trainees’ job desires, skills and preferences, conducting pre-referral training, making referrals to employers and doing placement follow-ups to rectify any problem. In USA for instance, every local office of the state employment services in all states is required to designate at least one staff member to help persons with handicaps
find employment and to make sure all people with disabilities receive these services, as explained by Brolin (1995). In addition, the state vocational rehabilitation division is responsible for assisting people with disabilities in securing employment (Hardman, Drew & Egan, 1999).

According to Brown (1984), research indicates that in Australia, after reaching the standard considered appropriate for open employment, trainees are assisted in finding suitable work. Some subsidies are available to encourage employers to employ trainees with disabilities. Trainees who find difficulty in attaining the standard necessary for competitive open employment may be referred to a sheltered workshop or other rehabilitation centres. All trainees are followed up for at least six months after leaving vocational training centres.

In Ghana the labour department, which has the legal responsibility of placing people with disabilities, has at each of the five public employment centres a disablement resettlement unit to provide assistance to employers as well as people with disabilities who seek employment. People with disabilities who report at these units are interviewed and registered for employment and issued with Labour Registration Certificates by disablement resettlement officers, who take note of their educational and vocational training and assist them in finding employment commensurate with their residual capacity (Marfo et-al, 1983).

In the Nigeria’s CBVR program, there is a scheme that can be likened to placement. A revolving loan scheme was initially developed to provide financial assistance to the trainees after graduation to enable them to buy equipment and materials for their new trades. It was intended that the loan would be paid back in affordable installments. To qualify for the loan, the parents of the trainees are encouraged to establish them in their vocation on a small scale in the first place.
The trainees must be seen to be coping well for a period of time. The alternative, for those who cannot afford to do this, is to remain and work with their trainers as salaried persons (Alade, 2004).

Isiko (1994), writing on the conditions of employment for people with disabilities in Uganda recommends that 10% of all employees in all sectors should be people with disabilities. Machinery should be put in place to ensure that such people are not discriminated against or retrenched on account of their disability. Further, efforts should be made to create job opportunities for people with disabilities, to give them the best education and training and not relegate them to only crafts and tailoring. Musibala (1994) also shares the same view.

In Kenya however, not much was found dealing with employment of people with disabilities. Mwathi (1998) recommends that the government should ensure such persons who qualify for jobs are placed in their respective fields as a way of motivating those still in schools to aspire for high educational levels. Good will is seen though in “The Persons with Disabilities Act, 2003”, Section 3(1) in which a council is established to deal with issues concerning persons with disabilities. In Section 13, this council shall endeavor to secure the reservation of 5% of all casual, emergency and contractual positions in employment in the public and private sectors for persons with disabilities. It shall also establish and maintain a record of persons with disabilities who posses various levels of skills and training and shall update such records regularly for purposes of job placement as outlined in Section 17 of the Act. Most of these proposals are yet to be implemented.

Follow up after placement is equally important. According to Brolin (1995), follow up is important, because first it keeps the vocational program up-
to-date on the characteristics and needs of business and industry so that modifications can be made in client evaluation, training, and placement activities. Secondly, the employer and the employee can be assisted quickly when minor problems arise.

2.5 Summary of Literature Review

Relevance refers to applicability of what is learnt to a particular environment and life situation. It implies that learning has a purpose, that of responding to actual needs, interests and problems of participants and their communities. Relevance has serious implications for the process of curriculum development and content (Commission of Inquiry, 1999). Curriculum includes that of vocational programs.

From the literature reviewed, it emerges that vocational education and training is very important for people with orthopedic disabilities. This is because it equips PWDs with skills which they need to acquire employment. Work is equally important in the life of any human being, since it provides a means to support oneself and family, and increases self-esteem. Several authors among them Meyer and Skrtic (1995), Marsh et.al (1998) and Ross (1988) have noted shortage of training and employment opportunities for people with disabilities. These authors however did not look at the relevance of the training opportunities to employment opportunities.

In regard to qualification of teachers, a repeated requirement is that the instructors for people with disabilities, besides being competent in their particular trade areas, should be aware of the handicapping conditions and their limiting
effects. No literature was found on qualification of vocational instructors of PWDs in Kenya.

In addition, this research has noted that there is a close relationship between training and job market. The demands of the job market should determine the skills that are offered in training programs. If this is ignored people will be trained for jobs that do not exist or skills that are not required in the job market hence the irrelevance.

From literature reviewed, it was also noted that in developed countries like USA, Britain and Australia there exists a system for placing people with disabilities in employment commensurate with their training. Ghana is an example of developing countries that have this system. No literature was found about the existence of such a system in Kenya. There is however the Persons with Disabilities Act whose date of assent was 31st December 2003 which has very good proposals, most of which are yet to be implemented. This study will no doubt be of importance in regard to employment placement for people with disabilities in general and for persons with orthopedic handicaps in particular. In Kenya, even people with mild disabilities end up being unproductive, yet these people can be trained in a variety of skills leading to competitive employment.

In conclusion, studies done in Kenya by Ayodo (1990) and Kamau (1986) show that the kinds of courses available for people with disabilities are few compared to those offered to their able-bodied peers thus limiting their employment opportunities. These studies however, did not look at the relevance of these courses to employment opportunities. While Ayodo looked at how youth polytechnics are effective in resettling trainees with disabilities, Kamau
compared the aspirations of secondary school students who are physically disabled with their actual placement in employment. Another study by Mwathi (1998) compared self-esteem and educational aspirations of people with disabilities. This study focused on relation of training to job market and job placement services for people with orthopedic disabilities at IRC. Gill, Fluitman and Dar (2000), maintain that vocational education and training is more effective when used to meet clearly observed, current labour market needs. Job placement is a vital component of vocational training for PWDs as several authors argue that not until individuals are successfully placed on the job for which they have received necessary training, the service is incomplete. There was thus need for this study to be done to investigate the relevance of the courses offered in vocational institutions for people with orthopedic disabilities.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on research methodology that was used in the study. Detailed descriptions of the research design, location of the study, target population, sampling techniques and sample size, research instruments, data collection and methods that were used in data analysis are presented in the subsequent sections.

3.1 Research Design

Orodho (2004) argues that research designs are better conceptualized as descriptive or experimental. This study therefore, utilized a descriptive survey design. Travers (1969) asserts that surveys are mainly of the "what exists" type; that is to say they are designed to determine the nature of an existing state of affairs. Mwiria and Wamahiu (1995) contend that descriptive research attempts to describe what was or what is in a social system such as a school. Utilizing this design, this study basically attempted to describe the existing state of training and employment for people with orthopedic disabilities trained at IRC Nairobi province.

This study used both qualitative and quantitative approaches in the construction of instruments and data analysis. Each of these approaches has its merits and demerits. For instance, Mugenda and Mugenda (1999) observe that qualitative approach is advantageous in that it permits research to go beyond the statistical results usually reported in quantitative research. These authors also
argue that both methods supplement each other in that qualitative methods provide in-depth explanations, while quantitative methods provide the hard data needed to meet the required objectives. Mwiria and Wamahiu (1995) also assert that a mixture of both quantitative and qualitative designs may be appropriate since many educational issues have both quantitative and qualitative aspects.

3.1.1 Study Variables

Variables are measurable characteristics, attributes or properties of an individual population unit (Bell & Opie, 2002; McClave & Sincich, 2000). The independent variables in this study were qualification of instructors, types of courses, and link between the institution and potential employers. Dependent variables were employer satisfaction with graduates and, employability of trainees.

3.2 Location of the Study

The study was conducted in Nairobi province at the Industrial Rehabilitation Centre (IRC), a vocational training centre. The centre was established in 1958 by a private organization to cater for people with physical handicaps. Later in 1972, as a result of the parliamentary sessional paper number 5 of 1968, it became a government institution with the objective of offering intensive rehabilitation to all persons with disabilities, but currently it admits even able-bodied persons. The centre is situated within Kibera Division of Nairobi Province along Mbagathi Road, which is approximately three kilometres to the South of Nairobi City Centre. It is surrounded by major institutions like Kenyatta National Hospital, Nairobi Hospital, Nairobi campus of Daystar
University, the City Mortuary and Wilson Airport. The Mbagathi Road joins Ngong Road and Mbagathi Way leaving a piece of land in between which houses the IRC.

3.3 Target Population

The study targeted trainees with orthopedic disabilities, instructors and the manager of IRC. Besides, former trainees in employment, and their employers also participated in this study. According to the information that was available, the institution in focus had one manager, seven instructors and 42 trainees, 25 of whom had orthopedic disabilities. The number of trainees with orthopedic disabilities who had graduated since 1972, when the centre became a government institution was approximately 1,654. There were however no records documenting the total number of the same in employment. There was however some undocumented information about some 21 graduates employed within Nairobi. Two of these were self-employed, while the rest were employed by seven different employers. However, at the time of actual data collection, the figures above changed as the number of trainees and former trainees who participated was 24 and 22 respectively. In addition to the 22 former trainees who participated in the study, 8 were self-employed while 14 were salary/wage employed. Thus the total number of the target population was the sum of one manager, seven instructors, 24 trainees who have orthopedic disabilities, 1,654 former trainees with orthopedic disabilities and were probably in employment and seven employers; this yielded to a total of 1,693 individuals.
3.4 Sampling Techniques and Sample Size

3.4.1 Sampling techniques

The researcher selected the centre in focus purposively because it is situated in the capital city, it was expected that there would be more employment opportunities for its graduates as compared to other similar institutions in rural Kenya. Accessibility and proximity to the researcher also influenced the choice of the institution. Mugenda and Mugenda (1999) contend that at times the target population is so small that selecting a sample would be meaningless, and that taking the whole population in such cases is advisable. Due to the small populations, all the trainees with orthopedic disabilities and all instructors at IRC participated in the study. The manager of IRC was also a participant. Convenient sampling method was used to obtain graduates in employment and their employers. Further, snowballing was used to help trace more graduates in employment because the ones known to the management of the institution were not all found.
3.4.2 Sample Size

The sample size for the study comprised 61 respondents. Table 3.1 gives a summary of the population and sample sizes.

Table 3.1 Population and sample size

<table>
<thead>
<tr>
<th>Type of respondents</th>
<th>Population</th>
<th>Number sampled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Instructors</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Trainees with orthopedic disabilities at the IRC</td>
<td>24</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Graduates with orthopedic disabilities probably in employment</td>
<td>1,654</td>
<td>22 (Graduates with orthopedic disabilities in employment and could be reached)</td>
<td>1.33%</td>
</tr>
<tr>
<td>Employers</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,693</strong></td>
<td><strong>61</strong></td>
<td><strong>3.6%</strong></td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The researcher used four sets of questionnaires and an interview schedule as data collection tools. These tools were constructed to cover all the research questions. Questionnaires were constructed for the instructors, trainees, graduates in employment and employers. An interview guide was prepared for the manager. Trainees' questionnaires were used to collect data regarding types of courses offered in the institution, linkage between the institution and possible employers and assistance given to graduates in securing employment. Instructors' questionnaires were used to collect data on instructors' qualifications, linkage between the institution and potential employers and assistance given to graduates in securing employment. Their opinion on the relevance of the courses was also sought. The interview guide for the manager was intended to seek data concerning relevance of the training to the job market, linkage between the
institution and potential employers and assistance or placement for the graduates. The questionnaire for the graduates in employment sought information on relevance of the training they undertook; assistance given to graduates in securing employment and linkage between the institution and potential employers. Employers' questionnaire was used to gather data on relevance of the courses offered at the training centre and linkage between the institution and employers. The instruments were constructed in relation to the research questions that the study sought to answer. Both open-ended and closed-ended types of questions were used in constructing the questionnaires while the interview guide had only open-ended questions.

3.6 Pilot Study

The instruments for data collection were piloted at Variety Village in Thika District. This centre is similar to IRC where the actual data collection was conducted in that they both offer vocational training to people with disabilities at the same levels and the trainees sit for government trade tests. The population at the pilot centre consisted of one manager, five instructors and 48 trainees, of whom 18 had orthopedic disabilities. Of the estimated 1,080 graduates, the management at that time knew the whereabouts of only three who worked within Thika town. The pilot study sample included the manager, two instructors, four trainees, two graduates in employment and one employer resulting in a total of 10 participants. The purpose of piloting is to establish the clarity and comprehensibility of each item in the instruments, that is, the validity and reliability of the instruments (McClave & Sincich, 2000). Thus, piloting helped the researcher to modify items and hence do away with some items that were
ambiguous in the instruments. Wording in some items were changed, the language made simpler, yet some which could not be understood clearly were modified while others were removed from the questionnaires. Further still, other items which could be more useful for the study were added. For example question six in the questionnaire for graduates in employment was expanded to include the self-employed. The procedures that were used in piloting were the same as those used in the main study.

3.6.1 Validity of the instruments

A measure is said to be valid if it does what it is intended to do (Keeves, 1997). Validity is therefore concerned with the question whether the items in the instruments ask what they are intended to ask. In order to establish the validity of the instruments, the researcher gave them first to a lecturer in the Department of Special Education at Kenyatta University who was well versed in the area being studied. Afterwards the researcher discussed the instruments with the same supervisor. The researcher also consulted with the second supervisor concerning the instruments. In addition to the pilot study findings, comments and inputs that ensued from the discussions were incorporated to better the instruments before the actual data collection.

3.6.2 Reliability

Keeves (1997) observes that reliability involves giving the same test form on two separate occasions and studying the correlation between the results from the two testings. Reliability of the instruments for this study was established using test-retest method. The questionnaires were administered to the
participants selected for piloting. The responses from the instruments were scored manually. After a period of two weeks, the questionnaires were again given to the same respondents and the answers scored manually. A comparison of the answers obtained from both occasions was done by calculating the correlation coefficient using Pearson product-moment correlation coefficient formula. This produced a correlation coefficient of 0.89 denoting a strong positive relationship between the two tests.

3.7 Data Collection Techniques

The researcher visited the study centre, IRC one week before data collection for the purpose of introduction and to set dates for the data collection. Thus the dates set were favourable for both the researcher and the head of the institution. On the material day, the researcher, with the help of two instructors administered the trainees' questionnaires. The researcher was present throughout the session to offer any necessary clarifications. Instructors' questionnaires were distributed to the 7 instructors on that same day and collected two days later as was convenient for the instructors. For the former trainees in employment, the researcher first visited the Association for the Physically Disabled of Kenya (APDK) and sought permission from the manager. The researcher learnt from the manager that there were 10 employees at the APDK's workshop who were former trainees of IRC. The manager having explained how busy the workshop was at that moment agreed to release only 5 of the 10 to meet the researcher at the reception area. These five agreed to fill the questionnaires at that very time after the researcher's introduction. It is through these 5 that the researcher was able to get other 17 former trainees who participated in the study. Some of them
filled the questionnaires at that time while others asked the researcher to pick up the filled questionnaires after 2 or 3 days. The researcher visited each employer once, did self-introduction, explained the purpose of the visit and sought each employer’s consent before giving out the questionnaires. 2 employers filled the questionnaires the same day while the rest asked for 2 to 3 days. The researcher also conducted a face-to-face interview with the manager of IRC on a pre-fixed date in the manager’s office. The researcher sought and obtained the manager’s consent to write short notes during the interview.

3.8 Data Analysis

Data analysis was done as per research questions since most of the research questions cut across all the instruments. Data collected were analysed using descriptive statistics. According to McClave & Sincich (2000), descriptive statistics are used to summarize, describe and present pictures of data. They include frequency and percentage distributions, cross-tabulations, measures of central tendency (mean, median and mode) and measures of dispersion (Range, variance, standard deviation, etc). These are often presented in the form of charts, tables and graphs. The researcher went through all the filled questionnaires and classified the responses accordingly. Data regarding kinds of courses offered to individuals with orthopedic disabilities in the institution were analysed by reporting each course offered as it appeared in the responses. Data concerning instructors’ qualifications to handle people with orthopedic disabilities were coded, keyed into the computer and analysed by use of frequencies and percentages. Data related to relevance of training to the current job market needs were analysed by narration and percentages. Data regarding link between the
institution and possible employers, and that related to assistance given to graduate trainees in securing employment were analysed by frequencies, percentages and narration. The analysed data were finally presented using tables, charts and graphs.

3.9 Logistical and Ethical Considerations

The researcher obtained a letter from the School of Graduate studies at Kenyatta University addressed to the Ministry of Education which, was in turn to give her an authorization to conduct the research. To apply for this authorization, the researcher filled forms, and attached a copy of the proposal and two passport size photographs. After that, the researcher received authorization from the Permanent Secretary, Ministry of Education. She then sought informed consent of each respondent explaining the true nature and purpose of the research to them. The confidentiality and identity of the respondents was kept at all times. This was made known to the respondents from the start.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter deals with data presentation; analysis and discussion of the survey carried out at the IRC and Nairobi province. The analysis was done using simple descriptive statistics to establish frequencies and percentages. The findings are presented in tables and charts accompanied by interpretations. The responses were received from 24 trainees at IRC, 22 former trainees who were within Nairobi province and could be reached, 7 instructors, 7 employers and from the manager of IRC. This chapter is organized into five major themes derived from the research questions, thus:

1. Courses offered to individuals with orthopedic disabilities at IRC.
2. Instructors' qualification to handle people with orthopedic disabilities.
3. Relevance of the training to job market.
4. Link between the institution and possible employers.
5. Availability of job placement services.

4.1 Courses Offered to Individuals with Orthopedic Disabilities at IRC

With regard to courses offered, the trainees were asked to indicate in their questionnaire what courses they were undertaking, the former trainees were also to indicate the courses they undertook and the instructors also indicated the courses they were teaching. The findings related to the above theme are presented in table 4.1.
According to the responses, the researcher found out that the courses offered include carpentry, leatherwork, metal work, secretarial/commercial studies, tailoring and dressmaking, telephone operation and electronics. Trainees with orthopedic disabilities were variedly distributed in all the courses.

Based on the table, at the time of data collection, carpentry had the least enrolment among the trainees (4.2%) and second least among former trainees that is 9.1%. This is probably because carpentry requires more physical strength than most of the respondent may have due to their limiting conditions. On the other hand Electronics was the most popular among the trainees may be due to the fact that it requires less physical energy. Another factor influencing enrolment in electronics could be the current and foreseen increase in technological advancements. On the contrary, only 4.5% of the former trainee in the study had training in Electronics.

Metalwork had the highest enrolment among the former trainees probably because at the time of their training it could have been a promising course leading
to job placement basing on the fact that the APDK workshop mostly employed those with training in metalwork.

Lastly each course offered at the training centre was handled by one instructor. As far as the student-teacher ratio is concerned, it may be adequate for IRC to have the 7 instructors since the largest class had 11 trainees. In addition the general teacher-student ratio at IRC was 1:6. Smith (2001) notes that teacher-student ratio in special education in most countries is 1:6. The ratio may vary depending on the severity and type of disability. However, IRC may require more instructors for back-up in case of absences, variation of teaching styles and better course content development.

4.2 Instructors’ Qualification to Teach Individuals with Orthopedic Disabilities.

The second research question was: What is the level of qualification of the instructors, and is their training adequate for effective instruction of people with orthopedic disabilities? Findings pertaining to the above research question were basically gathered from the questionnaire directed to the instructors. Additional findings were from the interview with the manager of the institution and from the trainees’ questionnaire. Data analyzed gave findings in the areas of academic qualification of the instructors, professional qualification of the instructors, instructors’ experience in training people with disabilities, categories of people with disabilities the instructors had taught and instructors’ training in special education.
4.2.1 Academic Qualification of the Instructors

The researcher collected data in order to find out the instructors’ highest academic qualification as this has direct effect on the quality of teaching (Smith et al, 1993). The instructors were asked to check in their questionnaires one of the following: Kenya Junior Secondary Education (KJSE)/ (An examination done in the past at the end of 10\textsuperscript{th} grade), Kenya Certificate of Secondary Education (KCSE)/O-Level (An examination done at the end of grade 12), or Above O Level. Out of the 7 instructors, 4(57.1%) checked KJSE, 3(42.9%) checked KCSE/O-Level, while none checked above O level. This is an indication that majority (57.1%) of the instructors in the institution had education below form four. Such level of education may not adequately offer base for further professional qualification. Closely related to academic qualification was professional qualification of the instructors discussed in the next subsection.

4.2.2 Professional Qualification of the Instructors

The instructors were asked to indicate their highest level of professional qualification. Out of the 7 instructors, 3(42.9%) were qualified artisans, 1(14.3%) was a qualified craftsman, 2(28.6%) were qualified technicians, none was a technologist, while 1(14.3%) had training in oral health but worked at the centre as an instructor for secretarial/commercial studies.

The findings show that most (57.2%) had low professional qualification and one was even misplaced. This is in harmony with the findings of Commission of Inquiry (1999) which reported that majority of technical instructors of Youth Polytechnics in Kenya are not trained in pedagogy and are
also inadequately trained in technical trade areas. This may have a negative effect on the quality of training offered.

4.2.3 Instructors’ Experience in Training People with Disabilities.

Table 4.2 shows findings related to instructors’ experience on training people with disabilities.

Table 4.2 Instructors’ experience in training people with disabilities (N=7)

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 - 30 years</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>2 - 10 years</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>0 - 1 year</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.2 shows the years the instructors had trained people with disabilities. Majority (71.5%) of the instructors had sufficient experience of ten years and more in training people with disabilities. With such experience, it is expected that the instructors have come to appreciate the strengths and limitations of their trainees with orthopedic disabilities and thus able to offer helpful suggestions regarding admission of students into the various courses as implied by Togonu-Bickersteth (1996). In addition this may mean that the instructors were in a position to give high quality training with the skills they have sharpened over the years.
4.2.4 Categories of People with Disabilities the Instructors had Trained

In an attempt to further answer research question two, the researcher was interested in establishing whether the instructors had handled various categories of people with disabilities. According to Marsh et.al (1998), this knowledge in the characteristics and needs of students with various disabilities should enable the instructor to choose instructional strategies and modify programs to suit the needs of the students.

The results revealed that the instructors had trained various categories of people with disabilities. All of the 7 instructors had trained people with orthopedic disabilities, 3(42.9%) of them had trained people with hearing impairments, while 2(28.5%) had taught people with visual impairments beside those with orthopedic disabilities. This implies that a majority (71.4%) of the instructors may have been in a position to choose appropriate teaching strategies and modify training materials for their trainees thus, giving each trainee an opportunity to reach his or her maximum potential despite the disability.

4.2.5 Instructors’ Training in Special Education.

As stated by ILO (1983) persons involved in vocational training of people with physical disabilities should have adequate knowledge of disabilities and their limiting effects as well as the knowledge of support services available to facilitate a disabled person’s integration into active economic and social life. In regard to this the instructors were asked to indicate if they had done courses in special education and at what level. Figure 4.1 shows the findings.
Figure 4.1 Instructors' training in Special Education (N=7)

Figure 4.1 shows that 5(71.4%) of the instructors had done some course in special education. However when the 5 were asked to specify at what level, they all said they had attended seminars on special education. This implies that the instructors had inadequate training in special education.

4.3 Relevance of Courses to Job Market Needs

The third research question was: How relevant are the courses to job market needs? To get a clear picture on the relevance of the courses, data was collected with regard to duration of training, employer satisfaction with graduates, adequacy of career exposure, relation of current job to the training and problems experienced in the institution.

4.3.1 Duration of Training

Findings showed that telephone operator course took 6 months, leatherwork took one year, tailoring and dressmaking, metalwork, electronics and carpentry took 18 months while secretarial studies took 2 years to complete.
On the adequacy of the course durations, majority (83.3%) of the trainees felt that the duration was adequate. The manager on the other hand noted that the duration was not enough for some courses especially electronics, but the available funds could not allow extension of the duration. Three of the 7 employers also recommended that the duration of the training be lengthened as this could improve the quality of training at IRC.

Hunting, Zymelman and Godfrey (1986) point one of the indicators of quality training as the length of the training. Adequate length of training ensures proper mastery of content and this varies from one course to another.

4.3.2 Employer Satisfaction with the Graduates

Employers were asked how long the employees with orthopedic disabilities who trained at IRC took to adjust at work when first employed; intensity of further on-the-job training employees with disabilities required, and their level of productivity in comparison to other employees.

![Figure 4.2](image-url)

**Figure 4.2**

Time taken by employees to adjust at work. N=7
Figure 4.2 shows the length of time employees with orthopedic disabilities from IRC took to adjust at work when first employed. From the responses of employers, the graduates took between one and four months to adjust. This implies that the graduates took a reasonable time to adjust in their work. Subsequently, the employers’ level of satisfaction with the graduates’ adjustment at work may be rated as good enough.

The employers were also asked if the trainees required further training on the job to improve performance and how intensive. 86% of the employers said they required further training which is moderately intensive, while one employer said they did not require further training. This may imply that the employees might not have been exposed to real work environment during their training.

Majority (71.5%) of employers stated that the productivity of their employees with disabilities was no different from that of others and that they were committed to their work. This is contrary to the imagination of many that people with disabilities perform dismally at work. However, most (57.2%) of the employers in the study said that their employees with disabilities were complacent, thus hardly put effort to advance their level of training. Hardman, Drew and Egan (1999) state that the degree of employer satisfaction with employees with disabilities can show how well the employees were prepared for the job during training.

On how the training at IRC could be improved as far as relevance to job market is concerned, 57.2% of the employers recommended that IRC should carry out job market surveys to know the kind of job opportunities available in the community so as to introduce courses that target those opportunities and that IRC should buy modern equipment for training.
4.3.3 Adequacy of Career Exposure and Self-rating

In order to get in-depth information on relevance of training to job market, the researcher needed to find out if the trainees had adequate career exposure. The trainees were asked to indicate in their questionnaires if industrial attachment was part of their course. All the trainees (24) said that industrial attachment was an integral part of their course. Out of the 22 former trainees, 12 (54.5%) said they went for industrial attachment as part of their training a matter which was also confirmed by the instructors. IRC Strategic Plan (March 2004) observes that training devices and equipment in the institution are obsolete and should be replaced. It is therefore important to note that there exists industrial attachment, as this may be a major way the trainees could get in contact with equipment used in real work environment. Those trainees who had completed attachment said it had increased their confidence since it made them know how well they could perform at work.

In relation to career exposure, the former trainees were asked if at all they formally discussed work issues with any official in the training centre during their training. 14 (63.6%) of the former trainees checked ‘No’, while 8 checked ‘Yes’. Those who said they did were further asked to state exactly what they talked about to which they responded as interviews and job seeking skills, relations at work and organizations which assist people with disabilities.

Instructors were also asked if they discussed work issues with their trainees. 85.7% of instructors said they did discuss work issues with the trainees during training. Their further responses are in table 4.3.
Table 4.3 Employment issues the instructors discussed with trainees (N=7)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to relate with seniors and colleagues at workplace</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>How to start business</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>Where to get employment</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>How to handle salary</td>
<td>1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

From the varied responses the researcher deduced that there may have been no formal program dealing with work issues which may imply less adequate career exposure.

Former trainees were asked to state how well they thought the training prepared them for the world of work. Majority (63.6%) of the former trainees thought they were only fairly well prepared for the world of work. Only 18.2% of the former trainees thought they were not well prepared for the world of work. However, the manager and the instructors thought the trainees were well prepared for the world of work.

When further asked to rate their work, only 1(4.5%) former trainee rated his/her work as excellent, 5(22.7%) rated it as good while 16(72.7%) rated their work as fair. This may indicate that most of them did not have high opinion about their work.

4.3.4 Relation of Current Job to Training and Other Useful Skills Learnt

To further answer research question three, the former trainees were asked if their jobs or businesses were related to their training. Hunting, Zymelman and Godfrey (1986) state that relation of job to training done is one of the indicators of relevance of training to job market. Out of the 22 former trainees, 19 were doing jobs/businesses related to their training while only 3 were not.
On another line of argument, Togonu-Bickersteth (1996) recommends that other skills be taught to people with disabilities undertaking vocational training since most of the courses are geared toward self-employment. Such skills include public relations, saving/banking, insurance and book keeping among others. In this study, the former trainees indicated skills which they had learnt that they utilized to navigate their careers on a day-to-day basis.

Table 4.4 Other skills learnt during training which are used in daily life and work. (N=22)

<table>
<thead>
<tr>
<th>Skills</th>
<th>Learnt</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trade itself</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Knowledge of where to buy materials for your trade</td>
<td>5</td>
<td>22.7%</td>
</tr>
<tr>
<td>Knowledge on how to identify quality material for your trade</td>
<td>14</td>
<td>63.6%</td>
</tr>
<tr>
<td>Customer relations</td>
<td>21</td>
<td>95.4%</td>
</tr>
<tr>
<td>Organisational skills</td>
<td>5</td>
<td>22.7%</td>
</tr>
<tr>
<td>Knowledge on how to market your finished products</td>
<td>7</td>
<td>31.8%</td>
</tr>
<tr>
<td>Saving/banking and money management</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td>Job searching skills and how to succeed in interviews</td>
<td>21</td>
<td>95.4%</td>
</tr>
<tr>
<td>Knowledge on how to keep accounts/business records</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td>Knowledge about trade unions/other labour market organizations</td>
<td>4</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

From table 4.4, 5(22.7%) of the former trainees learnt where to buy materials for their trades whereas 14(63.6%) were using the skill, the same case for organisational skills and knowledge on how to market finished products. All the former trainees indicated having learnt customer relations and that they were using the skill. Money management skill was being used by 20(90.9%) of them.
yet only 4(18.2%) indicated they had learnt it during their training. None of them said they had learnt insurance whereas 6 were using the skill.

Only 4(18.2%) acknowledged having learnt book keeping yet 16(72.7%) were using the skill in their life and job. Similarly 4(18.2%) said they had learnt about trade unions/labour market organizations while 18(81.8%) were applying the knowledge. From table 4.4 it can also be noted that some skills for instance insurance, book keeping, knowledge of where to buy materials for the trade and about trade unions were either not taught or poorly taught at IRC. The fact that these skills were used by most of the former trainees shows that they are necessary skills which should have been formally imparted during training.

When the instructors were asked to list other important skills which they taught their trainees apart from the trades, business start-up and management took the lead with a frequency of 5(71.4%), followed by customer relations 2(28.6%), marketing 1(14.3%) and HIV/AIDS awareness1(14.3%) in that order.

4.3.5 Challenges Experienced in the Institution

The researcher was interested in finding out the challenges experienced in the institution as these have a direct bearing on the quality of training offered. In relation to this, the instructors were asked to indicate the challenges that they were experiencing.

Out of the 7 instructors, (6)85.7% indicated that there was lack of adequate training facilities, materials and equipment at IRC. They explained that machines broke down and often took long to repair, and that requisitions also took long to supply. This impaired the training to a great extent. Moreover, 4(57.1%) of the instructors gave difficulty in handling learners as one of the
problems. They further explained that communication was a problem at times because some learners lacked basic education.

Interview with the manager also revealed the following challenges: Old equipment, lack of adequate staff, low level of training (certificate/grade level), minimal funds from the government and traditional courses. These were major factors that affected the quality of training negatively.

The trainees' responses concurred with those of the instructors and the manager of the institution. Majority (95.8%) strongly agreed that there was lack of textbooks, 70.8% strongly agreed that the equipment was outdated and 83.3% agreed that there was lack of qualified staff. The findings show deficiency in matters that greatly affect training like qualified staff, textbooks and training equipment.

On the other hand, the trainees were also asked some of the challenges they experienced, 83.3% cited lack of qualification on the part of their instructors as a major problem. Figure 4.3 summarizes the responses from the trainees in regard to challenges they experienced.
4.4 Link between the Institution and Possible Employers

The fourth theme derived from the objectives of the study was the link between the institution and possible employers. Hunting, Zymelman and Godfrey (1986) state that the interrelationship of a vocational training institution and industry is probably the most important single indicator of its efficiency and effectiveness as this interrelationship makes the trainees’ transition to work easier.

Data was therefore collected with regard to the following:

- The institutions’ involvement in placing trainees for attachment.
- Existence of formal linkage between the institution and possible employers.
4.4.1 The Institution's Involvement in Placing Trainees for Attachment

The researcher asked the trainees to indicate how they got the places for attachment. Out of the 24 trainees, 2 said that they had been placed by the institution, 6 said they got attachment places through various sources other than the institution, while the rest 16 were yet to go for attachment.

The former trainees were also asked to state whether or not the institution placed them for attachment during their training. In this case, 4(18.2%) of the 22 answered 'yes', 8(36.4%) answered 'No' while 10(45.5%) did not go for attachment during their training.

In addition, the instructors were asked if the institution placed trainees for attachment. 57.2% said the institution did not place trainees for attachment. On the same note, only 14.3% of the employers indicated that the institution did place trainees for attachment. It may be deduced from the findings that placement for attachment however existent, was minimal and not officially planned.

4.4.2 Existence of Formal Linkage between the Institution and Potential Employers

From the interview with the manager it was established that there were no formal links between the institution and industry. However the manager said that IRC had some link with APDK, an organization for people with disabilities which initially founded IRC then handed it over to the government of Kenya. The manager further said that IRC occasionally invited successful individuals with disabilities and prominent people from various companies to give talks to trainees. These people according to the manager, acted as role models to the
trainees, encouraged the trainees to advance in their studies and also built confidence in the trainees with disabilities.

It is documented in the IRC Strategic Plan (March 2004) that in future the IRC will establish and maintain strategic links with potential employers and former trainees to ensure employment equality for people with disabilities.

4.5 Availability of Job Placement Services

The fifth research question was: Do the graduates receive job placement services? The findings related to the above research question were presented and analysed under three sub-areas:

- Existence of job placement services.
- Opinions regarding job placement services.
- Strengths and weaknesses of training at IRC in relation to job acquisition.

4.5.1 Existence of Job Placement Services

There were varied responses as far as existence of job placement services is concerned. The researcher asked the trainees if the institution would help them get employment upon completion of their training. 23(95.8%) of the trainees checked 'No' while only 1 checked 'Yes'. The one who checked 'yes' further explained that he was already working as a clerk.

To further establish the existence of job placement services, former trainees in employment were asked to indicate how they had procured their jobs. Their responses are presented in table 4.6.
Table 4.5 Job acquisition procedures (N=22)

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the training centre</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Through government placement officer</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>I applied and was invited for an interview and offered the job</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Through family members or friends</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Non response</td>
<td>8</td>
<td>36.3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows how the former trainees in employment had acquired the jobs they held. 8(36.3%) of the 22 being self-employed did not respond to that item. 7(31.8%) got their jobs through family/friends, 3(13.6%) applied for the jobs, were invited for interviews and succeeded to get the jobs, 2(9.1%) got jobs through the training centre and the other 2 were placed by a job placement officer.

Graduates in self-employment were also asked how they raised the capital to start up their workshops. None of them received any assistance from the institution or from the government but through fundraising, family and friends.

Responses were also gathered from the instructors. 57.2% of the instructors said there were no placement services, 28.6% said there existed placement services, while 14.3% did not know whether such services existed or not. Further, interview with the manager revealed that there used to be a government placement officer at the centre to offer job placement services but when he retired in 1990 there has not been any other. The manager however said that the institution tries to introduce graduates to organizations that can assist them with finances to start businesses.

From these findings it is clear that there were no job placement services and the one that had existed earlier can be said to have been inefficient. Due to
the work load involved in placing PWDs into jobs, it hard to imagine that one person can provide adequate manpower for effective job placement services. Several authors such as Allen (1994), Okeke (1994), Nwajei (1995) and Alade (2004) agree that it is not possible to detach job placement services from vocational preparation of people with disabilities. These arguments imply that the training at IRC was in most cases not complete.

4.5.2 Opinions Regarding Job Placement Services

The researcher was interested in knowing the respondents' opinions regarding job placement services. For that matter the trainees were first asked to indicate whether or not people with disabilities should be employed. All trainees said people with disabilities should be employed. This concurs with the findings of Togonu-Bickersteth (1996) that contrary to popular belief people with disabilities would like to work rather than beg. The trainees were then asked to state their opinion about assisting people with disabilities in getting employment. 21(87.5%) out of 24 were pro assistance whereas 3(12.5%) were not for assistance.

Reason given by most respondents for assistance was employers' negative attitudes, which they said necessitated some advocacy to convince the employers that people with disabilities can be as effective workers as any other person. Former trainees in employment cited similar sentiments. The instructors were also asked to comment about job placement services. All the instructors agreed that the graduates with disabilities should be assisted to get jobs.
4.5.3 Strengths and Weaknesses of the Training in Relation to Job Acquisition.

The trainees were asked what they thought were the strengths and weaknesses of their training in relation to getting jobs. The total number of trainees was 24. 10 of them cited possibility of employing oneself as a major strength, 8 stated another strength as having a wide market for quality products, while 6 did not respond to that part of the question. The trainees' responses regarding weaknesses of their training were presented in figure 4.4.

Figure 4.4 Weaknesses of Training in Relation to Job Acquisition. N=24

From the findings, employment, either self or salaried seemed to be a major concern to many trainees with orthopedic disabilities at IRC. This may be deduced from the fact that 12 (50%) of the 24 trainees cited difficulty in getting jobs as a weakness followed by difficulty in raising capital cited by 9 (37.5%) trainees. This being the case, employment placement should be among the major
functions of the institution consistent with its functions as outlined in the IRC Strategic Plan 2004-2008.

Another concern is the fact that some (16.7%) trainees considered competition from the non-disabled as a weakness of their training. They further explained that when they go for attachment or job seeking, the non-disabled with similar training were given priority by employers. This implies that those trainees felt intimidated by their able bodied counterparts. For this reason, training for people with disabilities should be similar to training offered at other regular institutions. This also calls for the work of placement officers who should be able to convince employers that people with orthopedic disabilities can work effectively. This may in turn lessen the feeling of being unable to compete at the same level with the non-disabled. Some trainees taking electronics, 20.8%, were also concerned about the fact that their market was limited to places with electricity.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of the findings of the study. The summary is arranged according to the research objectives that the researcher aimed to achieve. After the summary, conclusions are made based on the findings. In addition to that, an attempt is made at suggesting some recommendations regarding relevant vocational training for people with orthopedic disabilities. The final section outlines suggestions for further research.

5.1 Summary of Research Findings

The study purposed to investigate the relevance of vocational training offered to individuals with orthopedic disabilities at the Nairobi Industrial rehabilitation Centre. This section summarizes the results of the study according to the objectives of the study, which were:

1. To highlight the courses offered to individuals with orthopedic disabilities in the institution.

2. To establish the instructors’ qualification to teach people with orthopedic disabilities.

3. To establish the extent to which the courses offered are to job market demands.

4. To find out the link between the institution and the job market which should facilitate job placement of graduates.
5.1.1 Courses offered at IRC

This study established that there are 7 courses offered at IRC namely Leatherwork, Metalwork, Carpentry, Tailoring and Dressmaking, Telephone operation, Secretarial/Commercial Studies and Electronics, and that the trainees with orthopedic disabilities were spread in all the courses.

The courses were offered at their lowest levels. A course like leatherwork had not been reviewed since the institution became government owned in 1972.

The electronics workshop had been closed due to lack of funds and was only reopened in 2005 through assistance from International Labour Organization.

5.1.2 Instructors' qualification in Special Education

The findings also revealed that the instructors had no adequate training in Special Education. Those who had knowledge of Special Education had only attended seminars. The instructors did not also have any training in pedagogy.

There was only one instructor per course denoting insufficiency besides inadequate training. Most of the instructors were former trainees who were deployed immediately after completion of their training.

5.1.3 Relevance of training to job market

Most indicators of relevance of training to job market needs were found wanting. For instance there was no adequate career exposure given to trainees, some skills required at work or for daily life were not formally taught, no job market surveys
were done, and modern equipment similar to those used in industry were lacking among others. All these factors posed constraints for the graduates in actual job places.

Findings further revealed that industrial attachment was part of the course and that it helped improve the trainees' level of exposure to real work situations.

Lack of textbooks and insufficient supply of other training materials was a major concern to the trainees and instructors. This greatly affected the quality of training negatively.

5.1.4 Linkage with potential employers

It was also established that there was no formal link between the institution and possible employers. There was one particular organization with which the institution somewhat had functional link, that is the Association of the Physically Disabled of Kenya (APDK). The link however, was informal. Most trainees especially those undertaking Metalwork and Leatherwork did their attachment at the APDK workshop, although that did not guarantee their employment there due to limited vacancies.

Job placement services were also found to be non-existent. Formerly there was a government placement officer based at the centre but since his retirement in 1990 there has not been a replacement. This contributed to the ineffectiveness of the vocational training program.
The findings also revealed that the main concern of the trainees is employment; the training is a means to get there.

5.2 Conclusions

Training and employment of people with orthopedic disabilities is consistent with the Millennium Development Goal of poverty eradication. However, when the training for such people is detached from job placement services, this goal of poverty eradication cannot be realized.

Vocational training does contribute toward self-reliance for people with orthopedic disabilities to some extent evidenced by the graduates of IRC who had jobs or businesses and thus were able to economically fend for themselves. The case may be different for unemployed graduates and most of them are as spelt out in the IRC’s Strategic Plan (2004) that majority of those with disabilities who underwent training at IRC have remained unemployed.

The findings have established that there is a positive relationship between the courses done and employment as 86.4% of the employed graduates in the study had jobs or businesses related to their training. Majority of the employed graduates had taken metalwork at IRC. This may indicate that metalwork was more marketable than the other courses; however, it is probably because the main employer in the study was APDK which owns a workshop basically requiring skills in metalwork.

The courses offered at IRC may suit demands of the job market save for the fact that the training equipment in some cases was technologically outdated. For example the sewing machines for tailoring/dressmaking were manual unlike the electric ones used in some companies. In addition, the instructors were mainly
former trainees of IRC with limited exposure to modern machines. Insufficient resources, ranging from training staff to textbooks, training materials and equipment listed as the major problems could also be a drawback in suitability to market demand.

The linkage between IRC and industry seems not to be strong enough to facilitate efficient job placement of the graduates. There was an unstructured linkage between IRC and the APDK workshop. The linkage, although not structured, made it possible for some trainees to go for attachment and for some graduates to get jobs at the workshop. This shows the potential that exists in centre-industry linkage in regard to job placement of graduates. The impact of more organizations other than the APDK getting involved can only be imagined.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

i. There is need to diversify courses offered at the institution so as to give the trainees an array of options to include hospitality courses (bakery, catering), interior design/embroidery, hairdressing, and Information, Communication Technology (ICT).

ii. There is need to review the existing courses taking into considerations the economic activities in the surrounding community. This may help the institution to decide which courses to continue offering and which new ones to introduce. For example the review may reveal that many people buy used leather items (shoes and bags) from “Gikomba” (second-hand) market as opposed to cobbler made shoes. In such a case it would be more beneficial
not to offer training in leatherwork, or explore creative, marketable designs and products.

iii. The trainees should be made aware that they could advance their training in other institutions in the country rather than wait for the time when IRC will upgrade its courses to higher levels.

iv. The government should increase the number of instructors from at least one to two per course for better coverage. Of particular concern is the case of courses which had relatively high enrolment like electronics, telephone operator course and secretarial studies.

v. There is need for regular in-service courses in Special Education for the training staff to improve their knowledge and understanding of people with disabilities and their training needs. This will help the instructors to appropriately modify training materials.

vi. The institution in collaboration with the Kenya government, NGOs and other concerned stakeholders should initiate funds to assist in purchasing modern equipment and to also revive the existing non-functional ones. The modern equipment required may include lathe machines, bench grinders, sanding machines, metal benders, mill drill lathe, leather sewing machines, electric sewing machines, computerized sewing machines and collar setters among others. On the same note, the existing training staff could be retrained in order to update their technical skills and in the use of the modern equipment.

vii. There is need to offer more career exposure to the trainees not only in terms of attachment but also in terms of other daily life and work skills which are
necessary for their careers for example insurance, book keeping and information about worker unions.

viii. The institution should collaborate with the Ministry of Higher Education, Science and Technology, and other donor agencies to launch an effective job placement program in order to ensure smooth transition of the graduates into work.

ix. The institution should establish formal link with potential employers. This it can do in partnership with the Ministry of Industrialization, the Ministry of Labour, the Ministry of Youth and Sports, and the Federation of Kenya Employers. The latter is the umbrella organization of Kenya Employers with membership above 2500 including Kenya Private Sector Alliance (KEPSA). The partnership can be made effective by IRC holding annual open days inviting the partners to the centre. This is expected to make job tours possible for trainees and absorption easy for graduates. These potential employers may in turn offer practical training to the trainees and to advice the institution about job market needs. This will improve the quality of the training and its relevance to job market needs.

x. There is need to establish a database of contacts of all the graduates. This will help in follow-ups in order to find out how the graduates are doing and also help researchers who are interested in the field of vocational training for people with disabilities. Follow-up is an equally important part of vocational rehabilitation.

xi. The government should fully implement the recommendations concerning employment laid down in Persons with Disabilities Act of 2003 being the
main legal instrument concerned with people with disabilities in Kenya. This may help counter negative attitudes of employers.

5.4 Suggestions for Further Research

Due to the limited scope of this study, the researcher proposed the following topics to be considered for further research:

- This study covered one province and focused only on one government institution. An extension of the same could be done to cover non-governmental institutions.
- This study only focused on individuals with orthopedic disabilities, another study could be done to cover those with other disabilities and the able-bodied that train in the same institution.
- An extension of the same study could be done to include follow-up for the former trainees in other parts of Kenya not only Nairobi as was in this case.
- A study could also be done on monitoring and inspection of vocational rehabilitation centres.
- Since other people with orthopedic disabilities attend regular public training institutions like the Kenya Polytechnic, a study could be done with special focus to such individuals.
- In this study only former trainees in employment were included, another study could be done to focus on unemployed former trainees.
REFERENCES


**Internet Sources**


APPENDIX 1

TRAINEES' QUESTIONNAIRE

This questionnaire seeks information on relevance of vocational training offered to individuals with orthopedic disabilities at IRC Nairobi. The information you will give here will be used strictly for research purposes. It will not in any way be used against you, so please answer as accurately as possible. Do not write your name on any part of the paper. For questions with options, tick where appropriate.

1(a) Sex: Male □ Female □

(b) What is your highest level of schooling?
Completed primary □
Not completed primary □
Completed secondary □
Not completed secondary □

2(a) Which course are you taking?
(b) How long does the course take to complete?

3 (a) How much do you like the course you are taking?

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite much</th>
<th>Not very much</th>
<th>Not at all</th>
</tr>
</thead>
</table>

(b) In your opinion is the course you are doing relevant in the job market? Yes ___ No ___
(c) Give reasons for your answer in (b) above

4. (a) Is there a point during training that you go for attachment (Practicals)?
   Yes □ No □
(b) If yes have you already gone for it? Yes ___ No ___
(c) If your answer in (b) above is yes, did the institution place you for the attachment?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

(d) How has the attachment helped you in your training?

(e) What do you think of attachment?

<table>
<thead>
<tr>
<th>Very necessary</th>
<th>Necessary</th>
<th>Not necessary</th>
<th>Have no idea</th>
</tr>
</thead>
</table>

5(a) What would you like to do after your training?

<table>
<thead>
<tr>
<th>Be self-employed</th>
<th>Be salary/wage employed</th>
<th>Not sure</th>
</tr>
</thead>
</table>

(b) Have you discussed with your instructor or manager or any officer in the institution about work/employment after completing your course? Yes □ No □

6(a) After your training will the institution help you get employed? (Self or salaried) Yes □ No □

(b) If yes, what help? ____________________________________________

(c) What is your opinion about such arrangement? _______________________

7(a) What do you think are the strengths and weaknesses of your training in relation to getting a job?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(b) How would you like your training improved? ____________________________

_____________________________________________________________________

_____________________________________________________________________

8(a) In your opinion should people with orthopedic disabilities be employed? (whether self employed or salaried) Yes □ No □

(b) Should people with orthopedic disabilities be assisted in getting employment? Yes □ No □

(c) Give reasons for your choice in (b) please ____________________________

_____________________________________________________________________

9. Below are some of the problems you experience while undertaking your training. Tick according to how much you agree.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdated/Obsolete equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor learning environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of qualified staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor institutional management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH FOR YOUR COOPERATION!
APPENDIX 2
INSTRUCTORS’ QUESTIONNAIRE

This questionnaire seeks information on relevance of vocational training offered to people with orthopedic disabilities at the IRC Nairobi. Please respond to all questions as accurately as possible. The responses you will give here will be used for research purposes. Do not include your name. For questions with options tick where appropriate.

1 (a) What is your highest academic qualification?

☐ KJSE
☐ KCSE/O Level
☐ Above O Level
Other (Specify)

(b) What is your trade?

(c) What is your highest level of professional training?

☐ Artisan
☐ Craftsman
☐ Technician
☐ Technologist
Other (Specify)

2 (a) How long have you taught people with disabilities? ________ Years.

(b) Please specify which people with special needs you have handled in your teaching career by ticking or leaving blank any of the following boxes. People with:

<table>
<thead>
<tr>
<th>Orthopedic disabilities</th>
<th>Mental retardation</th>
<th>Visual impairments</th>
<th>Hearing impairments</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(d) Have you done any course in special education (Education of people with disabilities)? Yes ☐ No ☐
(e) If Yes, at what level?

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 (a) Do you encounter any problems in your training institution? Yes  
No  

(b) If your answer in (a) above is yes what problems?

- ☐ Administrative  
  Explain  

- ☐ Lack of facilities, materials, and equipment  
  Explain  

- ☐ Difficulty in handling the learners  
  Explain  

- ☐ Other  
  (specify)  

(d) What solutions would you propose for the problems you have cited above?


4(a) Please list other type of skills you teach your trainees apart from the trade itself  


(b) How do you think these skills are relevant to the future careers of the trainees?


5 (a) Do your trainees go for attachment in the course of their training?
   Yes ☐  No ☐

   (b) If yes where?
   ☐ In companies
   ☐ In personal businesses
   Other
   (specify)__________________________

   (c) Does the institution place the trainees for attachment? Yes ☐  No ☐

6(a) What do you think is the main need of your trainees when they join the training?

<table>
<thead>
<tr>
<th>Socialization</th>
<th>Acquire skills</th>
<th>Be able to get a job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   (b) In your opinion is this need met at the end of it? Yes ☐  No ☐

   (c) Do you discuss with the trainees work as a part of their training?
      Yes ☐  No ☐

   (d) If yes, what exactly do you talk about? ____________________________
(c) How can you rate the training you offer?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Somewhat adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 (a) Does the institution help graduates find employment?

Yes ☐  No ☐  I don't know ☐

(b) If yes which kind?

<table>
<thead>
<tr>
<th>Self employment</th>
<th>Salaried/wage employment</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) If your answer in (a) is yes how do you do it? (self employment) __________

(Wage employment) ___________________________________________________________________

__________________________________________________________________________________

(d) What is your comment about such an arrangement? ________________

__________________________________________________________________________________

(e) To what extent do you think the training prepares the trainees for the world of work?

<table>
<thead>
<tr>
<th>Very well</th>
<th>Well</th>
<th>Not quite</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(f) Give reasons for your choice above____________________

__________________________________________________________________________________

Thank you for your cooperation!
QUESTIONNAIRE FOR FORMER TRAINEES IN EMPLOYMENT

This questionnaire seeks information on relevance of vocational training offered to individuals with orthopedic disabilities at IRC Nairobi.

Please answer all the questions as accurately as possible. Note that the response you give here will NOT be in any way used against you. Do NOT include your name. For questions with choices, tick appropriately.

1. Who is your employer?

2. Are you trained? Yes _ No _

3(a) Where were you trained?

(b) Which year did you finish your training?

(c) When did you get your first job?

4(a) What course did you do?

(b) Please give information about other skills you learnt during your training and which among them are helping you in your job and daily life. (Tick only the ones applicable to you, if not just leave the boxes blank)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Tick if learnt &amp; X if not</th>
<th>Tick if you use now</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trade itself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of where to buy materials for your trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge on how to identify quality materials for your trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge on what quantity to buy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge on how to market your finished products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving/Banking and how to use money wisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job searching skills and how to succeed in interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge on how to keep accounts/business records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>About trade unions/other labour market organizations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5(a) Given a chance or choice would you have preferred other courses? Yes _ No_
(b) If yes, which one(s)? ________________________________ __________________
(c) Why do you prefer the courses you have listed in 5(b) above?
   (i) Those courses lead to highly paying jobs.
   (ii) Those courses are prestigious.
   (iii) People with orthopedic disabilities who do such courses hardly miss jobs.
   (iv) I just like the courses.
6(i) Is this your first job since you left the training institution? Yes ___ No ___
   (Not for the self-employed)
   (ii) If yes, how did you get this job?
      (a) I applied and was invited for an interview and offered the job.
      (b) Through the training centre.
      (c) Through family members or friends.
      (d) Through government placement officer.
      (e) Other (specify) ________________________________
   (iii) If this is not your first job, please list other jobs that you have had and how you got them?

<table>
<thead>
<tr>
<th>Job number</th>
<th>Year job held</th>
<th>How you got the job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iv) If self employed how did you raise the capital? ________________________________________
(v) Is the job/business related to your training? (for all) Yes __ No __
7(a) During your training did you go for attachment? Yes __ No __
(b) If yes, did the institution place you for the attachment? Yes __ No __
8(a) Do you think the training you got improved your chances of employment? Yes __ No __
(b) Give reasons for your answer _________________________________________________________
9(a) While training did you discuss work/employment with your instructors, manager or any official? Yes __ No __
(b) If yes what exactly did you talk about? ________________________________
(c) How well do you think the training you got prepared you for the world of work?

<table>
<thead>
<tr>
<th>Very well</th>
<th>Fairly well</th>
<th>Not very well</th>
</tr>
</thead>
</table>

10(a) Did you require a further training when you got your first job? Yes __ No __
(b) Approximately how long did it take you to adjust at your job place?

<table>
<thead>
<tr>
<th>Less than 2 months</th>
<th>2 months</th>
<th>4 months</th>
<th>&gt; 4 months</th>
</tr>
</thead>
</table>

(c) Can you please rate your work?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Cannot rate it</th>
</tr>
</thead>
</table>

11. What recommendations would you give as far as training and employment for people with orthopedic disabilities are concerned?
(a) Training

                                                                                               
                                                                                               
                                                                                               
(b) Employment                                                                                   
                                                                                               
                                                                                               
Thank you very much for your cooperation!
APPENDIX 4
EMPLOYERS’ QUESTIONNAIRE

This questionnaire is intended to seek information on relevance of vocational training offered to individuals with orthopedic disabilities at IRC Nairobi. You will basically be asked questions concerning your employees who have orthopedic disabilities. Please note that the responses you will give will be used purely for research purposes. Respond to all questions as accurately as possible.

1. When was the organization/company started? _________________
2. What is the total number of your employees? ______
3. How many employees with orthopedic disabilities do you have? ______
4. Approximately how long do such employees take to adjust in their work?

<table>
<thead>
<tr>
<th></th>
<th>Immediately</th>
<th>2 months</th>
<th>4 months</th>
<th>6 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5(a) Do these employees require any further training when first employed? Yes__
No_
(b) If yes, how intensive?

<table>
<thead>
<tr>
<th></th>
<th>Very intensive</th>
<th>Moderately intensive</th>
<th>Not intensive at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6(a). Give information on the trades that your employees with orthopedic disabilities are trained in, their number as per those trades and also comment on their productivity.

<table>
<thead>
<tr>
<th>Trade requirements in order of preference</th>
<th>No. of employees in that trade</th>
<th>Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>


8. From your experience, what can you say about the strength and weaknesses of your employees with orthopedic disabilities?

<table>
<thead>
<tr>
<th>Strong areas</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Weak areas:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9(a) Does your organization accept trainees with orthopedic disabilities from IRC for attachment? Yes ___ No ___

(b) If yes, does this improve their chances of being employed by the organization? Yes ___ No ___

(c) If your answer in (a) above is yes, how many of your employees with orthopedic disabilities came here for attachment? __________

(d) Does the institution itself book for the attachment of its trainees? Yes ___ No ___

10. What do you think should be done to improve the training at IRC as far as
APPENDIX 5

INTERVIEW GUIDE FOR THE MANAGER

This interview is intended to seek information on the relevance of vocational training offered to individuals with orthopedic disabilities at the IRC Nairobi.

1. How well do you think your institution prepares the trainees for the world of work?

2. Since the job market demands keep changing, what do you do to keep your courses at par with the demands?

3. How does your institution link with industry to facilitate employment of trainees with orthopedic disabilities?

4. What problems is the institution experiencing and how does the management plan to overcome them?

5. What are the future plans for the institution?
Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ‘Vocational Training Training to individuals with Orthopedic Disabilities at Nairobi Industrial Rehabilitation Centre: Relevance to job market’

I am pleased to inform you that you have been authorized to carry out research in Nairobi for a period ending 30th June 2006.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education Nairobi before commencing your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully

[Signature]

B.O. ADEWA
FOR: PERMANENT SECRETARY

Copy to:

The Provincial Commissioner – Nairobi

The Provincial Director of Education – Nairobi
THIS IS TO CERTIFY THAT: ROSEMARY
Prof./Dr./Mr./Mrs./Miss ATIENYO M. NYAMOKI
of (Address) KENYATTA UNIVERSITY
P.O.BOX 43844 NAIROBI
has been permitted to conduct research in

Location, NAIROBI District,
NAIROBI Province,
on the topic VOCATIONAL TRAINING TO
INDIVIDUALS WITH ORTHOPEDIC
DISABILITIES AT NAIROBI IRC
RELEVANCE TO JOB MARKET

for a period ending 30TH JUNE 2006

Research Permit No. MOBST 13/001/36C 187
Date of issue 23.3.2006
Fee received SHS. 500.00

Applicant's Signature

FOR: Permanent Secretary
Ministry of Education
Science and Technology