establish the time taken to administer the instruments in order to make necessary modifications and adjustments before commencing data collection in the field. The questionnaires’ items were considered reliable after yielding a reliability coefficient of at least 0.70. The data collected were analyzed by use of descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) version 17 for windows was used to analyze the data. The study generated information regarding the factors contributing to persistence of Female Genital Mutilation among Tugen women of Baringo County. The findings from the study might also help Ministry of Gender and Social services, Government of Kenya and local community leaders to take serious the fight against FGM practice and look for strategies to eliminate it.

Key words: Female Genital Mutilation, Alternative Rite of Passage, Gender Based Violence, Traditional Birth Attendants, Psychosocial and Health Wellbeing, Perception.

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Abstract

Technical and vocational education and training (TVET) has emerged as one of the most effective human resource development strategies that Kenya needs to embrace in order to train and modernize their technical workforce for rapid industrialization, national development and achievement of the Kenya Vision 2030. The paper is intended to explore the structural changes and reviews the TVET-engineering curriculum in Kenya had undergo since independence in 1963 to the Current competency based training (CBT) curriculum. The paper further documents key lessons that can be learnt in every curriculum and effects it had on employability. TVET- engineering training started far back before colonization, but in 1970s the training was formalized from apprenticeship, to technician curriculum, followed by Technical Education Programme (TEP) curriculum and current the TVET Competency Based Curriculum. The literature review and the findings will inform the my PhD research work that is addressing the need for more employable technician engineers, thus an attempt to cross the existing gap of 122, 201 required skilled technician engineers in the current labour market. The study adopted an explanatory survey design. The study critically analyzed the various TVET engineering curriculum and further study interviewed people who have gone through engineering training in the various curriculum. The study adopted multistage sampling technique, within which purposive sampling and snow ball sampling sufficed in identify the respondent mainly in teaching profession, working in industry or company and those in non engineering professional. Research finding shows the TVET engineering curriculum have undergone four major structural changes in terms of pattern of study over a period of 50 years since independence. The curriculum content analysis in all curriculums reveals very little change in content matter but there are significant differences in the duration from one level to other in the various curriculums. While it was straight forward to be employed in 1970s and early 1980s due to the need of skilled workforce majority of respondent who went through the technician systems had no vertical mobility for skills advancement and this limited them a great deal. Today despite opportunities for vertical mobility the employment is not assured.