

# **THE DEVELOPMENT AND STATE OF ART OF ADULT LEARNING AND EDUCATION(ALE)**

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## **NATIONAL REPORT OF KENYA**

BY

**KENYA COUNTRY TEAM**

**30/04/2008**

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## **ACRONYMS**

ACE	Adult and Continuing Education
ALE	Adult Learning and Education
ASAL	Arid and Semi Arid Lands
BAE	Board of Adult Education
CBOs	Community Based Organizations
CSOs	Civil Society Organizations
CEDAW	Convention on Elimination of All forms of Discrimination Against Women
DAE	Department of Adult Education
EFA	Education For All
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
FBOs	Faith Based Organizations
FLEP	Functional Literacy Experimental Programme
FPE	Free Primary Education
ICT	Information, Communication and Technology
KDHS	Kenya Demographic and Health Survey
KESSP	Kenya Education Sector Support Programme
KNALS	Kenya National Adult Literacy Survey
KNBS	Kenya National Bureau of Statistics
LLL	Life Long Learning
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
MPET	Master Plan on Education and Training
NGOs	Non Governmental Organizations
NQF	National Qualification Framework
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UPE	Universal Primary Education

## **GENERAL OVERVIEW.**

### **Introduction**

The Republic of Kenya lies on the equator and its situated in East Africa. It is bordered to the North by Sudan and Ethiopia, to the East by Somalia and the Indian Ocean, to the South by Tanzania, and to the West by Uganda. Kenya has a landmass area of 581,677 sq km and is divided into eight provinces namely Coast, Central, Eastern, Nairobi, Nyanza, North Eastern, Rift Valley and Western. The country is multi-ethnic with about 42 ethnic communities who have their own languages. English is the official language and medium of instruction in schools while Kiswahili is the national language. Adult literacy is offered in most of mother languages as well as in Kiswahili and English.

### **Population**

According to the 1999 National Population and Housing Census, Kenya had a total population of 28,686,607 comprising of 14,205,589 males and 14,481,018 females of whom majority live in the rural areas.<sup>1</sup> It is estimated that the total population has now reached over 35 million 60% of whom are over 15 years of age. (See annex 1)

### **Employment**

The key sectors of employment in Kenya include agriculture, small micro-enterprises and the public sector. Other sub-sectors include the transport, communications especially mobile service provision, air lines industry, finance, insurance, real estate, business service industry and tourism.

About 1.209 million Kenyan adults are employed in the wage employment and industrial sector. 649,900 adults are employed in the public sector while it is estimated that about 8.7 million persons are engaged in small scale agriculture and pastoral activities.<sup>2</sup> This scenario also implies that majority of the Kenyan adults are self-employed.

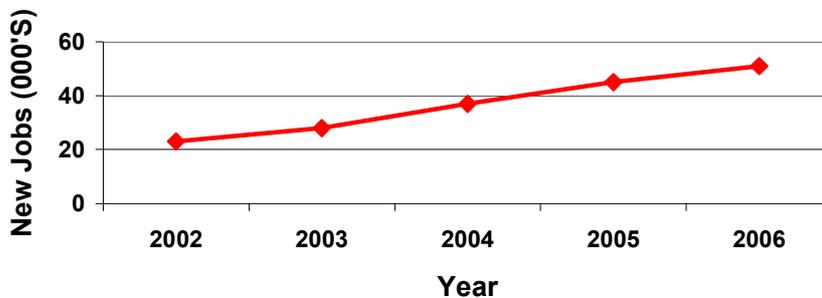
In spite of the low numbers of people employed in the modern sectors, there has been a steady growth of employment in the sector as the figure below shows.

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<sup>1</sup> CBS 2002, National Population and Housing Census Report

<sup>2</sup> Republic of Kenya: Economic Survey 2007

Figure 1: New wage Employment in the Modern Sector, 2002-2006



Source: Economic survey 2007

### Adult Literacy Rate

A National Adult Literacy Survey conducted in 2007 revealed that 61.5% of the adult population had attained the minimum literacy level thus leaving 38.5% ( 7.8 million in absolute numbers) adults illiterate. The survey also showed that only 29.6% out of the 61.5% of the adult population with minimum literacy level had acquired the desired mastery literacy and numeracy competency. About 29.9% of the youth aged 15 to 19 years and 49% of adults aged 45 to 49 years were illiterate. There is high regional disparity in literacy achievements with Nairobi province having 87.1% and North Eastern province 8%. There also exists gender disparity in literacy levels with men rated at 64.1% and women at 58.9%.<sup>3</sup>

<sup>3</sup> KNBS2007: Kenya National Adult Literacy Survey

Figure 2: Literacy rates per province

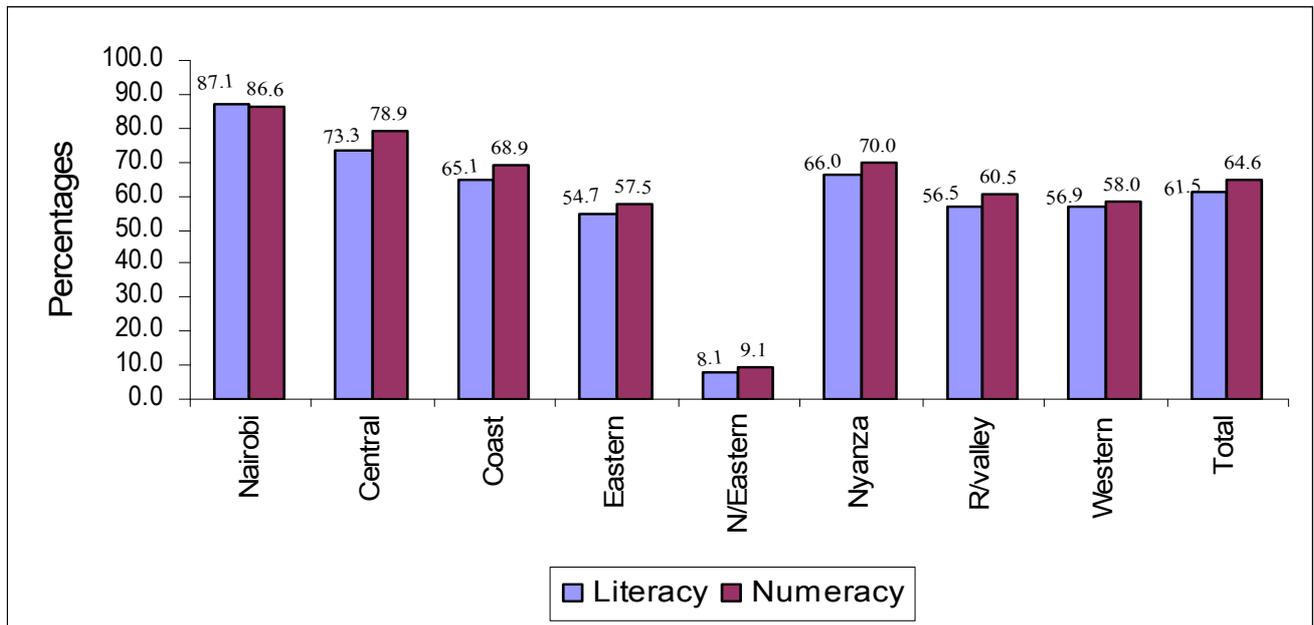


Figure 4: Literacy by Gender

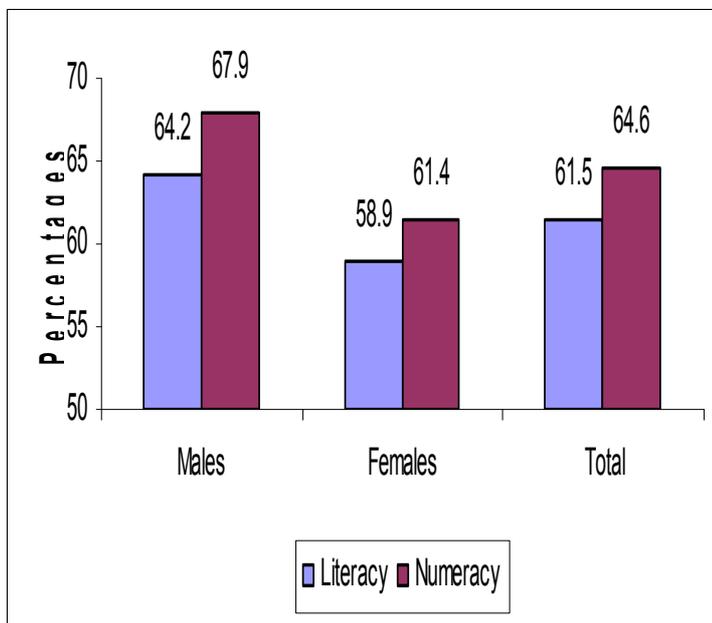
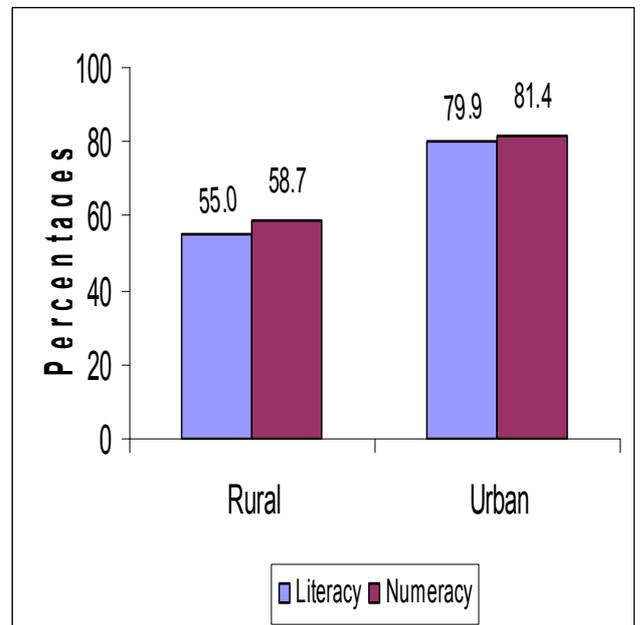


Figure 3: Literacy by Location



Source: KNBS 2007: Kenya National Adult Literacy Survey

## **1.0 POLICY, LEGISLATION AND FINANCING**

The Government of Kenya places Adult Learning and Education (ALE) on its development agenda as part of the country's general policy of bringing about accelerated and sustainable socio-economic development. It recognises the important role played by ACE in maximising the human resource potential. This commitment is evident in various legislative and policy documents.

### **1.1 Legislative and Policy Frameworks of ALE in Kenya**

The core responsibility for ACE rests in the Ministry of Gender, Sports, Culture and Social Services (MGSCSS). However, its provision is provided for within the legislative and policy framework which guides the general education sector. Due to its heterogeneous and diverse nature, ALE is aligned to policies in other sectors beyond the mainstream education.

#### **1.1.1 Legislative and Policy Environment of ALE**

Kenya regards education as a human right. It is, therefore, the responsibility and core function of the government to provide quality basic education to its citizens irrespective of age, gender, economic status or any other consideration. ALE in Kenya is provided by various stakeholders under the auspices of the Board of Adult Education (BAE). The Board was established in 1966 through an Act of Parliament, Cap 223 Laws of Kenya, as the statutory body mandated to co-ordinate, advice and regulate promotion of Adult and Continuing Education (ACE) in Kenya. ACE is also catered for in the Education Act Cap. 211 Laws of Kenya which governs the overall provision of education in Kenya.

Since CONFINTEA V in 1997, the Government of Kenya has consistently recognized the important role played by ALE in bringing out the maximum potential of the human resource for individual, community and national development. Government recognition and commitment to promotion of adult learning is evident in policy statements and pronouncements made in the last ten years. Some of the important policy documents and initiatives which demonstrate Government commitment to promotion of adult learning since CONFINTEA V include:

**a) Master Plan on Education and Training (MPET) 1997–2010:** This is a report of a commission established by the Government in 1997 to review policies, development objectives and strategies to guide the education sector into the 21st Century. The report recommended strengthening and expansion of the Adult Basic Literacy Programme (ABLP) to cater for adults and out of school youth and links education with the national development goal of industrialization by the year 2020.

**b) The report on Totally Integrated Quality Education and Training (TIQET) of 1999.** The report recognized the heterogeneity and diverse nature of ALE provision in the country and recommended for strengthened partnerships between the Government and other Stakeholders with a view to enlisting them into effective and expanded delivery of ALE programmes for adult learning.

**c) Poverty Reduction Strategy Paper (PRSP) 2001-2003** recognizes that education for adults plays an important role in human resource development and is an important strategy for poverty reduction and economic recovery.

**d) Sessional Paper No. 1 of 2005 on A Policy Framework for Education, Training and Research** which recognizes ACE as a vehicle for transformation and empowerment of individuals and the society. The paper calls for integration of adult and continuing education into a national qualifications network.

**e) Kenya Education Sector Support Programme (KESSP) 2005-2010**  
This is a government and donor initiative for funding programmes in the education sector to fulfill the MDGs and EFA goals in Kenya. ACE is one of the 23 investment programmes in this initiative.

**f) Economic Recovery Strategy for Wealth and Employment (ERSWEC) 2003-2007**, which emphasizes that education, is a key determinant of earnings and therefore an exit route from poverty. Education improves people's ability to take advantage of the opportunities that can improve their well being as individuals and be able to participate more effectively in the communities. It notes that education for mothers in particular, significantly affects the health status of the entire family.

**g) Gender Policy in Education (2007)** that underlines the need to increase participation of illiterate adults, especially women and out of school youth in gender equitable basic literacy and continuing adult education programmes.

**h) Kenya Vision 2030** where the Government aims at providing globally competitive quality education, training and research for development. The strategy paper also commits the country to achieving an 80% adult literacy rate by the year 2030.

**i) National Poverty Eradication Strategy 1997-2010**, where the Government asserts its commitment to poverty eradication. One way of achieving this is through provision of quality education to all particularly adults and out of school youths who are the workers and producers.

**j) The National Youth Policy (2007)**, which in-cooperates youths in Government activities, and addresses issues of youth empowerment for sustainable livelihood.

**k) The National Youth Policy for Polytechnics (2007)**, is a Cabinet Paper that has developed a Legal Framework for the Management and Governance of Youth Polytechnics. It addresses issues of technical and vocational training of youths for acquisition of relevant skills for socio-economic development.

## **L) Policy Paper on Adult and Continuing Education (2007)**

The Policy paper is on the final stages. It has been validated by stakeholders and is awaiting launching before the end of the year

### **1.1.2 The priority goals for ALE in Kenya**

ALE is critical to the achievement of the National Goals of Education.<sup>4</sup> From these general goals of education, the following Goals of ALE have been formulated as a guide to policy makers at all levels, providers and the learners themselves. In summary, these goals aim at:

1. instilling the love for Kenya and its diverse cultures, promoting national unity and helping the citizens appreciate their obligations, roles, rights and interdependency at the international arena;
2. offering knowledge, technical and vocational skills that enable individuals to be the best they can be so as to participate effectively in national development as well as in improving the quality of their own lives;
3. helping the citizenry participate effectively and intelligently in the sustainable management of their natural and other resources and in the conservation of the environment for their very survival and that of the rest of the world; and
4. instilling positive values and attitudes that are needed for self-actualization, defence of the poor and the needy and for effective participation in democratic processes.

Adults are the prime movers of society. The lofty goals enumerated above cannot be achieved with the very high rate of adult illiteracy and low mastery of basic skills as obtains currently in Kenya. It is for this reason that eradication of illiteracy, promotion of quality ALE programs to be accessed by all, and the general encouragement of learning as a lifelong process must remain high in national agenda. This can be realized only through partnerships and collaboration by all stakeholders in ALE. These comprise of the communities themselves, the private sector, non-governmental organizations and civil society, as well as the government itself.

Special programs, mainly spearheaded by the civil society, are in place for the development of orthography and writing of learning materials in the "small" languages. This now makes it possible to teach literacy in these languages. Another area of development since CONFINTEA V that has had a great impact in Kenya is the widespread access to education and skills training at all levels by prisoners. Not only can the prisoners now attain the basic literacy skills, but many are also completing their secondary education besides acquiring business and vocational skills for use on rejoining

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<sup>4</sup> KIE National Goals of education

society. This exciting development is a result of major reforms that have been instituted in the Prison Services Department since 2003.

### **1.1.3 Organization of ALE within the Government**

The overall mandate for ALE in Kenya rests with the Ministry of Gender, Sports, Culture and Social Services. Under this ministry there is a Board of Adult Education (BAE), established through an Act of Parliament to coordinate and regulate provision of ALE. It is the Board's responsibility to also advise the Minister, all ACE providers and stakeholders on matters pertaining to ALE. It draws its membership from all key stakeholders including line government ministries. This all-inclusive membership gives the Board a broad perspective on issues facing ALE

In the same Ministry there is a fully fledged Department of Adult Education (DAE) which is mandated to provide literacy and other forms of education to adults and out of school youth. Although DAE is the main government provider of ALE, other Government Ministries and Departments also provide ALE that is relevant and in tune with their respective areas of jurisdiction and specialization. These main line ministries include those responsible for education, agriculture, health, information, provincial administration and environmental conservation, among others. Most of these providers are members of the BAE.

Government management of ALE is centralised. However as far as implementation and monitoring of programmes is concerned, the government has relevant field officers at various levels with authority to implement and monitor programmes and make decisions at the provincial and district levels. Major policy issues, especially those with national ramifications however, have to be referred to head offices for decisions at the national level. Different agencies that offer ALE manage their own programs.

### **1.1.4 Policy and Implementation Strategies**

#### **a) Alignment of ALE with other sector policies and strategies:**

ALE is diverse in its nature and operations. However, through the BAE, there is an attempt to align ALE policies and implementation strategies with those in other sectors and with national development plans and strategies. The following examples will suffice:

- **Education**

Kenya is committed to achieving EFA and the MDGs goal of Universal Primary Education (UPE). For this and other reasons, Kenya acknowledges that literacy of the parents - especially that of the mothers - has a direct relationship with education of their children and has also an impact on the health status of the entire family. ALE is therefore essential in achieving UPE and in general improvement of the quality of life of the entire family. It also opens door for further learning and helps people keep abreast with technological developments that are essential in today's world. Further, ALE is an important first step for the promotion of Life Long Learning and creation of literate societies. To ensure that these thoughts bear fruit, the Department of Adult Education and the Ministry of

Education, particularly through its specialized institutions such as the Kenya Institute of Education (that deals with curriculum development) and the Kenya National Examination Council, collaborate closely in policy formulation, curriculum development, implementation and evaluation. Although operationally it belongs in a different Ministry, the level of cooperation is such that the DAE participates in most policy making fora organized by the Ministry of Education.

- **Policy and implementation strategies with other sectors**

ALE derives the content of its curriculum from all sectors of human endeavour that include health, agriculture, economy, environment, governance, etc. Attempts are made to ensure that the ALE curriculum is relevant by reflecting the current national needs in these sectors. On the other hand, it is acknowledged that ALE has a major bearing in the achievement of the goals set by these other sectors. This is so because the success of these sectors' programs invariably depends on the availability of a well informed, skilled and confident citizenry, the development of which is ALE's central mandate. It is for these reasons that alignment of policies and their implementation has been key in the provision of ALE in Kenya for a long time. It is also the main reason why the stakeholders in these sectors have been invited to serve in the BAE. Collaboration at the field level involved joint campaigns, for example, in urging adults participate in various ACE programs such as those on HIV/AIDs or environment conservation; materials development; training; monitoring and evaluation.

- **Gender, Equity and Empowerment**

Kenya pursues policies of social equality and non-discrimination. It is signatory to international conventions on human rights and gender equality including the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) (1979) and the Beijing Declaration and Platform for Action (1995). The Government is also committed to the realization of MDG and EFA goals on gender parity in education.

Despite some retrogressive cultural practices that arise from limited exposure of parents to modern thinking, most children are now attending school, especially after the introduction of the Free Primary School program. It is against the law to stop children from attending school.<sup>5</sup> But Kenya is a large country with diverse cultures and inequalities in socio-economic and political empowerment. Disparities in education, including attendance at ALE programs, could be a reflection of these factors. ALE in its various forms offers the complementary solution to achieving EFA and ensuring gender equity and empowerment.

The Kenya's diversity that has been mentioned in the above paragraph has recently been tested. The political upheavals that resulted from the disputed presidential elections in December 2007 suggest that ALE has an uphill task in key areas towards national healing. These include programs in peace and

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<sup>5</sup> Children Act, 2001

reconciliation, appreciation and embracing of the nation's cultural diversity and those leading to social cohesion. Other related programs are those that empower adults and young people to assess issues before them in a mature and all-embracing manner before taking action.

### **1.1.5 ALE and Development challenges in Kenya**

Kenya is faced with a multitude of challenges that impact negatively on its development. These challenges include poverty with about 45.9% of the population living below the poverty line<sup>6</sup>, endemic illnesses and diseases such as malaria, HIV and AIDS, and other poverty-related illnesses; outdated customs such as FGM and others that impact negatively on gender relations; and those to do with national unity and cohesion.

Education of any kind is an empowerment tool: basically a catalyst in solution of national problems. Despite the fact that some of the challenges are complex, others have long history, while the others touch on long-held cultural beliefs, ALE has much to contribute towards addressing these development challenges. But it cannot do this alone.

As already mentioned, the Department of Adult Education and all other ALE providers collaborate closely in their programming. They also collaborate closely with those government line ministries concerned with health, agriculture, economy, environment, governance, gender issues, and all the other issues that affect the economy and people's quality of life. ALE has a number of clear roles in these matters. First, ALE's own programs must give the people the confidence that they can change their situation for the better. Poverty, disease, disempowerment, etc are reversible conditions. These ills can be eliminated through programs that empower people to demand their rights and that demand corrective measures. The second role of ALE is to strengthen and expand the already existing collaboration with other agencies to have in place those empowering programs in poverty reduction, in combating the endemic illnesses, etc.

Exploitation of the full potential of information, communication and technology (ICT) in ALE programme design, development, implementation, and in monitoring and evaluation is still in its infancy. While it would be convenient to blame high cost and poor national connectivity, ALE needs to take a lead in utilizing what is available and in urging communities to do likewise. The planned ICT-assisted learning experiment in Nairobi for ALE is a pointer to what should be a normal occurrence nationally. The use of both print and electronic mass media, that used to be a hallmark in ALE in the past, needs reviving.

### **1.1.6 Other Policies that Impact ALE in Kenya**

Besides the ACE draft policy, the following policies have had impact on ALE in Kenya:

- Kenya National Cultural Policy document which aims at promoting, preserving and conserving culture.
- National Policy on Gender and Development

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<sup>6</sup> KNBS: Kenya Integrated Household Budget Survey, 2007.

- Health Policy on equity, quality and access and affordable health care.
- National Education Policy through *Sessional Paper No. 1 of 2005* on 'A Policy Framework for Education, Training and Research'.

## **1.2 Financing Of Adult Education And Learning**

Adult learning and education is a shared responsibility with different providers being responsible for financing their own operations. The providers include central and local governments, the private sector, NGOs, development partners and donors (such as German Technical Cooperation (GTZ), UNICEF, UNESCO, the Germany Adult Education Association (DVV-IIZ), communities and even individuals. It is therefore difficult to determine the actual level of resources that get invested in adult learning in any one year.

### **1.2.1 Public Investment in Adult Learning and Education (ALE)**

The government, through the Department of Adult Education (DAE) in the Ministry of Gender, Sports, Culture and Social Services (MGSCSS) and the other line ministries and local authorities, is the main source of funding of ALE in Kenya. The average government spending on ACE over the last 10 ten years since CONFINTEA V are as below.

#### **a) Share of the budget allocated to adult education within the education sector**

In Kenya ALE is not a responsibility of the ministry of education and therefore it is not catered for in that ministry's budget. The ministry of education budget caters for other sub sectors of education including early childhood development (ECD), primary school education, secondary school education, technical and teachers training, as well as university education. ALE is funded through MGSCSS. However as from 2005, the Department of Adult Education has been receiving funding from the Ministry Of Education within the Kenya Education Sector Support Programme ( KESSP)

The table below shows the trends in government allocations for development expenditure to formal education and ALE between 1998 and 2008.

**Table 1: Trends in development expenditure**

	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003
Department of Adult Education	16,901,800	13,460,000	706,872,644	815,850.199	11,200,000
Ministry of Education	329,121,160	343,326,840	384,231,954	447,818,042	615,581,000

	2004/2005	2005/2006	2006/2007	2007/2008
Department of Adult Education	12,500,000	11,000,000	13,000,000	13,000,000
Ministry of Education	3,813,401,800	3,658,140,980	3,223,733,190	-

*Source: Republic of Kenya- Government Expenditure Estimates*

The allocation to Department Adult Education is less than 1% of the allocation to Ministry of Education. While it is unfair to compare a ministry with several sub-sectors and a department, it is worth noting that ALE as a sub-sector of education is inadequately funded taking into consideration the magnitude of adult illiteracy and the need to encourage adults to keep learning through post literacy and other continuing education programmes.

The funds allocated to ALE are used for activities such as: development of learning materials, training of personnel and payment of salaries.

#### **b) Share of the budget allocated to adult education from other sectors.**

The government of Kenya provides financial and material resources for ALE through the other line ministries besides the DAE. The funds as used as follows:

1. Directorate of Personnel Management (DPM) – training public servants.
2. Ministry of Home Affairs and Heritage- training of prisoners in vocational skills.
3. Agriculture - information dissemination and training of farmers through agriculture and livestock extension services.
4. Health- education on family health care, nutrition, family planning and HIV/AIDS.
5. Labour and Human Resources Development- workers' education, industrial and technical training
6. Education, Science and Technology- Non-formal education, industrial and technical training.
7. Culture and Social Services – social welfare and community development training.
8. Commerce and Industry - training in business courses.
9. Research, Technical Training and Applied Technology-vocational training and small-scale businesses and entrepreneurial education.

The table below shows government financial allocations to ALE in other sectors since CONFINTEA V.

**Table 2: government allocation 1998 to 2003**

<i>Ministries</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>Total</i>
<i>Year</i>										
1997/1998										
<i>Recurrent</i>	126,517,540	23,469,073	6,918,940	20,000,000	437,089,000	218,917,084	8,422,628	34,271,000	11,187,000	88,792,265
<i>Development</i>	1,208,000	2,515,009	202,845,240	1,800,000	27,000,000	4997,560	7,720,000	37,330,000	14,174,000	295,089,809
1998/1999										
<i>Recurrent</i>	159,283,820	23,023,233	777,540	20,000,000	432,182,000	231,422,000	9,463,189	36,469,980	13,032,000	925,653,762
<i>Development</i>	1,352,960	1,515,009	223,129,764	1,926,000	28,350,000	572,194	8,106,000	39,196,000	13,890,520	318,038,447
1999/2000										
<i>Recurrent</i>	200,120,140	9,789,689,580	520,000,000	22,000,000	29,700,000	597,072	10,646,400	40,116,978	14,074,560	10,626,944,730
<i>Development</i>	16,720,729	7,650,000	39,753,302	24,921,600	9,906,750	16,200,000	10,479,896	41,198,000	21,410,602	18,794,089
2000/2001										
<i>Recurrent</i>	213,711,261	228,353,186	1,650,165,079	769,786,594	447,818,042	716,766,325	N/A	N/A	N/A	4,026,600,487
<i>Development</i>	18,800,810	8,500,000	44,170,336	283,200,000	11,0007,500	18,000,000				383,678,646
2001/2002										
<i>Recurrent</i>	268,007,576	242,424,496	1,799,919,494	793,195,172	448,053,769	775,310,343	N/A	N/A	N/A	4,326,910,850
<i>Development</i>	20,040,800	42,300,000	309,919,747		11,200,000	18,500,000				401,960,547
2002/2003										
<i>Recurrent</i>	273,545,191	256,812,843	1,844,341,678	915,232,668	498,864,201	795,863,041	N/A	N/A	N/A	4,584,659,622
<i>Development</i>	21,143,044	45,900,000	406,008,507		5600,000	18,950,000				497,601,551

Source: Government Printed Estimates

## Key

1. DPM –Directorate of Personnel Management
2. Home affairs-Home affairs and Heritage
3. Agriculture
4. Health
5. Labour and human resources development
6. Education Science and Technology
7. Culture and social services.

8. Industry –commerce and Industry.
9. Research, Technical Training and applied Technology

The table below shows the portion allocated to ALE-related activities in selected line ministries between 2003 to 2007.

**Table 3: Ministerial Allocations**

	<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>
Agriculture extension services	N/A	N/A	1,781,554,132	2,393,583,638
Ministry of Agriculture(total)	N/A	N/A	2,232,062,619	3,654,847,470
Prevent Medicine and Preventive Health	N/A	N/A	2,431,153,400	4,608,105,842
MOH(total)			5,444,536,359	6,984,343,850
Industrial Training	18,400,000	55,000,000	302,000,000	252,626,000
<b>Ministry of Labour (total)</b>	100,000,000	155,231,835	463,000,000	414,426,000
Training of civil servants	9,816,036	10,338,613	204,858,240	187,000,000
<b>DPM (total)</b>	506,767,370	700,850,990	204,858,240	187,000,000

**c) ALE in decentralized/local budgets/local government authorities, municipalities, communities**

As already stated, most of Kenya government functions and funds are centralized. However in recent years some functions and funding have been decentralized and ALE has been a beneficiary as below. Some communities have also invested in ALE.

**(i) Constituency Development Fund (CDF)**

The CDF Act of 2003 established CDF. The Act provides that 25 percent of all ordinary government revenue collected in every financial year be paid into the fund and be disbursed under the direction of National Management Committee (NMC). A total of Kshs 1,260,000,000 (US dollar 16.4 million) was released to the constituencies during the 2002/2003 financial. Some of these funds have been used to develop social sector infrastructure including facilities for ALE.

**(ii) Local Authority Transfer Fund (LATF)**

These are decentralized funds from the central government to the local authorities. Some of these funds have been used to promote ALE. An example is payment of adult education teachers and support for development of Learner Generated Materials (LGM) by Narok County Councils.

**(iii)** Other funds at the constituency level include AIDS Fund that is mainly used for HIV/AIDS awareness creation and other related activities.

**(iv) Communities**

Many communities are also involved in supporting of ALE activities. Apart from mobilization communities also provide infrastructure for Community Learning Resource Centres (CLRC) and offer learning materials.

**d) Other Investments**

Non-governmental organizations have been instrumental in supplementing and promoting innovative approaches to literacy education. They have established literacy centres, initiated new strategies and mobilized citizens for participation in ALE. Examples include ACTIONAID, Plan International, Literacy and Evangelism, and Bible Translation and Literacy among others. The Kenya Adult Education Association and Kenya Adult Learners Association have made significant contributions over the years in promoting ALE.

**1.2.2 Foreign bilateral/multilateral donor investment in ALE  
Development Partners**

The development partners have given both technical and financial support for the programmes and activities geared towards ALE. The key UN agencies networking with the government include UNESCO, UNDP, UNIFEM, UNICEF and UNDPPA. Other development partners include IIZ-DVV, CIDA Canada, DFID, GTZ among others.

The table below shows external donor funding for various ALE activities since CONFINTEA V in 1997.

**Table 4: Foreign bilateral/multilateral donor investment in ALE (1997-2008)**

<b>DONOR</b>	<b>YEAR</b>	<b>KEY AREAS/ACTIVITIES</b>
GTZ(Germany)	1997-2002	<ul style="list-style-type: none"> <li>• Post literacy – training, materials production, provision of equipment.</li> </ul>
DFID (British)	2006-2008	<ul style="list-style-type: none"> <li>• Kenya Adult Literacy Survey – Conduct and dissemination.</li> <li>• Monitoring and Evaluation of Adult Basic Education Programme – Procurement of vehicles and development of monitoring tools.</li> </ul>
CIDA(Canada)	2006/2008	<ul style="list-style-type: none"> <li>• Kenya Adult Literacy Survey – Conduct and dissemination.</li> </ul>
UNESCO	2004-2008	<ul style="list-style-type: none"> <li>• Funds initiatives for Inter-sectoral collaboration in ALE.</li> <li>• Kenya National Adult Literacy Survey.</li> </ul>
UNICEF	1998 – 2008	<ul style="list-style-type: none"> <li>• Non-formal Education               <ul style="list-style-type: none"> <li>- provision of materials and equipment to NFE Centres</li> <li>- Training of Teachers.</li> <li>- Support for Adult Basic Education Monitoring and evaluation.</li> </ul> </li> </ul>
IIZ-DVV	1998-2008	<ul style="list-style-type: none"> <li>• Support scholarship programmes to ALE practitioners in University of Nairobi</li> <li>• Financial support to KAEA</li> <li>• Supply of books and journals to practitioners</li> <li>• Support international meetings</li> </ul>

### **1.2.3 Support to ALE from Private/Corporate sector**

Many companies in the private sector organize and sponsor their members of staff for training programmes at various levels. Some of these have directly sponsor ALE activities and programmes in several districts through their corporate responsibility initiatives. Examples of such initiatives include procurement of teaching and learning materials by Safaricom Limited and a community literacy programme by Magadi Soda Company limited among others. However, expenditure in this crucial component of ALE is not readily available to the public.

### **1.2.4 Civil society support to ALE**

ALE is one of the fields in which non-governmental and civil society organisations (CSOs) as well as Faith-Based organizations (FBOs) have played a major role for a long time. They are actively involved in campaign, initiation and implementation of ALE. To this end

they have secured funding for target groups and activities. Due to heterogeneous nature of this sector, it is difficult to capture the actual expenditure on ALE from the sector.

#### **1.2.5 Learners/individual's contribution to ALE**

Individuals within communities have also made their own contribution to ALE in various ways. Some have formed national and district adult learners' associations, offered their facilities for use as ALE centres, volunteered as ALE facilitators and provided learning materials and funds. Investment in these activities is difficult to quantify.

#### **1.2.6 Direct or indirect financial incentives in support of ALE**

The assistance or allowances granted to adults undergoing training to facilitate the learning process is not much. However IIZ-DVV gives annual scholarships to ALE practitioners studying in University of Nairobi amounting to Kshs. 3,800,000 in the last three academic years.

#### **1.2.7 Benchmarks in relation to financing of ALE**

Like any other government priority sector, there are no clear benchmarks for funding ALE. These can only be inferred from the government's projection in the current development plan, **Vision 2030** which envisages increased adult literacy rate from 61.5% to 80% by the year 2012 thus implying that the necessary funding shall be available from the public, private and corporate sectors as well as from bilateral and multi-lateral development partners.

## **2.0 QUALITY OF ADULT LEARNING AND EDUCATION**

Quality education for all is one of the highlights of the EFA Dakar Framework of Action, particularly Goal 6 that emphasizes the need for “improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills”. It is in fulfilling of this provision that the Government of Kenya has invested heavily in educating its children. Despite many challenges that have included shortage of finances, the government declared primary education free in 2002 and secondary education will likewise be free from 2008. University education has itself grown tremendously from only 7 institutions in 1997 to 13 currently. The aim of this effort has been to have a transition rate of 70% from primary to secondary school and to have as many Kenyans as possible to access tertiary education. Capacity building of education managers, rehabilitation of school facilities, expansion of vocational and university education, and ensuring a much higher intake of women are all key policy provisions aimed at enabling Kenyans to access quality life-long education and training.<sup>7</sup>

As far as ALE is concerned, the government remains the main provider while at the same time supporting and encouraging various stakeholders to also invest and participate in the education of the adults. Despite these good intentions, however, many deserving children especially those in poorer urban slums and also many adults are still unable to access any kind of education, let alone quality education.

### **2.1 Provision ALE and Institutional Frameworks.**

ALE in Kenya is provided by multiple providers who include the government the private sector, FBOs, CSOs and also individuals. There is an attempt to have these varied stakeholders work in tandem with a view to coordinating their activities and ensuring maximum utilization of the limited resources available to the sector.

#### **2.1.1 Management and Coordination ALE**

The Board of Adult Education (BAE) is the statutory body mandated to co-ordinate, advise and regulate the promotion of Adult and Continuing Education in Kenya. One of its key responsibilities is the registration of all ALE providers including their programme activities, areas of operation and target population. The Board also has the function of co-coordinating the activities of the providers, monitoring and evaluation of provision of ALE and ensuring quality control.

The position of the Board has been greatly enhanced in the last three years. Not only has a new and broad based Board that meets often been appointed, but also it has set up various committees to propose policy on all aspects of ALE. The Board has also proposed a review of the BAE Act to enable it serve its clients more effectively while also making it the kingpin in the professionalization of ALE in the country.

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<sup>7</sup> Republic of Kenya, Ministry of Education, Science and Technology, Kenya Education Support Programme 2005 to 2010, 2005

A key area touching on quality enhancement in ALE is a proposal on a national policy to guide the curriculum, content delivery and certification in the ALE sub-sector. This is necessary because, as contrasted with the formal education system, ALE currently lacks a centralized mechanism of verifying the quality and appropriateness of the materials developed and the quality of the teaching. While appreciating the need for ALE to remain flexible and free to respond quickly to the multifarious need of its adult learners, and hence the need to keep encouraging innovation in the provision, a centralized accreditation system that would facilitate standardization and equivalency of qualifications offered by the multitude of agencies in this sector has been found necessary.

It is with this in mind that, under the leadership of BAE, all stakeholders in ALE have now agreed on a new national policy, the National Adult & Continuing Education Policy Framework, that recognizes that out of school youth and adults deserve quality and relevant education that enables them to exploit and realize their full potential.<sup>8</sup> The collaboration between government and other stakeholders at all stages of the policy development has been exemplary and augurs well for the adoption of the policy and its implementation by all and at all levels.

At the implementation level, the coordination and management of ALE programmes rests with the individual providers namely the government, CSOs, FBOs and private sector. In the public sector, the DAE manages and coordinates the national ALE in collaboration with other line ministries.

### **2.1.2 Provision of ACE**

The DAE is the government's unit responsible for the provision of ACE nationally. It is in effect the main provider of ACE in the country with an extensive structure running from the headquarters in Nairobi down to the location level where it is represented by adult education teachers. The programs offered by DAE include basic literacy, post-literacy and non-formal education.

**Basic Literacy** that aims at imparting basic literacy, numeracy and communication skills that are needed not only in equipping adults and out of school youth with knowledge and skills for improved and effective work performance, but more so also for providing the critical level of operational independence that enhances self worth.

**Post Literacy** that aims at assisting new literates to engage in productive life activities while they continue to improve, apply and sustain their literacy, numeracy and communication skills.

**Non-Formal Education (NFE)** that targets youths who have had no access to the formal primary school education or those who dropped out of school before acquiring sustainable literacy levels. It offers a second chance for out of school youth and adults to continue with education to their desired levels. Apart from the programmes offered by

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<sup>8</sup> The National Adult & Continuing Education Policy Framework (Government of Kenya )

the DAE, the Ministry of Education also has a NFE programme also targeting out-of-school youth.

It should, however, be noted that provision of a service as diverse as ALE can never be a preserve of the government or one government department. In Kenya many public and private institutions, Non NGOs, FBOs, CBOs and even individuals have provided a wide range of ALE at various levels in the country even before our nationhood in 1963. In fact many of these bodies preceded the government in this respect and continue to be important and significant partners.

As an illustration of this fact, the Kenya National Adult Literacy Survey (KNALS, 2006), reveals that 41.0% of adult learning facilities are owned by the Government of Kenya, 31.3% are owned by FBOs while 19.1% are owned by communities. The government sponsors 73.5% of the learning centres, FBOs sponsor 15.3%, and NGOs in their turn sponsor 2.5% of the adult learning centres in Kenya. Provision of ACE in Kenya is thus truly a shared responsibility that enhances participation.

Besides these provisions at the basic level, it is important to note that Kenya has many agencies – some public and many private – who offer a wide range of courses to adults and youth at various levels. The government for example has training programmes, commonly referred to as extension services, in agriculture, animal husbandry, business, management and secretarial services, health, nutrition and HIV/AIDs, among many others. It has also an extensive and exemplary youth development programme known as the National Youth Service in which young men and women are taught discipline and self-reliance, besides skills in agriculture, secretarial services, building and motor mechanics, and many more.

A new and exciting phenomenon for adult learning that has occurred only in the last ten years has been the opening by the tertiary institutions of their doors to adult learning, a service that only the University of Nairobi has previously provided through its extra-mural programmes since the 1950s. It is now possible for working adults to study virtually anything at the universities all the way from certificate courses to specialist programs at Master's level: and these programmes are now available in many towns throughout the land. With a view to allowing as many adults to benefit from their programmes, the universities have also created bridging courses; have recognized prior learning; and many now have their courses available in various modes that include evening and weekend schools and open and distance learning or combination of these modes. It is expected that soon many of the courses will also be available online. The effect of these efforts is to ensure that education at the tertiary level is no longer a preserve of the young or the privileged few. That adults can now earn university degrees and also retain their jobs will have a major effect on the economy especially in the realization of national 2030 Vision.

### **2.1.3 Existing Linkages between formal and non-formal approaches**

The mushrooming of learning opportunities for all, and at various levels, has more than anything else highlighted the need to have a clear ACE policy, well-articulated progression paths, quality assurance and an overall coordination mechanism. Just as pertains at the basic level, the tertiary level has also multitudes of players with own curricula and levels thus making it difficult to determine acceptable progression paths. The desire by those in the technical educational sector to also progress to higher studies either in their chosen fields or transfer to the 'academic' wing has further exposed the inadequacies in the entire education sector.

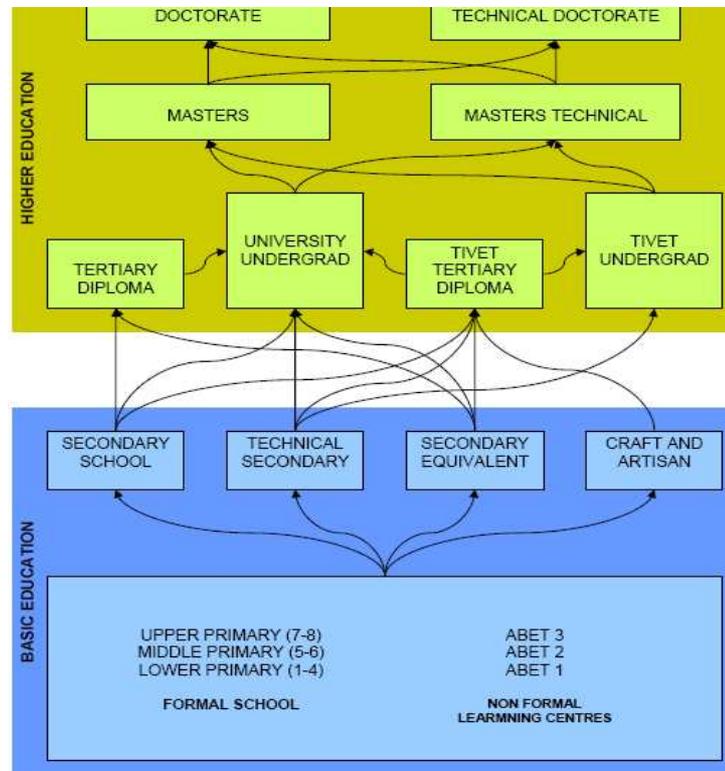
It is in an attempt to address these and other challenges, including the fact that many providers operate under separate and distinct Acts of Parliament that the government has decided to introduce reform to the entire sub-sector all the way from the basic level to the universities. One proposed key reform has been the harmonization of the legal provisions dealing with education, including ACE and non-formal education (NFE), the Children's Act and the Board of Adult Education Act.<sup>9</sup> Another key reform is the proposed National Qualification Framework (NQF) in ACE that would provide opportunities for synergies and linkages between formal and non-formal education and training systems, thus creating possibilities for entry and re-entry at all levels between formal and non-formal sub-sectors. Besides, the development of a NQF will mean that providers will henceforth base their programs on recognized curricula and respected national standards. The involved adult learners will also benefit because they will have a clear progression path that will acknowledge their prior learning. As equally important, the establishment of the NQF<sup>10</sup> will also provide clear linkages between technical and liberal education sectors (see figure 5). All this will certainly give the entire ACE sub sector the respectability that it has been denied all along.

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<sup>9</sup> Session Paper No.1 of 2005 A Policy Framework For Education, Training and Research

<sup>10</sup> Discussion paper: Development of a national qualification framework – Kenya -Department of Adult Education/UNESCO  
February 2006

Figure 5: Proposed National Qualification Framework



## 2.2 Participation

Kenya has had ALE programmes for a long time. Most of these programmes are small and targeting such themes as religion, farming, nutrition, health etc. However, a truly nationwide and purposeful ACE program was put in place only in 1979. Its purpose was elimination of adult illiteracy in a specific period of time and also helping the participating adults employ the skills so gained in economic and social ventures that would improve their quality of life while also enabling them to participate meaningfully in national development. With the collaboration of communities, NGOs and other government departments, this programme contributed to the reduction of adult illiteracy from an estimated 50% in 1979 to 38.5% by the end of 2006.

KNALS (2007) evaluated this programme to assess its magnitude, levels and distribution of adult literacy for persons aged 15 years and above by regions and gender and also providers of literacy and their programmes. Kenya had an opportunity to have participated in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and in the UNESCO's Institute for Statistics' Literacy Assessment and Monitoring Programme (LAMP, 2004-06) from which she gained the necessary expertise to conduct her own literacy survey<sup>11</sup>.

<sup>11</sup> Kenya National Adult Literacy Survey Report, (KNBS) 2007.

Despite a general decline in support for ACE and other social services programmes in the last two decades, it is clear from this study that the needy adults continued to patronize the programmes offered by the Department of Adult Education and by the many other stakeholders. Even with the limited supply, the study records that 61.5 % all adults in Kenya (64.6% of the males and 58.9% of females) were able to read, write and compute.

The table below shows the enrolment of adults in adult literacy programmes by sex between 1997 and 2007.

**Table 5: Adult Education Enrolment by sex 1997 – 2007**

Year	Male	Female	Total	%of Female enrolment
1997	28,139	73,215	101,354	72.2
1998	26,180	74,081	100,261	73.9
1999	30,200	71,061	101,261	70.2
2000	25,802	68,101	93,903	72.5
2001	26,479	66,573	93,052	72.0
2002	41,341	73,524	114,865	64.0
2003	31,305	77,126	108,431	71.1
2004	31,512	78,411	109,923	71.3
2005	38,902	87,422	126,324	69.2
2006	37,338	91,973	129,311	71.1
2007	39,270	87,454	126,724	69.01

*(Source Economic Survey 1998 – 2007)*

The total number of adults enrolled in adult literacy classes between 1997 and 2006 has remained consistently low over the years, though a significance increase is noticeable for the years 2005 and 2006. This renewed interest was to be expected arising from the concerted awareness campaign associated with the 2006 Adult Literacy Survey since 2004. This low participation was blamed on a number of factors that included lack of centres within reach, lack of interest in the type of programs offered, preoccupation with activities to raise household incomes, some while illiterate adults viewing themselves as “too old” to attend school, and more specifically lack of literacy teachers. It is obviously necessary that these factors be addressed so as to have more learners join the programme.

Regionally, as table below shows, the number of adult learners increased significantly in both Nairobi and Rift Valley Provinces while decline was noticed in all the other provinces. As has been the case since the inception of the literacy programme in 1979, a large number of females have continued to take advantage of the opportunities offered averaging about 70% of those enrolled during the review period.

**Table 6: Enrollment of adult education learners by province and gender, 2003 - 2007**

TABLE 4. ENROLLMENT OF ADULT EDUCATION LEARNERS BY PROVINCE AND GENDER, 2003 – 2007															
PROVINCE	2003			2004			2005			2006			2007		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
NAIROBI	127	176	303	114	283	397	389	586	975	2502	2388	4890	2627	2165	4792
CENTRAL	2037	5992	8029	2057	5943	8000	3349	6624	9973	2782	7154	9936	2921	6816	9737
COAST	3189	6918	10107	2937	6877	9814	4796	13048	17844	4290	11032	15322	4505	10510	15015
EASTERN	4970	17183	22153	4849	16289	21138	5642	19403	25045	7490	19261	26751	7865	18351	26216
N/EASTERN	2814	2877	5691	2820	3142	5962	3365	6515	9880	1824	4691	6515	1976	4409	6385
NYANZA	5392	14939	20331	6192	16097	22289	6520	13305	19825	5071	13041	18112	5325	12425	17750
RIFT VALLEY	9535	20824	30359	9289	21041	30330	9868	17458	27326	9545	24546	34091	10025	23384	33409
WESTERN	3241	8217	11458	3254	8739	11993	4973	10483	15456	3834	9860	13694	4026	9394	13420

Source: Department of Adult Education

Awareness of literacy programs and participation are related factors and were investigated in Kenya during the KNALS, 2007. The survey revealed that the level of awareness of literacy programs in the country among adults was 31% (31.7% males and 30.2% females); with lowest level of awareness being in the Capital City of Nairobi, where only 18.6% male and 15.0% female adults said they were aware of the programs that had been put in place for them.

The acute shortage of adult education teachers in Kenya is an issue of concern as it generally undermines effective promotion of literacy and adult education in the country.

As table 7 shows, the number of literacy teachers has continued to drop over the years, leading to the situation where the lowest administrative units (locations and wards) in the country have only a few literacy classes. A comparative study shows that while at the inception of the DAE in 1979 the government employed 3,000 full time teachers, this figure had steadily fallen to 1792 in 2006, indicating a 40% decline. Government has hence resulted to employing part time teachers. At the end of the year 2007, for example, there were 5273 adult education teachers in the country as per the DAE records. Among these, 1650 were full time teachers, 3415 worked as part time teachers and 208 offered their services for free, the so-called self help teachers. Full time teachers stabilize the program. Regrettably, for many years now, many of those who have left the sector due to early retirement or new opportunities, and those who were recently retrenched were never replaced, hence affecting the ACE sector rather adversely. As mobilization of more learners depend on availability of teachers, and despite the policy of

reducing the government personnel bill, only the employment of more teachers can guarantee the sustenance of the gains so far achieved against illiteracy. The employment of an adequate number of teachers therefore needs to be given the seriousness it deserves.

Table 7: Distribution of Adult Education teachers by province 2003-2007

	2003				2004				2005				2006				2007			
	FTT	PTT	SHT	TT																
<b>RIFT VALLEY</b>	447	1397	27	<b>1871</b>	447	1397	27	<b>1871</b>	447	1397	27	<b>1871</b>	416	852	27	<b>1295</b>	413	852	21	<b>1286</b>
<b>WESTERN</b>	151	431	29	<b>611</b>	151	431	29	<b>611</b>	140	431	25	<b>596</b>	137	283	31	<b>451</b>	138	283	27	<b>448</b>
<b>CENTRAL</b>	305	354	25	<b>684</b>	301	285	33	<b>619</b>	299	285	30	<b>614</b>	272	236	47	<b>555</b>	264	226	40	<b>530</b>
<b>NAIROBI</b>	47	100	35	<b>182</b>	47	100	40	<b>187</b>	45	90	36	<b>171</b>	48	75	0	<b>123</b>	42	87	0	<b>129</b>
<b>N.EASTERN</b>	33	214	0	<b>247</b>	33	218	0	<b>251</b>	32	220	5	<b>257</b>	32	220	5	<b>257</b>	29	220	0	<b>249</b>
<b>EASTERN</b>	422	1003	9	<b>1434</b>	420	1003	9	<b>1432</b>	420	1003	9	<b>1432</b>	393	577	78	<b>1048</b>	394	578	78	<b>1050</b>
<b>NYANZA</b>	191	839	14	<b>1044</b>	189	839	12	<b>1040</b>	188	839	10	<b>1037</b>	186	840	14	<b>1040</b>	186	840	14	<b>1040</b>
<b>COAST</b>	216	487	0	<b>703</b>	216	487	28	<b>731</b>	212	346	28	<b>586</b>	189	329	28	<b>546</b>	184	329	28	<b>541</b>
<b>G.TOTAL</b>	<b>1812</b>	<b>4825</b>	<b>139</b>	<b>6776</b>	<b>1804</b>	<b>4760</b>	<b>178</b>	<b>6742</b>	<b>1783</b>	<b>4611</b>	<b>170</b>	<b>6564</b>	<b>1673</b>	<b>3412</b>	<b>230</b>	<b>5315</b>	<b>1650</b>	<b>3415</b>	<b>208</b>	<b>5273</b>

**Key**

FTT: Full Time Teachers

PTT: Part Time Teachers

SHT: Self Help Teachers

### **2.3 Mobilization of Learners**

Mobilization of learners, as is the case with the actual provision of literacy skills, is a responsibility of many players. At the adult education learning centres it is the responsibility of the class committees - that consist of community members, learners and their teacher - to sustain the class by encouraging the existing members and by attracting more to join. In their turn, FBOs and NGOs have advocated and mobilized adult learners to join various classes either run by these agencies or by the government. Specifically, many CBOs and NGOs work in the more remote parts of the country, such as the Arid and Semi-Arid Areas (ASAL) and also with small communities whom they mobilize to join their programs. The presence of key government officials and international civil servants, such as from UNESCO during the main international events such as the Literacy Day and the Global Week of Action on EFA, have been instrumental in creating awareness within government and also among learners. It also the policy that senior government officials from the DAE and available BAE members travel around the country for important events, including for example, launching the Literacy Survey Report. All these events are widely covered in the local press and other media and have been instrumental in sustaining the program and in mobilizing new learners.

While there are no set national benchmarks in relation to participation, the presence of at least one literacy class in every village would perhaps be the greatest advocacy for adult literacy. With national goodwill and collaboration of the government, NGOs, CBOs and communities there is no reason why every primary school could not be a literacy centre and thus make such a thought a reality in Kenya.

### **2.4 Monitoring & Evaluation**

Monitoring and evaluation of programs is a sure way of improving quality of learning programs. Most providers of ACE in Kenya have their own monitoring and evaluation mechanisms ranging from the usual end-of-course evaluation to more formalized examinations. The overall responsibility of monitoring and evaluation of ACE programs however lies with the BAE. But as already mentioned, there exists no national monitoring and quality assurance mechanism for entire ACE and this is one aspect the rejuvenated BAE will address.

At the literacy level, the DAE has a national structure that helps in monitoring and evaluation of its programs. The PAEOs & DAEOs regularly submit reports/returns to the headquarters that enhances the monitoring & evaluation of programs in various parts of the country. The Department has in place a Supervision, Inspection and Training Quarterly reporting tool that enables the personnel to gather data easily from the fields for subsequent analysis at the headquarters. In addition to the PAEOs & DAEOs, the DAE has deployed Adult Education Supervisors in various parts of the country who, while performing their routine supervision of the adult education program, collect the teachers' monthly returns, make some analysis, compile reports and submit these to their senior officers for the compilation of national reports. The DAE uses the information thus collected for program improvement and advocacy.

At the adult learning centre's level, learners are assessed continuously so as to monitor their progress over time and also to determine their achievements. DAE conducts literacy proficiency tests every year to determine the level of acquisition and mastery of basic literacy skills in reading, writing and numeracy. Those who pass the tests are awarded Literacy Proficiency Certificates to confirm their new literacy status and can thereafter move to the post-literacy programs. Between 2003 and 2006, a total of 56,132 adults sat the literacy proficiency tests and passed – majority of who were women (59.3%). The overwhelming participation by women in these programs is an indication of previous denial of opportunities for women to access education at all levels. It is also perhaps an indication of women's realization of the opportunity education presents them as they struggle for self emancipation.

Many adults are also involved in the NFE programs where they take the same national examinations as school children. It is partly to avoid this undesirable situation that ACE providers are advocating for the enactment of the NQF to enable them design and offer adult-friendly examinations and other assessment systems that would ensure equivalence.

## **2.5 Adult Educators / Facilitators status and training**

As mentioned in many parts of this document, ACE in Kenya has many players who work independently of each other. As such, each one of them determines the kind of training the staff should have and makes the necessary arrangements for this. What is clear is that the training of adult education personnel at all levels is limited and inadequate. Determining and advising on the kind and the level of training different ACE personnel should have is a key responsibility of the Training and Quality Control panel of the newly-constituted BAE.

What is clear that ACE in the country is faced with many challenges as it tried to regain its pre-1990 status. One area of concern is the low demand for high level training of adult education personnel that would guarantee professionalism in the field. Perhaps the main reason for this situation is that, unlike what obtains in many other professions, what constitutes a professional in ACE has never been defined. Many practitioners in ACE do not even consider their activities as falling within the ACE purview, and as such do not seek the requisite training. For example, the University of Nairobi offers many courses in ACE at certificate, diploma and post graduate levels but these are poorly patronized especially at the higher level. It is hoped that the new Bachelors in Adult and Community Development course that the university is proposing will be better patronized. It is perhaps due to this apathy in demanding training in ACE, as opposed to other areas of national development, that many universities in Kenya have no programs in this subject.

This contrasts with what obtained in the 1980s when the government itself sponsored or sought sponsorship to train virtually all its officers at various levels that included diploma courses for lower level officers and Masters Degrees for those already with university degrees.

Apart from training at the tertiary level, the Kenya National Examinations Council in conjunction with the Kenya Institute of Education offers a certificate in adult education for the teachers. However, this course targets only the teachers under the Department of Adult Education, meaning that those teachers under other providers may not necessarily have requisite skills for teaching adults. The District Adult Education Officers are responsible for training personnel at the divisional and location levels together with respective Adult Education Inspectors who not only train teachers but also participate in developing the curricula.

That many agencies that offer ACE do not consider themselves in need for professional training is a challenge that needs urgent attention by the BAE if the nation has to build the necessary professionalism in this expanding field.

In order to ensure provision of quality education, a satisfied labour force is needed. It is for this reason that the recruitment, training, deployment and promotion of adult education teachers/facilitators need streamlining to be in line with that found in the formal sector. As obtains in that sector, all personnel get the necessary and adequate pre-service training, have regular refresher courses, those in need get time off for professional development, and many times promotion is tied to recognized academic and professional achievements.

It is obvious that the Department of Adult Education and many other ACE providers do not have the capacity to offer their teachers and officers the level of professionalism that they need; and in any case, staff capacity building is not their core mandate. It is therefore necessary that arrangements are made to secure the necessary funds for the department and other providers to outsource these services from those institutions, such as the universities, whose mandate is to train ACE professionals. Professionalism is the only sure way that the ACE can claim its rightful place as a respectable sector in the education field.

### **3.0 RESEARCH, INNOVATION AND GOOD PRACTICE**

#### **3.1 Research studies in the field of adult learning.**

The Department of Adult Education and the public universities act as a functional clearing house for the research output in the area of adult learning. However, not all a research activities and output are captured by these organisations. It is also likely that existing periodic publications in Kenya do not include the total representation of the established research findings and published literature in the area.

##### **3.1.1 Research studies in the field of adult learning in the last five years**

Kenya National Literacy Survey (KNALS) of 2007 was the major research activity in the field of ALE in the last five years amidst numerous published and unpublished project-based research works by students at the universities and ALE actors and providers. The KNALS was conducted between June and August 2006 and the results were published in 2007. It covered 18,000 households distributed in all districts in the country.

##### **3.1.2 Scope and purpose the studies in ALE**

The KNALS among others sought to establish the magnitude, levels and distribution of adult literacy for persons aged 15 years and above; obtain comprehensive data and information on adult literacy from literacy providers and stakeholders in both private and public sectors; and identify issues of concern which need to be addressed in the promotion of adult literacy in the country.

To achieve these complex objectives, the survey drew from the UNESCO's Literacy Assessment and Measurement (LAMP) as well as from a wide range of technical expertise and knowledge available in the country and beyond.

##### **3.1.3 Key Findings**

The key findings of KNALS, 2007 include: -

1. High adult illiteracy: approximately 7.8 million (38.5 %) youth and adults in Kenya are illiterate.
2. Wide regional and gender disparities in literacy levels in the country. As found in other studies worldwide, the map of adult illiteracy correlates with the map poverty in Kenya. High economic potential areas have higher literacy levels. The literacy rate in Nairobi was 87.1% North Eastern province recorded 8.1%. Men rated at 64.1% have a higher literacy than women who were rated at 58.9%. Urban residents have a higher literacy level of 79.9% while the rural areas rated at 55%.
3. High illiteracy rates and low participation of the critical cohorts of the population in ACE programmes. About 29.9% of the youth aged 15 to 19 years and 49% of adults aged 45 to 49 years were illiterate. Kenya being a youthful population is at risk with a high illiteracy amongst the youth and middle age adults.

4. Quality of ACE programmes. The survey revealed that there was need to make the ALE programmes relevant to the needs of adult learners and also guarantee effective and efficient monitoring and evaluation to ensure quality.
5. Low Visibility of ACE programmes in the country. The survey revealed that the level of awareness of literacy programs in the country among adults was 31% (31.7% males and 30.2% females). Nairobi province had the lowest level of awareness with 18.6% male and 15.0% female adults who were aware of ALE programmes.

Other programme related findings include acute shortage of teachers, lack of a clear Adult and Continuing Education (ACE) policy, lack of clear transition mechanisms, limited access to ALE programmes, negative image, inadequate teaching and learning materials, limited capacity for quality assurance and standards and limited ICT capacity for e-learning.

### **3.1.4 Impact of the findings on policies and practice**

Although the KNALS is a very recent survey, it has had tremendous effects on policy and practice of ALE in Kenya. The study has given impetus and dramatic influence on the national ACE policy which is in its final stages of development.

At programme level, the study has among others influenced the initiation, development and implementation of DAE programmes in the country. Special focus has been given to the marginalized and hard-to-reach groups. Low participation of men for example is being addressed through initiation of male-only classes in every district. Adult Basic literacy (ABET 1) curriculum has been reviewed to make it relevant to the needs of the clientele and currently ABET 2 curriculum is under review. A literacy centre has been established in every administrative location to ensure increased access and enhanced visibility of ALE programmes.

At stakeholder level, there has been renewed interest in literacy programmes resulting in increased collaboration and sharing. Participation and development of regional-based action plans witnessed during dissemination meetings in all provinces is a strong indicator of renewed enthusiasm.

### **3.2 Innovations and examples of good practice**

#### *a) Kenya National Literacy Survey, 2007*

The KNALS, 2007 is the greatest innovation in ALE in Kenya in the last five years. The survey came after about two decades since a literacy survey was conducted in the country and covered 18,000 households spread over all districts. The study benefited from the learning acquired from UNESCO's LAMP and SACMEQ which makes international comparison of results possible.

The uniqueness of the survey lies in the fact that it combined the traditional self-declaration of literacy competency with the actual testing of the mastery of skills. Out of this the survey for instance was able to establish that Kenya is more numerate than literate and that though the national adult literacy rate is 61.5%, only 29.6% have the desired mastery of literacy skills.

The other unique aspect of this survey was that the KNALS was highly participatory bringing together several government departments, ministries, CSOs, FBOs, as well as development partners. The collaboration at various steps of the survey became a major training ground for literacy researchers at various levels including the communities themselves. The preparation, implementation and dissemination of KNALS findings all over the country became an effective tool for advocacy for ALE and mobilization of learners.

#### *b) Orthography and material development for "small and dying languages"*

Bible Translation and Literacy (BTL), one of the ALE providers and who specializes in literacy, has been conducting research in 15 formally neglected so-called 'small and dying languages'. The research involves

- 1) conducting social linguistic surveys to determine the need for language development;
- 2) research into the orthography of the languages; and
- 3) developing literacy learning materials in these languages at several levels, and testing them in actual learning situations.

The results from this research have confirmed the already known motivating aspects associated with teaching literacy in mother languages that include sustainability of skills learnt as well as strengthening cultural identity and heritage. The materials have become a vehicle for transmitting crucial development messages to these otherwise neglected and marginalized communities.

#### c) Collaboration and Partnership

Kenya has developed effective collaboration among all the stakeholders in ALE.

This is seen in the composition of the Board of Adult Education, where a member of the civil society presides over this government policy making body. The involvement of the Faith Based Organizations clearly reflects this commitment. **(See annex III on the communiqué between the Government and the FBOs)**

## 4.0 ADULT LITERACY

Sessional Paper No. 1 of 1965 on African Socialism and its Application to Planning in Kenya identified ignorance as one of the main factors, besides poverty and disease, which hinder development in the country. Ignorance is largely associated with illiteracy which is perceived in many cases as its cause. Kenya, therefore, regards literacy for children, youth and adults as an essential component of basic education and the key to further learning for national development.

### 4.1 Perceptions of Adult Literacy in Kenya

According to the Kenyan constitution, an adult is any person aged 18 years and above. Some communities, however, may regard a person under 18 years as an adult due to the role he or she plays in society. Examples of such cases are the early married persons.

The traditional Kenyan perception of adult literacy is the ability for adults to read and write with understanding, simple short statements in everyday life, in any language. This perception, however, has changed gradually in the recent past. Kenya has embraced the expanded UNESCO definition of literacy. In the modern context, therefore, Kenya perceives adult literacy as the ability for adults to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying texts.<sup>12</sup>

Literacy involves a *continuum* of learning to ensure sustainability of literacy skills and enable individuals to achieve their goals in order to develop their knowledge and potential to participate fully in the wider society. Adult literacy programmes in Kenya provide necessary knowledge and skills to adults and Out of School Youth (OSY) to improve their quality of life and contribute effectively to national development. These programmes include Basic Literacy, Post Literacy and computer literacy, among others.

### 4.2 New Policies that have been adopted and implemented (since the CONFINTEA V; 1997)

The Master Plan on Education and Training (MPET) 1997 – 2010 recommended strengthening and expansion of the Adult Basic Literacy Programme (ABLP) to cater for adults and out of school youth. As a result, the Non-Formal Education (NFE) programme for adults and out of school youth is being implemented by DAE beside the Basic Adult Literacy and Post Literacy Programmes as a *continuum of learning* to ensure sustainable literacy and a step towards creation of a literate society.

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<sup>12</sup> Global Monitoring Report: Literacy for Life, Paris: UNESCO, 2005.

TIQET of 1999 also recommended strengthening of partnerships between the Government and other Stakeholders in provision of ACE. Since then, partnership and collaboration between government (through BAE and DAE) and other providers of adult literacy has improved.

In the Poverty Reduction Strategy Paper (PRSP) 2001-2003 the government underscores the correlation between poverty and illiteracy especially among adults who are the producers and custodians of the country's wealth. It views basic education and adult learning as a strategy for poverty reduction and key to economic recovery.

Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) 2003-2007, also asserts that education is a key determinant of earnings, hence, an exit route from poverty as it improves people's ability to take advantage of the opportunities that can improve their well being participate effectively in the communities. It notes that education, including adult literacy for mothers in particular, significantly affects the health status of the entire family.

In Kenya Vision 2030 the Government aims at providing globally competitive quality education, training and research for development. Consequently the Vision commits the government to achieving an 80% adult literacy rate by the year 2030 as a first step towards achieving quality basic education for all and in line with EFA goals.

#### **4.3 Effective practices and Innovations in Kenyan adult literacy programmes**

Several innovations have taken place in the field of adult literacy in Kenya with a view to improving adult literacy programmes. Examples of good practices and innovations since CONFINTEA VI in 1997 include:

- Implementation of the Kenya Post Literacy Program (KPLP) which started as a post literacy project implemented by the Department of Adult Education with financial assistance from the GTZ between 1996 to 2002. KPLP provided opportunities for literacy graduates to continue learning after the basic literacy programme. It is a *continuum of learning* to ensure sustainability and application of literacy skills. The project was initially piloted in six districts and later extended to sixteen districts. At the end of the project life in 2002, it was expanded to cover the rest of the country as a national post literacy programme fully funded by the government.
- Production of learner-generated materials (LGMs): These are reading materials which are written by adult literacy learners together with other members of their community who have expert knowledge in various traditional issues. The materials are written in mother tongue or the language best understood and used by members of that community. This makes the reading materials relevant and interesting to the learners.
- Integration of literacy learning with income generating activities (IGAs): Adult literacy facilitators are encouraged to work with community groups which have income generating activities and infuse literacy learning as an integral

component of the group's activities. They also introduce IGAs where they do not exist in already established literacy classes. This makes literacy learning interesting as it gives it purpose and immediate application of skills acquired. It also contributes to the achievement of national poverty reduction strategies.

- Establishment of community learning resource centres (CLRCs) as a strategy for creating literate society. Members of the community provide physical facilities, reading materials, and manage the centres while government also assists with reading materials, furniture, and supervision.
- Development of a national ACE Policy and reviewing of the BAE Act are at very advanced stages. These policy documents were developed with the involvement of all stakeholders in the ACE sub sector of education including various government ministries and departments, NGOs, FBOs, CBOs, the civil society and development partners. As a result, there has been a tremendous improvement in collaboration and partnerships in the sub sector.
- Provision of ALE to special needs and hard to reach groups including literacy for refugees in refugee camps, vocational and further learning education to prisoners and teaching of Kiswahili and English to immigrants.
- **Adult Education and Learning as a shared Responsibility.** The Government has introduced a very vibrant coalition with Civil Society groups and Faith Based groups. The teams meet regularly to review the adult education program. The Board Of Adult Education which is the Government Policy making body is under the chairmanship of a representative from the Civil Society.

#### **4.4 Policies and Programmes focusing on Gender.**

Various policies and programmes have been put in place to eliminate all forms of discrimination, especially in access to education, promote gender equity, and empowerment. Some of these policies include: -

- a) Gender Policy in education (2007) that provides comprehensive framework of principles and strategies to be pursued in order to achieve gender equity and equality in education.
- b) Establishment of gender desks in all government ministries and departments to sensitize and ensure gender mainstreaming.
- c) Other policy interventions focusing on gender include appointment of qualified female education managers, gender balanced intake of pre-service teacher trainees, gender responsive deployment of teachers and engendering of the curriculum.

#### **4.5 Influence of these policies on building Literate environments.**

All these policies ensure that many more women have access to education which is not only good for them but also has a major direct effect on the education of their children and families. All these attributes have a bearing on building literate environments.

## **5.0 EXPECTATIONS OF CONFINTEA VI AND FUTURE PERSPECTIVES FOR ALE**

All the global commitments on education such as EFA, UNLD, DESD and MDGs among others attest that education is a right to every person regardless of their age. These commitments also recognize that ALE is a critical catalyst for development and is an indisputable foundation for Life Long Learning (LLL).

Kenya is a signatory to all these global commitments and in line with these commitments many policy documents have been produced in the last 10 years that testify on the central role of ALE in various areas of development, including good governance, improvement of quality of life through better health and nutrition, agricultural and commercial production, and improved family welfare and relations, among others. These documents also recognize the direct interrelationship between the education of the parents, especially mothers, and that of their children.

However there seems to be a disconnect between these key statements and action. ALE in Kenya faces multiple challenges that include limited general appreciation of its central role starting all way from policy implementers to adult learners themselves; gross underfunding and understaffing; limited professionalization at university and other levels; and a general lack of critical mass of committed and knowledgeable advocates.

In view of the above shortcomings, the following is recommended for consideration in CONFINTEA VI:

- 1) A multi-sectoral campaign for ALE within the UN organisations showing its central role and especially its effect on achievement of MDGs and other UN development targets.
- 2) Commitment by National Governments to the development of national policies.
- 3) A benchmark of between 5% and 10% of the education sector budget should be set for financing ALE which is an integral and inevitable component of education without which MDG and EFA goals cannot be achieved. The private and corporate sector, the civil society and the development partners should likewise set aside similar portions of their spending on education to ALE.
- 4) Universities and other educational institutions should develop and implement research training programs in various aspects of ALE with a view to developing professionalism in the discipline. Various providers should commit themselves to

the professional growth and development of their staff by setting aside time for training and adequate resources for the exercise.

- 5) Providers and institutions should conduct regular surveys and studies on all aspects of ALE to inform policy, curricula and management of programs.
- 6) International development partners should commit to support ALE professional growth and development, materials production, and research through increased funding and technical expertise.
- 7) ALE curricula should be constantly reviewed to include emerging national and international concerns for relevance and encouraging lifelong learning while at the same time attracting funding support for its programs.
- 8) Review of ALE through international conferences should be done at least every seven years. For an important area for development, 12 years is too long. More regular reviews would assist in the development of this discipline.

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## **Annex 1 : NATIONAL GOALS OF EDUCATION**

### **Education in Kenya should:**

#### **1. foster nationalism, patriotism and promote national unity**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the Nation.

#### **2. promote the social economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

##### **a) Social Needs**

Education in Kenya must prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

##### **b) Economic Needs**

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of adequate domestic manpower.

##### **c) Technological and Industrial Needs**

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of this development if our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

### **3. promote individual development and self-fulfilment.**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

### **4. promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

### **5. promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

### **6. promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

### **7. promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

### **8. promote positive attitudes towards good health and environmental protection**

Education should inculcate in the youth the value of good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment.

## ANNEX II EXECUTIVE SUMMARY OF THE VALIDATION CONFERENCE ON ADULT EDUCATION HELD ON 24<sup>th</sup> and 25<sup>th</sup> April 2008 AT THE KENYA SCHOOL OF MONETARY STUDIES.

### **Introduction**

This report presents the proceedings of the National Conference on Youth and Adult Learning in Kenya held on the 24<sup>th</sup> and 24<sup>th</sup> April 2008 at the Kenya School of Monetary Studies. The conference was organized by the Department of Adult Education with support from the United Nations Scientific and Cultural Organization (UNESCO)-Nairobi office. Notably, Faith Based and Civil Society Organizations were also key actors in the conference planning process – these were- Bible Translation and Literacy (BTL), Partners in Literacy Ministries (PALM), Kenya Adult Educators Association (KAEA), Daraja Civic Initiatives Forum and the Forum for Africa Women Educationist, Kenya Chapter (FAWE-K). The University of Nairobi (School of Continuing & Distance Education – Kikuyu Campus) and the Kenya National Commission to UNESCO (KNATCOM) were also very instrumental in the conference planning process.

The two day conference brought together delegates from key stakeholders in the youth and adult learning sub-sector in Kenya. These included; Ministry of Education, Ministry of Youth & Sports, Ministry of Gender & Children Affairs, various government departments and agencies, Development Partners, institutions of higher learning, local and international NGOs, FBOs, CBOS, adult and youth education providers among others (list of participants attached – annex I).

The conference was officially opened by the Minister for Gender & Children, Hon. Esther M. Mathenge in the morning of 24<sup>th</sup> April 2008 and officially closed on 25<sup>th</sup> April 2008 in the evening, by the Senior Deputy Secretary- Ministry of Gender & Children Affairs. The Director of Adult Education, Mrs. Joyce Kebathi, the Chairperson of the Board of Adult Education, Mrs. Joyce Umbima, the Senior Education Advisor UNESCO – Nairobi, Dr. Susan Nkinyangi and the Director Youth Training Dr. D. C. Mwinzi gave inspiring conference opening remarks.

The conference sessions' chairpersons were Mrs. Edita Mugeru, Mr. Fred Omwoyo, Mrs. Joyce Umbima, Prof, Macharia, and Mr. J. Katwa, Dr. Susan Nkinyagi and Mrs. Joyce Kebathi while the conference rapporteurs were Ms. Nancy Njoki, Mr. Angelo K. Gitonga and Mr. Don Bonyo.

The key presentations as detailed in the subsequent sections of this report were;

1. Overview of Youth Affairs in Kenya – Dr. D.C. Mwinzi - Director of Youth Training in the Ministry of Youth Affairs and Sports.
2. Overview of the Development and State of the Art of Adult Learning (ALE) in Kenya by, Mrs. Joyce N. Kebathi - The Director of Adult Education
3. Global Perspectives of Youth and Adult Learning & Education (ALE) by Dr. Susan Nkinyangi – the Senior Education Advisor UNESCO – Nairobi office.
4. Overview of the Kenya National Adult Literacy Survey (KNALS) by Mr. Charles Obiero
5. Overview of the National Adult & Continuing Education (ACE) Policy by Mr. I. N. Kinara – the Deputy Director, Department of Adult Education.

### **Conference Background**

Kenya is a signatory to the commitments made by United Nations member states during the Conference on Education for All held in Dakar Senegal in 2000, which reaffirmed the commitments made on education during the World Conference on Education for All held in Jomtien Thailand in 1990. The Dakar framework for action stipulates Six EFA goals to be achieved by 2015; goal 3 & 4 clearly emphasizes the need for countries to promote learning and skills for young people and adults, and also to increase adult literacy by 50% by 2015. Kenya is also a party to the Hamburg declaration made in CONFINTEA V (1997), which assessed the status of literacy and set out agenda for the future.<sup>13</sup>

Over 10 years after CONFINTEA V and over 7 years after Dakar conference, the youth and adult literacy levels in Kenya is still wanting and is among the countries at risk of not achieving the two EFA goals on literacy by 2015 as exposed by the UNESCO Global Monitoring Report (GMR,2006).<sup>14</sup> The KNALS (2007)<sup>15</sup> reveals that 61.5% of the Kenyan adult population has attained minimum literacy level leaving unacceptable 7.8 million youth and adults (38.5%) illiterate. It also revealed that only 29.6% of this adult population has attained desired mastery literacy and numeracy competency. The survey exposed that about 29.9% of the youth aged 15 to 19 years and 49% of adults aged 45 to 49 years are illiterate. The survey further revealed glaring regional and gender disparities in literacy and numeracy achievements.

The Conference was organized with an overall objective to provide Kenyan ALE stakeholders an opportunity to assess the status of ALE in the country, build consensus and chart the way forward.

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<sup>13</sup> UNESCO, Hamburg Declaration and Agenda for the future

<sup>14</sup> UNESCO, GMR 2006

<sup>15</sup> Kenya National Literacy Survey Report (2007)

## **Specific Conference Objectives**

The specific objectives of the National Conference were to:

1. share information on achievements and developments in youth and adult learning in Kenya since 1997;
2. identify challenges facing youth and adult learning in the country;
3. generate issues that will inform policies on non-formal education and adult learning in Kenya;
4. identify strategies and solutions necessary for the improvement of the quality of adult learning in Kenya;
5. share the report on the status of literacy in Kenya; and
6. validate the country paper on the state of the Art of Adult Learning and Education in Kenya.

## **Conference expectations;**

Pursuance to the afore-mentioned objectives, the National Conference on Youth and Adult Learning aimed at meeting the following expected results:-

1. A country paper on the state of the art of ALE validated and validated.
2. Synergies with Education for ALL (EFA) goals, United Nations Literacy Decade (UNLD), UN Decade of Education for Sustainable Development (DESD) and Millennium Development Goals (MDGs) agenda ensured.
3. Linkages and interfaces with other sectors [health, agriculture, etc] created.
4. Cooperation between the government, civil society, and bilateral organizations increased.
5. Quality of youth and adult learning improved.
6. Funding for ALE programs increased.
7. Advocacy, political momentum and commitment for the ALE programs generated.

## **Key conference recommendations/ Five action points**

- i. A new and sustained National campaign be launched for total literacy at a level of desired mastery of literacy skills for all with commensurate human, material and financial resources in which the top national leadership and other political leaders, all stakeholders, development partners and civil society between now and 2015.
- ii. The National Qualification Framework (NQF) be finalized, accompanied by the whole package of ensuring that ALE develops as a professional discipline of quality education for youth and adults.

- iii. Board of Adult Education be Strengthened and equipped to ensure that it serves its core mandate of stimulating, supporting monitoring and coordinating ALE provision in Kenya.
- iv. The civil society, FBOs, private sector should be encouraged to invest in programmes that shall ensure implementation of the provisions of National ACE policy.
- v. An advocacy strategy should be developed to lobby and advocate for implementation of the recommendations made by the KNALS.

### **Way forward**

- a) There is need for Advocacy and awareness for Adult classes, in order to get learners into the classes and a Needs assessment on adult learning to be conducted.
- b) There is need to use other available facilities which are Learner friendly
- c) Resource mobilization for BAE and DAE vis a vis the budget was important
- d) There is need for a Committee to be set up, to look into the resource allocation and a press briefing to lobby for more resource allocation and a Round table meeting to meet on corporate social responsibility. KAEA was mandated to spearhead this Coordination of all stakeholders in activities and there was need for a strong Media strategy and Massive joint production of posters/IEC, to increase awareness of adult learning.
- e) The Department of Adult Education was to follow up with on the issue of the five action points agreed on during the conference
- f) Policy was to be fine-tuned and its deliberations considered further
- g) The participants committed to engage the government further, and a memorandum was to be issued and KAEA was tasked to spearhead this
- h) The organizing committee was to meet again and evaluate the progress of the meeting
- i) The report was to be disseminated to all conference members

## LIST OF PARTICIPANTS FOR THE NATIONAL VALIDATION CONFERENCE

### PARTICIPANTS ON YOUTH AND ADULT LEARNING CONFERENCE AT KENYA SCHOOL OF MONETARY STUDIES 24<sup>TH</sup> TO 25<sup>TH</sup> APRIL, 2008

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## ANNEX III FBOS COMMUNIQUE ON ADULT EDUCATION



### **NATIONAL FAITH BASED ORGANIZATIONS SEMINAR ON MOBILISING FOR LITERACY**

#### **COMMUNIQUE ON ADULT EDUCATION**

We the representatives of the Faith-Based organizations and lobby groups attending the national seminar for Faith-Based Organisations on “**Literacy empowers all to participate in development Literacy a shared Responsibility**”, held at Safari Park Hotel, Nairobi, between 6<sup>th</sup> and 7<sup>th</sup> July 2004, organized by the Department of Adult Education and UNESCO Nairobi office

#### **RECOGNISING:**

1. The key role of adult education and literacy for a working nation especially in the Economic Recovery Strategy of the Government.

2. The impressive efforts already being made by the Government in the area of free primary education in Kenya.
3. The Government's commitment to the provision of education to ALL, which includes a commitment to promoting adult literacy.
4. The commitment made by the Government (NARC Manifesto – 2002 Section 5:2.3) to establish a comprehensive Adult and Continuing Education Programme with its own examinations and certifications by the Board of Adult Education.
5. That Kenya is a signatory to international protocols that include adult education and literacy.
6. The critical role of adult education and literacy in realizing the Education for All (EFA) goals, the United Nations Literacy Decade and the Millennium Development Goals (MDGs).
7. That the Government has demonstrated commendable creativity in deepening the dialogue with Faith-Based Organisations on adult education and literacy.
8. That the Government faces difficult choices concerning the allocation of resources against a background of many competing needs for the limited public funds.
9. The pivotal role of adult education and literacy in combating diseases, particularly the HIV/AIDS pandemic and in the prevention of drug and substance abuse.
10. The critical role of adult literacy in societal development, industrialization and poverty reduction.
11. The Critical role of adult education and literacy in promoting good governance.

#### **UPON FURTHER REALISING:**

12. That the Faith-Based Organisations carry a responsibility to assist in the moral rebuilding of our nation afflicted by a culture of selfishness, dishonesty and mistrust.
13. Our ability to offer holistic education to our members is limited where literacy skills are lacking. Holistic education includes explicit matters of faith, social responsibility and good citizenship.
14. That, like the Government, our efforts to promote child and youth education and literacy must be matched by efforts to promote adult education and literacy.
15. That, in fact, offering literacy to parents and guardians increases the chances of children receiving basic education of quality and being motivated to perform well in school and later on in life.
16. That illiteracy can make individuals vulnerable to the influence of extreme forms of religion leading to fundamentalism, violence and anti-social behaviours.
17. That the provision of adult education and literacy programmes is a shared responsibility between the Government and Faith-Based Organisations.
18. That some Faith-Based Organisations have given limited priority to their responsibility in promoting adult education and literacy.
19. That the Department of Adult Education has not been given adequate support to properly provide and manage adult education and literacy programmes.

#### **CALL UPON THE GOVERNMENT:**

1. To establish a 'National Committee on Adult Education and Literacy' comprising of Kenya Episcopal Conference, SUPKEM, Hindu Council of Kenya and National Council of Churches of Kenya (NCCCK) under the auspices of the Department of Adult Education to coordinate activities that promote the national adult education and literacy programme.
2. To implement its pledge of establishing a comprehensive adult education and literacy programmes which officer equivalencies and certification.
3. To review and revise the philosophy and vision for adult education programmes in collaboration with the Faith-Based Organisations to address the emerging needs and challenges in collaboration with the 'National Committee on Adult Education and Literacy'. The content of adult education

and literacy programmes be developed respecting the social, cultural and religious beliefs of the people.

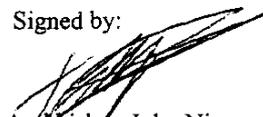
4. Establish working partnerships and linkages among the Ministry of Education, Science and Technology, the Ministry of Gender, Sports, Culture and Social Services and other related ministries.
5. To urgently review and finalise the pending Board of Adult Education Act, National Adult Education Policy Guidelines and Non-Formal Education Policy Guidelines.
6. To recruit adult education teachers and other support staff to provide quality education to the learners.
7. To play a leading role in facilitating the work of the National Committee and other stakeholders to develop and sustain strategies and activities that will add value to adult education and literacy programmes.
8. To make special efforts to address adult education needs of disadvantaged and marginalized groups.
9. To develop strategies in collaboration with Faith-Based Organizations, that will address the plight of out-of-school youth in light of the working nation.

#### **WE FURTHER CALL UPON FAITH-BASED ORGANISATIONS:**

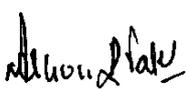
1. To renew their commitment to promote adult education and literacy.
2. Intensify sensitization and advocacy campaigns in favour of adult education and literacy.
3. Use existing human resources within the FBO structures to complement the Government teachers in their efforts to provide adult education and literacy.
4. To be ready to actively work with the Government in the proposed 'National Committee on Adult Education and Literacy'.
5. To assist the Department of Adult Education to monitor and evaluate programmes to ensure quality, accountability and transparency.
6. To provide space for learning and to assist in the provision of teaching and learning materials.
7. To support and actively participate in the forthcoming national literacy survey.

Finally, we recommend that the Ministry of Gender, Sports, Culture and Social Services (Department of Adult Education), using these resolutions, the Board of Adult Education Act, past consultative reports and any other relevant reports and documents, in consultation with Faith-Based Organisations and other key stakeholders develop necessary sectoral policies and implementation strategies that will ensure provision of quality education to all Kenyan youth and adults.

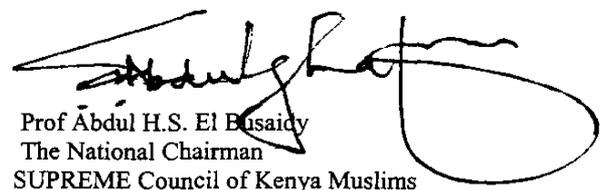
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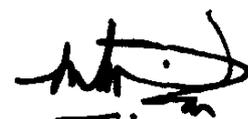
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