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# **CHAPTER 1**

## **BUILDING UP STRUCTURES AND INSTITUTIONAL FRAMEWORKS**

### **1.1 Policies and Institutional Provisions**

Since CONFITEA V in 1997, the Kenya Government has consistently recognized the important role played by adult and continuing education (ACE) 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 six years.

1.1.1 Some of the important policy documents which demonstrate Government commitment to adult learning during the period under review include the ***Master Plan an 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 21<sup>st</sup> Century. MPET recognizes a strong link between education, training and the national development goal of attaining a Newly Industrialized Nation (NIC) Status by 2010. The report strongly advocates for improvement in the qualitative and quantitative capacity of ACE in evolving a functionally literate society and improving social and productive skills among adults.

It also recommends the improvement of Vocational Technical education and training for youth and adults to make it more relevant to the needs the country's industry and economy.

MPET addressed the issue of the ever increasing number of out of school youth (OSY) which has arisen due to inefficiencies of the formal school system resulting in low enrolment rates at the school going age and high drop out rates before attaining sustainable literacy levels. The report recommended *strengthening and expansion* of the Adult Basic Literacy Programme (ABLP) to cater for adults and out of school youth.

As a result of the above recommendation, the Non-Formal Education (NFE) programme has taken root as an important education programme for adults and out of school youth besides the Basic Adult Literacy and Post Literacy Programmes.

*A Policy Paper on NFE is at very advanced stage*

1.1.2 The report on ***Totally Integrated Quality Education and Training*** (TIQET) of 1999 is another policy document which underpins Government commitment to adult learning during the period under review. Among other things, TIQET recognizes the heterogeneous and diverse nature of ACE provision in the country. It notes that the Government alone can not adequately provide the required education to all adult learners and therefore recognizes the important role to be played by Non-Government agencies.

TIQET therefore recommends strengthened *partnerships* between the Government and other Stakeholders with a view to enlisting them into effective and expanded delivery of ACE programmes for adult learning.

1.1.3 The Government has further underscored the correlation between poverty and illiteracy especially among adults who are the producers and custodians of the country's wealth. It views basic education for human resource development as a poverty reduction strategy. The **Poverty Reduction Strategic Paper** (PRSP) 2001-2003 particularly notes that "education plays an important role in human development through the process of empowering people to improve their well-being and participate actively in nation building". For adult and youth to play their crucial role in national development they have to be equipped with basic skills through education and production.

The Government therefore, sees adult learning as the key to poverty reduction and economic recovery.

1.1.4 The new National Rainbow Alliance Coalition (NARC) Government which came to power in 2003 has made clear policy statements which have positive implications on adult learning. These include:

- ❖ The **NARC Manifesto 2003** in which the Government commits itself to the strengthening and expansion of a comprehensive adult and continuing education (ACE) programme with increased participation through out the country. This implies an increased access to adult learning.
- ❖ The government **employment Policy and Strategy** aims at creating 500,000 jobs per year, most of which will be in the informal sector (Jua Kali) – through self employment. This calls for minimum/basic education and skill training through adult learning.

❖ The **Free Primary Education** (FPE) programme was launched in 2003 as a strategy for achieving Universal Primary/Basic Education (UPE/UBE) by 2005. This is a process leading to the attainment of Education For All (EFA) goals by 2015. However, the process will not be complete without an equal emphasis and similar strategies/being put in place for adult education because FPE targets the children of school going ages only, thus leaving out a large number of adults and out of school youth who can not fit in the formal education schools. Secondly, child education can not succeed without educated adults who are the parents. UPE Programme therefore opens gates for increased opportunities for adult learning.

A major **challenge** in programmes for adult learning however, is the lack of Policy guideline and legal framework for coordination. In this regard a draft National ACE Policy Paper and draft Board of Adult Education Bill are at very advanced stages. The two documents will give the necessary legal and policy framework to guide the promotion of adult learning in the country.

The “Education Act” which is currently under review will also incorporate issues of the ACE sub-sector into the mainstream education policy so that adult learning can be more visible in the education agenda at all levels and fora.

Other challenges of adult learning with regard to policy and legal frameworks include:

- ❖ Inadequate practical emphasis on ACE as priority area. Usually receives peripheral treatment.
- ❖ Low image suffered by the sub-sector for historical and attitudinal reasons.

## 1.2 Delivery System and Innovations

### 1.2.1 Accreditation of prior informal and non-formal adult learning takes the form of:

- ❖ Baseline surveys to establish the knowledge level of learners with regard to the particular area of learning in which the learners intend to enroll before engaging them in the learning activity. The baseline needs assessment surveys are conducted by individual facilitators or institutions of adult learning to determine entry points to adult learning. An example is the situation Analysis of Adult Literacy conducted in 1997 before the full implementation of Post Literacy Project.
- ❖ Literacy proficiency testing and certification to confirm that an adult learner has acquired the necessary basic literacy skills before embarking on Post Literacy learning and other forms of continuing education.
- ❖ Skills application tests commonly referred to as Trade Tests in Vocational and Technical Education.

Second Chance Courses for Adult Learning include:

- ❖ **Basic adult literacy programme (BALP)** for illiterate adults who want to learn how to read, write and do simple computations (number work). Literacy learning is made functional by relating it to the learners real life activities. It is the equivalent of levels 0-4 (Lower Primary) of the formal education system.
- ❖ **Post Literacy Programme (PLP)** was initiated in 1996/97 to address the question “After Literacy What?” It is a *continuum* of the BALP. It gives a chance for adult learning beyond literacy where adults apply and sustain their literacy skills by integrating literacy learning with the learning of English, Kiswahili, Civics and Social Ethics, Environment and Health, Applied Science and Technology, Business Education, Mathematics, and Agriculture. It is the equivalent of levels 5-8 (middle and Upper primary) in the formal education system. It targets adult literacy graduates and out of school youth.
- ❖ **Non-Formal Education (NFE)** Programme which uses the formal education curricula for primary and secondary levels of education but learning is conducted in non-formal settings. It targets adults and out of school youth who wish to sit for national examinations and be awarded certificates by the Kenya National Examinations Council. NFE Programme has expanded tremendously in the last six years.
- ❖ **Vocational and Technical education** programme which provide skill training for artisans, craftsmen and technicians. Target groups are primary and secondary school graduates.

### **Challenges of the second chance courses include:-**

- ❖ Low image and low priority compared with the formal education (academic) courses.
- ❖ Lack of clear transition mechanisms from the formal to non-formal and vice versa and also within the courses.
- ❖ Inadequate coordination leading to duplication and wastage of resources.
- ❖ Low participation, regional and gender disparities especially in the BALP.

#### 1.2.2 Mobilization and Use of Resources

##### ▪ **Teachers:**

The Department of Adult Education with 6,500 adult education teachers is the largest provider of adult learning. Of these, 2000 are full time Government employees and 4,500 are part-time workers. The number of adult education teachers in NGOs, CBOs, religious organizations and other providers of adult learning is not known. Adult Education teachers are deployed in favour of high illiteracy areas which are also the rural poor areas and urban slums. With the current enrolments in adult literacy classes of the Department, the teacher: learner ratio is 1:18 with greater mobilization and participation, the ratio can be improved.

- **Materials:**

Since 1997, the government has adapted old reading materials for use in adult learning. It has also printed new titles especially for the Post Literacy Programme in the learning areas outlined in 1.2.2 above. Production of materials has been achieved through the collaboration of Government Ministries/Departments and NGOs.

▪ **Finances:**

Main sources of funding for adult education programmes are the Government, NGOs, development partners (donors), local authorities and communities. Government through its Ministries and Departments has remained the biggest funding agency.

As shown in Chapter 2, there is evidence of continued Government commitment to provide financial resources for adult learning through its allocations to departments and institutions of adult learning in various Ministries.

**Challenges** in the mobilization and use of resources for adult learning include

inadequate adult literacy teachers and the Government embargo on employment since 1992. This has made it difficult to replace teachers who have left the service during the period under review.

inadequate and out dated reading materials (Primers) for adult literacy

learners. This has made adult learners to rely heavily on materials meant for children in the formal school system not appropriate for adults.

1.2.3 Innovations in the field of adult learning in the last 6 years include:

Introduction and Implementation of the Post Literacy Programme as a *Continuing* of the adult basic literacy programme.

Adoption of *integrated and innovative approaches* to adult learning through the PID (Participatory Integrated Development) process, the REFLECT method, learning and earning initiatives and income generating activities.

Production of *Learner Generated Materials* (LGMs) to make reading materials more relevant and interesting to learner. Since they write their own materials.

- Establishment of *Community Learning Resource Centres* (CLRCs), Community libraries, mobile libraries and mobile literacy classes in pastoral communities.

Learner exchange visits.

- High school education for adults (being piloted)
- *Proposal* for a National Education and Training (Qualifications) framework.

## ***CHAPTER TWO***

### **INCREASING INVESTMENT IN ADULT LEARNING**

#### **Policies and Strategies that Promote Public Investment in Adult Learning:**

This is a legal framework, that allows the government to plan for the provision of knowledge, skills and aptitudes, that empowers its citizen to acquire and retain socio-economic livelihood skills.

Most of these are included in the government official documents such as:

- Development plans
- Master Plan on Education and Training
- The NARC manifesto
- The PRSP (Poverty Reduction Strategy Paper)
- FPE (Free Primary Education)
- UBE (Universal Basic Education)

The above policies have been dealt with in chapter one. However, it's worth noting that these policies have enabled the government and other development partners to invest in adult learning the purpose of which is to improve the quality of life of its people. It's not only the government that is involved in this enormous task of eradicating poverty, there are other development partners such as:

- Germany Technical Co-operation (GTZ) for sponsoring the Post Literacy Project.
- The Commonwealth Secretariat for sponsoring a project on the creation of a literate Environment.
- UNESCO for financing the National Symposium on Adult and Continuing Education. (ACE) which publicized adult learning and brought stakeholders to chart the way forward.
- The German Adult Education Institute for International Co-operation for sponsoring adult education facilitators to study Diploma in Adult Education course at the University of Nairobi.
- Local NGO's and local government authorities which collaborate with the department of Adult Education in providing adult learning.

The government of Kenya is committed in providing financial and material resources for adult learning. This is evident in its budget allocations. **(Table attached)**

## FINANCIAL RESOURCES GOVERNMENT ESTIMATES & ALLOCATIONS

1997/98 Ksh.		1998/99 Ksh.		1999/2000 Ksh.		2000/2001 Ksh.		2001/2002 Ksh.		2002/2003 Ksh.		2003/2004 Ksh.	
Rec.	Dev.	Rec.	Dev.	Rec.	Dev.	Rec.	Dev.	Rec.	Dev.	Rec.	Dev.	Rec.	Dev.
126,517,540	1,208,000	159,283,820	1,352,960	200,120,140	16,720,729	213,711,261	18,800,810	268,007,576	20,040,800	273,545,191	21,143,044	243,215,812	24
23,469,073	2,515,009	23,023,233	1,515,009	9,789,689,580	7,650,000	228,353,186	8,500,000	242,424,496	42,300,000	256,812,843	45,900,000	2,681,925	52
6,918,940	202,845,240	777,540	223,129,764	520,000,000	39,753,302	1,650,165,079	44,170,336	1,799,919,494	309,919,747	1,844,341,678	406,008,507	2,054,323,117	45
20,000,000	1,800,000	20,000,000	1,926,000	22,000,000	24,921,600	769,786,594	283,200,000	793,195,172	-	915,232,668	-	1,065,771,513	54
437,089,000	27,000,000	432,182,000	28,350,000	29,700,000	9,906,750	447,818,042	11,007,500	448,053,769	11,200,000	498,864,201	5,600,000	393,428,405	78
218,917,084	497,560	231,422,000	572,194	597,072	16,200,000	716,766,325	18,000,000	775,310,343	18,500,000	795,863,041	18,950,000	937,791,337	31
8,422,628	7,720,000	9,463,189	8,106,000	10,646,400	10,179,896	-	-	-	-	-	-	-	-
34,271,000	37,330,000	36,469,980	39,196,000	40,116,978	41,198,000	-	-	-	-	-	-	-	-
11,187,000	14,174,000	13,032,000	13,890,520	14,074,560	21,410,602	-	-	-	-	-	-	-	-
<b>88,792,265</b>	<b>295,089,809</b>	<b>925,653,762</b>	<b>318,038,447</b>	<b>10,626,944,730</b>	<b>18,794,089</b>	<b>4,026,600,487</b>	<b>383,678,646</b>	<b>4,326,910,850</b>	<b>401,960,547</b>	<b>4,584,659,622</b>	<b>497,601,551</b>	<b>4,697,212,109</b>	<b>17</b>

Source: Government Printed Estimates

### KEY

- Min/Dept. – Ministry/Department
  - DPM. – Directorate of Personnel Management(Training public servants, in business courses)
  - H. AFF.-Home affairs National Heritage(Training of prisoners in vocational skills)
  - AGRI.- Agriculture( Facilitation, Supply of agriculture &livestock extension services & Research)
  - HTH. Health( family healthcare, nutrition, family planning & HIV/AIDS)
  - LAB.- Labour & Human Resources Development(Adult Education, Industrial Training & Technical Training)
  - EDUC. – Education, Science & Technology(Non-Formal Education, provision of Formal Education)
  - C. S. S. – Culture & Social Services( Adult Education, Social Welfare Development Training)
  - IND. –Commerce & Industry(Training in business courses at Kenya Institute of Business & Management)
  - R. T. T. – Research, Technical Training & Applied Technology(Vocational Training & Jua Kali Enterprising)
  - Rec. –Recurrent Expenditure
  - Dev. – Development Expenditure
- From the above table we are able to observe that the Kenya government is committed to provide financial resources for adult learning. This is so because the relevant ministries have been allocated money for purposes of adult learning.

- The analysis shows that government allocations are increased by between 10%-20% each subsequent year.
- The recurrent expenditure is over 60% of the annual total allocation to each ministry/department.
- Adult learning and training involves areas of essential social services such health, nutrition, HIV/AIDS and livelihood skills.

## **CHAPTER 3**

### **INCREASING PARTICIPATION**

Kenya Government recognizes adult education as a key to empowering individuals and communities with life skills, knowledge, values and attitudes needed for self-fulfillment and community development. Communities now accept that adult education is vital for development. It is this recognition by the Government and realization by the general community of its importance, that adult education is now fully established in Kenya with its own image and professionals.

Thousands have enrolled in literacy post-literacy, non-formal education and life-long classes and graduated from different levels. However, one of the **challenges** facing the Adult and Continuing Education (ACE) sub-sector is lack of *co-coordinating, information and data* from all adult education providers in the country.

Available enrollment data from one adult education provider, Department of Adult Education (DAE) indicate that a total of 604,715 adults enrolled during the past six years (1997- 2002).

See the table below:

#### **DAE ENROLMENT OF ADULT LITERACY LEARNERS BY SEX 1997- 2002**

<b>YEAR</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1997	28,139	73,216	101,355
1998	26,180	74,081	100,261
1999	30,200	71,061	101,261
2000	25,802	68,101	93,903
2001	26,497	66,573	93,070
2002	41,341	73,524	114,865
<b>TOTAL</b>	<b>178,159</b>	<b>426,556</b>	<b>604,715</b>

**SOURCE: DAE 2003**

One notable programme /project whose introduction increased motivation and participation of adult learners in the ACE programmes in Kenya is that of Post-Literacy Project.(PLP) Post- Literacy Project is a joint venture of the Kenya Government and the German Technical Cooperation (GTZ) which was launched in 1995 on a pilot basis, first in 8 districts and later extended to 15 districts. Plans to extend the project to the remaining districts in the country are in the pipeline. It was conceived on a complimentary element of the Basic Literacy Programme (BLP), a factor in preventing a relapse into illiteracy as well as combating declining motivation in literacy.

PLP brought an extended understanding of basic learning which aims at learning needs that lead to the broader framework of lifelong learning, thus helping literates to retain, improve and apply the acquired knowledge and skills for satisfaction of their needs. It is common knowledge that literacy and adult education can only be said to be valuable and have motivational potential if the knowledge gained can be re-invested and utilized in activities related to those concerns of everyday life of the learners.

Since its inception, the project has established *25 Community Learning Resource Centres (CLRCs)* and developed *Learner Generated Materials (LGM)* in three ethnic languages in 3 of the 15 operational districts and stocked them with the necessary educational materials for adult learners and the general readership. *74 titles* have been produced in English, Kiswahili and local dialects which cover areas such as Health, Agriculture, Languages, Mathematics, Livestock and livestock drugs, Election, Business, HIV/AIDs, Income generating projects, Civic education, citizenship, culture etc.

The project has *trained 1170 adult education teachers* in the pedagogy of adult education and provision of skills to facilitate communities to initiate, plan and implement developmental activities. It has also *trained 10 CLRC managers and 30 community members* to ensure community participation, involvement and ownership. According to an international evaluation conducted recently there were tangible

*impacts*, which has gone along way in institutionalizing the *culture of reading* among the adult population.

*Community mobilization* through advocacy seminars arrived at self-directed learning and effective use of CLRCs and community libraries have culminated in increasing learner motivation and registering tangible impact towards increased participation.

During the review period (1997-2003), there has been a remarkable increase in the funding and support for Adult and Continuing Education (ACE) sub-sector by the Government of Kenya, Donor Agencies, Non-Governmental organizations and the Civil society. This has enabled all the adult education providers to *intensify supervision and inspection* of ACE programmes in their respective areas of operation. *Training* and in servicing of adult education officers and teachers in the methodology, planning and administration of ACE programmes were undertaken throughout the country.

The formation of Adult education providers *national steering committee* spearheaded by the Department of Adult Education to co-ordinate programmes of PLP has worked as a unifying factor which has increased participation of NGOs, CBOs, CSOs and local communities in the provision and co-ordination of ACE programmes countrywide.

# **CHAPTER 4**

## **RESEARCH STUDIES IN THE FIELD OF ADULT LEARNING**

This is an area in which not much has been done for adult learning. However it is worth mentioning:

### **4.1 “Situation Analysis of Adult Literacy in Kenya, 1997”.**

This was a study conducted by the Department of Adult Education (GoK) in collaboration with the GTZ (German Agency for Technical Co-operation) in 1997 to obtain baseline information and data on the *status quo* of the adult literacy programme before the intervention of the Post Literacy Project.

#### 4.1.1 Key questions addressed related to:

- the quality of adult education programmes
- application of knowledge and skills by adult literacy graduates and sustainance of literacy skills.
- The need for post literacy and the target beneficiaries.
- Effective implementation of a Post Literacy Project
- Development of literacy materials – diversification and participation.
- Collaboration with Ministry of Education and other Stakeholder in adult education.
- Linkages between Formal schools and Adult Education programmes.
- Gender disparities and the role of empowering adult education.
- Capacity building (training) of adult education personnel.

#### 4.1.2 Its findings and recommendations have resulted in:-

- Increased collaboration and networking among stakeholders in adult education especially with regard to implementation of post literacy programme.
- Production of more relevant materials through involvement and participation of adult learners in producing curriculum and their own reading materials.
- Increased inservice training programmes of adult education personnel on more up-to-date and innovative approaches to adult learning.
- Establishment of community resource centers to promote the creation of a reading culture among adults.
- Increased community mobilization and sensitization, building partnerships with community based organizations to ensure ownership of adult learning initiatives.
- Proposal for the establishment of a National Education and Training qualification Framework.

- 4.2 Kenya Population and Housing Census, conducted by the Central Bureau of Statistics (CBS) in 1999 revealed that there were at least 4.46 illiterate adults in the country. Considering that the revelation was based on *self confessions* of the respondents and that adults are too ashamed to reveal their illiterate status due to the stigma associated with illiteracy, the figure is likely to be an under estimate of adult illiteracy. It has therefore provoked the need to conduct a national literacy survey to determine the precise level and magnitude of illiteracy among adults. Action is already been taken in this direction.
- 4.3 The *Welfare Monitoring Survey* conducted by the Central Bureau of Statistics (CBS) in 1997 showed a direct correlation between illiterate households and poverty. Household heads with no education at all reported highest incidences of poverty (over 60%) in both rural and urban areas.

As a result, Government services for adult literacy learning are concentrated in the poor rural areas and urban slums.

## **CHAPTER 5**

### **ADULT EDUCATORS /FACILITATORS STATUS AND TRAINING**

In Kenya, adult education provision is provided by many providers who manage and control their statistics individually. The statistics given in this report are only those from the Department of Adult Education (DAE) who is the leading ACE provider in the country.

There are two categories of adult educators /facilitators manning the programmes administered by DAE. These are Senior and Middle management officers in management positions right from the national to divisional levels, and the adult education teachers who are class teachers. In total there are 135 officers who include the Director, Deputy Directors, Assistant Directors, Education officers and Assistant Education officers, and 6500 teachers, 2000 full-time teachers and 4500 part-time teachers. The full-time teachers are civil servants employed on permanent and pensionable terms of service while the part-time teachers are hired on temporal basis.

All the officers except for the one are professionals with Masters, Degree or Diploma in Adult Education/Education. The full-time teachers category are also professionals 154, holding Diploma in Adult Education and the rest 1494 holding Adult Education teachers Certificates. The part-time teachers have only undergone an induction course and short specialized capacity enhancement courses.

In a bid to improve the conditions of adult educators/facilitators, the DAE in conjunction with the Directorate of Personnel Management (DPM) developed a scheme of service with well-defined job description and career structure for both officers and teachers in the country. The scheme clearly stipulates standards for recruitment, training and advancement on the basis of qualifications, knowledge, merit and ability as reflected in work results.

Once the officers and the teacher fulfill the requirements of the scheme in terms of professional and academic qualifications, promotions are granted on merit by panels

of accredited interviewers constituted by the Public Service Commission of Kenya in the case of officers , and by the Directorate of Adult Education in the case of teachers.

In further effort to give adult educators/facilitators better development opportunities, enhance their professionalism and keep them abreast with the regularly changing policy matters and curricula, DAE have conducted numerous in service and refresher courses for all cadres locally while others benefited from overseas courses. Areas covered during the recent in service/refresher course include management of Adult Education programmes, supervision and inspection, capacity enhancement for post-literacy, Non- formal Education, REFLECT and Participatory Integrated Development. (PID)

In the recent years ACE sub-sector has enjoyed improved and innovative networking and collaboration with other governmental ministries /departments, Developmental partners, Non-governmental Organisations(NGOs), Community Based Organisations (CBOs) and community. Forums such as the Board of Adult Education (BAE), the provincial and District Adult Education Advisory Committees, the Provincial and District Education Boards, the National Steering Committee, REFLECT and PID have all been instrumental in steering such innovative networking and collaborations.

# CHAPTER SIX

## EMPOWERING ADULT LEARNING

This chapter deals with the evaluation and assessment systems of adult learners. Adult learners are taught and given examinations at completion of a syllabi. The examinations include:

- a) Proficiency tests
- b) K.C. P. E. (Kenya Certificate of Primary Education)
- c) K.C. S. E. (Kenya Certificate of Secondary Education)
- d) Trade Test
- e) Diploma in Adult Education

### PROCESSES

#### Proficiency Tests

##### a) Setting

A committee is constituted by the District Adult Education officer, supervisors and teachers to set the examinations. The teachers are expected to have covered at least 85% of the curriculum from which they draw questions normally more questions should be set and the best are selected. Once the questions have been set and moderated, they typed, proofread and printed. The examination questions are distributed to teachers one day before sitting. The marking is done by a selected team at the divisional headquarters. The pass mark is 50% a list of those who have passed is sent to the Department of Adult Education headquarters for issuance of certificates. The certificates are awarded yearly. **(Table attached)**

#### K.C.P.E.

This is an examination which is set, administered and marked by Kenya National Examination Council (KNEC).

The District Adult Education Officers will register private candidates who wish to sit for this examination. **(Table attached)**

YEAR	PROVINCE	PTP	K. C. P. E.
<b>1997</b>	NAIROBI	202	522
	CENTRAL	1174	110
	COAST	283	204
	EASTERN	1430	67
	N/EASTERN	1823	42
	NYANZA	580	57
	RIFT VALLEY	786	308
	WESTERN	833	61
	<b>TOTAL</b>	<b>7,111</b>	<b>1,371</b>
	<b>1998</b>	NAIROBI	110
CENTRAL		877	139
COAST		495	212
EASTERN		1595	7
N/EASTERN		2096	52
NYANZA		667	146
RIFT VALLEY		1538	2377
WESTERN		861	42
<b>TOTAL</b>		<b>8,239</b>	<b>3,883</b>
<b>1999</b>		NAIROBI	400
	CENTRAL	1543	111
	COAST	1305	480
	EASTERN	3408	244
	N/EASTERN	532	231
	NYANZA	3046	227
	RIFT VALLEY	3314	2987
	WESTERN	1611	46
	<b>TOTAL</b>	<b>15,159</b>	<b>5,323</b>
	<b>2000</b>	NAIROBI	346
CENTRAL		1812	160
COAST		1205	368
EASTERN		3368	62
N/EASTERN		634	536
NYANZA		3987	100
RIFT VALLEY		2436	2934
WESTERN		1720	43
REFUGEE CAMPS		-	-
<b>TOTAL</b>		<b>15,508</b>	<b>5,499</b>
<b>2001</b>	NAIROBI	426	1604
	CENTRAL	1141	149
	COAST	1042	342
	EASTERN	2499	636
	N/EASTERN	394	636
	NYANZA	2803	101

	RIFT VALLEY	1372	2722
	WESTERN	1179	213
	REFUGEE CAMPS	-	-
	CHILDREN'S HOME	-	-
	NGO'S	-	-
	<b>TOTAL</b>	<b>10,856</b>	<b>6,406</b>
<b>2002</b>	NAIROBI	-	100
	CENTRAL	105	610
	COAST	601	430
	EASTERN	65	840
	N/EASTERN	60	150
	NYANZA	114	730
	RIFT VALLEY	602	1,150
	WESTERN	43	490
	REFUGEE CAMPS	2,370	-
	CHILDREN'S HOME	24	-
	NGO'S		
	<b>TOTAL</b>	<b>3,984</b>	<b>4,500</b>
	<b>GRAND TOTAL</b>	<b>107,979</b>	<b>23,934</b>

#### **K. C. S. E.**

This examination is equally set, administered and marked by the Kenya National Examination Council.

#### **TRADE TESTS**

These tests are also set administered and marked by the Directorate of Industrial Training (DIT) in the ministry of Labour and Human Resources Development. The purpose is to equip the adult with life skills that will enable them to meet their daily challenges.

#### **DIPLOMA IN ADULT EDUCATION**

This course is offered at the University of Nairobi. It's expected to equip adult education providers and facilitators with relevant skills in adult education. The examinations are set, administered and marked by the University.

# CHAPTER 7

## EXAMPLES OF BEST PRACTICES AND INNOVATIONS

### 7.0 Examples of real cases, good practice and innovative approaches in relation to the ten CONFINTEA V themes

a) Theme 3: **Literacy and Basic Education**  
**Example: Free Primary Education**

- u Declared in January 2003.
- u Enrolment shot by 1.7 Million (from 5,986,847 in 2002 to 7,680,000 in 2003).
- u Increased greatly increased chances of realizing Education For All (EFA) goals.
- u Caters for the disadvantaged groups – youths and adults through specially designed Non-Formal Education laced with practical skills training programmes.


b) Theme 2: **Improving Conditions and Quality of Adult Learning**  
**Example: Community Learning Resource Centres**


- u Started in 1996 under the Post-Literacy Project.
- u Community-based, initiated, owned and managed libraries.
- u Established in 15 Post-Literacy Project Districts with marked success in Machakos (Muisuni and Kasolongo), Homa Bay (Amilo and Maguje), Teso (Akukuranut), Rachuonyo (Kobembi, Manga), Malindi, Nakuru, Thika and Narok Districts.
- u Are centers meant to create multi-purpose learning centers for book and non-book materials.
- u For sourcing information,
- u For conferences and recreation
- u For catalyzing learning and creation of literate environments. Have led to increase in learner enrolment.





- υ Helps in operationalization of village banking (as seen at Akukuranut in Teso).
- υ Women make soap, brooms, refine honey and do fish farming (as seen in several stations in Kilifi District).
- υ These activities generate income which have remarkably improved the lives of adult learners.
- υ All adult literacy learners in classes run by DAE, CBOS, NGOS run income-generating projects alongside their literacy programme.


e) Theme 8: **Adult Learning and Special Needs Groups**  
**Example: Specialized Education for the Disadvantaged Groups**

(i) Refugees  Somali refugees at Daadab given functional literacy skills.

 Somali, Sudanese, Ethiopian refugees at Kakuma given literacy, numeracy and vocational skills. The youth are also given Non-Formal Primary Education.

(ii) Prisoners:  Literacy programme offered in nearly all Kenyan prisons.

 Vocational skills in woodwork, masonry, carpentry, tailoring given to prisoners in all Kenyan prisons. Most prisoners are literate and skills by the time they leave prisons.

(iii) Immigrants:  Somali, Rwanda and Asian immigrants are taught Kiswahili, English or French. The teaching is in selected institutions in urban areas or in private homes.

f) Theme 7: **Adult Learning , Media, Culture and ICTs**

Example: (i) **Mobile Libraries**

- υ Kenya National Library Services run library services using specially designed mobile lorries to reach places lacking library services.
- υ Camel libraries are used in pastoral areas of North Eastern Kenya. Librarians carry books on camels and follow readers as they migrate to look for pastures.
- υ These has made difficult areas reached by reading materials. It helps to promote a reading culture and environment.

**(ii) Learner-Generated Materials**

- υ Due to varied backgrounds, experiences and interests, adult learners have been involved in developing their own literacy materials under the auspices of PLP.
- υ Materials relate to socio-cultural backgrounds.
- υ Materials help in tapping the local people's indigenous knowledge.
- υ Titles are developed in mother tongue. Those developed are Maasai (6 titles), Rendille (9 titles), and Giryama (6 titles)

## **CHAPTER 8**

### **FUTURE ACTIONS AND CONCRETE TARGETS FOR 2009**

<b>FUTURE PLANNED ACTION</b>	<b>TARGET FOR 2009</b>
8.1 Recruitment of Staff (officers/managers/teachers)	(Ref. Strategic Plan) <ul style="list-style-type: none"> <li>☛ Number of Teachers recruited</li> <li>☛ Number of Officers recruited</li> </ul>
8.2 Replication of PLP in Non-PLP Districts	☛ PL expanded from the current 15 district to 70 districts
8.3 Strengthen Co-ordination, Networking and Management of ACE Provision	<ul style="list-style-type: none"> <li>☛ BAE Act Revised</li> <li>☛ Ace Policy finalized/operational</li> </ul>
8.4 Harmonization of F. E. and NFE Systems to establish linkages Equivalencies and facilitate entry and re-entry. Education	<ul style="list-style-type: none"> <li>☛ Proposed National Education and Training Framework adopted and operational</li> <li>☛ Curriculum for Adult Basic and Training, levels 1 and 2 finalized and operational.</li> </ul>
8.5 Expansion of Innovative method and Approaches to delivery of adult Education	<ul style="list-style-type: none"> <li>☛ CLRCs/Commercial libraries in every Division/Location</li> <li>☛ LGMs produced in 42 languages.</li> <li>☛ Over 6500 AEITs trained in PID and REFLECT</li> </ul>
8.6 Mobilization of Actors and Resources reduced for the promotion of adult Literacy Learning.	<ul style="list-style-type: none"> <li>☛ Current level of adult literacy by 25%.</li> <li>☛ Current level of resource allocation to adult literacy increased by 30%.</li> </ul>
8.7 Equitable access to adult literacy learning and reduction of disparities	☛ AE Programmes and facilitator distributed giving priority to regions with high illiteracy rates, and inconsideration of gender needs.
8.8 National Adult Literacy Survey	Magnitude and dimensions of adult illiteracy established with greater precision