



NATIONAL ADULT AND CONTINUING EDUCATION POLICY FRAMEWORK

**Board of Adult Education
Kenya**

Presented by I N Kinara

1

1.0 INTRODUCTION

- The policy framework for the Adult and Continuing Education (ACE) sub-sector of education in Kenya outlines the development of ACE since independence, bringing out issues which have hampered effective implementation of programmes in the sub-sector.
- The framework makes concrete recommendations for policy development on what should be done to overcome these challenges to enable ACE play its rightful role in national development, and
- Spells out the broad policy implementation mechanisms.

2

1.1 Background to ACE Policy

a) Global perspective

Kenya is signatory to international declarations and charters in education and is committed to the right of every citizen to access quality education as enshrined in the

- World Declaration on Education For All (Jomtien, Thailand, 1990) and the Dakar Framework for Action on Education For All (EFA), (Dakar, Senegal, 2000).

EFA targets for adult and continuing education are to:

- promote learning and life skills for young people and adults through equitable access to appropriate learning and life skills programmes
- reduce adult illiteracy levels by 50% by the year 2015.

3

Development of ACE in Kenya

ACE has been on Kenya's development agenda since independence in 1963. This is evident in the commitment made in:

- Sessional Paper No. 10 of 1965, which declared "a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all".
- Literacy was seen as essential in fighting these ills.

4

In 1960s and 1970s, the country adopted a number of approaches for promoting ACE:

i) General programme approach in 1960s :
Main providers of ACE were NGOs and Faith Based Organizations (FBOs).

Creation of the BAE in 1966 by an Act of Parliament Cap 223 Laws of Kenya.

BAE mandated to coordinate, regulate and advise providers and policy makers on all matters pertaining to ACE.

ii) Functional Literacy Experimental Programme (FLEP) approach launched in 1972 in six pilot districts to address the economic and functional needs of the target population.

Establishment of Multipurpose Development Training Institutes (MDTIs).

5

iii) The mass literacy campaign,

- A 'one-time-off' approach within the 5-year development period of 1979 – 1983 as Government commitment to eradicate illiteracy through massive mobilization of resources.
- Establishment of the Department of Adult Education (DAE) to spearhead this campaign.
- The success of that earned Kenya became the International Literacy Award in 1983.

iv) Multi-sectoral approach –

- The government embraced and appreciated all valued partners the many FBOs, NGOs, and CSOs.
 - The government also sought participation of key development partners.
-

6

The following documents, have particularly been key to influencing ACE in Kenya:

- Kenya Education Commission of 1964
- Sessional Paper No. 10 of 1965
- Board of Adult Education Act of 1966
- National Development Committee on Educational Objectives and Policies of 1976
- Sessional Paper No.6 of 1988
- Master Plan on Education and Training (MPET), 1997 – 2010
- Sessional Paper No. 1 of 2005 on A Policy Framework for Education, Training and Research
- Kenya Education Sector Support Programme (KESSP) 2005-2010 which identifies ACE as one of its 23 investment programmes.

7

1.2 Forms of ACE in Kenya

a) Literacy Programmes

Basic literacy is mainly provided to illiterate adults and out of school youth and covers numeracy, reading, writing and communication skills.

Post-Literacy is an integrated learning process that helps create a reading culture and assists the graduates of basic literacy to retain, improve and apply their basic knowledge, attitudes and skills.

b) Continuing Education Programmes

Continuing education programmes builds on previously acquired knowledge and skills for purposes of certification, self-improvement and more effective participation in community and national development and provides also provides opportunities for youth and adults to integrate into the formal education system.

8

c) Community Education and Skill Training

Community education and skills training programmes target both the literate and illiterate youth and adults who have an interest in improving their knowledge and technical skills. These programmes aim at building capacity by giving knowledge, skills, attitudes and values which enable people to engage in gainful employment and improve on the quality of life. These programmes include *inter alia*:

- Community education programmes of a wide range provided through various channels. The programmes include agriculture and home economics extension services; primary and preventive health care; HIV/AIDS; nutrition; family life; environmental education, cooperative education, gender education, among others provided to communities.
- Business management and entrepreneurship skills training programmes.
- Artisan and craft training (including *Jua Kali* artisans) programmes offered in technical institutions.
- Workers' education provided by government ministries, private and industrial sectors and Trade Unions.

9

1.3 Importance of ACE

ACE impacts on all sectors of national development including the following among others:

- a) Agricultural sector:
- b) Education sector
- c) Education sector
- d) Health sector:
- e) Democracy and Governance:
- f) Gender, Equity and Empowerment

10

2.0 ACE POLICY

2.1 Rationale for ACE Policy

Recently the government commitment:

- The Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) 2002,
- The Launching of the UN Literacy Decade in Kenya in 2003
- Sessional Paper No. 1 of 2005 on a policy framework for Education, Training and Research
- The Kenya Education Sector Support Programme 2005-2010
- The 2007 Kenya National Adult Literacy Survey which indicated some policy implications and made recommendations for the strengthening of ACE.
- Commitment to the achievement of MDGs

11

3.0 POLICY STATEMENT

Recognizing the important role played by Adult and Continuing Education as a vehicle for transformation and empowerment of individuals and the society, this policy endeavours to provide guidelines for ACE providers, guides stakeholders and policy implementers, provide a framework to BAE for effective coordination and lays a foundation for improved quality and service delivery in all ACE programmes.

12

4.0 AUTHORITY

The policy derives its mandate from the Board of Adult Education Act Cap 223 Laws of Kenya.

5.0 GOAL

The overall goal of ACE Policy is to enhance partnerships, coordination, access, quality, and equity in ACE in order to help adults and out of school youth improve their quality of life and contribute effectively to national development.

13

6.0 OBJECTIVES

The broad objective of this policy is to:

- Facilitate coordination and harmonization of the ACE programmes.

The specific objectives of the ACE Policy are to:

- Ensure quality ACE programmes are accessible to all out of school youth and adults irrespective of gender or geographical region.
- Sensitize policy-makers on the need to identify and mainstream ACE issues in national development.
- Mobilize resources for provision of quality ACE services to adults and out of school youth.
- Promote and strengthen partnerships and collaboration among all stakeholders involved in provision of ACE programmes.
- Provide mechanism and structure for coordination of ACE.

14

7.0 GUIDING PRINCIPLES

This policy shall be based on but not limited to the following principles:

- **Human Rights**
- **Equity**
- **Quality**
- **Good Governance**
- **Partnerships**

15

8.0 SCOPE OF APPLICATION

The ACE policy applies to:

- ACE providers who include various government ministries, CSOs, FBOs, CBOs, institutions of higher learning, research institutions, private sector and individuals;
- Regulatory bodies such as BAE, KIE and KNEC;
- Beneficiaries who include adults and out of school youth; groups living in difficult circumstances, the hard to reach, slum dwellers, prison inmates.
- Others - the working youth and adults who are in need of occupational and entrepreneurial skills, those aspiring for higher training, local community leaders among others and;
- Development Partners.

16

9.0 POLICY GUIDELINES

The policy guidelines identify critical areas in addressing challenges of the ACE sub sector of education. Policy options have also been proposed to assist in addressing the issues.

9.1 Resource Mobilization for ACE

- The ACE programmes have been hampered by inadequate resources both financial and human. There is need to address the plight of the more than 7.8 million adults in the country who require literacy.

Policy Options:

The Government shall:

- Increase financial allocation to support ACE programmes to ensure access, quality and equitable distribution of services.
- Mobilize resources through fundraising in collaboration with the CBOs, FBOs, private sector, development partners, communities and individuals.
- Shall increase the number of qualified ACE facilitators and managers to meet the demands of ACE. Provide adequate resources for training ACE facilitators and managers.

17

9.2 Co-ordination of ACE

- ACE takes many forms and is provided by various organizations. There is need to harmonize this provision through a clear regulatory mechanism. The Board of Adult Education (BAE) Act Cap. 223 gives mandate to the BAE to regulate and coordinate ACE provision. The Board needs to review and strengthen its legal and institutional framework and information system to ensure effective coordination of ACE.

Policy Options:

The Government shall:

- Review and revise the BAE Act (1967) to align it with the contemporary demands of the ACE sub sector.
- Recruit, train and equip the BAE secretariat to enhance its capacity to coordinate ACE activities.
- Develop an ACE Information Management System in collaboration with the Board and stakeholders.

18

9.3 Provision of Quality ACE

There is no policy to guide the curriculum, content delivery and certification. Adults and out of school youth deserve quality and relevant education that enables them to exploit and realize their full potential.

Policy Options:

The Government in collaboration with other stakeholders shall:

- Develop mechanisms that ensures quality training, supervision, relevant curricula and materials development.
- Monitor the implementation of the curricula to assure that quality standards are applied in the provision of ACE.

19

9.4 Infrastructure for ACE

ACE takes place in varied places including community centres, churches, mosques which often are not suitable for adult learning. To deliver effective programmes which meet ACE demands, there is need to provide accessible, adequate and appropriate infrastructure that is conducive for adult learning.

Policy Options:

The Government shall:

- Establish learning resource centers at appropriate places and venues within communities to offer various learning opportunities in collaboration with communities and partners.
- Provide guidelines and ensure compliance on standards for facilities and equipment for ACE learning centers.

20

9.5 Mobilization and Awareness Creation

Promotion, advocacy and awareness creation of ACE programmes have been negligible. This has led to low awareness and public visibility of the available programmes. There is need to embrace and promote the right to adult learning using a holistic approach to ACE and to enhance awareness and visibility of ACE programmes.

Policy Options:

The Government and ACE providers shall:

- Engage communities and all stakeholders in advocacy forums with a view to raising levels of awareness, understanding, and acceptance of ACE among policy makers, providers and the general public.

- Promote ACE as a catalyst for development efforts across the sectors.

21

9.6 Poverty

An estimated 45.9% of the population in this country lives below the poverty line. This means Kenyans have to spend a lot of time earning a living, thus, leaving them with little or no time and financial resources to pursue education. The ensuing competing interests and high opportunity costs have hampered the delivery of ACE programmes.

Policy Options:

The Government shall:

- Design programmes that address poverty amongst learners and ACE facilitators in collaboration with other providers and stakeholders.

- Facilitate linkages with microfinance and development institutions to provide credit in order to improve the socio-economic status for all.

22

9.8 Special Interest Groups

There are vulnerable groups in our society who need special attention - include the hard to reach, learners living in difficult circumstances and learners with special needs.

Policy Option

The Government shall:

- Adopt affirmative action to address issues of gender and regional disparities.
- Ensure that ACE is inclusive to all

9.9 Emerging Issues

- HIV/AIDS has had an impact on the education sector as a whole. ACE sub-sector has been affected through loss of facilitators and learners.
- The spread of ethnic conflict and violence have caused instability affecting communities' participation in ACE.
- Environmental degradation e.g. drought and famine, flood and crop loss, deforestation, invasion of water hyacinth among other sustainable development concerns.

Policy Option

The Government shall:

- Engage in partnerships with other development partners, ACE providers, stakeholders and communities to address prevailing societal issues in ACE

23

9.7 Information, Communication, and Technology (ICT)

ACE providers have not exploited the full potential of ICT in programme design, development, implementation, monitoring and evaluation especially for open learning and distance education programmes. Learners are also unable to access ICT-assisted learning. The powerful tools that ICT offers for ACE are not being tapped due to high cost, lack of training and poor internet connectivity. ACE providers should have ready access to ICT facilities in their programmes in order to create an ICT compliant clientele. ICT literacy should be an integral part of ACE provision.

Policy Options

The Government shall:

- Encourage and facilitate the use of ICT in ACE programme design, development, implementation, monitoring and evaluation.
- Facilitate ICT literacy in ACE programmes and train ACE facilitators.
- Encourage the private sector as part of its social corporate responsibility to support community learning centres with ICT programmes.

24

10.0 POLICY IMPLEMENTATION

The Government shall take a lead role in the overall implementation of this policy through:

- A multi-sectoral and inter-disciplinary approach.
- Effective partnerships - Government, development partners, NGOs, CBOs, FBOs, private sector, communities and individuals.
- Improved quality and service delivery in ACE.
- The day to day implementation of the policy shall be undertaken by the Board using the already existing structures.

25

11.0 ROLES AND RESPONSIBILITIES

Roles and responsibilities for the implementation of this policy shall be undertaken by different stakeholders as follows:

Government

- Provide overall coordination and management of the ACE sub-sector.
- Mobilise and provide resources for Government sponsored ACE programmes.
- Support other ACE providers through funding, capacity building, monitoring and evaluation.
- Provide guidelines and mechanisms for evaluation, certification and accreditation through the National Qualifications Framework (NQF).
- Set service standards for ACE provision and qualifications for providers.
- Establish benchmarks for quality assurance and ensure adherence.
- Ensure equitable provision of ACE to all including those in difficult circumstances and special interest groups.
- Facilitate advocacy and awareness creation on the scope and role of ACE in the socio-economic development of the country.
- Facilitate networking, collaboration and partnership among the ACE stakeholders.
- Establish and maintain an ACE information management system.
- Ensure implementation of ACE policy and facilitate its periodic review

26

Board of Adult Education

The BAE shall ensure successful implementation of this policy on behalf of the Government, and spearhead review of the policy. The BAE will perform the following specific functions:

- Play the lead role in advocacy for the policy.
- Ensure that necessary structures are established and developed for effective implementation of the policy.
- Promote, guide and regulate adult and continuing education programmes and projects in Kenya.
- Coordinate and register ACE providers and institutions in Kenya.
- Coordinate and facilitate research work in the development and orientation of adult and continuing education in Kenya.
- Guide and provide enabling environment in the development, production and dissemination of learning and instructional materials for use in adult and continuing education in Kenya in consultation with the authority governing curriculum development.
- Guide and provide an enabling environment with respect to capacity building for various adult and continuing education institutions and agencies in Kenya.
- Plan and assist in generating and raising funds for ACE programmes.
- Make regulations governing such other matters as are within the provisions of the Board of Adult Education Act.

27

Please send more comments
and contributions to.

angelokiogora@gmail.com

daenbi@nbnet.co.ke

28

FBOs, CBOs and NGOs

- Sponsor and provide ACE programmes.
- Provide facilities for ACE.
- Support capacity building for ACE programmes.
- Develop curricula for their ACE programmes in consultation with regulatory authorities.
- Forge strong networks and coalitions that promote and champion ACE.
- Mobilize resources for ACE.
- Facilitate advocacy, awareness creation and mobilization for ACE.

Communities

- Provide learning facilities as well as teaching and learning materials
- Be involved in advocacy, awareness creation and mobilization
- Provide ACE facilitators
- Participate actively in ACE programmes

Private Sector

- Sponsor ACE programmes
 - Provide ICT facilities to community learning centres
 - Provide education and skills training for employees in the context of Life Long Learning.
 - Facilitate advocacy, awareness creation and mobilization for ACE
-

29

Educational Institutions and Research Organizations

- Provide technical and advisory services
- Offer advanced level training for ACE personnel
- Promote and undertake research related to ACE
- Assist in development of appropriate teaching and learning materials

Development Partners

- Resource mobilization for provision of ACE
 - Facilitate advocacy, awareness creation and mobilization for ACE
 - Provide technical support and build capacity
 - Facilitate linkages and collaboration among stakeholders
-

30

12.0 MONITORING AND EVALUATION

The Government shall be responsible for the overall monitoring and evaluation of this policy. On behalf of the Government and in consultation with stakeholders, the Board shall design key performance indicators and mechanisms to ensure adherence to the policy. Under this policy, all partners and providers shall be required to submit to the Board monitoring and evaluation reports on the status of their programmes. Communities shall be used in monitoring and evaluation to ensure relevance participation and ownership.

31

13.0 POLICY REVIEW

This policy shall be reviewed from time to time to ensure efficiency, enhance performance and make it relevant in view of emerging issues in ACE in line with other government policies.

32