

WHO PAYS FOR ADULT EDUCATION IN KENYA?

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Summary

Reference: Not Listed.

This study was requested by the Kenyan Board of Adult Education in order to obtain information required by the Board for its proper functioning. The following objectives were set up:

- 1) to identify the major institutions providing educational opportunities for adults and to determine their annual recurrent expenditure for adult education.
- 2) to provide a comparative basis for study of the financial provision for different adult "students" groups.
- 3) to indicate the relative costs of residential forms of adult education as against non-residential forms
- 4) to identify sources of income for adult education-providing bodies
- 5) to give some indication of the scale of past financial provision as a measure of its growth
- 6) to describe and assess the importance of adult student fee-payment
- 7) to indicate major problems involving finance which face providing bodies and to recommend, where appropriate, possible solutions to these problems.
- 8) to attempt to determine the approximate expenditure per head on the education of the overall adult population.

Most of the data for this study were obtained from interviews with 164 staff members of ministries and organisations providing adult education centres.

Report

Scope of the Study

The definition of adult education used in this study was basically that in the Act which established the Board of Adult Education in Kenya* which states that:

"adult education" means the full-time or part-time education or instruction of any kind provided for any person over the age of sixteen who is not in full-time attendance at any primary, intermediate or secondary school or at the Kenya School of Law or at any university college (except to the extent that any department, institute or faculty at such university or university college is devoted to adult education) and includes education by correspondence, education by means of mass communication, and the education use of libraries, museums, exhibitions and other means of visual or auditory communication ".

The only variation was that in some instances people under the age of sixteen were included when they were taking part in a vocational training activity which might include students between the ages of 14 and 28.

Not included in the study were private commercial, correspondence, technical and secretarial schools.

A distinction is made between "direct" adult education which is organised and directed towards specific adult groups or individuals, and "indirect" adult education which an adult pursues largely on his own, such as through radio, television, news services, libraries and museums.

Identification of Adult Education Providing Organisations and Statement of their Expenditures

Tables I and II of this study list the organisations providing adult education in Kenya and their estimated annual recurrent expenditures for adult education 1970/71. These include adult education activities conducted by Ministries, Local Government Councils, the East African Community, voluntary organisations, and private employers. Part II of the study contains a description of the activities of each Ministry and organisation providing adult education, including their estimated annual recurrent expenditures, sources of income, and sources of information for this study.

Almost six and one-half million Kenya pounds (K£6½ M) were spent for annual recurrent expenditures on direct adult education in Kenya in the financial year 1970/71, (16, 401, 115). Approximately one-half million pounds (433, 116) were spent on indirect adult education in the same year. The estimated expenditure for both direct and indirect adult education was £6,834,231. In addition to this amount, foreign donors spent approximately £1,372,000 for experts and volunteers working in adult education. (Their grants of money are included in the expenditures of the Ministry to which they were given).

*The Board of Adult Education Act, 1966, No.1 of 1966, Date of Assent: 24th February, 1966.

Sources of Income

Government is the source of most of the income for adult education in Kenya, contributing 83.1% of the total recurrent costs. This figure includes the Kenya Government's contribution (76.4%), the Kenya government's contributions the East African Community (6.0%) and .7% from local government authorities.

Private employers furnish approximately 6.2% of the income for adult education, and foreign aid 4%. Sale of products (farm and handicraft) make up 2.9% of total income, and Licensing and Sale of Time on Radio and TV, 0.5%. Local fund-raising and members contributions furnish 1.0%. Fees from students or their sponsors, often thought to be a significant source of income for adult education, were shown to represent only approximately 2.3% of the total. Even this figure usually represents "estimated income from fees", and spot-checks revealed that the actual income received may be only 50% of that anticipated. Suggestions have been made that fees should support a larger share of the costs of adult education, but on the other hand there is some evidence that increasing fees may keep out adults who need the education offered, and may actually result in both a decrease in fees collected and in failure to reach many people for whom programmes are designed.

Provision for Different Adult Student Groups

Approximately 62.6% of the total estimated annual recurrent expenditure for adult education in Kenya 1970/71 went towards vocation-oriented training. Pre-service and in-service training took 50.1% of the total, young adults learning skills to qualify for work 9.8%, and training for management and operation of businesses (mostly small) 2.7%.

In addition, several of the other categories have a vocation-oriented motivation. "Improvement in health, agriculture, homes and communities", accounting for 26.4% of the total expenditures, includes a significant amount of training for better farming.

Literacy classes, (reading, writing and numbers) account for only 1.6% of the total expenditures, somewhat surprising to those who regard literacy teaching and adult education as synonymous. Formal schooling substitute and preparation for examinations represent 1.6% of the total expenditures, and self education including improved general knowledge makes up the remaining 7.8%.

Relative Cost of Residential Adult Education as Against Non-Residential

From a review of expenditures in a sample of residential adult education centres, it appears that boarding costs add from 29% to 45% to the total cost of operating the centre. However, cost is only one factor to be considered in deciding whether to have residential centres. Of equal importance are such items as geographical area to be served, population density, optimum teaching and learning conditions, and the feasibility for students to be away from home and work for a residential course.

Scale of Past Provision

A study of past provision for adult education was difficult because of lack of records. However, some identifiable figures could be obtained from

estimates of government grants for recurrent expenditures for adult education for the years 1968/69, 1969/70 and 1970/71 and a steady, but not spectacular, increase was shown.

Per Capita Expenditure for Adult Education

Based on figures from the Kenya Population Census, 1969, and on estimated recurrent expenditures for adult education in Kenya 1970/71, the estimated per capita expenditure for all forms of adult education was approximately twenty shillings and twenty cents. Excluding indirect adult education, the estimated per capital expenditure was twenty shillings and eighteen cents.

The estimated per capita expenditure for education for young people was approximately sixty Kenya shillings and ten cents.

Major Problems Involving Finance

As might be expected, one of the major problems was lack of sufficient money. This was brought out particularly in connection with need for transport for organising and supervising adult activities in rural areas. Similarly, many adult education programmes can be carried out in only limited areas of the country, due to lack of finance. Insufficient money also hinders the provision of necessary teaching materials and adequate compensation for the many part-time teachers of adults. Courses have had to be cancelled because of lack of money and financial pressures also are reported to prevent adequate field work for effective planning and follow-up.

Another problem involving finance is the general lack of understanding of the importance of adult education and the contributions it can make to national development. Also, insufficient records and the mingling of funds in Estimates make it difficult to calculate expenditures for adult education.

Recommendations

Included in the seventeen recommendations made at the conclusion of this study are the following:

- 1) Government and educators should regard "education" as a continuing, integrated and life-long process and should plan on that basis.
- 2) Adult educators should make more vigorous efforts to convince Government of the specific economic and social benefits of adult education.
- 3) The question of payment of fees by adult participants should be studied to determine whether the fee requirement is uneconomic and whether it prevents some people from taking part in adult education activities.
- 4) Continuing evaluation of adult education programmes should be encouraged to determine to what extent they are meeting their objectives. (Such evaluation has important implications for financing).
- 5) Government Ministries and departments which do not at present have a specific Vote for training should be encouraged to do so. Also, training activities should be identifiable in accounts.

- 6) The Board of Adult Education should be strengthened in terms of financing and additional staff in order that it may be able to carry out the responsibilities assigned to it in the Act of Parliament by which it was established.