

Adult and Continuing Education in Kenya: The Need for Transformative Leadership

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Abstract

As a multidisciplinary process, Adult and Continuing Education (ACE) is meant to foster efficient lifelong learning throughout life. To achieve this, it should be geared towards providing knowledge, skills as well as attitudes that ensure equal opportunities to life, meeting the needs of individuals of all ages so as to understand the world and the changes being experienced. In a bid to attain a newly industrialized status, Kenya's Vision 2030 development plan endeavours to develop the relevant human resource base through, among others, ACE. However, the provision of ACE in Kenya faces such challenges as inappropriate learning environment, inadequate instructional materials and the inability to balance career and family demands. This is partly due to inept leadership, non-adherence to the relevant policy guidelines and pieces of legislation. In this paper, it is asserted that in order to achieve the aims of ACE, embracing transformative leadership is paramount. Thus, this piece of work is informed by the theory of transformational leadership which lays emphasis on how leaders, in various fields, can actually impact and or transform their subjects positively, and vice versa. In addition to exploring the policy and legislative frameworks concerning the provision of ACE in Kenya, this paper provides some intervention measures to the outstanding challenges.

Keywords: *adult and continuing education; challenges; legislative and policy frameworks; prospects and transformational leadership*

1. Introduction

Kenya's national philosophy of education underscores the need to develop the human resource so as to attain the country's development goals (Republic of Kenya-ROK, 2012). Accordingly, education in Kenya should be geared towards developing one's potential fully. Among others, this will help produce individuals who are intellectually, physically and emotionally sound. In specific terms, such an education should make one to be patriotic, humane, honest and have mutual respect as well as high moral status degree.

Indeed, the current national policies and Constitution take cognizance of the fact that all citizens have a right to basic education (ROK, 2005a; 2010; 2012). This is in line with international education commitments as well as conventions, including the Jomtien Protocols and the Millennium Development Goals to which Kenya is a signatory (ROK, 2007b). It is important to note that ACE provides avenues for those who are not within the formal school set up to reap the fruits of education. Other than improving one's professional qualifications, ACE is aimed at achieving civic, social, moral and cultural attitudes as well as skills necessary in order to progress in every sphere of life. And, to achieve this, ACE programmes should be consciously designed to meet specific learning needs.

As per Ndiku, Muthamia, Igara and Obaki (2009), lifelong learning is vital, especially in coping with the global trends in technology, politics and the economy. This, they assert, ensures citizens fit well in society and harness the environment sustainably. Since independence, Kenya has made effort to reduce adult illiteracy so as to enhance its socio-economic development (UNESCO, 2007). Indeed, the milestones towards achieving adult literacy were

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Teachers' Engagement Into Adult and Continuing Education in Kenya Caleb Mackatiani, Lennah Simaloi, 2014-11-14 The 2000 Dakar framework for education for all emphasized the importance of adult and continuing education Goals two and three stressed on the importance of learning needs of all young people and adults to met through equitable access to appropriate learning and life skills programs and continuing education for all adults UN member states ratified the resolutions Kenya had to formulate policies to promote adult and continuing education This led to teachers engagement in adult and literacy programmes This study has surveyed factors that influence teachers in engaging in adult and continuing education in Kenya Learning Strategies for Post-literacy and Continuing Education in Kenya, Nigeria, Tanzania, and United Kingdom ,1985 *Resources in Education* ,2001-10 United States Foreign Policy for the 1970's United States. Congress. House. Committee on Foreign Affairs,1971 Gender, HIV/AIDS and the Status of Teachers Rolande Antoinette Degazon-Johnson,2008 Researchers from Ghana Jamaica Kenya Mozambique South Africa the United Kingdom and Zambia met in Maputo to address the most critical human resource for the achievement of education goals the teacher This book reports the fruits of their discussions **Kenya National Assembly Official Record (Hansard)** ,2009-07-29 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya *Kenya National Assembly Official Record (Hansard)* ,2004-07-27 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya **Education and climate change** Samantha Govender,Mncedisi C Maphalala,Dumisani W. Mncube,2025-06-15 The book highlights the critical yet often overlooked role of education in combating climate change It advocates for a transformative educational framework that integrates social emotional learning and interdisciplinary collaboration Traditional education which focuses solely on factual knowledge is deemed insufficient Instead education should foster empathy provide hands on experiences and encourage active engagement in climate solutions The book outlines various ways education can drive climate action such as raising awareness preparing individuals for green jobs empowering communities and fostering innovation in higher education It highlights the interconnectedness of climate change and education particularly for marginalised populations showing how quality education can enhance both mitigation and adaptation strategies while supporting Sustainable Development Goal SDG 4 and SDG 13 Key chapters discuss successful initiatives such as the Keep it Cool Climate Change Education KIC CCE project in South Africa and offer strategies for integrating climate change education into subjects like Natural Sciences and Geography Ultimately the book positions education as a strategic tool for promoting sustainable development and building climate resilience New research findings presented in the book connect education to climate change highlighting education as both a tool to address climate issues

and a domain affected by these issues The book integrates empirical evidence innovative theories and practical examples to ensure intellectual integrity and academic rigour It introduces a unique framework that emphasises social emotional learning action oriented teaching and interdisciplinary collaboration Case studies such as the KIC CCE initiative in South Africa illustrate these concepts The book critiques traditional models and advocates for transformative approaches to climate education aligning with SDG 4 Quality Education and SDG 13 Climate Action It also highlights the significance of teacher preparedness community empowerment gender equality and innovation providing valuable insights for scholars policymakers and practitioners addressing the climate crisis

Research Anthology on Balancing Family-Teacher Partnerships for Student Success Management Association, Information Resources,2022-10-28 The partnership between families and teachers in education has been overlooked in the past to the detriment of students of all ages This relationship can have a huge impact on the success of learners and must be examined further to ensure students receive the best education possible The Research Anthology on Balancing Family Teacher Partnerships for Student Success examines the best practices and challenges of establishing and maintaining a successful relationship between teachers and families It discusses the history of this relationship as well as future directions that must be considered Covering key topics such as early childhood education work habits assessments and mentorship this major reference work is ideal for administrators principals industry professionals researchers scholars academicians practitioners instructors and students

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