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COSMO PEETERSE:

This week we have ADULT EDUCATION. First information about and a survey of a book dealing with adult education in different parts of the world; then a further report on Kenya's adult education scheme.

It's impossible to exaggerate the importance of adult education today. For a long time and until very recently, especially in the ex-colonial countries of the so-called Third World, facilities for formal education were very few and far between. Hence the emphasis, in the last fifteen years or so, on adult education. Which brings us to the book. Producer Gwyneth Henderson browsed through it for us, and so over to you Gwyneth.

GWYNETH HENDERSON:

Well Cosmo, this emphasis on adult education is one well explained, well defined and well documented in this first class book 'Adult Education and Nation Building'. And for me, much of its value came from being able to read about the development of adult education in so many different countries. Contributions range from Ghana to the Philippines, from Kenya to South America from Zambia to India - and refreshingly none of the contributors were, for once, the 'visiting expert' class. On the contrary Lalage Bown - who has recently left Zambia University for Ahmadu Bello in Nigeria, or Professor K.A.B. Jones-Quartey of the University of Ghana for example, are people who have of course been involved with adult education, in the areas they write about since it became a reality there. Professor Jones-Quartey's chapter is one which particularly

fascinated me since it demonstrates clearly how politics i.e. in Ghana pre-ex president Nkrumah, the Nkrumah era and the post Nkrumah era - can affect the aims and policy of adult educators. Adult Education can, and is, used for so many different reasons, and in so many different ways - Ivory Coast has tackled it quite differently to Zambia, under Professor Lalage Bown - and everyone who is interested in and concerned with adult education will find the similarities and contrasts in the book stimulating, encouraging and exciting. 'Adult Education and Nation Building' is edited by John Lowe, and published by The Edinburgh University Press at two pounds and fifty pence in the U.K.

COSMO PIETERSE:

Thank you Gwyneth. And now, as promised a fortnight ago when we heard from the University of Nairobi; on the subject of adult education in Kenya, let's go again to Ahmed Salim, our reporter in Nairobi, and Mr. David Macharia, acting director of the Institute of Adult Studies at the University of Nairobi. The Institute consists of three divisions, the youngest of which is the Correspondence Course Unit, begun in 1968. Ahmed first asked Mr. Macharia:

AHMED SALIM:

What was the purpose behind forming the Correspondence Course?

MACHARIA:

Well, the University has found that it is not possible for the Extra-Mural Division which teaches in the evenings and week-ends to reach all the people it would want to reach. There are very many people in Kenya, as in every other developing country, wanting to study, but you can not have all of them come into a classroom, so we decided that a Correspondence Course Unit should be started to reach these people. But before implementing this particular

programme, another urgent programme came up. The Ministry of Education has got a lot of primary school teachers who are poorly trained, and they've decided that the Correspondence Course Unit would be a very effective instrument for upgrading teachers. Therefore, our programme so far for the last two years has been to help the Ministry of Education in upgrading PIII teachers to PII too, that is, giving them the first two years of secondary school work by correspondence and, in fact, our students have done very very well in examinations.

AHMED: In other words the Correspondence Course Unit has only teachers as students?

MACHARIA: The programme at present is meant for teachers, but anybody who has done his primary school is allowed, in fact, to join the programme, the only difference is in sitting the examination. The teachers are allowed to accumulate their passes in examinations, but any other citizen has to sit the whole five subjects of the Kenya Junior Secondary examination to get the certificate.

AHMED: What are those subjects?

MACHARIA: The subjects are History, English, Mathematics, Kiswahili, Geography, Biology and General Science.

AHMED: Do you plan to extend the system to other subjects?

MACHARIA: Yes, we have in fact started writing courses, which we hope to give at the beginning of 1971 for Form III work, and then the year after Form IV work, - this is only as far as teacher upgrading is concerned.

COSMO PIETERSE: The second of the divisions of the Institute of Adult Studies is the now ten year old Adult Studies Centre. It caters for people from all walks of life by running short, residential courses - courses, generally using a specific theme. The third or first, i.e. the oldest division of the Institute of Adult Studies is the Extra-mural division which organises a host of activities, including lectures, symposia, discussions, short courses. This must create staffing problems. Ahmed Salim asked Mr. Macharia about ways around the problem - like, for instance, part-time workers.

MACHARIA: If you take the Extra-Mural Division, we've got only six full-time members of staff covering the whole country. In fact, our part-time tutors vote is the largest we have because we have more than 200 part-time tutors.

AHMED: For all three components?

MACHARIA: No - for the Extra-Mural Division alone which is teaching courses throughout the country. You see from the six main centres of the Extra-Mural Division we have sub-centres throughout the country, and in one place you will find three part-time tutors, six part-time tutors, and our resident tutor goes round seeing these people from time to time.

As far as the Correspondence Course is concerned we've also got very many part-time Course-Markers, and without these kind of people we simply could not do the work we are doing. Also at the centre at Kikuyu out of the courses that we teach, you will find we will need a person who has got that inside information about a particular part of the course you are teaching. For example, the course for councillors - the Town Clerk in Nairobi is sometimes very useful, we go to him, and he comes and tells the councillors how a council should be administered. You see, even if some of us

have studied council matters, we are not as effective as a man who is really working in this kind of work. So we use a lot of part-time tutors, and I'm glad to see now that the University staff is prepared to go right out and, in fact, we don't pay them a cent. There is no law about this, we just ask them and they want to come.

AHMED:

Now apart from being involved with the people as you say, it's also involved in various other duties or responsibilities of other government departments. Is there co-operation then between you and the other government departments?

MACHARIA:

Yes - first of all in 1966, the government established the Board of Adult Education. This is a national Board, under an Act of Parliament, and the main work of the Board is to co-ordinate and stimulate adult education in the whole country. Therefore, all of us who are involved in adult education, either at the University, or voluntary organisations such as the churches about six or more government ministries, we are all co-ordinated in this Board of Adult Education. The University staff of the Institute serve in each and every panel and committee of this government Board. And also, in the provinces we are in close touch, contact and co-operation with various government officers in the field. For example, the course for traders, or the course for councillors - we have decided that we are not going to tackle it alone, it is necessary that we have a government officer who's job is to run these courses, but we join him by supplying staff, and also helping him in planning these courses. We found that this is useful, and the best thing about it is that it avoids duplication. You see the funds we have in the country

MACHARIA:

for adult education are very limited, in that, we have got the whole problem of school children and the Ministries who do not have the money. Therefore, it is necessary that all the money we have be co-ordinated, that we have no duplication, and we are glad that the government officers see the kind of work, the place and the role of the University in adult education outside the University and that the co-operation is so good.

AHMED:

What sort of problems do you face within this Institute? How do you think they would be solved?

MACHARIA:

Up to yesterday the funds coming to the Institute came direct from the government, now that of course means that we were at the mercy of the ministry, they gave us the money they thought we needed, and this has been a problem because we've been in deficit for a number of years gone. Yesterday the University agreed that since we no longer have the University of East Africa, we've got the University of Nairobi, every section of the University should be funded together, and therefore from now we are going to get our money with the rest of the University. Of course it is going to be difficult, there is going to be competition for more money from the University. But that is probably more healthy than getting the money direct from the government. This has been our major problem - finance. Another problem we've found is one of staffing, even when we have money, it has become very difficult to attract the right kind of staff. You see we have got very very few people in Kenya, for example, who are trained in adult education, in fact, you can count them on your one finger.

AHMED: They have to specially qualify?

MACHARIA: They have got to have taken courses in adult education. You have got to study the whole philosophy of adult education, you've got to have the sympathy of adults. It is not the same as teaching in a normal university department where your students are captives, they are brought there, they've got to come, but you've got to learn how to attract your adults and how to teach them otherwise you'll find the following day you will have no class.

We have a number of universities in Britain, America and elsewhere, training adult educators. We have sent a few of our men there for training, but if you take the country as a whole we have very few adult educators. We find that particular posts which should be filled are not filled, and that, of course, means that the rest of us have to work harder.

AHMED: Well, you've solved the problem of finance it seems easily. How can this problem be solved?

MACHARIA: What we plan to do is have a staff development plan, so that a number of young university graduates could be taken, when they join us, away for, say, one or two years, to work for a Masters in adult education for example in Britain or in the States, and then they would come back to us, and stay for about two or three years before they go back, maybe to work on a doctorate. We feel that it is not going to be possible to tap people from the general pool of manpower in the country, we have to obtain them ourselves, because they are simply not there in the country.

COSMO PIETERSE: And finally Mr. Macharia looks at the future work of the Institute of Adult Studies, especially with a view to the shift towards rural development in Kenya.

MACHARIA: Well we have produced a document which we call 'The Role of the Institute of Adult Studies in the Development of Kenya' - it is a plan for 1970/73. This was produced after consultation with government officials, voluntary organisation and University people at the University. They produced the booklet, a sort of a blue-print to direct the Institute in various ways. We have accepted fully the idea of going out to rural development. Everybody in the country, the government, voluntary organisations even the University itself is involved in rural development, we feel that we have given too much emphasis to the towns, we have got to go to the rural areas.

AHMED: That is the one major shift?

MACHARIA: This is the one major shift - we are giving most of our resources towards this area, and what we've done is to increase our staff in the rural areas. The training we have in the Extra-Mural division has shifted from the normal evening classes where people come and study history, geography, english, to giving specific courses, maybe three week courses, a one day seminar, a week-end course or even longer courses to people working in the rural areas, government extension officers, chiefs, people in voluntary organisations, teachers, courses which have something to do with rural development.

At the Centre at Kikuyu we have, in fact, given up a course we've been having up to this year, a course which was training people, adults who wanted to enter University. We have given this course up completely. What we are doing now is to have more courses at this centre geared to people in the rural areas. I think our greatest achievement has been a three month course for adult educators, these are government extension people coming from all the ministries, coming in for a three month course, and on this course we teach them the general background of Kenya, its history, geography and economics. Then we concentrate on two sections which are pure adult education, administration of our different programmes, and also exactly what adult education is and the philosophy. I mentioned also that the Correspondence Course Unit is moving out from simply giving courses to the teachers by correspondence to going out and doing specific programmes with adults in the rural areas, and I said this is probably going to be the major instrument we have for achieving our aims. We have co-operation, very close co-operation between the three units of the Institute.

COSMO PIETERSE: Mr. David Macharia, acting director of the Institute of Adult Studies, University of Nairobi, Kenya on the work and future of the Institute.

For those who would like to be reminded of the title of the book Gwyneth spoke about it is: Adult Education & Nation Building - edited by John Lowe and published by Edinburgh University Press.

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