
**BUILDING CAPACITY TO ADDRESS LITERACY CHALLENGES
AND ENHANCE DEMOCRATIC ENGAGEMENT IN
VÄSTERNORRLAND AND MOMBASA COUNTY**

**A STUDY REPORT ON STATE OF PLAY REGARDING LITERACY
AND READING PROMOTION IN THE REGIONAL CONTEXT
IN THE COUNTY OF MOMBASA, KENYA**

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ABBREVIATIONS AND ACRONYMS

CIDP:	County Integrated Development Plan
CIA:	Central Intelligence Agency
CCE:	Cooperative Class Experiment
EGRA:	Early Grade Reading Assessment
EGMA:	Early Grade Mathematics Assessment
EdData:	Education Data for Decision Making
FE:	Formal Education
GOK:	Government of Kenya
IDS:	Institute of Development Studies
KENPRO:	Kenya Projects Organization
KNLS:	Kenya National Library Service
KNAL:	Kenya National Adult Literacy
(LIA):	Letters of Interim Authority
MoEST:	Ministry of Education, Science and Technology
NAFIS:	National Farmers Information Service
NFE:	Non Formal Education
NLD:	National Library Division
OECD:	Organization for Economic Co-operation and Development
PIRLS:	Progress in International Reading Literacy Study
USAID:	United States Agency for International Development
UNDP:	United Nations Development Programme
UNESCO:	The United Nations Educational, Scientific and Cultural Organization
TIMSS:	Trends in International Mathematics and Science Study
TIVET:	Technical, Industrial, Vocational and Entrepreneurship Training
TVET:	Technical and Vocational Education and Training

1.0 Executive Summary

Literacy proficiency of children and youth in the society is at the heart of every forward thinking society. Despite significant gains in expanding access to primary schooling, actual literacy and numeracy outcomes in Kenya remains significantly deficient. This study report is generated with an aim of providing background information that can be used to inform rapid changes of literacy proficiency of children and youth in society including formal education system in Vasternorrland, Sweden and in Mombasa, Kenya. The report presents secondary literature from government and organization reports, empirical studies, and web articles on literacy and numeracy in Kenya and Mombasa's perspective. The report covers the following areas: promotion of reading, the importance of reading promotion, general country and county background information, levels of the government, the organization structure of sport, cooperative reading skills at national and international levels, reading promotion policy, formal and informal education, and collaboration between the formal and non-formal education. While the review of related literature is inclusive, it may not be exhaustive as relatively little has been done in relation to literacy and numeracy outcomes in Kenya. Thus, more capacity building to inform better literacy outcomes is needed.

2.0 Introduction

Literacy is one of the most essential parts of any human progress. Literacy and reading is referred as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts.¹ Ability to read and write forms a critical component of education. However, the extent to which developing countries like Kenya have made strides in bridging literacy gaps continues to raise eyebrows. A study conducted by Uwezo in Kenya, Uganda and Tanzania on literacy and numeracy among children in primary schools revealed that despite significant gains in expanding access to primary schooling, actual literacy and numeracy outcomes remained significantly deficient across the three regions. The study found that more than two out of every three pupils enrolled at standard 3 levels in East Africa failed to pass basic tests in English, Kiswahili or numeracy set at the standard 2 level.²

¹ UNESCO, (2005a). *Education for All Global Monitoring Report 2006: Literacy for Life*. Paris, UNESCO.

² UWEZO, (2012). *Are our Children Learning? Literacy and Numeracy across East Africa*. Retrieved from http://www.uwezo.net/wp-content/uploads/2012/09/RO_2012_UwezoEastAfricaReport.pdf

This review focuses on the issue of literacy with reference to Mombasa County whose educational gaps are evident owing to unfair distribution of resources over years.

In contrast to statistics conducted by Uwezo on school enrolment, publicly available data on learning outcomes such as basic literacy and numeracy competencies are rarely available in Mombasa. The main motivation behind the Uwezo initiative was to fill this gap, and to help shift the public and policy focus from reading inputs to learning outcomes. According to Kenya National Bureau of Statistics report, among children who are of primary school entry age (6 years) in Mombasa informal settlements, 57 percent of them are attending the first grade of primary school while more male children of primary school entry age are attending the first grade (62%) compared with female children (52%). It can be deduced that primary school attendance increases with increasing education of the mother and household wealth index³.

From the previous body of knowledge, it is evident that literacy levels in Mombasa county are low. The existing literature on ways to improve literacy level in Kenya, particularly in Mombasa focuses on in-class topics, such as teaching methods, students' cognitions, or students' attitudes. While all these factors are important and at the core of reading as well as literacy education enterprise, this report argues that the idea of capacity-building in the area of literacy is a complex undertaking when viewed in the context of a developing country like Kenya, and much more, in Mombasa's perspective.

2.1 The Purpose of this Report and of the Project as a Whole

The project aims to solve the insufficient capacity that has been identified at organizational level to address rapid changes of literacy proficiency of children and youth in the society, including the formal educational system in Västernorrland and Mombasa. The problem is lack of knowledge of cause and effect in the field, lack of methods to increase literacy skills by cross-sectorial collaboration and poor cooperation between stake holders to increase motivation and to allocate time for reading. The study report will increase the knowledge about the current situation in the county by providing an overall view of the system, mandate conditions and

³ Abiba, L. & Jeroen, S. (2009). *Effects of Reproductive Health Outcomes on Primary School Attendance: A Sub-Saharan Africa Perspective*. Retrieved from http://www.ru.nl/publish/pages/516298/nice_09116.pdf.

collaborations in the field of literacy and reading promotion. It will also provide a solid base to immerse ourselves in order to understand the cause and effect of the main problem in the next stage of the project.

The purpose of this project is also made to increase capacity and ability to understand and use written information and knowledge, improve school results, reduce early school leaving, increase employment for young people, increased social inclusion and increase participation in democratic life in society - poverty reduction.

2.2 Promotion of Reading

Reading is an important aspect of our lives however, some people take reading for granted. Reading is a process of communication through which most formal learning takes place. It involves thoughtful written language responds to the author's message⁴. Thus, this means that when one is reading, one has to be thinking, predicting, questioning, evaluating and defining and redefining.

Promoting reading and literacy involves a number of stakeholders including but not limited to library staff, potential readers, teachers, publishers, and other community members who are impacted by reading and literacy. By their profession, librarians are the most likely stakeholder to use research to promote reading and literacy, and their efforts will depend on local initiatives and situations.

Reading may also be referred to as unlocking and constructing literal interpretive and applied meanings from interpreting message⁵. Besides interpreting characters, sentences and words, these units must be organized in coherent and meaningful sets. A scientific research in Europe was conducted by peter and found out that people who read very much were happier on average, than those who did not read much or did not read at all.⁶

⁴ Sybil, J. (1984). *Reading for academic Purpose*. London: Edward Arnold

⁵ Manzo, V., Ula, C.M, & Ula, M. (2001). *Content area literacy: interactive teaching for active/learning*, 3rd ed. New York: John Wiley.

⁶ Peter, G. (2006). *School Libraries and Reading Promotion*. Retrieved from <http://www.ibby.org/726.0.html>

Libraries play a key role in promoting reading culture and literacy in Mombasa. Much of priorities are given to children to inculcate a reading culture, by providing materials that attract their interest. More so library services should be extended to rural areas in order in order to promote reading culture to even people living in village.

In conclusion, a reading society is no doubt an informed society. Society cannot be considered a reading society if the young generation does not take serious interest in reading. The reading being referred to is reading as reading even if it is for its own sake; not the reading associated with passing exams. Reading for exams is not taken as reading as such since it is likely to disappear after the exam results are announced. To inculcate a reading culture, reading should be started right at the beginning possibly in a nursery school and should be carried out through one's life.

2.3 The Importance of Reading Promotion Today

The amount of free reading promotion done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information especially in Kenya⁷. Educational researchers have found that there is a strong correlation between reading and academic success. In other words, people who are good readers are more likely to do well in life and pass life exams than people who are weak readers. Furthermore, reading comprehends ideas, follow arguments, and detect implications. Educational researchers have established a strong association between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers⁸. This is not very amazing, since the best way to acquire a large vocabulary is to read widely, and if you read widely you are likely to be or become a good reader.

Reading is a powerful vehicle through which ideas, opinions and attitudes are shared, transformed and disseminated. Today, most people especially in Mombasa County take books for granted and so fail to see how reading is interesting. Most of us have grown up seeing books

⁷ Anderson, T. H., and Armbruster, B. B. (1984). Content area textbooks. *In Learning to read in American schools*, edited by R. C. Anderson, J. Osborn, and R. J. Tierney, 193–226. Hillsdale, N.J.: Erlbaum

⁸ Paul, S. (2016). *The importance of reading*. Retrieved from <http://esl.fis.edu/parents/advice/read.htm>

around us. At school, books are part and parcel of our life. We read school texts as a matter of routine and may never have stopped to give a thought to the miracle that is a book⁹.

A reader is often portrayed as someone who takes part in a world that others do not take part in. Promotion of early literacy and reading development among young children includes Family literacy programs such as Books start, a book-gifting and parental awareness raising program applied in many countries, including Sweden and Mombasa in Kenya¹⁰. Through reading promotion, there will be the concerted efforts of parents, teachers and librarians in assisting students, at an early age, to absorb a sustained reading culture.

3.0 General Country and County Background Information

Before the new constitution of Kenya that came into force in 2013, Kenya was divided into eight provinces. The provinces were subdivided into 46 districts (excluding Nairobi) which were further subdivided into 262 divisions. As of 2013 general elections, there are 47 counties whose size and boundaries are based on the 47 legally recognised Districts of Kenya. Mombasa County is one of the 47 Counties of Kenya. Its capital and the only city in the county is Mombasa. Initially it was one of the former Districts of Kenya but in 2013 it was reconstituted as a county, on the same boundaries. The county is situated in the South Eastern part of the former Coast Province. It borders Kilifi County to the North, Kwale County to the South West and the Indian Ocean to the East. Administratively, the county is divided into seven divisions, eighteen locations and thirty sub-locations¹¹.

3.1 Description: Demographics

3.1.1 Description of Kenya

The population of Kenya as per Kenya Demographic Profile (2016) is 46.8 million. 59.7% of these populations are below 25 years and 40.3% are above this age. The population growth rate is 1.81%. 78% of those who are 15 years and above can be able to read and write. 25% of the

⁹ Justus, G. (2012). Kenya: a reading nation? A journal of social and religious concern.

¹⁰ Richard, M. (2011). Using research to promote literacy and reading in libraries: Guidelines for librarians. *International Federation of Library Associations and Institutions IFLA Professional Reports, No. 125*

¹¹ Steve, N. (2012). *Constitutions of Kenya*. <http://www.ustawi.info.ke/index.php/devolution/devolution-under-the-new-constitution/19-devolution>

total population live in cities, the largest being Nairobi with a population of 3.915 millions followed by Mombasa with 1.104 million people.¹² The total dependency ratio is 80.9%; 75.8% and 5.1% for youth and elderly dependency respectively. Kenya has a diverse population, 99% of the population comprises of African groups, the Bantu, Nilotic and Cushitic people and the remaining 1% consists of non-African groups, Arab, Asian and European.¹³

3.1.2 Description of Mombasa

Mombasa is the smallest county in Kenya, covering an area of 229.7 km² excluding 65 km² of water mass. Mombasa is a city on the coast of Kenya. It is the country's second-largest city,¹⁴ after the capital Nairobi, with an estimated population of about 1.2 million people in 2016.¹⁵ Its metropolitan region is the second largest in the country and has a population of approximately two million people. The city had a population of about 939,370 per the 2009 census. The rising population of Mombasa could be attributed to more births and more people moving to city for economic activities. Literacy levels in the County are relatively low at 86.3%. The net enrollment ration in ECDs, Primary and Secondary school is 57.4%, 81.1% and 32.5% respectively.¹⁶ The County had a population density of 6,131 persons per square kilometer and was projected to have 6,641 persons per square kilometer in 2012. Tables 1 and 2 show population projections and net enrollment ration in schools in Mombasa.

¹² Omondi, I. (2016). *Kenya Demographics Profile 2016*. Retrieved from http://www.indexmundi.com/kenya/demographics_profile.html

¹³ KNBS (2009). *Demographics of Kenya*. Retrieved from <http://www.kenyatraveltips.com/demographics-of-kenya/>

¹⁴ The World Factbook, (2016). *Cia.gov*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/>.

¹⁵ Business Daily Africa, (2006). *Investors fault Mombasa's new master plan*. Retrieved from <http://www.businessdailyafrica.com/Investors-fault-Mombasa-new-master-plan-/539546-2148746-lwb8hiz/index.html>

¹⁶ County Integrated Development Plan, (2013). Mombasa County Government: First County Development Plan 2013-2017. Retrieved from <https://www.mombasa.go.ke/documents/>

Table 1: Mombasa population growth by age cohort and year

Age Cohort	2009 (Census)			2012(Projections)			2015(Projections)			2017(Projections)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4	64,318	63,002	127,320	72,085	70,610	142,694	80,789	79,136	159,925	87,168	85,385	172,553
5-9	49,835	50,081	99,916	55,853	56,128	111,981	62,597	62,906	125,503	67,540	67,873	135,413
10-14	40,660	42,221	82,881	45,570	47,319	92,889	51,072	53,033	104,106	55,105	57,221	112,326
15-19	40,095	46,640	86,735	44,937	52,272	97,208	50,363	58,584	108,947	54,340	63,210	117,549
20-24	57,004	69,257	126,261	63,887	77,620	141,507	71,602	86,993	158,595	77,256	93,862	171,118
25-29	63,689	60,776	124,465	71,380	68,115	139,494	79,999	76,340	156,339	86,316	82,368	168,684
30-34	52,178	39,132	91,310	58,479	43,857	102,336	65,540	49,153	114,693	70,715	53,034	123,750
35-39	39,968	26,889	66,857	44,794	30,136	74,930	50,203	33,775	83,978	54,167	36,442	90,609
40-44	25,837	16,200	42,037	28,957	18,156	47,113	32,453	20,349	52,802	35,016	21,955	56,971
45-49	19,271	12,090	31,361	21,598	13,550	35,148	24,206	15,186	39,392	26,117	16,385	42,503
50-54	12,816	8,389	21,205	14,364	9,402	23,766	16,098	10,537	26,635	17,369	11,369	28,738
55-59	8,053	5,301	13,354	9,025	5,941	14,967	10,115	6,659	16,774	10,914	7,184	18,098
60-64	5,103	4,124	9,227	5,719	4,622	10,341	6,410	5,180	11,590	6,916	5,589	12,505
65-69	2,801	2,561	5,362	3,139	2,870	6,009	3,518	3,217	6,735	3,796	3,471	7,267
70-74	2,099	2,077	4,176	2,352	2,328	4,680	2,637	2,609	5,245	2,845	2,815	5,660
75-79	1,220	1,211	2,431	1,367	1,357	2,725	1,532	1,521	3,054	1,653	1,641	3,295
80+	1,444	2,158	3,602	1,618	2,419	4,037	1,814	2,711	4,524	1,957	2,925	4,882
TOTAL	486,924	452,446	939,370	545,124	506,702	1,043,368	610,948	567,889	1,158,880	659,190	612,729	1,242,908

Source: Kenya Economic report 2013

The projected growth of Mombasa County as per the provisions of Kenya Economic report 2013¹⁷ requires capacity building especially in building human capacity through education. The enrolment in schools as shown in Table 2 will continue to increase as the population rises.

Table 2: Mombasa county Net enrolment ratio by entity, gender and education level

Level of Education Institution	Entity	Male	Female	Total
ECD	Mombasa county	57.2	57.6	57.4
	National	41.3	42.3	41.8
Primary school	Mombasa county	80.6	81.6	81.1
	National	90.6	92.3	91.4
Secondary School	Mombasa county	33.6	31.5	32.5
	National	22.2	25.9	24.0

Source: Kenya Economic report 2013

¹⁷ County Integrated Development Plan, (2013). *Mombasa County Government: First County Development Plan 2013-2017*. Retrieved from <https://www.mombasa.go.ke/documents/>

3.2 Levels of the Government

Mombasa County Government, just like any other county government in Kenya, is under two levels of government, namely National and County. The county is operates independently but mutually with the national government based on the provisions of the Kenya Constitution enacted in 2010.

3.2.1 National level of Government

At the national level, the Mombasa people are represented by the Kenya national parliament. Proposals for new laws and orders are presented by the government that also implements decisions taken by the parliament. The government is assisted in its work by the government offices, comprising a number of ministries, and some 61 central government agencies and public administrations.¹⁸

3.2.2 County Government

Kenya is divided into 47 Counties. The County and Senatorial assemblies ensure proper operations and implementation of set laws and orders at the County level which is led by the governor. County government is required by law to take responsibility for early childhood developments education. The county governments have executive and legislative authority, including the accompanying mandates and powers, to raise limited revenue, establish policies, plans, budget and governance. It is also responsible for technical and non-formal adult education among other activities that contribute to economic growth.¹⁹

3.3 The Organization Structure of Sport in Kenya

In Kenya, the current sport structure centers on three agencies that include Kenya Olympic Association, Kenya National Sports Council and the Government Department of Sports and

¹⁸ Khushbu, T. (2011). *Information literacy in Kenya*. retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.662.8281&rep=rep1&type=pd>

¹⁹ UNDP, (2012). Interim Report of the Task Force on Devolved Government. Retrieved from <http://www.ke.undp.org/content/kenya/en/home/library/government-reports/interim-report-of-the-task-force-on-devolved-government.html>

some forty national governing bodies of sports. Today, many sports are popular in Kenya, played both professionally and as recreational physical activities.²⁰

At grassroots level, the government is encouraging local organizations and authorities to develop community sporting activities, of which the sport evolved is arranged for competitions which comprise Sub-locations, Wards, Sub-Counties as well as Counties. Among the most played sports are cricket, Association football, rugby union, volleyball, basketball, swimming and diving, team handball, netball, rounder, baseball, shooting, softball, bicycling, martial arts among others. There are many sport clubs in Kenya sponsored by the government through sport funds which has attracted many young people from all corners of the country.

A number of organizations and individual athletes have also put up private schools which make up quality education accessible to many Kenyan youths.²¹ Sports has been used for various occasions to gather people together for fundraising, health campaigns and intercultural competitions. Most sports associations are operated by Coaches who receive small stipend from the government sport funds or club savings. There is a strong feeling that sports clubs are important because they attract many youth who are not employed or during school holidays and this has been seen to reduce evils that arise from idleness. For this reason, most clubs receive contributions from the county governments and from the state.

In Kenya, sports are governed by the provisions of Sport Act 2013.²² The Ministry of Sports, Culture and Arts borrows from the act. The ministry works hand in hand with other national and international federations including Kenya Sport Federation, Special Sports Federation and FIFA. The Ministry works with these federations at National level and County level. Mombasa County works with the national government and continues to seek support in implementing various sports projects in the county.

²⁰ Nyaga, L. R. K. (2008). *Management of middle and long distance elite runners in Kenya*. Master's thesis. Kenyatta University, Nairobi, Kenya

²¹ Noakes, T. (2002). Quality Issues in the Exercise Sciences. In: Abstract Book -11th Commonwealth International Sport Conference. Association of Commonwealth universities, London

²² GoK, (2013). Sports Act 2013, Laws of Kenya. Nairobi: Government Press

3.4 Cooperative Reading Skills: National and International

3.4.1 National Level Cooperative Reading Skills

The Kenyan Government, through its Ministry of Education, Science and Technology (MoEST) has been interested in evidence of learning outcomes. Uwezo has been an extremely effective effort to focus on education quality across Kenya among attention of the country's citizens, with large assessments undertaken since 2009, in which every County is assessed and ranked in the 2013 assessment, Where Kilindini Sub-County in Mombasa County was ranked position 49 out of top 155 Sub-Counties/districts ranked with 69%. It is in this context that the Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessment (EGMA) and Cooperative Class Experiment (CCE) tools have played an important role in the quality of education debate in Kenya.

EGMA was piloted in June 2009 (funded by USAID/Washington), the EGRA was piloted in 2007 and followed up with CCE focused on improving reading outcomes (funded by both USAID/Washington and USAID/Kenya), and then, in 2009 and 2010, assessed learning outcomes using EGRA in four languages (funded by the Hewlett Foundation). It should be noted here that the intervention from 2007 provides strong evidence that an explicit focus on reading from the policy level combined with target lesson plan development and ongoing teacher professional development and feedback can have large impacts on student achievement.²³ Development of EGRA began in October 2006, when USAID, through its Education Data for Decision Making (EdData) project, contracted with RTI International to develop an instrument for assessing early grade reading.²⁴

EGRA is a method of learning that has been embraced by teachers in all regions of Kenya, especially in teaching Kiswahili and English. The Early Grade Reading Assessment includes several sub-tasks implemented in Kenya. The task and its measurement include; letter-naming fluency, letter-sound fluency, syllable naming fluency, phonemic awareness, familiar word fluency, non-familiar word oral reading fluency, Connected text oral reading fluency, and

²³ Benjamin, P. (2010). *Kenya Early Grade Reading Assessment Findings Report*. Retrieved from <https://www.eddataglobal.org/documents/index.cfm/>

²⁴ Gove, A., & Wetterberg, A. (Eds.). (2011). *The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy*. RTI Press Publication No. BK-0007-1109. Research Triangle Park, NC: RTI Press.

reading comprehension in connected text. EGMA tests the child's arithmetic skills by using training the child how to use the four arithmetic signs i.e. Addition, Subtraction, Multiplication, and Division. The Cooperative Class experiment is used at all levels of training and learning and broadly employed at secondary schools level to teach Biology, Chemistry, physics, Agriculture, Home Science among others. At tertiary level experimental learning method is broadly used in the field of Technology, Science, Health, and Agriculture among other areas.

3.4.2 International Level Cooperation

Kenya uses the leading international assessments on literacy and numeracy. These are Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS).

The available evidence indicates that average student learning in most low income countries is quite low. Evaluation of World Bank education lending shows that improvements in student learning are lagging significantly behind improvements in access to schooling.²⁵ The leading international assessments on literacy and numeric show that the average student in Kenya is at the bottom of the learning curve in high income countries, only performing at the 5th percentile, worse than 95 percent of the students in Organization for Economic Co-operation and Development (OECD) classrooms (Crouch & Gove, 2011).²⁶

4. Reading Promotion Policy

4.1 Education System Policy

Kenyan education system has been guided by policy guidelines since colonial era. However, policy documents have been in the form of commissions, presidential working commissions, committees and development plans to guide education system²⁷. The system of education was introduced in January 1985, following the Mackay report of 1982. The education system policy arose out of the concerns that a basic academic education might lack the necessary content to

²⁵ World Bank, (2014). *Economics of Education*. Retrieved from <http://www.worldbank.org/en/topic/education/brief/economics-of-education>.

²⁶ Crouch, L., & Gove, A., (2011). *Education for All 2000-2015: achievements and challenges* Retrieved from 2016 from <http://unesdoc.unesco.org/images/0023/002324/232419e.pdf>.

²⁷ Oduol, T. (2006). Towards the making of education policy in Kenya: Conclusions and implications. *International Education Journal*, 2006, 7(4) 466-479.

promote widespread sustainable self employment²⁸. A commission formed after Kenya attained independence focused on identity and unity, which were critical issues at the time. Changes in the subject content of history in education system were made to reflect national cohesion. Between 1964 and 1985, the 7-4-2-3-system was adopted, seven years of primary, four years of lower secondary (form 1 -4), two years of upper secondary (form 5-6), and three years of university. However, the proposed 7-4-2-3 system of education lacked the capacity and flexibility to respond to the changing aspirations of individual Kenyans and the labor market needs, with reference to new skills, new technologies and the attitude to work therefore the 8-4-4 system of education was introduced²⁹. The 8-4-4 policy was intended to inculcate self-reliance, increase access to education, enable learners to be mature physically and get better prepared for secondary education and the world of work. It was also aimed at promoting acquisition of technical and vocational education and training and subsequent certification.

4.1.1 Formal Education System in Kenya

Formal education refers to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives and content. It corresponds to the education process normally adopted by schools and universities in Kenya. Formal education institutions are administratively, physically and circularly organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations.

Formal education in Kenya starts with three years of Pre-school (Baby class, Nursery, and Pre-unit), eight years of primary school (Standard 1 to 8), Four years of Secondary School, and four years of university education. There are also other years that may be covered at tertiary level.

²⁸ Amutabi, M.N. (2003). The 8-4-4 system of education. *International Journal of Educational Development*. 23(2003), 127-14

²⁹ Wanjohi, A.M. (2011). *Development of Education System in Kenya since Independence*. Retrieved from www.kenpro.org

4.1.2 Literacy and Reading Promotion in the Curriculum of the Formal Education

Literacy involves variety of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Literacy is a right. Reading and literacy is a foundation for all further learning.

Literacy has become an inter-disciplinary subject of study that draws attention of many stakeholders worldwide. Due to this literacy and reading gap, the county government of Mombasa seeks to partnership in Building capacity to address literacy challenges and enhance democratic engagement in Västernorrland and Mombasa. This is expected to promote literacy and reading in the curriculum of the formal education system in the county.

Evaluation of the primary level curriculum and further input is needed to be able to bridge the missing gaps in literacy and reading. The curriculum should be reviewed to reflect the requirements of the best practices in literacy and reading promotion right from the elementary level.

4.1.3 Policy Documents Regarding Reading Promotion in the Formal Education System

A policy document may be defined as a statement of intent, and is implemented as a procedure or protocol. However, the relationship between the education system and curriculum is considered to be more important for transforming people's education, training and work. It has intense consequences on how education is conceptualized, organized, delivered and outcomes measured³⁰. The Constitution of Kenya, in Article 53 (1) (b) states that every child has a right to free and compulsory basic education and Article 55 (a) also indicates that the State shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training. Minorities and marginalized groups are also considered under Article 56 (b) they have a right to be provided with special opportunities in the field of education

In addition, Kenya has implemented various general and specific policies on education. The most recent are the second Medium Plan Term of Vision 2030 (2013) and the Policy Framework for Education and Training (2012). Thus, Kenya recognizes that education is the key for

³⁰ Fred, O.M. (2015). *National curriculum policy*. Retrieved from <http://www.kicd.ac.ke/images/PDF/national-curriculum-policy.pdf>

empowering the most marginalized and vulnerable individuals in society and make efforts on an affirmative basis to enable these individuals to best exploit their life-chances alongside their other Kenyan peers through primary, secondary and tertiary education.

There are policy gaps related to literacy and reading in Kenya. While the stress in reading and writing is clearly defined right from pre-school, there are still gaps in terms of the implementation as the study by Uwezo showed. Thus, there is need to put in place some mechanisms to ensure that literacy and reading are promoted especially in Mombasa County where gaps are much evident.

4.2 Non-formal Education in Kenya

In Kenya, non-formal education entails the vocational and technical schools and polytechnics. The trainees are mostly the youth who have finished their Secondary school Certificate or Primary school Certificate and have not made to the next level of education. Basically, non-formal institutions are based almost in every County. These institutions focus on training technical work, industrial work, vocational work and entrepreneurial skills. In Kenya, this form of education is widely known as the Technical, Industrial, Vocational and Entrepreneurship Training (TIVET).

4.2.1 Libraries and Other Actors

The Kenya National Library Service (KNLS) is a corporate body of the Kenyan government with a mandate to "promote, establish, equip, manage, maintain and develop libraries in Kenya".³¹ It was established in 1965 by an Act of Parliament of the Laws of Kenya to provide library and information services to the Kenyan public.³² In its service provision, KNLS plays a dual role of Public library and National library offered through the National Library Division (NLD). The public library services are available in their 61 branches throughout Kenya, while the national library services are available at the headquarters in Nairobi.

The core functions of the KNLS Board are: a) Preservation and conservation the national imprint for reference and research and maintain the National Bibliographic Control through Issuance of

³¹ Kenya National Library Service, (2015). *Service Charter, Kenya National Library Service*. Retrieved from <http://www.knls.ac.ke/service-charter>.

³² Kenya National Library Service, (2015). *Background, Kenya National Library Service*. Retrieved from <http://www.knls.ac.ke/about-us/background>

the ISBN, publication of the Kenya National Bibliography and Kenya Periodicals Directory; b) Promote, establish, equip, manage and maintain the National and Public libraries services in Kenya; c) Promote information literacy and reading among Kenyans; Enhance stakeholders participation for equitable development of libraries throughout the country; d) Advise the Government, local authorities and other public bodies on all matters relating to library, documentation and related service³³.

National and public libraries play a critical role in the provision of information for development. Through these libraries, a community has been empowered to fight poverty, deprivation and illiteracy and thus supports reading and recovery programmes by the government. Rural and urban poor communities are better able to tackle their problems and introduce social change if they have access to relevant information that meets their needs and interests. In addition, access to information about the country enables citizens to participate effectively in the art of governance.

Through various reading campaigns, KNLS has provided opportunities for communities to enhance their reading and information seeking habits, and therefore sustain literacy. The 2006 Kenya National Adult Literacy Survey estimated the national literacy rate at 61.5% indicating that only 38.5% Kenyan adults were illiterate. The survey also revealed that only 29.6% of the adult population had acquired the desired mastery level of literacy. This meant that the majority of those termed as literate (61.5%) were at risk of losing their literacy skills or could not effectively perform within the context of knowledge economies.³⁴

The Kenya National Library Services Board Act Chapter 225 has outlined the requirements for library Membership, Registration, Subscription and fees. It also provides a good condition for people with disabilities and children below the age of 15 years.

³³ KNLS, (2016). *Role of national and public libraries in community development*. Retrieved from <http://www.knls.ac.ke/about-us/background>.

³⁴ Kenya National Adult Literacy, (2006). *Measuring Literacy: The Kenya National Adult Literacy Survey*. Retrieved from <https://www.dvv-international.de/adult-education-and-development/editions/aed-712008/international-reflections-on-issues-arising-from-the-benchmarks-and-call-for-action/measuring-literacy-the-kenya-national-adult-literacy-survey/>

The Kenya National Libraries Service (KNLS) has partnered with other institutions like Book Aid International in the acquisition of information materials and supporting the reading culture among Kenyan communities. In empowering farmers, a partnership between KNLS and Ministry of Agriculture, through National Farmers Information Service (NAFIS) has made it possible for farmers to access online information services regarding farming activities and also know the prevailing market prices for their produce.

KNLS, through Public library wing, reaches out to various counties. In Mombasa, there is one major Community Library operated by KNLS located in Mombasa town. There are also other actors who offer library services. Briefly highlighted here is LitWorld.

LitWorld was founded in 2007 with an aim to create educational programming and capacity building.³⁵ In LitWorld have subsidized solar lanterns to replace kerosene lanterns in family homes, helping to save money, prevent unhealthy fumes, allow for studying at home, and save the environment. They train local community members to start LitClubs in their area, where children are taught the LitWorld seven strengths, namely belonging, curiosity, kindness, friendship, confidence, courage, and hope. The program seeks to build resilience and cultivate literacy skills among its students by helping them create and write their own narratives. LitWorld empower youth by engaging them in reading and writing and creates safe spaces for children to develop their craft and their identities. LitWorld also supports community growth by promoting reading and good health through their World Read Aloud Day and solar lantern campaign.

Despite the efforts by KNLS and various other few actors, there is a huge gap in library services in Mombasa County. Thus, there is need for capacity building in order to bridge the gap in the library services in the county.

4.2.2 Literacy and Reading Promotion in the Non-formal Education

In Kenya, non formal programmes target the groups whose educational and training needs are not met by the current formal education system. These include children of pre-school age; out-of-school youth; women and girls; illiterate, unqualified, unemployed young people and adults; vulnerable groups (children and young people in difficult situations, street children, people with

³⁵ Litworld, (2016). *Strengthening kids and communities through the power of their own stories*. Retrieved from <http://litworld.org/>

disabilities, people living in areas of great hardship); and minority groups. Non-formal Education aims at empowering youth and adults and promote community activities through literacy; offer accelerated learning opportunities to the out-of-school population with the aim of allowing them to reintegrate into the formal education system or improving their job opportunities; ensure the strengthening and effectiveness of the institutions in charge of literacy; improve the socio-economic conditions of the population by promoting a system of permanent and integrated education; and promote alternative approaches across the non-formal educational fields³⁶.

4.2.3 Culture and library policy documents and activities for reading promotion on national and regional level

The development of the KNLS Gender mainstreaming Policy has come at a time when Kenya is in the process of implementing the Vision 2030 aimed at making the Kenya a middle level income country by 2030. Attainment of gender equity and equality in KNLS is therefore a core development issue and goal in its own right. Towards the accomplishment of this goal, KNLS has developed this Gender Policy, which provides a comprehensive framework of the principles and strategies to be pursued in order to achieve gender equity and equality in all spheres including literacy. It also acknowledges on-going initiatives in bridging the gender gaps in employment and provision of services, and identifies special measures that KNLS should take to redress the identified gender inequities and inequalities³⁷.

The national goals for literature and reading promotion are the guiding principle in the work of government authorities. They are expected to inspire and guide national education board as well as inspire actors in civil society. These goals are: a) Foster nationalism, patriotism and promote national unity; b) Promoting social, economical, technological and industrial needs for national development; c) Promoting individual development and self- fulfillment; d) Promoting sound moral and religious values; e) Promoting social equality and responsibility; f) Promoting respect for and development of Kenya's rich and varied cultures; g) Promoting international

³⁶ Ekundayo, J. (2001). *Non- formal education in urban Kenya Findings of study in Kisumu, Mombasa and Nairobi*. Retrieved from https://archive.org/stream/eric_ed455363/eric_ed455363_djvu.txt. It is a snapshot of the page as it appeared on 13 Oct 2016 23:51:44 GMT.

³⁷ Agnes, W. (2014). *Gender Equity in Education Development in Kenya and the New Constitution for Vision 2030*. Retrieved from http://www.ijssrit.com/uploaded_all_files/2955893551_v2.pdf.

consciousness and foster positive attitudes towards other nations and h) Promoting positive attitudes towards good health and environmental protection ³⁸.

5.0 Collaboration between the Formal and Non-formal Education

The Kenyan education system is structured based on five main levels including both the formal and informal education systems. The formal education system comprises of the pre-school which is the responsibility of the community; primary, secondary and adult education run by the government; and lastly university education system under the commission for university education.

Primary education in Kenya begins at the age of 5 to 7 after completion of three years of pre-school. The first class or year of primary school is known as Standard 1, the final year is standard 8. The school year at both primary and secondary levels, begins in January and ends in November. Students get 3 school vacations in April, August and December³⁹. Secondary schools, on the other hand, fall into three categories, namely government funded, Harambee and private. Government funded schools are divided into national, county and sub-county schools. Harambee schools do not receive full funding from the government and private schools are run by private organizations or individuals.

After taking the primary school leaving exam and successfully passing, government funded universities select students in order of scores. The university education is divided into both public and private universities. There are 3 categories of private universities: chartered universities – fully accredited universities and universities authorized to operate with Letters of Interim Authority (LIA).

The Non Formal Education (NFE), on the other hand, entails the vocational and technical schools and polytechnics. TIVET (Technical, Industrial, Vocational and Entrepreneurship Training) is the Kenyan version of the internationally known TVET (Technical and Vocational Education and Training)⁴⁰. It is a comprehensive term referring to pragmatically important

³⁸ Sadi, I.T.N. (1997). *A programme for promoting positive attitudes towards the environment in primary school children*. Retrieved from <https://dspace.lboro.ac.uk/dspace-jspui/handle/2134/6783>.

³⁹ Eshiwani, G.S. (1990). *Implementing Educational Policies in Kenya*. Africa Technical Department Series Discussion Paper (85). World Bank.

⁴⁰ UNESCO, (2012). Vocational Education in Kenya. UNESCO-UNEVOC.

components of a national training system. The first non-formal school was established in Mombasa in the year 1965. The number of non-formal schools gradually increased and as at 2000, there were 26 schools and centers⁴¹

A critical point that educators and stakeholders should take note of is that both formal and non-formal education are forms of education. In as much as they might require different set ups, learning materials and target groups, the basic goal is achieving learning.

While formal and Non Formal Education is different, they are not opposites. Both emphasize organized and intentional learning; both involve structure, professional educators, and choices by learners. Responsibility for learning is shared among educators and learners. The differences are more a matter of degree in each of these types of education.⁴²

NFE may be regarded as a situational model of FE with both short-term and long-term learning outcomes. This implies that a NFE curriculum may be derived from a FE curriculum and modeled to produce short and long term outcomes. However, the borrowed aspect of FE curriculum is needs-specific or it is remodeled to meet an immediate goal. The long-term outcomes may refer to lifelong skills provided by NFE. NFE curriculum ought to pick only aspects of FE curriculum that are relevant to the target group. The NFE curriculum should be “inward-looking” as opposed to “outward looking” attributes of a FE. That is, content of NFE curriculum must be relevant, restricted and applicable to the learners in question. FE curriculum is wide and content may not be necessarily applicable to the immediate needs of learners.

NFE bridges the loopholes created by the formal education. On average 12 percent of young men and 9 percent of young women can be expected to complete secondary education by the time they are 24 years old as a whole in the sub-Saharan Africa as a result of the poor performance of the education regardless of the delivery system⁴³. A case study of Mombasa informal settlements indicates that only 27 per cent of the children of secondary school age (14 - 17 years) are

⁴¹ Incheon, Republic of Korea, (2015). Education for All 2015 National Review. Retrieved from <http://unesdoc.unesco.org/images/0023/002327/232703e.pdf>.

⁴² Institute of Development Studies, (2007). *Non-formal Education*. Brighton: University of Sussex.9 RE UK, p.1.

⁴³ USAID, (2012). Realizing the Demographic Opportunity. Retrieved from https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf

attending and expected to complete secondary school the remaining 73 per cent are either out of school or attending vocational training⁴⁴.

When two formal education instances present identical features, except for one sole feature of one of these -communication is only partially contiguous; it is reasonable to consider that it is less formal than the first. Thus, it is possible to discern a certain gradation as regards the formality of educative systems and by extension, it will be possible depart from a formal system and, gradually, arrive at a non-formal one, by making some features more flexible, by substituting or eliminating others. This would then be a transition from formal to non-formal and it also suggests the existence of further transition, a sort of “continuity”. This line of thought also applies to the transition from non-formal to informal.

From the presented literature, it is evident that Formal and Non-Formal Education are both essential in the educational setting. The integration of both systems is vital for the educational curriculum. Mombasa County has taken considerable strides in the provision of both Formal and Non Formal Education. Further, a multitude of reforms are going on in Formal Education to incorporate elements of non-formal education, such as individualized curricular approaches, student participation bodies, self-regulated learning, and allowing students to choose subjects according to their inclination as well as including ICT as a learning strategy⁴⁵.

⁴⁴ Kenya National Bureau of Statistics, (2009). *Coast Province Mombasa - Informal Settlements Multiple Indicator Cluster Survey 2009*. Retrieved from <http://reliefweb.int/report/kenya/coast-province-mombasa-informal-settlements-multiple-indicator-cluster-survey-2009>.

⁴⁵ Smith, M. (2002). 'Informal, non-formal and formal education: a brief overview of different approaches', *the encyclopedia of informal education*, http://www.infed.org/foundations/informal_nonformal.htm.

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