

ABSTRACT

THEME: EDUCATION IN AFRICA

SUB THEME: ADULT EDUCATION

TITLE: IMPLICATION OF DIGITALIZATION OF GOVERNMENT SERVICES ON ADULT EDUCATION PROGRAMMES: THE CASE OF KENYA AND RWANDA

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This paper presents the implication of digitalization of government services on adult education programmes in this era of digital migration and technological upgrades in all aspects of life. Consequently, elder members of the society are experiencing loops while the rest of the younger generation migrates to digitalization. With the introduction of information computer technology (ICT) in Africa and other developing countries, lack of basic digital skills can lead to unemployment, loss of procurements and dead-end jobs to previously manual held positions and other upcoming opportunities. ICT is central to Rwanda's Vision for 2020. In education it is one of the core pillars of the country's National Information and Communications Infrastructure Policy and Plan, adopted in 2000. In Kenya however, ICT policy was barely reinstated in 2010 for Vision 2030 leaving the country raging behind for a period of ten years. Low literacy levels can affect economic development, diminish the effectiveness of local government and citizen participation, and place a heavy financial and educational burden on the school system enhancing support for adult literacy programs. It is therefore important that as communities embrace adult education. There is need for them to go handy with digital literacy. The benefits of obtaining digital skills extend beyond improved work and learning outcomes presenting opportunities for improvement to the quality of life. Technology is universally accepted in most societies, intertwined in a range of everyday activities, and those with impediments are at a disadvantage as it can lead to a lack of access to information, government services, health care and education. Digitalization in both countries has transformed in almost every aspect of public, private and work life. It has underpinned new economy reshaping government through improved public services and improving transparency through open data. Rwanda has a more elaborate public ICT system than Kenya whose public services systems are prone to corruption and

fraud. It is thus essential for inclusion digital literacy in the curriculum of adult education whereby andragogy will effectively address increasing digital capability to improve policy outcomes and integrate it into adult education programmes. All adult education stakeholders including the government, adult instructors and adult learners should embrace digital literacy to ensure that they are not left out in the evolving world where everything is migrating to paperless government services.

Key words: Adult Education, Digitalization, ICT and literacy