

## Challenges to the Realization of Kenya's Vision 2030: Language Strategy as a Remedial Measure

Toboso Mahero Bernard  
Alupe University College, Kenya  
tobosomaher@gmail.com

### Abstract

Despite efforts to build a prosperous Kenya through vision 2030, the country still faces many challenges including, especially the high rate of unemployment, high levels of poverty, inequality in development and income distribution. Vision 2030 plan was aimed at helping the government to implement policies and plans that would see Kenya become a prosperous country by the year 2030. By the beginning of the year 2015, seven years after laying the foundation for the first phase of implementing vision 2030, the target set out to be achieved in education tourism, health and agriculture sectors during the first phase were far from being achieved. This paper discusses the challenges that have affected the timely realization of Kenya's vision 2030. The paper argues that vision 2030 can only be realized through the involvement of all Kenyans, including millions of poor Kenyans who have not had access to formal education. The paper argues that in order for Kenya to become globally competitive, development has to take place in all sectors and this means, mobilizing all Kenyans to participate in the development of their country. In order to access these Kenyans, the right languages and local languages have to be used.

**Keywords:** Vision 2030, Language, Development, Education, Health and Agriculture.

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### Introduction

The High rate of unemployment in Kenya which stands at 25%, high levels of poverty, famine and inequality in development and income distribution are still the face of Kenya seven years after implementation of Kenya's Vision 2030 Strategy. With regard to starvation, 1.6 million Kenyans faced starvation in the year 2015 (Standard Newspapers, Saturday 21, 2015) while in 2021, 2.1 million Kenyans face starvation (Standard Newspapers, 18<sup>th</sup> September, 2021). The Vision 2030 strategy which is Kenya's blueprint covering the period 2008 to 2030 was implemented with the aim of making Kenya a newly industrializing middle income country that provides

high quality life for all its citizens by the year 2030 (Government Of Kenya 2007, 2012). The vision which was inaugurated by the grand coalition government of President Mwai Kibaki and Prime Minister Raila Odinga was based on three pillars, namely the economic pillar, the social pillar and the political pillar.

The economic pillar had the aim of helping Kenyans attain prosperity through an economic development program aimed at achieving an average gross domestic product growth rate of 10% per annum over the next 25 years (Government of Kenya, 2012). The social pillar aimed at building a just and cohesive society with social equity in a clean and secure environment, while the political pillar had the aim of realizing a democratic political system founded on issue based politics that respects the rule of law and protects the rights and freedoms of every individual in the Kenyan society.

Through this vision, the government of Kenya came up with six Medium Term Plans (MTPs) which were to be implemented in six phases between the year 2008 and 2030 (Government Of Kenya, 2007, 2011a, 2011b, 2012, 2013a & 2013b). The first MTP implemented in 2008 was a strategy to realize specific development goals between the year 2008 and 2012, before implementing the second MTP that was a strategy to realize another set of development goals between 2013 and 2017. The first MTP aimed at helping the government to implement policies and plans that would see the beginning of realization of vision 2030.

In the beginning of 2015, seven years after laying the foundation for the first phase of implementing vision 2030 and two years after implementing the second MTP the target set out to be achieved in education, tourism, health and agriculture sectors during the first phase were far from being achieved. According to the first annual progress report and the second report which evaluated the first MTP of the Vision 2030 covering the period between 2008 and 2012, there were many challenges that affected the implementation of the vision's goals within that period. The second MTP strategy also confirms that implementation of the vision's goals was faced by many challenges.

By the year 2013 when the grand coalition government got out of power, it was evident that the vision was far from achieving its projected objectives. One of the main short-comings of the vision's strategy was lack of consideration of the language factor in the achievement of the vision. Kenya's high linguistic diversity and high illiteracy level makes the language factor critical to issues of development. In this paper, we discuss the relationship between language and vision 2030 and argue that many of the challenges facing implementation of Vision 2030 strategies arise from lack of consideration of issues of language in the vision's strategy. The paper unravels the significance of language, especially Kenyan's languages in achieving people's development.

### **The Language Factor and Kenya's Language Situation**

The language factor and its roles in development has been recognized by many scholars (see Webb & Kembo-Sure 2000; Casale & Posel 2010 and Kandagor, 2013 & 2014). These scholars argue that in any society, development cannot be achieved without involving languages of the masses. With regard to Africa, they insist that the multilingual nature of the continent makes issues of language key to any development plan. Many governments and economic blocs around the world also recognize the fact that there is no development without a language plan. Many governments recognize the fact that people's languages are key factors in achieving their development. In 2004, the Welsh assembly government implemented an action plan that would consider the Welsh language in all aspects of economic development (Wales, 2004). The aim of the plan was to ensure that the development of the Welsh language could enhance the development of the economy and vice versa.

Economic blocs have also recognized the role of language in development. Upon its inauguration, the European Community (E.C.)'s treaty recognized the role of language in the development of the union. As a result the treaty provided for strict equality between languages used in member states despite the fact that English, French and German are the dominant languages in member states. The treaty recognized and gave equal opportunity to 23 languages which were recognized as official languages of the E.C. These include Bulgarian, Hungarian, Czech, Greek, Danish, Irish, English, Dutch, Finnish, Estonian, German, French, Latvian, Italian, Lithuanian, Polish, Maltese, Romanian, Portuguese, Slovak, Spanish, Slovenian and Swedish. The recognition of these languages was a confirmation that human beings need to cooperate in order to produce their means of subsistence with language being the main tool of communication at their disposal. These languages have a fundamental effect on the functioning of the E.C institutions because legal acts are not valid until when they have been published in all the official languages of the E.C in the Official Journal.

With a total of over 40 languages spoken by 40 million people, Kenya has a high linguistic diversity (Webb & Kembo-Sure). This means that issues of development can be complicated without an appropriate language plan that considers the role of all languages spoken by all communities in the country. The high illiteracy and low English and Kiswahili proficiency levels among many Kenyans complicate issues of inter-ethnic communication in Kenya. The Kenya Demographic and Health survey 2014 report indicates that, 10% of Kenyans have never been to school to get formal education (Kenya National Bureau of Statistics, 2015). This number does not include the millions of Kenyans who dropped out of school at various levels before attaining literacy and proficiency in languages of wider communication. It does not include also millions of Kenyans who finished secondary education but face difficulties in communicating in the languages of wider community. This means that millions of Kenyans cannot engage in development discourse in English which is the dominant language of science and technology and development in Kenya.

A review of the Kenya Health Policy Framework Report 1994-2010, confirms that Kenya's literacy levels stood at 78% by the year 2010 (Ministry of Health, 2014). This percentage includes any person who has been to school regardless of their levels of schooling achieved and literacy levels attained. It assumes that anyone who has stepped in school at any level has achieved meaningful literacy. This report is therefore not very realistic about actual literacy levels on the ground. This means that the percentage includes many Kenyans who dropped out of school in primary and secondary levels without achieving meaningful literacy levels including English language proficiency. This also means that more than 22% of Kenyans were illiterate and could not therefore communicate in English by the year 2010. Low English proficiency levels and little understanding of Kiswahili, Kenya's national language are factors likely to cause linguistic barriers in the efforts of many Kenyans to attain development.

Therefore, as a remedial measure, it is important that language becomes part of any strategy towards the attainment of Kenya's development. This is the reason Webb and Kembo-Sure (2000) propose the involvement of all African languages in the effort to attain development in Africa. In their opinion, lack of involvement of all African languages in development can have a negative effect on the speakers of these languages and their involvement in important national issues. This opinion is held by many other scholars such as Adeniyi et al (2006), Harries (2010), Casale & Posel (2010) and Toboso (2014a, 2014b & 2015). They argue that language and development are intertwined. This implies that it is impossible to achieve development without considering issues of languages.

This does not mean that Kenyans lack ideas to meaningfully engage in development discourse. Every human being has ideas which only need to be tapped through an appropriate language. Kenya's language policy recognizes English and Kiswahili as Kenya's official languages and Kiswahili as the only national language. This is a situation that can lead to the exclusion of millions of Kenyans from the process of development envisaged by Vision 2030. For this reason, therefore, there is a need for the vision to have a language strategy that takes care of these millions of Kenyans who are likely to be marginalized by the absence of this strategy. Kiswahili as a national language has also its challenges due to the fact that 20% of Kenyans cannot speak it. Momanyi (2009) states that Kiswahili is spoken by 80% of Kenyans. This means that millions of Kenyans cannot engage in development discourse in Kiswahili.

### **Language and Stigmatization**

The stigma associated with breaking of English grammar makes it difficult for people who lack proficiency in this language to use it for communication. In Kenya, people who speak broken English are laughed at or even ridiculed. This makes it very difficult for a person who is not fluent in this language to use it in development discourse. Such a person is also likely to encounter difficulties in using the language in business conversations. It is through such discourse that one can source ideas from peers from various ethnic backgrounds to invest in enterprise. A person who cannot

take part in such discourse may be disadvantaged in development. This can negatively affect her/his effort to realize development at individual level. A community which has a large population of people facing such stigma is likely to realize slow development unless this situation is corrected through a language plan.

Another language that faces stigmatization in Kenya is Sheng. Sheng is generally a youth language which originated in the Eastland suburbs of the city of Nairobi (Kandagor, 2000; Ogechi, 2002; Githinji, 2006; & Bosire, 2009). Initially, this language was used exclusively by the youth but some adults now speak it, many with reservations. Although the language is spoken by many youth especially in urban areas, it is shunned by adults who consider it slang for spoilt youth and adult crooks. The language has also not been accepted by some scholars who consider it a threat to Kiswahili's survival (Momanyi, 2009). In many schools, the language is outlawed and students who speak it are punished. The code has been blamed publicly by government officers for causing poor results in English and Kiswahili. At family level, some members have outlawed it. Due to this reason, Sheng is rarely used in serious public development discourse due to stigma.

There are many youth who have been born in urban suburbs and whose mother-tongue is Sheng. Many of them come from poor family backgrounds and may therefore not have had a chance to learn English through schooling. This group of Kenyans is likely to be left out of development discourse due to language stigma. The fact that the language is used by many youth and is spreading very fast to rural areas means that it is significant to effective communication of millions of youth in Kenya. It also means that the language cannot be disregarded in economic planning.

### **Challenges to Vision 2030 Strategies and the Linguistic Solution**

According to the first and second annual progress report which evaluated the First Medium Term Plan of the Vision 2030 covering the period 2008-2012, there are many challenges that affected the implementation of the vision (Government of Kenya, 2010, 2011a, 2011b). These challenges were confirmed by the reports of the Second Medium Term Plan (Government of Kenya, 2013a, 2013b). These challenges testify to the presence of a missing link in the Vision 2030's development plan. The missing link is language which has a critical role in linking the Vision's Plan and the people. In the following section, we discuss Vision 2030's pillars and the role of language in solving the challenges facing each pillar.

### **Manufacturing for the Regional Market**

Simala (2000), Njogu (2000) and Shitemi (2001) argue that it is impossible to think about development devoid of language. They insist that industrial development of any country depends on language due to the fact that scientific research and innovations rely on language at all stages including planning, dissemination and implementation. Researchers at individual level need the right language to help them think, discover and disseminate their findings. At collaborative levels, language is even a more

important tool for breaking linguistic barriers between Kenyan researchers and their peers from various parts of the world.

The process of industrialization needs the participation of all citizens of the country. Production of raw material for industries cannot be achieved devoid of participation of ordinary citizens. Agriculture based industries, which are the backbone of Kenya's attainment of vision 2030, rely on knowledge, expertise and skills by farmers most of who are ordinary citizens living in rural areas. Industrial products are made for consumption. This means that finished products from the industries need manpower to relay them to consumers through marketing strategies that must consider the consumers language. Strategies aimed at taking the industrial goods to the consumer must consider languages which the consumer understands. In essence, producers of raw material, industrial workers, marketers and consumers need appropriate language(s) for efficient harmonious communication.

It is worth noting that, language has a fundamental role to play in the improvement of the peoples standards of living by improving their sources of income. This is the reason why Mwita (2001) observes that local languages have a major role to play in relaying development to Kenya's common man in the rural areas. Development in the modern world is communication intensive, and human communication depends on language.

With regard to the pillar of manufacturing for the regional market, the First and Second annual progress reports (Government of Kenya, 2010, 2011a & 2011b) observe that efforts to achieve this pillar during the First MTP were faced by challenges such as widespread availability and ease of access to illicit small arms and light weapons in informal markets; competition for access to and control and ownership of resources. Other challenges were lack of an integrated and comprehensive policy to address peace, security and conflict, high levels of unemployment, poverty, drug and substance abuse and human trafficking. Many of these challenges need a language plan in order to be addressed adequately. Issues of illicit arms, peace, security and conflicts that have faced many parts of the country including North Eastern, Coast, Rift Valley and many urban areas are difficult to address without a language plan. The vision's strategy needs to identify appropriate languages to be used and the media through which to address the issues so as to achieve effective communication and appeal to the people and reach their hearts without language barriers, language challenges or language resentment. People respond to issues of war and security well when appropriate languages are used to touch their hearts.

The use of appropriate languages must also be accompanied by appropriate choice of words, phrases and tone. Indeed, language is an important tool for mobilization (Shitemi, 2001 & Chessa, 2001). A language plan will ensure that people who are sent to conflict zones to offer resolution through mediation or arbitration are fluent

speakers of languages spoken by concerned parties so as to avoid miscommunication or language barriers.

Addressing such social issues must also involve children, youth and women. Many a times, women, youth and children are left out of social discourse on the assumption that the elders have direct control over them. This group needs to be involved due to the fact that it is not elders, but youth and children who are involved in war and crime. Women on the other hand are heads of many families in Kenya and therefore have influence over their children and do shape their destiny. In this regard, there is need to have a language plan in order to reach children and youth before they indulge in crime. A language plan will also help to empower women socially so as to reduce and solve the challenge of crime. It is a known fact that language choice and use differs according to ones gender, age and social group. These facts need to be considered in the vision 2030 language plan.

Issues of poverty are difficult to solve without a language plan. High poverty levels and illiteracy complicate communication in communities with high linguistic diversity. Elimination of poverty means empowering people economically. This challenge can only be addressed through education, investment in business and agriculture. These areas have direct relationship with language. The right, familiar and friendly language to the child must be used as a medium of instruction so as to forestall high school dropout cases which many scholars blame on the use of a foreign language which many children are unable to learn early enough (Kembo-Sure & Ogechi, 2006.) Some children find the learning environment too hostile due to the use of an unfamiliar language in all communication right from the pre-primary level. This makes learning un-enjoyable, besides making it difficult for the children to master subject content which are taught in English.

Many students leave primary school before learning meaningful English to help them master secondary school subject content. Learning at secondary school level, therefore becomes too difficult for them. It is also a fact that many students sit for their form four examinations without having learned how to read and write English. Under such circumstances, without education or with little education, investment in Agriculture or business becomes very difficult and challenging.

### **Increasing Value in Agriculture**

According to the First and Second Annual Progress Reports which evaluated the First Medium Term Plan of the Vision 2030 covering the period 2008-2012 (Government of Kenya, 2010, 2011a and 2011b), the pillar of increasing value in agriculture was faced by several challenges. The report says that the agricultural sector continued to face several challenges that constrained its productivity and competitiveness. Some of the main challenges experienced included low and declining soil fertility, adulteration and low application of key inputs, slow absorption of modern and appropriate technology and poor disaster preparedness and response. Other challenges include limited capital and inadequate access to affordable credit, pre and post-harvest losses,

inadequate markets and poor marketing infrastructure, weak quality control systems, inappropriate legal and regulatory framework and low budgetary provision.

The report says that inadequacies in the policy, legislative and regulatory framework, poor governance and mismanagement of the co-operative societies, and weak internal capacity for marketing of co-operative products and services dampened the growth and development within the co-operative sub-sector. These challenges indicate that the agricultural sector never achieved the projected growth within the planned period. Although it does not give remedy to these challenges, the report indicates that these problems are mostly affecting farmers and may be as a result of insufficient knowledge about farming. Agriculture is one sector that heavily relies on language. Farmers heavily rely on scientific inventions namely, fertilizer, agricultural chemicals, new breeds of crops and animals, farms machinery and implements (Toboso, 2014). It is difficult for an illiterate farmer to engage in meaningful modern agriculture which is knowledge intensive. In the present situation in Kenya, an illiterate farmer or one who lacks proficiency in English is likely to face difficulty in acquiring scientific products from agricultural and veterinary shops most of which bear scientific instructions about their safe and effective use.

An agro vet dealer who has the will to help such the farmer in accessing the products is also likely to experience difficulty in this endeavor if he/she does not speak the language which the farmer understands. Such a business person needs to use a language which can help the farmer to quickly comprehend instructions about farm procedures, use of farm machinery, chemicals, fertilizers and seeds. Modern agriculture is knowledge intensive due to the fact that it heavily relies on new and modern farming methods. This means that in order for a farmer to engage in meaningful agriculture, he/she has to be able to comprehend these new farming methods which are scientific in nature. For instance, breeding and keeping of birds and animals, horticulture, use of farm chemicals and machinery can be a challenging venture if a farmer does not understand scientific language.

The plight of these farmers is further complicated by the fact that many researchers do not disseminate their findings in Kiswahili or other African languages which such farmers understand most. Many researchers publish their findings in English which makes them inaccessible to such farmers. Many imported machinery, chemicals, fertilizers and seeds come with instructions in English. This means that a farmer must understand the language or rely on interpreters. Even in cases where instructions are written in Kiswahili, a farmer must understand the language in order to understand the instructions. In Kenya, farmers rely on the media and agricultural extension officers for information. Today, there are many radio stations in Kenya which use local languages in their broadcast. It is important for the central and county governments to provide information to farmers through these media so as to improve agricultural information dissemination to millions of Kenyan peasant farmers who face difficulty in understanding the languages of wider communication.



It is evident that communication is a key factor in modern agriculture. Therefore, the only effective way to reach a farmer is through language. This means that the objective of Vision 2030 in agriculture are likely to continue facing challenges unless African languages become part of the visions strategy. The rural hardworking farmer can develop faster if the scientific inventions and new methods of farming can reach him/her in a language which helps him to think, discover, innovate and even engage in dialogue. To many rural farmers such language must be their mother tongue or another local language of wider communication like Kiswahili.

### **Equity and Poverty Elimination**

Vision 2030's strategy of to achieve equity and eliminate poverty has faced several challenges. They included gender based violence that limit women participation in development, retrogressive cultures such as early marriages and FGM and low public awareness about availability of funds such as Enterprise Fund (Government of Kenya, 2011b, 2013a and 2013b). Poverty alleviation and subsequent elimination in a country cannot be achieved without direct involvement of the poor masses. Vision 2030 lays out strategies aimed at guiding the country in the fight against poverty. It talks about reduction of the number of people living in poverty to a tiny proportion of the total population through the provision of income generating activities and increased school enrolment for girls and children from poor, rural and slum communities. The fact that majority of the poor people in rural areas have a challenge of communication in languages of wider communication like English and Kiswahili makes the attainment of this goal difficult without proper linguistic plans.

Provision of income generating projects to a population which does not understand languages of wider communication in a highly multilingual setting as is the case in Kenya can be tricky. The reason is that success in business relies on efficient communication between commodity and service providers on one hand and customers on the other. This makes it difficult for a person who cannot communicate in the languages of wider communication to establish a business in an urban suburb or provide services to urban dwellers due to high linguistic diversity. Success of any business depends on successful communication, which depends on availability of a common language. Toboso opines that in the absence of a common language between traders and their customers, language barriers usually emerge and negatively affect businesses. Toboso (2014) discovered that 6.3% of business transactions between traders and their customers were negatively affected by language barriers. Due to this, the effort of traders to achieve development was slowed down by these barriers. Domke-Damonte (2001) posits that the greatest challenge facing businesses in an environment where traders and customers speak different languages is language barrier. The exchange of commodities and services which is the essence of trade depends on availability of a language that can be used by all participants a given discourse.

### **Better and More Inclusive Wholesale Retail Trade Sector**

In achieving this goal, Vision 2030 talks about provision of trading facilities, training and improving access to credit and markets by traders besides the simplification of trade licensing and registration. Establishment of a business enterprise needs linguistic considerations. Due to this, efforts towards promotion of businesses as an endeavor to achieve vision 2030 has to consider the possibility of linguistic challenges which can face businesses especially new business ventures. Such challenges currently face many businesses in Kenya, especially those owned by people of Asian origin who are many times forced to create communication strategies to counter linguistic barriers. They do this through employment of locals, learning of local languages and teaching employees Asian languages for effective communication in their businesses (Toboso, 2014). This confirms that business owners need a language policy that will assist them access market with ease.

### **Improvement in Health Care**

The Vision 2030 strategy to improve health care aims at provision of a robust health infrastructure network and improving quality of health services delivery. Implementation of this strategy has faced a number of challenges. They include low rate of delivery at health facilities despite high antenatal care coverage, HIV and AIDS, high poverty levels which affect affordability, uneven distribution of health personnel and unequal health infrastructure.

It is important to note that successful delivery of healthcare services relies on communication. Lee (2003) posits that in the health sector, doctors rely on information given by patients to give medication. He points out that the clinician must communicate with the patient in order to learn about the patients' problems, needs and concerns. This in return helps the clinician to offer recommendations about the patient's health care. Language is therefore, the means by which the health care provider accesses a patient's illness, and thus creates an opportunity to address the problem. Therefore, communication between healthcare providers like doctors and nurses and patients is the heart of nursing care especially in diseases like AIDS and Tuberculosis (Kandagor, 2013). Differences in language between health care providers and patients increasingly impose barriers to health care and as Bowen (2001) observes, language barriers can limit access to health care. Bowen further argues that conversations between physicians and patients have long been recognized to be of diagnostic importance and therapeutic benefit. Efficient communication between patients and doctors is critical to good medical outcomes. At a minimum, effective communication means that all participants in the communication comprehend and understand the content of their communication.

Lee (2003) holds that in the case of patient-physician verbal communication during a clinical encounter, effective communication ensures that both the physician and the patient understand the content of each other's spoken communication, feel that they are understood by the other, articulate all thoughts related to the encounter, leaving no questions and thoughts unexpressed and feel that sufficient time is available for

speaking and listening. Provision of effective health care services which have the ability to improve health, reduce child mortality, reduce maternal deaths and fight against main killer diseases like malaria and AIDS requires a language strategy so as to forestall possible linguistic barriers (Kandagor, 2013). In Kenya's health care facilities, doctors who come across patients who do not understand languages of wider communication turn to nurses and other paramedical staff to act as interpreters.

The fact that Vision 2030 pillars target all Kenyans, especially poor people who do not have proficiency in languages of wider communication means that a language strategy is required in order to effectively address language challenges and barriers. The poor rural dwellers need to be accessed in languages that they can understand (Phye, 1997). Outreach programs aimed at increasing health awareness and fighting diseases like TB, HIV and Aids and malaria through provision of mosquito nets cannot succeed without the use of local languages (Kandagor, 2013). Thus, in order for Vision 2030 to accelerate improvement in health care to millions of poor Kenyans, issues of a language have to be addressed adequately. In the absence of a language strategy, Vision 2030 is likely to continue facing many challenges.

### **Education**

Vision 2030's education pillar envisages reduction in illiteracy by increasing access to education, improving transition rate from primary to secondary schools and raising the quality and relevance of education. Strategies set to realize this pillar fail to address the language issue which is one of the underlying factors in the high school dropout cases in Kenya. Many African scholars now agree that language is one of the factors that need to be addressed in order to uplift the standards of education in Africa (Legere, 2006a and 2006b).

The importance of language in realizing the education pillar can be seen from the challenges facing the education sector. The First Annual Progress Report (Government of Kenya, 2010) shows that some of the challenges affecting realization of this pillar included little enrolment in school for children with special needs and inability to reach out to children in drought prone regions, otherwise referred to as ASAL regions. Many parents in rural areas especially in marginalized areas lack information about importance of Education. Others do not see the gains of taking girls to school. Other parents pull their daughters out of school and force them into early marriages.

The remedy to these challenges lies in campaigns aimed at reaching out to the affected parents. Parents who have not enrolled children in schools need to be reached by education officers, physically and through media campaigns. Education officers are better placed to explain to the parents about benefits of education to all children regardless of their gender. They are also better placed to convince parents about bad cultural practices that could ruin their children's future. In achieving this, there is need to have a language plan whose aim will be ensuring successful communication with the village masses which do not understand English and may have little

understanding of Kiswahili. The use of these languages, especially in the media campaigns, is likely to be accompanied by the risk of causing language barriers or miscommunication.

The challenge of school dropout cases can be reduced through the use of African languages as the media of instruction in schools. Many African scholars now argue that it is time to turn to African languages as mediums of instruction. The importance of using the child's first language, otherwise known as mother tongue, in education has been recognized since 1953. Many studies have been done on the role of mother tongue as a medium of instruction and many educationists now agree that the best medium of instruction is the learners' first language. The cognitive, psychological, social and pedagogical gains through learning in one's own language are well documented in literature.

### **Conclusion**

From this study, it is clear that language is a very important tool of development in every context. As long as human beings continue to go about their daily cores, language shall continue to play key role in development. The Kenya government should ensure that proper policies are put in place to ensure that language plays its central role in development. Though Kenya's official languages are now English and Kiswahili, it is imperative to note that millions of Kenyans are not proficient in the two languages. This study has revealed the short coming of development strategies which do not take care of linguistic issues. It emerged through this study that Vision 2030 has failed to achieve its set objectives due to lack of consideration of linguistic issues. Based on this it is necessary for all development efforts in Kenya such as the Vision 2030 strategies to address issues of language in order to forestall the exclusion of millions of Kenyans from the development agenda. By doing so Kenya will overcome many challenges related to improper use of languages which in most cases causes barriers and miscommunication.

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