ACCESS AND EFFECTIVE PARTICIPATION OF ADULT BASIC EDUCATION PROGRAMMES IN NAKURU-NORTH SUB-COUNTY, NAKURU COUNTY, KENYA:
C. 1963-2014

STUDENT NAME: MAINA ANTHONY NDEGWA

STUDENT NO; C50\CE\25226\2011

A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE DEGREE MASTER OF ARTS, HISTORYKENYATTA UNIVERSITY.

OCTOBER 2016
DECLARATION

This thesis is my work and has not been presented for any purpose of either study or research for a degree in any other university or educational institution.

MALINA ANTHONY NDEGWA
REG NO. G50/C/25226/2011

Signature: ___________________________ Date: ___________________________

Supervisors;
This thesis has been submitted for examination with our approval as university supervisors.

DR. EDWIN GIMODE

Signature: ___________________________ Date: ___________________________

Department of History, Archaeology and Political Studies

DR. DAVID O. OKELO

Signature: ___________________________ Date: ___________________________

Department of History, Archaeology and Political Studies
DEDICATION

This Thesis is dedicated to my family and colleagues at work for their immense support and encouragement. May the Almighty God bless the abundantly.
ACKNOWLEDGMENT

I wish to express my sincere gratitude to the Almighty God for granting me His grace and gift of life. I also wish to express my heartfelt appreciation to my supervisors Dr Edwin Gimode and Dr David Okelo of the Department of History, Archeology and Political Studies, Kenyatta University, for their tireless support through guidance and advice and encouragement which enabled me to complete this work. I also appreciate my fellow colleagues at work for their timely and tireless encouragement
TABLE OF CONTENTS

Declaration………………………………………………………………………………... i

Dedication ........................................................................................................... ii

Acknowledgement............................................................................................ iii

Table of  content ................................................................................................ iv

List of Tables...................................................................................................... v

List of Graphs..................................................................................................... vi

Abbreviations and Acronyms............................................................................ xv

Definition of terms ........................................................................................... xviii

Appendices ......................................................................................................... xiv

Abstract ............................................................................................................ xxi

CHAPTER ONE

1.0 INTRODUCTION

1.1. Background of the Study............................................................................. 1

1.2. Statement of the problem............................................................................ 6

1.3. Research Questions ................................................................................... 7

1.4 Objectives of the Study................................................................................ 7
CHAPTER TWO

2.0 GOVERNMENT POLICY ON DEVELOPMENT OF ADULT BASIC EDUCATION PROGRAMMES SINCE 1963

2.1 Introduction ................................................................. 28

2.2 The Legal Framework of Kenya’s Education............................... 29

2.3 Development of Adult and Continuing Education in Post Independence Kenya................................................................. 30

2.4 The priority goals for Adult Learning Education in Kenya............... 35

2.5 Adult Learning Education and Development challenges In Kenya....... 36

2.6 Financing of Adult Learning Education in Kenya.......................... 37

2.7 Other investments...................................................................... 40

2.7.1 Foreign bilateral/ multilateral Donor Investment in Adult Learning Education Development Partners 40

2.7.2 Civil society support to Adult Learning Education....................... 41

2.8 Learners and Individual Contribution to Adult Learning Education........ 42

2.9 Shortage of Teachers for Adult Learning Education programmes......... 44

2.10 Evaluation of Adult Learners.................................................. 45

2.11 Adult Education / Facilitators and Training................................ 46

vi
2.12 Effective practices and innovations in Kenya Adult Literacy Programmes……  48
2.13 Policies and programmes focusing on Gender……………………………………  50
2.14 Influence of these policies on building a literate environment………………...  50
2.15 Summary………………………………………………………………………………  53

CHAPTER THREE

3.0 FACTORS INFLUENCING THE ESTABLISHMENT OF THE ADULT BASIC
EDUCATION PROGRAMMES IN NAKURU NORTH SUB-COUNTY FROM 1963-
2014………………………………………………………………………………………..  55

3.1 INTRODUCTION…………………………………………………………………………  55
3.2 School-based factors……………………………………………………………………  55
3.2.1 Classroom facilities……………………………………………………………………  55
3.2.2 Library services……………………………………………………………………….  56
3.2.3 Financing of ABE programmes in the Sub-County……………………………..  56
3.2.4 Curriculum for ABE Learners……………………………………………………  57
3.2.5 Publicity and Advocacy of ABE Programmes in the Sub-County……………..  58
3.2.6 Distribution of ABE Centres in the Sub-County…………………………………  58
3.2.7 Learners’ Motivation in ABE Centres……………………………………………  59
3.3 Socio-Cultural and Home Based Factors Influencing Establishment of ABE
Programmes in Nakuru North Sub-County…………………………………………… 60

3.3.1 Age Disparity………………………………………………………………………………… 60

3.3.2 Attitudinal Factors Determining ABE Participation in the Sub-County……………… 60

3.4 Economic Factors Influencing Establishment of ABE Programmes in Nakuru

North Sub-County………………………………………………………………………………62

3.4.1 Employment determinants…………………………………………………………… 62

3.4.2 Poverty determinants…………………………………………………………………… 62

3.5 Personal factors……………………………………………………………………………… 63

3.6 Benefit of ABE Programmes…………………………………………………………… 63

3.7 Summary………………………………………………………………………………………… 64

CHAPTER FOUR

4.0 TRENDS IN ENROLMENT, ATTENDANCE AND DROP-OUT RATES OF ADULT
BASIC EDUCATION PROGRAMMES (ABE) IN NAKURU-NORTH SUB-COUNTY…………………………………………………………………………………………… 66

4.1 INTRODUCTION……………………………………………………………………………… 66

4.2 Awareness of Participation and Attendance in ABE programmes in Kenya………. 67

4.3 Demographic Information of ABE Learners in Nakuru-North Sub-County…. 81

4.4 Completion Rates of ABE Programmes in Nakuru-North Sub-County……………… 99
4.5 Learners’ opinions on the High drop-out Rate in the Sub-County..................... 100

4.6 Summary.............................................................................................................. 102

CHAPTER FIVE

5.0 INTERVENTION MEASURES PROPOSED TO IMPROVE ACCESS AND PARTICIPATION OF ADULT BASIC EDUCATION PROGRAMMES IN NAKURU-NORTH SUB-COUNTY................................................................. 105

5.1 Introduction......................................................................................................... 105

5.2 Terms of employment and training................................................................. 106

5.3 Income generating projects in ABE centres................................................... 107

5.5 Duration of learning sessions in ABE centres................................................ 107

5.6 Motivation of learners in ABE centres........................................................... 108

5.7 Funding of ABE programmes.............................................................. 109

5.7 Publicity and advocacy of ABE programmes................................................. 111

5.8 Specialization in subject areas................................................................. 112

5.9 Facilitation for learners with special needs.................................................. 114

5.10 Gender of teachers in ABE centres.............................................................. 115

5.11 ABE curriculum........................................................................................... 115
LIST OF TABLES

1.0 Trends in Development Expenditure......................................................... 38

2.0 Foreign Investment in ALE (1997-2008)...................................................... 41

3.0 Adult Education Enrolment by Sex 1997-2007........................................ 43

4.0 Distribution of adult teachers by province 2003-2007.............................. 45

5.0 Percentage of persons aged 15 years and above and who said they were aware
of Literacy Programmes and ever participated in the programmes............... 67

6.0 Percentage of persons aged 15 years and above, who said they attended literacy
programmes in the past 12 months and said they are still attending............. 68

7.0 Percentage of respondents who report to have participated in adult literacy
programmes but left and reasons per province........................................... 71

8.0 Percentage of respondent who never participated by province and
reasons for non participation................................................................. 72


10 Enrolment of ABE Programmes in Nakuru –North Sub-County in comparison to
Nakuru County in 2009.............................................................. 75

11. Enrolment of ABE Programmes in Nakuru-North Sub-County in comparison to
Nakuru County in 2010…………………………………………………………………….. 76

12. Average Daily Attendance of Adult Learners in Nakuru North Sub-County as compared to the Nakuru County in 2009……………………………………………….. 77

13 Daily Average Attendance of ABE programmes in Nakuru-North Sub-County in relation to Nakuru County in 2010…………………………………………………… 78

14 Availability and Adequacy of Learning Resources……………………………….. 80

15 Age bracket of Learners………………………………………………………………. 81

16 Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2009…………………………………………………………………………… 82

17 Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2010.. 85

18 Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2011………………………………………………………………………………..87

19 Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2012. 90

20 Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2013 93

21 Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2014. 95
LIST OF GRAPHS

1.0 Graphical Representation of Table 16 Showing Male and Female Enrolment and Daily Average Attendance of ABE Programmes in Nakuru- North Sub-County in 2009………………..84

2.0 Graphical Representation of Table 17 Showing Male and Female Enrolment and Daily Average Attendance of ABE Programmes in Nakuru- North Sub-County in 2010………………..86

3.0 Graphical Representation of Table 18 Showing Male and Female Enrolment and Daily Average Attendance of ABE Programmes in Nakuru- North Sub-County in 2011………………..88

4.0 Graphical Representation of Table 19 Showing Male and Female Enrolment and Daily Average Attendance of ABE Programmes in Nakuru- North Sub-County in 2012………………..91

5.0 Graphical Representation of Table 20 Showing Male and Female Enrolment and Daily Average Attendance of ABE Programmes in Nakuru- North Sub-County in 2013………………..94

6.0 Graphical Representation of Table 21 Showing Male and Female Enrolment and Daily Average Attendance of ABE Programmes in Nakuru- North Sub-County in 2014………………..96

7.0 Line Graph Showing Enrolment Trends from 2009 – 2014……………………………97

8.0 Line Graph Showing Attendance Trends from 2009 – 2014……………………………98
APPENDICES

A1 Bio Data

A2 Interview Guide for the Researcher

A3 Questionnaire for Adult Basic Learners

A43 Questionnaire Adult Education Teachers

A53 Questionnaire Adult Basic and Continuing Education Officer

A6 Letter to the Respondent

A9 Map of Nakuru North Sub-County in Nakuru County
ABREVIATIONS AND ACRONYMS

ABE: Adult Basic Education.

ABLP: Adult Basic Literacy Programmes.

ACE: Adult and Continuing Education

ALE: Adult Learning and Education.

APA: American Psychological Association

BAE: Board of Adult Education.

CBO’s: Community Based Organization.

CDF: Constituency Development Funds.

CIDA: Canadian International Development Agency.

CLRCs: Community Learning Resource Centres.

CONFINTEA: International Conference on Adult Education.

CSOs: Civil Society Organizations.

DAE: Department of Adult Education.

DACE: Directorate of Adult and Continuing Education.

EFA: Education for All.

FBOs: Faith Based Organizations.
FPE: Free Primary Education.

GTZ: German Technical Co-operation.


KNALs: Kenya National Adult Literacy Survey.


LATF: Local Authority Transfer Fund.

MDGs: Millennium Development Goals

MDTIs: Multi-purpose Development Training.

MPET: Master Plan on Education and Training.

MoEST: Ministry of Education Science and Technology.


NGOs: Non Governmental Organizations.

3RS: Reading, Writing and Arithmetic.

SPSS: Statistical Packages for Social Sciences.


UPE: Universal Primary Education.

WB: World Bank.

WCEFA: World Conference on Education for All.
DEFINITION OF TERMS

**Access:** In this context, it refers to availability of a facility from an Adult Basic Education (ABE) learner that will motivate him to take up the literacy class.

**Absenteeism:** This refers to consistent failure to attend ABE literacy class.

**Adult:** Is a person in Kenyan context who is aged 18 years and over or a person who has attained legal maturity.

**Adult Basic Education:** It is a component of the Adult and continuing Education available for the adult, out of school youth who either missed access to basic elementary education in their childhood age or dropped out before attaining sustainable literacy skills.

**Adult Literacy Center:** In this context is a place where ABE programmes are conducted, be it private, in churches, mosques, social halls or formal schools.

**Adult Education:** The full-time or part-time education or instruction of any kind for any person over 16 years of age who is not in full attendance at a primary, secondary, vocational, tertiary or any university college.

**Drop-outs:** These are adult learners who desert adult classes and are unwilling to ever attend in Adult classes in future. The learner absconds learning programmes indefinitely before attaining useful functional skills to assist him/her overcome the challenges of life brought about by being illiterate.

**Dead ABE centres:** These are places where Adult Basic Education programmes were conducted but learners and teachers deserted them due to absence of teachers, unpaid rent or learners’ absconding class due to their own diverse reasons.
**Functional literacy:** This is a kind of literacy that can be incorporated to ABE programmes where the learner can achieve multiple benefits from learning programmes besides literacy and computation for self-fulfillment, being able to adapt and benefit from his environment i.e. practical skills for self-advancement.

**Full-time ABE teachers:** These are ABE teachers who are fully employed by the Public Service Commission on permanent basis to offer regular teaching to ABE learners.

**Gender Parity:** An assumption that every person, irrespective of being male or female should be given equal opportunities to access resources for personal and society advancement without any prejudice

**Learners with special needs:** These are learners who are vulnerable due to their incapacitation or personal limitation cannot attend their ABE classes and take up learning opportunities under normal learning conditions.

**Illiteracy:** It is the state of inability to read and write ones plan, thoughts and activities and even to communicate with other members of the society in writing or reading. To be illiterate is to lack some of the basic means for knowing and understanding the world and the benefits from it. One would be passive in the world of change since he cannot sign his/her name.

**Literacy:** Itis the ability to read and write in such a way that when a person sees a group of words, he has the competence and efficiency of recognizing, understanding and interpreting the meaning. Likewise she/he is able to put the words or a group of words heard in writing because of his/her aptitude to visualize the words so as to be able to express them in writing.
Publicity and Advocacy Campaign: This is the campaign for profiling ABE programmes in order to give the visibility they deserve by using stakeholders e.g. Government, Media, Civil Society, Individuals, Faith-Based Organizations, Private sector to get more people to enroll in the programme.

Part-time teachers: These are ABE teachers who assist the learner to acquire literacy skills outside their personal commitments and are rewarded with a small token by the government.

Self-help teachers: These are teachers who have the passion of voluntary eliminating illiteracy but are not after monetary gains. They are volunteers from the community in most cases who decides to plough back to the society as a sign of appreciation for society’s contribution in their education.

Stake holders: Any individual or a group of institutions with a common passion with the promotion of Adult Education. They are instrumental in facilitating and funding adult literacy or education in general.

Theory: It is an assumption that had undergone verification and which has potential for explaining and predicting events to generate new knowledge or ideas
ABSTRACT

According to 1999 Population and Housing Census, an estimated 4.2 million adults in Kenya were illiterate, 60% being women. According to vision 2030, Kenya aims at achieving 80% adult literacy in order to transit the country to a middle level economy. This study investigates the determinants of access and effective participation of Adult Basic Education Programmes in Nakuru-North District, Nakuru County, from independence to 2014. This study area has been experiencing poor participation in terms of low attendance, access, and high drop-out rates. The study was guided by the Human Capital Theory based on the work of Schultz (1971), Sakamata and Power (1975) that justifies substantial expenditure on education in order to improve production capacity of the population of any given country. The objectives of the study were; to summarize Kenya Government Policy on ABE programmes since independence; to identify factors that have influenced access and participation in ABE programmes in Nakuru North District since independence; to establish trends in participation in ABE programmes in Nakuru North District and to suggest intervention measures to improve access and participation in ABE programmes in Nakuru North District.

The target population was 100 adult learners, 20 adult teachers and two adult education officers. The sample size was 60 adult learners, 6 adult learners selected from every ABE centre, 10 adult teachers, one teacher from every centre and one District Adult and Continuing Education Officer. From the Sub-County office. The descriptive method of research was used. Data was collected by use of questionnaires, face to face interviews and personal observation schedule. The findings were analyzed using descriptive method. It was presented using frequency tables, graphs and percentages. The major findings were: there is gender disparity in terms of teachers and learners ratio in favour of the female gender; all teachers are professionally qualified; over 80% of the learners were almost illiterate when they enrolled; 60% of the teachers were on permanent employment and teachers are over worked and underpaid; most of the lessons are conducted in churches; learners with special needs are not facilitated at all in the area of study among others. The study recommends the government to employ more teachers; promote learners to post-literacy level once they complete the basic levels; start more ABE centres to make programme visible and accessible to many learners; revive dead centres by sending teachers; allocate more funds to the programme; involve other stakeholders to fund the programme among others.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Adult Basic Education (ABE) is not a new phenomenon and has a long history. In the ancient Greek city-state Adult Basic Education was very much part of the daily life. The Greeks, however, committed as they were to the idea of moral excellence achieved through lifelong learning, did limit the opportunities for education to free citizens. The common man, the slave and the foreigners didn’t enjoy this privilege.

The Romans, building their states on the citizen farmer, and expanding it into the empire which employed skilled artisans as well as soldiers and politicians, needed a greater proportion of literacy among common men. Although literacy was never quite universal in Roman times one can safely assume that it was widespread and common among artisans and farmers. Indeed illiterates were considered barbarians with the expansion of Rome, its culture and literacy followed into the outlying provinces. However, Rome failed to carry its culture deep enough into a growing population (Grattan, 1959).

In the early middle ages, literacy lost its importance in daily life. There was no economic disadvantage to illiteracy; the common man felt no pressing need to be literate. Artisan skills were passed on to apprenticeships which blossomed to fully growing in the medieval cities. In the late medieval times, literacy began to spread again. It was mainly the supreme importance attached to the reforms of reading of the Bible and inventions of the movable types and mass printing techniques in the 15th century and the 16th century that spurred on renewed literacy efforts. The revolution brought about in the 2nd half of the 18th century, literacy again became
indispensable to success in life; those who remained illiterate become disadvantaged (Laubach, 1960).

The Adult school movement, designed to spread ABE among the poor, flourished in England between 1847 and the early 1860s. This movement was supported mainly by the Quakers. Its principal theoretician, Dr. Thomas Pole, believed that if Adults could be taught successfully, they in turn would teach their children, and in time, there would be no need for ABE programmes. The aim of teaching adults to read and write and do arithmetic was not only to enable them to read the Bible, but also to make them more productive members of the society.

The schools were established in numerous industrial cities in Europe. By 1909 there were 1662 Adult schools with 110,000 students. With the spread of state education which replaced much of the activity, literacy classes organized by Adult schools were dropped by the end of the First World War (Kelly.T 1962)

In Denmark, the story of the Danish Folk School and their role in helping to transform a largely backward peasantry within two generations into one of the most progressive society well known. The purpose of the Folk School according to spiritual father Bishop Grundtvig was education for life, not living. Compulsory elementary Education was introduced in Denmark in 1814, England in 1870, France in 1882 and in other European countries during the period took much of the pressure from ABE in Western Europe. In England residential colleges such as Ruskin, the workers residential association and the university extension took over most of the workers education at the turn of the 19th century, and elevated it. In continental Europe, workers education was mainly carried on by trade unions and the socialist political parties with a special political aim. With a few notable exemption in Central and Eastern Europe, ABE in Europe become a
dominant issue. The one notable exemption in the literacy of ABE campaign waged by the Soviet Union in 1920 through the second world war, a campaign which thus far has not been equaled elsewhere.

The last census before the revolution of 1917 in the Soviet Union approximately 78% of the male and 80% of the female population were literate. Faced with the enormous task of rebuilding the nation ravaged by the First World War and by the civil war that followed the task of modernizing a largely backward peasant society, the soviet government realized the need for literacy and ABE on an unprecedented scale. The massive radical campaign was undertaken within the foreign challenges like funding, teacher’s rooms for meetings and frequent hostile opposition among the conservative’s village elders (Laubach 1960).

As independence movements in Asia and Africa took shape during and after the 2nd World War, the necessity for massive education become of crucial importance. The United Nations with the increasing number of Asian and African countries took notice of the problem. The United Nations was deeply involved in fundamental education planning but lacked funds to carry out a number of pilot projects. In an effort to consolidate gains achieved in literacy drive which committed in 1963, the Spanish government established more than 3000 centers to provide further basic education to newly literate adult. East European nations have now developed ABE system fully supported by the state (Laubach 1960).

In 1953, Cuba, with 11% of the urban and almost 42% of the rural population illiterate, mobilized in 1961, 1200 volunteers, under the guidance of 35,000 professional teachers, in one year campaign to eradicate illiteracy. Over 700,000 persons were taught to read and write during this campaign and in December 1961, Cuba announced that it had eradicated its illiteracy.
In 1974, Ethiopia had embarked on a five-year programme of attacking illiteracy through the combination of teachers and functional activities of agricultural and industrial workers. In fact, it is sometimes said that the map of hunger and the map of illiteracy being the same in the world, it is obvious that the region where people do not have enough to eat are also those where they cannot read or write and this is no accident. People cannot eat more unless they produce more, and they cannot produce more without being taught and possessing the techniques to produce more (Laubach 1960).

According to UNESCO, 2006, the world had about 771 million illiterate adults. This figure represents 18% of the global adult population. This indicates that illiteracy is widespread and it is a worldwide problem. In Africa, 80% of the adult population is unable to read and write. Adult and Continuing education offers opportunities to learners outside the formal school system.

The right of education was solemnly proclaimed by the Universal Charter of Human Rights in 1948 in Paris, France. Since then, a number of countries have also deemed it fit to legalize these rights to education. In Kenya, the right to education is enshrined in the Act of Parliament Cap 223, 1966 Laws of Kenya that provides for its regulation and provision.

Kenya is a signatory to various international declarations and conventions on education and is committed to ensuring the right of every citizen to access quality education as stated in the World Declaration on Education For All (Jomtien, Thailand, 1990) Dakar Framework For Action on Education For All(EFA), (Dakar, Senegal, 2000) and the Belem Framework for Action. (Belem, Brazil, 2009) Education for All targets for Adult and Continuing Education are:

To promote learning and Life Skills for young people and adults through equitable access to appropriate learning and life skills programmes.
To reduce illiteracy levels by 50% by the year 2015

The Belem Framework for Action affirmed that literacy is the most significant foundation upon which to build comprehensive, inclusive and integrated lifelong learning for all young people and adults. Given the magnitude of the global literacy challenge, the international community resolved that nations redouble their efforts to ensure that literacy goals and priorities, as enshrined in EFA, the United Nation Literacy Decade (UNLD), are achieved by all means (source; Kenya National Adult Literacy Survey, 2007.

At the time Kenya attained independence in 1963, over half the population was under fifteen years and 80% of the population was illiterate. Only half the numbers of children between seven and thirteen years eligible for school were actually attending school. Among those who attended primary school, just 10% proceeded to secondary schools. The financial resource for rapid expansion of formal child education did not exist. The country was poor and over 20% of the national recurrent budget was being spent on formal education alone. By international standards, this proportion was high to the point of overstraining and leaves little room for expansion beyond keeping pace with the 3% population increase annually. It is within this constrains described above that the present Adult Basic Education provision approach has been sporadic, often disorganized and generally unrelated to any predetermined order of priority or to overall national development i.e. ABE was overshadowed by other fundamental and very critical priorities of the young and independent Kenya.(Prosser and Clerke 1972).

Adult and continuing education sub-sector has been placed in different ministries since 1960 when Kenya was still under colonial rule up to 2008 when it was placed under the Ministry of Education as enumerated in the following order:-
Ministry of Co-operatives, Housing and Social Services- 1965 to 1979 as a unit under the Department of Social Services

Ministry of Culture and Social Services- 1979 to 1998 as a Department


Ministry of Gender, Sports, Culture and Social Services- 2003-2008

Ministry of Education-May 2008 to date as a Directorate (source: Ministry of Education: DAE History)

1.2 Statement of the Problem

Successive Post-Independence Governments of Kenya have demonstrated considerable commitment to promotion of Adult Basic Education programmes (ABE). They have underscored the importance of this programme yet the programme have indicated low access and poor participation in most regions in Kenya as evidenced by low enrolment, inconsistent attendance rate, increase in drop-out rate, high turn-over for ABE teachers, lack of inclusiveness of learners with special needs among others according to Kenya National Adult Literacy Survey, 2007.

This study focused on Nakuru North Sub-County, Nakuru County, Kenya with an aim of identifying the challenges that have hampered effective implementation of ABE programmes and suggest possible interventions

1.3 Research Questions

What has been the Kenya Government policy on ABE programmes since independence?
What factors have influenced access and participation of ABE programmes in Nakuru North Sub-County since independence?

What are the emerging trends in ABE programmes in Nakuru North Sub-County?

What interventions measures can address the shortcomings in access and participation in ABE programmes in Nakuru North Sub-County?

1.4 Objective of the Study

The study was guided by the following objectives:

To summarize Kenya’s Government policy on ABE programmes since independence.

To identify factors that have influenced access and participation in ABE programmes in Nakuru North Sub-County since independence.

To establish trends based on participation in ABE programmes in Nakuru North Sub-County.

To suggest intervention measures to improve access and participation in ABE programmes in Nakuru North Sub-County.

1.5 Assumptions of the Study

The Post-independence Governments had very robust policies governing the implementation of ABE programmes in Kenya in terms of access and effective participation.
Economic, governmental and social-cultural factors have majorly influenced access and effective participation of ABE programmes in Nakuru-North Sub-County since independence.

The ABE programmes in Nakuru-North Sub-County have experienced both success and failures since independence.

The introduction of new ideas and strategies by the government can improve access and participation in ABE programmes in Nakuru North Sub-County.

1.6 Justification of the Study

The researcher decided to study ABE programmes in Nakuru North Sub-County from 1963 to 2014 as the programme appears to be neglected by the government and the society in general. Nobody wants to be associated with it and it appears that it is a reserve for the underprivileged, women and very few men. Most of ABE classes are in churches and nursery schools and even the DACEO office is just makeshift that is miserably separated from Sub-County Education Office and Sub-County Commissioner’s office. There is a high turnover of learners, teachers and even Adult Education Officers and this attracted serious scholarly interest. The information concerning it is uncoordinated and inconsistent. If this programme is given the seriousness it deserves, it can transform the society economically and socially.

1.7 Significance of the Study

The study was expected to point some weakness of government policies in regard to ABE programmes with a view to suggest solutions.
The findings may provide valuable information to education policy makers and other stakeholders involved in promoting Adult Basic Education literacy in the country in order to understand the determinants to access and participation of ABE programmes and come up with measures to improve it.

The study is also expected to be of great use to the people of Nakuru North District and other districts in Nakuru County once the challenges are addressed, there is likely to be a remarkable improvement in access and participation, thus, the benefits acquired will help them to be self-reliant. The study will also give the researcher an opportunity to contribute to the world of knowledge and gain experience in research methodology that is a critical requirement for the study in the university. The research may inspire and create interest in other researchers to do further research after identifying a lacuna in the study.

In the Kenya’s vision 2030 three pillars are envisioned namely; a sustainable high economic growth, building a just and cohesive society with equitable social development and a democratic political system. This requires a functional literate adult population which can effectively contribute to economic production and participation in the democratic process of the country. According to Kenya Adult Literacy Survey report, 2007 only 29.6% of the adult population has achieved the desired literacy levels required for making any meaningful contribution to this vision. Unless urgent strategy measures are taken to address this literacy gap, it will be extremely difficult to realize and sustain the gain of this noble 2030 vision.

The constitutional dispensation of 2010, section 43 states that every person has the right to social security and education including ABE learners. In section 54(b), Persons with disabilities have the right to access educational institutions and facilities, so ABE centers should be made
accessible to disabled by opening more centers in the area of study and in the Sub-County and Kenya in general (Source; Constitution of Kenya 2010)

1.8 Scope of the Study

The study attempts to investigate the challenges inhibiting effective participation of ABE programmes in Nakuru North Sub-County from independence to 2014. The Sub-County is located to the north of Nakuru town and Lake Nakuru. Menengai Crater is the most attractive scenery in the Sub-County. It is bordered by Rongai Sub-County to the West, Gilgil Sub-County and Nyandarua County to the East, Subukia Sub-County to the North. The Sub-County is highly cosmopolitan inhibited by large plantation owners and peasant, sand harvesters, quarry workers and casual labourers in coffee, tea and sisal Estates and government research stations dealing with seed and beef research. Others are engaged in casual labour in government forest, dairy farms and small-scale business. Most of the areas are densely populated with peasant farmers.

1.9 Limitations of the study

The study was limited to Nakuru North Sub-County. The whole of Nakuru County couldn’t be covered due to deficiency of time and finances. The study findings may not apply to other districts in the County or Kenya in general.

1.10 Literature review

The literature review has brief review of existing literature related to the challenges that has inhibited effective participation of Adult Education learners in Basic Literacy programmes in other parts of the world in terms of access and participation and then Kenya. It focuses on trends in ABE literacy programmes in Kenya and factors determining participation of adult learners in
the programme. The evidence to these issues was obtained from different books, articles, workshops outcome, conferences proceedings, local dailies and research outcomes.

In most third world countries of today, conditions of dependency and ensuing economic and political constrains hardly permits a smooth, gradual universalization of literacy. Universal Primary Education (UPE) without non-formal adult literacy programmes will definitely not eradicate illiteracy in the foreseeable future, considering the present rate of primary school attendance and the inefficiency of primary schooling, with high drop-out rates and people relapsing into illiteracy. This situation will have little chance to improve as long as school children live in illiterate environment with illiterate parents. The fact that parents educational background influences children school achievements is an important argument for teaching adult literacy.(Bhola 1983)

Many studies show that the response among adult illiterates to literacy programmes is rather weak if there are no special efforts to stimulate motivation. Once the illiterate target population has been mobilized to enroll, the problem is very frequent manifested in high drop-out and low attendance rates (Brooke 1972).

The condition of poverty in rural areas, lack of self-confidence, disillusions regarding the benefits of literacy, discouraging teaching methods and the lack of easy and useful reading materials are factors that explain low attendance and weak motivation. The participation and motivation of women often has unique pattern from that of men, in several African countries, far more women than men register for literacy classes, but the generally oppressed situation of women prevent them from attending classes regularly and leads to high drop-out rates and poor achievement compared to men (Lind, 1979).
In South Asia, experiences show that rural women are less motivated for literacy than men, due to the strict economic and social subjugation of women. Without accompanying social change, literacy does not present a way out of the existing submission of women. As women are indeed aware of the common constraints on their participation in literacy classes, such as lack of time, overwork, domestic duties, child-care, agriculture and male resistance are not easily overcome (Lind, 1979).

The findings referred to by other sources (e.g. Laubach, 1947) confirm that an active commitment to literacy among local leaders have positive effect on participation of literacy classes. Short single campaigns to eradicate illiteracy of which are only a few examples, Cuba, Nicaragua and Southern Vietnam. There these countries have, with relative success, carried out mass campaign over a period of one or two years. The success has been due to communication of favorable conditions such as the momentum of commitment, resulting from the recent conquest of power by a popular movement, the relatively low rate of illiteracy, the existence of one principal majority language and the effective mobilization of all human institutional and material resource needed. The level of literacy attained is necessarily low and the sustaining of literacy becomes a problem. Eradication of illiteracy by a series of campaigns in Tanzania, Burma, Ethiopia, Angola and Mozambique became common in 1970s (Bhola, 1983).

This step-wise strategy is determined by very high illiteracy rates and underdevelopment, which makes reaching all illiterate people of a nation at once very hard. Literacy has not been absolute priority compared to other urgent needs and the diversity of languages has complicated the implementation, although Tanzania has an advantage of National language Kiswahili. In the Tanzanian and Ethiopian cases, the strategy has been successful in maintaining participation levels but in other cases it has been very difficult. This strategy, otherwise resembles the short
single campaign strategy, in that the objectives, organization and content stress political mobilization (Kassam, 1978)

There are often large-scale, but political cool programmes that provide access to those who want literacy. Examples can be found in Botswana, Brazil, India and Mexico, among others, where literacy is not seen as an immediate major obstacle to the economy. The Soviet Union had a successful literacy campaign which was rated 87% literacy level of population. This success was attributed to efforts in the provision of instructional materials. Bhola also argued that communities need to be involved in providing instructional materials to literacy programmes (Bhola, 1983).

The lack of strong pressure and mobilization for literacy at all levels of the society frequently result to higher drop-outs. If people see no prospects improved political, social or economic conditions for the population, even with literacy skills, why should the illiterates use their time for literacy classes? Success was achieved when literacy was linked to man’s fundamental requirements, raging from his immediate vital need to effective participation in social change (Bhola, 1983).

The following factors have been identified as conducive to relative success:

It has become virtually axiomatic that the state has to be the prime mover in promoting and organizing large-scale efforts to combat illiteracy (Lind, 1974).

The success or the failures of a literacy activity not ultimately derived from the economic and technical issues, but rather from the capacity to organize and mobilize the people around a literacy project (Lind, 1974).
The aspect of attitude is paramount in determining enrolment and participation in ABE programme. Most people hold the view that learners go to school and eventually get white collar jobs. In Kenya, like most other countries, education closely linked to social mobility, after receiving education of any kind there should be a corresponding social mobility; (Ilai, 1986). Unemployment upon graduation as it is normally for other forms of education has carried many adult learners to withdraw from the programme. Those who withdraw may discourage those intending to enroll in the programme. Related to employment is the fact that the programme was introduced long after the formal education. This state of affairs made people to have different impression of quality of learning to be obtained from Adult Basic Education. First, formal education is elitist in nature, catering for the needs and interests of a very small proportion of those who manage to enter hierarchical pyramid of formal schooling. Most of the drop-outs are never absorbed into any paying occupation. This situation makes people question the need for adult education, since their own children who have graduated from secondary school cannot get any job (Kassam 1978)

By contrast, merely teaching an adult to read and write is not believed to alter his income opportunities. Instead the adults tend to take the programme as a waste of time. It is therefore, suggestive that the people’s poor attitude towards adult education programme may be one of the factors contributing to poor enrolment and inconsistency in attendance. Adult Basic Education in Kenya is yet faced with high drop-outs rates. This has been attributed to various factors by different people.

Bhola, 1984 says that the learner long separation from formal schooling, if they ever participated, and certainly, those who never experienced it find difficulties in applying it. This problem is as a result of the failures of the curriculum to make this programme functional. All
that there is this programme is simple literacy in which learners are taught the 3Rs (Reading, Writing and Arithmetic) including little home economics. This is not what the adult initially expected of the programmes. They expected to be given knowledge that could assist them in solving their immediate problems. In the actual sense, the motives responsible for initial attendance are not achieved. This situation has caused many people to react against it, he argues against repetition of nonsense syllables or simplistic sentences which bear no normative living concern. Many adults want to learn exactly what is relevant and they need to do it quickly so that they can attend to other businesses. But they are normally frustrated by the slow pace of learning and unnecessary repetition of content especially to cater for those who might have been absent the previous days (Department of Adult Education 1981)

This implies that repetition of content which results in slow pace of advancement may cause many adult learners to drop-out. Several factors contribute to low enrolment and inconsistent participation such as people’s attitude and ignorance about adult education, limited funds, poor terms of services for workers, several cases of drop-outs, irrelevant curriculum offered among others (Nation Report, 1987:3). The field of adult education in Africa is faced with problems of inadequate financial support by national governments, peripheral treatment in national priorities and inadequate allocation of resources. Most governments do not take adult education seriously. They do not give it priority in the provision of funds. It is therefore, difficult for the programme to do well, given the low financial support (Department of Adult Education, 1981)

Associated with the finance is the remuneration of teachers. The teachers, especially the part-time teachers are paid a meager salary. On top of the low pay, there is delay in paying them. Teachers being the main implementers of the programme need good and prompt pay and other rewards to motivate them. This problem of low and delayed pay may discourage many teachers
and make them abandon this job in search of better ones. This could cause the fall of the programme. The field supervisors have difficulty in carrying out their duties because they have no means of transport. This therefore implies that there is minimal supervision, if any. Most of the teachers are untrained and their attitude towards adult education is therefore, questionable (Department of Adult Education, 1981).

These young secondary leavers have difficulty in handling learners since they have not learnt the psychology, Knowless (1978) has this in mind when she laments that, most teachers are usually untrained and often inexperienced. She further argues that, the adult education teachers have not learnt the psychology of adult education learners and therefore, find it difficult to manage and positively motivate the class.

Adults bring to the learning situation a lot of life experience from a wide variety of fields. Many adult learners have differed with their teachers due to the teacher’s ignorance as to the needs of the adult learners.

In the adult education like other forms of education, the main role of a teacher is to provide guidance. If an adult education teacher is too authoritative, he may soon find himself in an empty classroom. This implies that the teacher need to be trained hence enable him to learn the psychology of adults. This is essential, because in most cases adult leaner are older and have wider experiences than their teachers.

Financial constraints yet make the programme to take place in churches, social hall and at primary schools mostly in the afternoons. This poses a stumbling block given that different people hold different opinions about various churches or religious institutions (Knowles, 1978).
The practice of using primary school classrooms in the afternoons is yet another problem. The primary schools teachers lock their books in cabinets making adult learners not to access them. This situation may discourage some student from participating in the programme. The self-help teachers need to be paid. Materials and essential item need to be bought too.

The Divisional Adult Education Officer Manga Division, Kisii District 1982 asked adult learners to contribute funds to cater for learning materials and pay self-help teachers. But given that most of the learners are ordinary peasants, some with children to educate they have opted to withdraw from the adult classes and instead concentrate on the education of their children. This in turn may have led to the closure of the affected centres (Boraya. M, M.E.D Project, 1987)

Previous studies in adult education programmes for example a study by Ilai in Kitui District showed that the Kitui Adult Education Programme faced a lot of problems (Ilai, 1986). Similarly the ABE programme in Kiganjo Division of Gatundu South District faced problems (Ndonga, 2011). However this cannot be generalized and be applied in Nakuru North Sub-County as it is a unique setting.

Government departments, NGOs and CSOs offer basic literacy, post literacy and community training development programmes (Republic of Kenya, 2005). These organizations come with different teaching and learning resources. Some materials are written while other resources depend on the needs of the group. According to Knowles 1978, adult education should be innovative enough to gauge the needs of the adult group and prepare teaching and learning materials which are relevant to the learners’ need. The Kenya Institute of Education is mandated to prepare materials for study for adult learners in Kenya.
According to Mulira 1978, literacy programmes should be provided with literacy materials such as primers, posters, charts, audio-visual and other learning materials.

According to Kamunge Report (1988), the learners decline in enrolment was due to lack of appropriate reading materials in some ethnic language. According to Mwangi 2001, learning centres in primary schools discourage adult learners. This is because many adult learners confess that they feel ashamed to use the same learning facilities used by their children. Gachathi report 1976 stated that there was need to mobilize teachers, equipments and other physical facilities for conducive learning environment. This can be achieved through co-ordination and utilization of existing instructional resource.

According to Mwangi (2001), the Department of Adult Education indicated that some learners do not attend classes because they are busy with their income generating projects. He argues that many adults lack time and resources such as money to purchase learning materials for literacy classes. Due to cost sharing policy, the government provides teachers and classrooms while learners provide their own materials. Some adults are unable to participate in the programmes because their economic status is low. They cannot afford to purchase the needed learning materials and hence prefer to take care of their family needs rather than joining the literacy classes.

The key findings of the Kenya National Literacy Survey of 2007 which could be of interest to the current study include the following:

High adult illiteracy; approximately 7.8 million (38.5%) youth and adults are illiterate.

Wide regional and gender disparities in literacy levels in the country as found in other studies worldwide, the map of illiteracy correlates with the map of poverty in Kenya. High economic
potential areas have higher literacy levels. The literacy rate in Nairobi was 87.1% North Eastern province records 8.1%. Men rated at 64.1% have higher literacy than women who were rated 58.9%. Urban residents have a higher literacy level of 79.9% while rural areas rated at 55%.

Showing high illiteracy rates and low participation of the critical cohorts of the population in ACE programmers. About 29.9% of the youth aged 15-19 years and 49% of the adults aged 45-49 years are illiterate. Kenya being a youthful population is at risk with a high illiteracy amongst the youth and middle age adults.

Quality of ACE programmes: the survey revealed there was need to make ALE programmes relevant to needs of the adult learners and also guarantee effective and efficient monitoring and evaluation to ensure quality.

Low visibility of ACE programmes is the country: the survey revealed that the level of awareness of literacy programmes in the country among adult was 31% (31.7 males and 30.2% females). Nairobi province has the lowest level of awareness with 8.6 male and 15.0% female adults who were aware of ALE programmes.

Other programmes related findings include acute shortage of teachers, lack of a clear Adult and Continuing Education policy, lack of clear transition mechanism, limited access to the ALE programmes, negative image, inadequate teaching and learning materials, limited capacity for quality assurance and standards and limited ICT capacity for e-learning.

(Source: Kenya National Adult Literacy Survey, 2007)
Conclusion

In conclusion, the literature review done in this chapter clearly shows that Adult Basic Education programmes has been experiencing challenges both in other parts of the world as well as in Kenya, including the developing countries. The map under development, poverty, ignorance and diseases is replicated on areas where illiteracy levels are high although revolutionary governments though experiencing low economic growth underscores the needs for a literate society that is presumed to mobilize factors of production and generate wealth e.g. Cuba, China and Vietnam. It also reviewed factors such as socio-economic status of learners, culture in term of women subjugation, political goodwill of a government in support of adult literacy, poor facilitation and negative attitude and low motivation due to immediate returns on the learners material input on adult education and personal factors like adult shying off to use the same facilities as young ones, language of instruction adversely affected learners participation in literacy programmes.

The studies didn’t focus on challenges inhibiting effective participation and access especially for learners with special needs and prohibitive distance to literacy centres and personal factors like slow learning and disinterest and ill-health. The idea of revival of dead literacy centres has not been researched. The current study has contributed to suggest measures that may improve access and effective participation and reduce high drop-out rate and even revive ABE programmes in dead centres not only in Nakuru North Sub-County but other Sub-Counties in Nakuru County and Kenya in general. The government, NGOs, FBOs, CSO, corporate sector, Donors, community and individuals may be ignited to facilitate and improve access and participation of adult basic learners in ABE programmes in the area of study and other regions in Kenya.
1.11 Theoretical Framework

The study was guided by Human capital theory based on the work of Schultz (1971) Sakamata and Power(1995). The theory assumes that education is highly instrumental and even necessary to improve production capacity of a population. In other words, the human capital theorists argue that an educated population is a productive population. This theory emphasizes how education increases the level of cognitive stock of economically productive human beings capacity. Human is a product of innate abilities and investment in human capital through education which is the proponent of this theory considered education to be worthwhile than physical capital.

This theory was based upon presumed economic returns of investments in education both at the macro and micro-economics level. Efforts to promote investment in human capital were seen to result in rapid economic growth for society. Most economists agree that human resource of a nation more than capital and material resources ultimately determine the character and pace of a nation’s economic and social development. Human resource constitutes the ultimate basis of wealth of Nation. Capital and natural resources are passive factors of production, human beings are active agencies who accumulate capital, exploit natural resource, build social, economic and political organization, and carry forward national development.

This theory is very relevant to the study as it justifies considerable input to Adult Basic Education programme in terms funding by prioritizing it in the national Education budget in order to reap maximum benefits of investing in human capital for national development. This initiative may improve access and participation of ABE programme and reduce irregular attendance reduce drop-out rates, increase completion rate of learners or even revive ABE center
that have closed down. The programme may also be funded through CDF, county government as a matter of priority for development in rural areas.

The following countries invested in human capital and transformed the citizens’ lives e.g. in 1923 President Kemal of Turkey volunteered to teach night ABE classes and even offered jobs to literates. Indonesia in 1972 borrowed from World Bank to finance ABE programme. Cuba, Nicaragua, Southern Vietnam, Senegal (1990s), Ethiopia (1974), Burma and Russian (1920s) all these countries with the new revolutionary governments invested heavily in human capital through ABE programmes and registered a major breakthrough in their national development (Laubach, 1963).

Investing in human capacity by providing citizens with income generating opportunities is the surest way of empowering them to be responsible of their destiny an undisputed path for poverty reduction strategy. Improvement in literacy levels is a basis for the foundation of acquisition of skills that enable individuals to create and acquire wealth. This is an important component in the national strategy for reducing poverty by the year 2015 and addressing the Kenya’s target of industrialization by the year 2020 as well as achievement of our grand vision 2030.

1.12 Research Methodology

This section describes the research design location of the study, target population and size, sampling techniques and size, research instruments, pilot study, reliability of research instruments, validity of research instruments, data collection techniques, data analysis and ethical consideration.
1.12.1 Research Design

The research design that was used in the study was descriptive design based on qualitative procedures. The tools that were used in the initial stages were questionnaires and interviews. The study used both primary and secondary sources. Primary data was obtained using questionnaires while secondary data was obtained from books, journals, annual reports, seminar papers and newspaper reports. Descriptive research design studies relationships that exist, practice that prevail, beliefs and attitudes held, processes that are going in, effects being held on the trends that are developing. The design was found suitable for the study.

Collection of primary evidence involved using purposive and convenient sampling that included 72 respondents i.e. 10 adult teachers one from every centre, 2 adult education officers and 60 learners, 6 Learners from each centre, through oral interviews, filling in questionnaires and direct physical observation on facilities using observation schedule.

All the data was subjected to qualitative analysis and all the data from various sources were categorized according to sources. Data from various sources were collaborated by comparing them with other sources of information. Incase oral sources conflict with one another secondary sources were referred for clarity. The researcher used the same questionnaire for all the respondents.
1.12.2 Target Population and Size

The study targeted 100 Adult Basic Education learners, 20 teachers, District Adult and Continuing Education Officer, Assistant District Adult and continuing Education Officer.

According to Mugenda (1999), population is a complete set of individuals, cases or objects with some common observable characteristics

1.12.3 Sampling Technique and Sample Size

The study adapted convenient sampling to select respondents for oral interviews. Out of the 13 ABE learning centers, 10 centers were selected conveniently based on availability and accessibility of the centre out of the 100 learners; 6 learners were selected from each of sampled 10 literacy centers. 10 adult teachers were interviewed from the 10 centers. District Adult and continuing Education and his assistant were also interviewed.

1.12.4 Pilot Study

Pilot study was carried out in one centre to predict the reliability and validity of research instruments with the view of adjusting them to fit in the study. The mock study was to pre determine the challenges on timelines, culture and finances and give feedback that facilitated on how to handle the issues before the actual field study.

1.12.5 Research Instruments

Primary data was collected from the field through the use of questionnaire guide with open and closed ended questions and observation schedule. The method was appropriate since it enabled the researcher to probe the informant for the most relevant questions. It facilitated the researcher to engage in a free discussion with the respondent
1.12.6 Reliability and Validity of Research Instructions

Reliability is the consistency in which the instruments measure what it is supposed to measure after repeated trials under similar conditions. This is done through test and re-test of the questionnaire. If a test has a high coefficient of reliability and the errors of omission, the research instrument is assumed to be reliable.

Validity is the degree to which a test measures what it is supposed to measure. The result obtained from the analysis of the data actually represents the phenomenon under study. The content validity should reflect the research questions. Validity was also be assessed by pre-testing the research instruments using referred journals.

1.12.7 Data Collection Techniques

Data was obtained from primary and secondary sources. Primary data was collected from the field of study i.e. ABE learners, teachers, District Adult and Continuing Officer and his Assistants. Secondary data was collected from books, newspapers, periodicals, annual reports, journals magazines and Government Policy Papers.

1.12.8 Ethical and Logistical Consideration

The researcher and his assistant attempted to ensure confidentiality and informed consent after creating a rapport with respondents. The right to anonymity was maintained through avoidance of respondent’s names. Gender sensitivity was observed in terms of question asked as well as report writing. Necessary research findings were disseminated without discrimination to all interested parties. The respondents were assured that the study was entirely for academic purpose and not intimidating in anyway. Any utilized work in the research was cited and acknowledged.
accordingly. Embarrassing questions were avoided or any statement that lower the respondent’s self-esteem.

The research funds shouldn’t be diverted to other purposes as this may affect the quality of research and may also yield misleading data. The research findings were to be known by the respondents after completion of the research, but if the findings were too sensitive and could cause protest, modalities of releasing them was be agreed upon rather than shelving the findings completely. The research assistant’s work was acknowledged for contributing to successful search for knowledge in the field. The researcher sought official authority from Kenyatta University School of Humanities and Social Sciences and the Department of History, Archaeology and political studies. The authorization letter was taken to Sub-County Commissioner and the District Adult and Continuing Education Officer in Nakuru North Sub-County for official approval.

The authorization letter was then taken to the secretary of Research in the Ministry of Education, Utalii House. After approval of the research and a research permit given, the letter was taken to the County Commissioner Nakuru County. The County commissioner wrote an authorization letter to the County Director of Education and Sub-County Commissioner in Nakuru North Sub-County. The County Commissioner also wrote another authorization letter to the Sub-County Education Officer, District Adult and Continuing Officer and all District Officers in the Sub-County to notify them on the nature of the research to be conducted in the area of study. It was after all these processes that the research commenced.
### 1.12.9 Data Analysis and Presentation

All data collected was subjected to a qualitative and quantitative analysis using SPSS. The taped data was transcribed and all the data from various sources was categorized according to the source. The secondary data was subjected to historical criticisms in order to verify the validity. Data from various sources were collaborated by comparing with other sources of information. The primary data was compared to secondary data and vice versa. This was to ensure their accuracy, competence and uniformity. Descriptive statistics was used to analyze the data i.e. tables and percentages. The data was coded and organized in different categories. The coded data was transferred to a computer to produce percentages and frequency tables. The results were then presented in graphs, simple frequency tables from which the conclusion was drawn.
2.0 KENYAN GOVERNMENT POLICY ON DEVELOPMENT OF ADULT BASIC EDUCATION PROGRAMMES SINCE 1963

2.1 Introduction

Education for Adults in Kenya can be traced back to 1937 (Board of Adult Education, 1981). By then, Kenya was still under colonial rule. Despite efforts by the colonial government through missionary activities, community based organizations and policy formulation, Kenya still found herself with high illiteracy rates at independence in 1963. The newly independence government under Mzee Jomo Kenyatta had an uphill task to overcome the three monsters that posed a major threat to political social and economic stability namely; poverty, disease and ignorance.

Literacy is a basic requirement for productive labour force and sustainable development and very critical to social-economic development and alleviation of poverty for any society. According to (Prosser and clerke 1972) at independence in 1963, 80% of the population were illiterate and only 50% of the number of children of school going age were not actually attending school. Among those who attended primary schools were only 10% proceeded to secondary schools. The country was poor and over 20% of the national recurrent budget was being spent on formal education alone. There was also unsustainable population growth rate of 3% per annum. It was within those economic constraints that Adult Education provision was sporadic, often disorganized and generally unrelated to any predetermined order of priority to overall national development.

However, the Kenya government since independence placed Adult Literacy on its development agenda the country’s general policy of bringing about accelerated and sustainable socio-
economic development. The government has over the years recognized the important role of Adult Literacy in maximizing the human resource potential.

2.2 The Legal Framework of Kenya’s Education

According to Eshiwani, G.S (1993), the Kenya government had to take quick action immediately after independence in 1963 to develop a new educational policy and strategy to satisfy individual and national needs. A new policy was to guide the nation was inevitable. The government lack to have a legal framework for her education and to define educational needs from an ideological angle. The ruling party, Kenya African National Union KANU through its election manifesto preceding independence considered education a matter of priority. It committed itself to an eventual provision of universal free Education and spelt out other socio-economic aspirations to be met by education. It was clearly stated that education shall be geared to prepare our youth for their role in building of an independent, self-reliant and truly African Nation.

KANU statement stood out as a bold attempt to use political independence to change and improve the education system for Kenyans. These statements also provide us with positive intended and expected values of education. The KANU Manifesto was followed by Session Paper No.10 of 1965 and its application in Kenya. This also serves as another important document to examine the immediate needs and goals of post independence education. It was an attempt made to define Kenya’s educational needs from an ideological angle quite different from colonial approaches. In this paper, education was seen as much more of economic than a social service. This was followed by publication of Ominde Commission of Education Report of 1964-5 providing what education was and had to be before and after independence.
2.3 Development of Adult and Continuing Education in Post Independence Kenya

Adult and Continuing Education has been in the country’s development agenda since independence in 1963. This is evident in the commitment made in the Session Paper No.10 of 1965, which declared ‘a careful attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all’. Literacy was seen essential in eradicating these ills, and hence necessary for sustainable development.

In 1960s and 1970s, the country adopted a number of approaches for promoting ACE. The first strategy was the General Programme Approach as part of the government’s social development policy that was implemented in the 1960s. During this period, the main providers of ACE were NGOs and FBOs. Government effort was channeled through Division of Adult Education within the Department of Social Services. At the national conference on Education and Rural Development held in 1966 in Kericho, however, it was realized that a more significant contribution could be made through strengthened and more co-ordinated educational services for adults. This resulted in the creation of the Board of Adult Education (BAE) in 1966 by an Act of Parliament, Cap 223 Laws of Kenya. The Board was mandated to co-ordinate, regulate and advice providers and policy makers on all matters pertaining ACE. (Board of Adult Education, 1981)

A second approach was the Functional Literacy Experimental Programme (FLEP) which was launched in 1972 in six pilot districts namely Msambweni in Kwale, Mbeere in Embu, Tetu in Nyeri, Vihiga in Kakamega, Migori in South Nyanza, Kapenguria in West Pokot to address the economic and functional needs of the target population with a view to replicating a successful experience in other parts of the country. This did not happen due to financial constraints and the
programme’s failure to use mother tongue as a medium of instruction. BAE established a number of Multi-purpose Development Training Institutes (MDTIs) around the country to train community members and share ideas of various development initiatives as a show-case for ACE. These institutes have continued to provide integrated education services to the communities. (Board of Adult Education, 1981)

The third strategy was the Mass Campaign Approach, a one take-off approach within the 5-year Development Plan period from 1979-1983. The campaign was launched in 1979 when the government committed itself to eradicate illiteracy through massive mobilization of resources. As a result of increased government commitment to promotion of ACE in the country, a fully fledged Department of Adult Education (DAE), now Directorate of Adult and Continuing Education (DACE) was established in 1979 to spearhead this campaign. The literacy campaign was so successful in the early 1980s that Kenya became a world show-case and received International Literacy Award in 1983 in recognition of its achievement.

The fourth strategy was the Multi-sectoral Approach in which the government recognized and appreciated as true and valued partners, the many civil Society Organizations (CSOs), NGOs, CBOs involved in the provision of ACE programmes. The government also sought the participation of key development partners whose contribution in the sustenance of ACE in the country has been exemplary.

Several commissions of Inquiry, Working committees and Working parties have been set-up to examine and purpose strategies of achieving the overall national education objective. Their findings have been documented in various government reports and Session Papers which have
been guided and influenced the development of education policies in Kenya. (Kenya National Adult Literacy Survey, 2007)

The following documents, including reports of commissions of inquiry, working committees, parties and session papers, have particularly, been keen to influencing the development of ACE in Kenya. They are:

The Kenya Education Commission of 1964 regarded ACE as an important ingredient of any programme for social progress; (Ominde Report of 1964). The report recommended that adult education be established and developed under the Ministry of Cooperatives and social services (Republic of Kenya, 1999), which led to the establishment of the Board Adult Education by an Act of Parliament 1966 within the Ministry of Cooperatives and social services. The Board was also given the responsibility of advising the ministry on any other matter relating to adult education and co-ordinating the activities of government services and NGOs agencies and identifying and addressing the need for new development in adult education (Republic of Kenya, 1999).

Session Paper No. 10 of 1965 promised a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all. Board of Adult Education Act Cap 223 laws of Kenya of 1966 revised established the Board of Adult Education to advice the Minister on matters relating to adult education of coordinating the activities of government services and NGO agencies and of identifying and assessing the needs for new developments in adult education.

In 1967 National Literacy Campaign was launched and a special division of adult education was created within the Ministry of Cooperatives and Social Services to be in charge of people
demanding adult education in the whole country. However, the government realized it couldn’t cope with large numbers and in 1969 decided to limit its assistant to only a few literacy classes in a few districts. This demoralized the field officers and there was a fall in enrolment which resulted the closure of literacy classes (Corron and Bordia, 1985).

National Development committee on Education Objective and policies (Gachathi Report) of 1976 underlined the need for lifelong learning and continuing education to enhance productive capacities of all Kenyans.

Presidential Directive on 12th December, 1978, on the occasion of the 15th anniversary of Kenya’s independence, the president officially ordered a massive literacy programmes to be launched in order to eliminate illiteracy within a period of four years. The president stressed the social economic relevance of the programme to be designed. Illiteracy was described as a major obstacle for economic development and social participation.

Session Paper No.6 of 1988 (Kamunge Report) enunciated the objectives of ACE and called for renewed commitment to eradication of illiteracy.

Report on Totally Integrated Quality Education and Training (TIQET) of 1999 (Koech Report) recognized the heterogeneous and diverse nature of ACE provision in the country and recommended strengthened partnership between the government and other stakeholders with a view to enlisting them into effective and expanded delivery of ACE programmes.

determinant of earning and is an important strategy for poverty reduction and economic recovery.

Free primary Education (FPE) programme (2003) which is a strategy towards achieving EFA goals which are aimed at increasing literacy for adults and out of school youths.


Kenya Education Sector Support Programme (KESSP) 2005-2010 which is a government and Donor initiative for funding programmes in education sector to fulfill the MDGs and EFA goals in Kenya recognizes ACE as one of its 23 investment programmes.

The Kenya National Adult Literacy Survey (2007) indicated some policy implication and made recommendations for the strengthening of ACE.

Under Kenya Vision 2030 Kenya will provide globally competitive quality education training and research to her citizens for development and individual well-being. The overall goal in the medium Term Plan is to reduce illiteracy by improving access to education and achieving 80% adult literacy rate (Republic of Kenya, 2007c)

The Constitution of Kenya 2010:

Article 27 (6) : To give full effect to the realization of the rights guaranteed under this Article, the state shall take legislative and other measures, including affirmative action programme and policies designed to redress any disadvantage suffered by individuals or groups because of past discriminations.
Article 43(i): Every person has the right to education.

Article 54(1) (b): A person with any disability is entitled to access to educational institutes and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person.

Article 55(a): The state shall take up measures including affirmative action programmes to ensure that the youth access relevant education and training.

Article 57: The state shall take measures to ensure the rights of older persons fully participate in the affairs of the society.

2.4 The priority Goals for Adult Learning Education in Kenya

ALE is critical to the achievement of the National Goals of Education. From these general goals of education, the following goals of ALE have been formulated as a guide to policy makers in all levels, providers and the learners themselves. In summary, these goals aim at:

1. Instilling the love for Kenya and its diverse cultures, promoting national unity and helping the citizens appreciate their obligations, roles, rights and inter-dependency at the national arena.

2. Offering knowledge, technical and vocational skills that enable individuals to be the best they can be so as to participate effectively in national development as well as improving the quality of their own lives.

3. Helping the citizens participate effectively and intelligently in sustainable management of their natural and other resources and in the conservation of the environment for their very survival and that of the rest of the world;
4. Instilling positive values and attitudes that are needed for self actualization and defense of the poor and their needs, and for effective participation in the democratic processes.

Adults are the prime movers of the society. The lofty goals enumerated above cannot be achieved with the very high rate of adult illiteracy and low mastery of basic skills as it is the case currently in Kenya. It is for this reason that eradication of illiteracy, promoting of quality ALE programmes has to be accessed by all, and the general encouragement of learning as a lifelong process must remain high in the national agenda. This can be realized only through partnership and collaboration by all stakeholders in ALE. These comprise of the communities themselves, the private sector, NGOs and civil society as well as the government itself. (KIE, National Goals of Education, Republic of Kenya, 1965)

2.5 Adult Learning Education and Development Challenges in Kenya.

Kenya is faced with a multitude of challenges that impact negatively on its development. These challenges include poverty with about 45% of the population living below the poverty line, illness and disease such as Malaria, HIV and AIDS, and other poverty-related illness, outdated customs such as FGM and others that impact negatively on gender relations; and those to do with the unity and cohesion.

Education of any kind is an empowerment tool: basically a catalyst solution of national problems. Despite the fact that some of the challenges are complex others have long history, while others touch on long-held cultural beliefs, ALE has much to contribute towards addressing these challenges.

Department of Adult Education and all ALE providers collaborate closely in their programming. They also collaborate closely with those government line ministries concerned with health,
Agriculture, environment, economy governance, gender issues, and all other issues that affect the economy and peoples quality of life. Ale has a number of clear roles in these matters. First, ALE’s own programmes must give people the confidence that they can change their situations for the better. Poverty, diseases and disempowerment are reversible conditions. These ills can be eliminated through programmes that empower people to demand their rights and those corrective measures. The second role of ALE is to strengthen and expand the closely existing collaboration with other agencies to have in place those empowering programmes in poverty reduction in combating the endemic illness.

2.6 Financing of Adult Learning Education in Kenya

Adult learning and education is a shared responsibility with different providers being responsible for financing their own operations. The providers include central and local governments, private sector, NGOs development partners and donors. (Such as German Technical Co-operation (GTZ), UNICEF, UNESCO, the German Adult Education Association DVV-IIZ) communities and individuals. It is therefore difficult to determine the actual levels of resources that get invested in adult learning at any given year.

The government through DAE in the ministry of Gender, Sports, Culture and social Services and other ministries and local authorities is the main source of funding of ALE in Kenya.

In Kenya ALE has not been the responsibility of the Ministry of Education and therefore it is not catered for in that Ministry’s budget. The Ministry of Education caters for other sub-sectors including ECD, Primary school education, Secondary, Technical and Teachers Training Colleges as well as University education. ALE are funded through Ministry of Gender Sports Culture and Social Services. However as from 20005, the DAE has been receiving funding from the Ministry
of Education within the KESSP (Kenya Education Sector Support Programme). The table below shows the trends in government allocation for development expenditure to formal education and ALE between 1998-2000

**Trends in Development in Expenditure in Education**

Table 1.0

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DAE</td>
<td>16901800</td>
<td>13460000</td>
<td>706872644</td>
<td>815850199</td>
<td>11200000</td>
<td>-</td>
<td>1250000</td>
<td>1100000</td>
<td>1300000</td>
<td>1800000</td>
</tr>
<tr>
<td>MoE</td>
<td>329121160</td>
<td>343231954</td>
<td>384231954</td>
<td>447818042</td>
<td>61581000</td>
<td>3813401800</td>
<td>3658140980</td>
<td>3223733190</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Republic of Kenya _Government expenditure Estimates*

The allocation to DAE is less than 1% of the allocation to the Ministry of Education. While it is unfair to compare a ministry with several sub-sectors and department, it is worth noting that ALE as a sub-sector of education is inadequately funded taking into consideration the magnitude of illiteracy and the need to encourage adults to keep learning through post literacy and other continuing education programmes.

The funds allocated to ALE are used for activities such as development of learning materials, training of personnel and payment of salaries. (KNBS: Integrated Household Budget Survey2006

**Constituency Development Fund (CDF)**

The CDF Act of 2003 established CDF. The Act provides that 25% of all ordinary government revenue collected in every financial year be paid into the fund and be disbursed under the direction of the National Management Committee (NMC). A total of Ksh. 1 260 000 000 was
released to the constituencies during 2002-2003 financial year. Some of the funds have been used to develop social sector infrastructure including facilities for ALE.

**Local Authority Transfer Fund (LATF)**

These are decentralized funds from the central government to the local authorities. Some of these funds have been used to promote ALE. An example is payment of Adult Education teachers and support for development of Learners Generated Materials (LGM) by Narok county councils.

**Communities**

Many communities are also involved in supporting of ALE activities. Apart from mobilization, communities also provide infrastructure for Community Learning Resource Centres (CLRC) and offer learning materials.

**2.7 Other Investments**

NGOs have been instrumental in supplementing and promoting innovative approaches to literacy education. They have established Literacy Centres, initiated new strategies and mobilized citizens for participation in ALE. Examples include ACTION AID, Plan International Literacy and Evangelizing the Bible Translation and Literacy among others. The Kenya Adult Learners Association have made significant contribution over the years in promoting ALE.

**2.7.1 Non government Organizations, Foreign Bilateral and Multilateral, Donor Investment in ALE Development Partners**

The development partners have given both technical and financial support for the programmes and activities geared toward ALE. The key UN agencies networking with the government includes UNESCO, UNDP, UNICEF, IIZ-DW, CIDA Canada, DFID, GTZ among others.
Foreign Investment in ALE (1997-2008)

Table 2.0

<table>
<thead>
<tr>
<th>Donor</th>
<th>year</th>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTZ Germany</td>
<td>1997-2002</td>
<td>Post Literacy training material production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provision of equipments</td>
</tr>
<tr>
<td>DFID Britain</td>
<td>2006-2008</td>
<td>Kenya Adult Literacy Survey – conduct dissemination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring evaluation of ABE programmes – procurement of vehicles and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development of monitoring tools</td>
</tr>
<tr>
<td>CIDA Canada</td>
<td>2006-2008</td>
<td>Kenya National Adult literacy Survey – conduct dissemination</td>
</tr>
<tr>
<td>UNESCO</td>
<td>2004-2008</td>
<td>Funds initiatives for inter sectoral collaboration in ALE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kenya National Literacy survey</td>
</tr>
<tr>
<td>UNICEF</td>
<td>2004-2008</td>
<td>Non formal education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provision of materials and equipments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support Adult Basic Education monitoring and evaluation</td>
</tr>
<tr>
<td>IIZ-DVV</td>
<td>1998-2008</td>
<td>Support scholarship programmes to ALE practitioners in UON</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supply of books and journals</td>
</tr>
</tbody>
</table>

2.7.2 Civil society support to Adult Learning Education

ALE is one of the fields in which non-government and civil society organizations (CSOs) as well as Faith Based Organizations (FBOs) have played a major role for a long time. They are actively involved in campaign, initiative and implementation of ALE. To this end, they have secured funding for target groups and activities. Due to heterogeneous nature of this sector, it is difficult to capture the actual expenditure on ALE from this sector.

2.8 Learners and Individual Contribution to Adult Learning Education

Individuals within communities have also made their own contribution to ALE in various ways; some offer their facilities for use as ALE centres, volunteered as ALE facilitators and provided
learning materials and funds. An investment in these activities is difficult to quantify. (Republic of Kenya, Ministry of Education, KESSP 2005-2010)

The government of Kenya especially through the past successive regimes preceding independence namely Kenyatta regime (1963-1978), Moi regime (1978-2002) and the Kibaki regime (2002-2013) respectively have demonstrated considerable commitments to the promotion of Adult Basic Education despite the visible challenges that have been witnessed. This has been executed by the government participating and signing Global Policy Framework e.g. world Declaration on Education for All (Jomtein, Thailand, 1990) policy documents and pronouncements among others.
**Adult Education Enrolment by Sex 1997-2007**

Table 3.0

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of female enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>28,139</td>
<td>73,215</td>
<td>101,354</td>
<td>72.2</td>
</tr>
<tr>
<td>1998</td>
<td>26,180</td>
<td>74,081</td>
<td>100,261</td>
<td>73.9</td>
</tr>
<tr>
<td>1999</td>
<td>30,200</td>
<td>71,061</td>
<td>101,261</td>
<td>70.2</td>
</tr>
<tr>
<td>2000</td>
<td>25,802</td>
<td>68,101</td>
<td>93,903</td>
<td>72.5</td>
</tr>
<tr>
<td>2001</td>
<td>26,479</td>
<td>66,573</td>
<td>93,052</td>
<td>72.0</td>
</tr>
<tr>
<td>2002</td>
<td>41,341</td>
<td>73,524</td>
<td>114,865</td>
<td>64.0</td>
</tr>
<tr>
<td>2003</td>
<td>31,305</td>
<td>77,126</td>
<td>108,431</td>
<td>71.1</td>
</tr>
<tr>
<td>2004</td>
<td>31,512</td>
<td>78,411</td>
<td>109,923</td>
<td>71.3</td>
</tr>
<tr>
<td>2005</td>
<td>38,902</td>
<td>87,422</td>
<td>126,324</td>
<td>69.2</td>
</tr>
<tr>
<td>2006</td>
<td>37,338</td>
<td>91,973</td>
<td>129,311</td>
<td>71.1</td>
</tr>
<tr>
<td>2007</td>
<td>39,270</td>
<td>87,454</td>
<td>126,724</td>
<td>69.0</td>
</tr>
</tbody>
</table>


The total number of adult enrolment in adult literacy classes between 1997-2007 remained constantly low over the years, though a significant increase is noticeable in the years 2005 and 2006. This renewed interest was to be expected arising from concerted awareness campaign associated with the 2006 Adult Literacy Survey. This low participation was blamed on the number of factors that included lack of centres within reach, lack of interest in the types of programmes offered, preoccupation in activities to raise household incomes, somehow illiterate adults viewing themselves “too old” to attend school and more specifically lack of literacy
teachers. It is quite necessary that these factors be addressed so as to have more learners join the literacy programmes.

Regionally as the table shows the number of adult learners increased significantly in both Nairobi and rift valley province, which decline was noticed in all other provinces. As has been the case since the inception of the literacy programmes in 1979, a large number of females have continued to take advantage of the opportunities offered averaging about 70% of those enrolled during the review period.

2.9 Shortage of Teachers for Adult Learning Education programmes

The acute shortage of adult education teachers in Kenya is an issue of concern as it is generally undermines effective promotion of literacy in adult education in the country. The number of literacy teachers has continued to drop over the years, leading to a situation where the lowest administrative units (location and wards) in the country have very few literacy classes. A comparative study shows that while at the inception of the Department of Adult Education in 1979 the government employed 3,000 full time teachers. This figure has steadily fallen to 1792 in 2006, indicating a 40% decline. Government has hence resulted to employing part-time teachers. At the end of 2007, for example, there were 5273 adult education teachers in the country as per the Department of Adult Education records. Among these, 1653 were full time teachers, 3415 were part-time teachers and 208 offered services for free, the so-called self help teachers. Full time teachers stabilize the programme. Regrettably, for many years now, many of those who have left the sector due to early retirement or new opportunities, and those who were recently retrenched were never replaced, hence affecting the ACE sector rather adversely. As mobilization of more learners depend on the availability of teachers, and despite the policy of
reducing the government wage bill, only the employment of more teachers can guarantee the sustenance and gains so far achieved against illiteracy. The employment of adequate number of teachers therefore needs to be given the seriousness it deserves (Kenya National Adult Literacy Survey, 2007).
# Distribution of adult teachers by province 2003-2007

## Table 4.0

<table>
<thead>
<tr>
<th>Province</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTT</td>
<td>PTT</td>
<td>SHT</td>
<td>T</td>
<td>FTT</td>
</tr>
<tr>
<td>RIFT VALLEY</td>
<td>447</td>
<td>139</td>
<td>27</td>
<td>18</td>
<td>71</td>
</tr>
<tr>
<td>WILDERNESS</td>
<td>29</td>
<td>61</td>
<td>1</td>
<td>151</td>
<td>431</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>301</td>
<td>354</td>
<td>33</td>
<td>285</td>
<td>47</td>
</tr>
<tr>
<td>NAIROBI</td>
<td>178</td>
<td>100</td>
<td>3</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>N. EASTERN</td>
<td>18</td>
<td>24</td>
<td>7</td>
<td>218</td>
<td>0</td>
</tr>
<tr>
<td>EASTERN</td>
<td>100</td>
<td>9</td>
<td>14</td>
<td>143</td>
<td>2</td>
</tr>
<tr>
<td>NYANZA</td>
<td>189</td>
<td>839</td>
<td>12</td>
<td>639</td>
<td>104</td>
</tr>
<tr>
<td>COAST</td>
<td>216</td>
<td>487</td>
<td>28</td>
<td>731</td>
<td>212</td>
</tr>
<tr>
<td>G. TOTAL</td>
<td>188</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>67</td>
</tr>
</tbody>
</table>

(Kenya National Adult Literacy Survey, 2007)

**KEY**

FTT: Full Time Teachers

PTT: Part-Time Teachers
2.10 Evaluation of Adult Learners

At the adult learning centres level, learners are assessed continuously so as to monitor their progress over time and to determine their achievements. DEA conducts literacy proficiency tests every year to determine the level of acquisition and mastery of basic skills in reading, writing and numeracy. Those who pass the tests are awarded literacy proficiency certificate to confirm their new literacy status and can thereafter move to post-literacy programmes. Between 2003 and 2006, a total of 56,132 adults sat for the literacy proficiency tests and passed- majority of who were women (59.6%). The overwhelming participation by women in these programmes is an indication of previous denial of opportunities for women to access education at all levels. It is perhaps an indication of women’s realization of the opportunity education presents the as they struggle for self-emancipation(Kenya National Adult Literacy survey, 2007).

2.11 Adult Education / Facilitators and Training

The training of adult education personnel at all levels is limited and inadequate. Determining the advising on the kind of and the level of training different ACE personnel should have is the key responsibility of the Training and Quality Control panel of the newly consisted BAE.

Adult and Continuing Education in the country is faced with many challenges as it tries to regain its pre-1990s status. One area of concern is the low demand for high level training of adult education personnel that would guarantee professionalism in the field. Perhaps the main reason
for this situation is that, unlike what obtains in many other professions, what constitute a professional in ACE has never been defined. Many practitioners in ACE do not even consider their activities as falling within the ACE purview and as such do not seek the requisite training. For example the University of Nairobi offers many courses in ACE at certificate, Diploma and Post graduate levels but these are poorly patronized especially at the higher level. It is hoped that the Bachelors in Adult and Community Development course that the university is proposing will be better patronized. It is perhaps due to this apathy in demanding training in ACE, as opposed to other areas of national development, that many universities in Kenya have no programmes in this subject.

Apart from training at the tertiary level, the KNEC in conjunction with the Kenya Institute of Education offers a certificate in adult education for teachers. However, this course targets only the teachers under the Department of Adult Education, meaning that those teachers under other providers may not necessarily have requisite skills for teaching adults. The District Adult Officers are responsible for training personnel at the divisional and location levels together with respective Adult Education Inspectors who not only trains teachers but also participate in development of curriculum.

That many agencies that offer ACE do not consider themselves in need for professional training is a challenge that needs urgent attention by the BAE if the nation has to build the necessary professionalism in this expanding field(Kenya National Adult Literacy Survey,2007).

In order to ensure provision of quality education, a satisfied labour force is needed. It is for this reason that the recruitment, training, deploying and promoting of adult education teachers/facilitators need formal sector. As obtains in the sector, all personnel get regular refresher
courses, those in need get time off for professional development, and many times promotion is tied to recognized academic and professional achievements.

It is obvious that the Department of Adult Education and many other ACE providers do not have the capacity to offer their teachers and officers the level of professionalism that they need, in any case, staff capacity building is not the core mandate. It is therefore necessary that arrangements are made to secure the necessary funds for the department and other providers to outsource these services from the institutions such as universities, whose mandate is to train ACE professionals. Professionalism is the only sure way that the ACE can claim its rightful place as a respectable sector in the education field.

2.12 Effective practices and innovations in Kenya Adult Literacy Programmes

Several innovations have taken place in the field of literacy in Kenya with a view to improving adult literacy programmes. Examples are:

Implementation of Kenya post Literacy Programme (KPLP) which started a post literacy project implemented by the DAE with financial assistance from the GTZ between 1996-2002. This project provided opportunities for literacy graduates to continue learning after Basic Literacy Programme.

Production of learner-generated materials (LGMs): These are reading materials which are written by adult literacy learners together with other members of their community who have the expert knowledge in various traditional issues. These materials are written in mother tongue or the language best understood and used by members of that community. This makes the reading materials relevant and interesting to the learners.

Production of learner-generated materials (LGMs): These are reading materials which are written by adult literacy learners together with other members of their community who have the expert knowledge in various
traditional issues. These materials are written in mother tongue or the language best understood and used by members of that community. This makes the reading materials relevant and interesting to the learners.

Production of learner-generated materials (LGMs): These are reading materials which are written by adult literacy learners together with other members of their community who have the expert knowledge in various traditional issues. These materials are written in mother tongue or the language best understood and used by members of that community. This makes the reading materials relevant and interesting to the learners.

Production of learner-generated materials (LGMs): These are reading materials which are written by adult literacy learners together with other members of their community who have the expert knowledge in various traditional issues. These materials are written in mother tongue or the language best understood and used by members of that community. This makes the reading materials relevant and interesting to the learners.

Integration of literacy learning with income generating activities (IGAs): Adult literacy facilitators are encouraged to work with community groups which have income generating activities and infuse literacy learning as an integral component of the group’s activities. They also introduce IGAs where they do not exist in already established literacy classes. This makes learning interesting as it gives it purpose and immediate application of skills acquired. It also contributes to the achievement of national poverty reduction strategy. Development of a national ACE policy and reviewing of the BAE Act is at very advanced stages. These policy documents were developed with the involvement of all stakeholders in the ACE sub-sector of education including various government ministries and departments, NGOs, FBOs, CBOs, the civil society and the development partners in the sub-sector.
Establishment of community learning resource centres (CLRCs) is a strategy for creating a literate society. Members of the community provide physical facilities, reading materials and manage the centres while governments also assist with reading materials, supervision and furniture. Provision of ALE to special needs and hard to reach groups including refugees in refugee camps, prisoners and teaching of Kiswahili and English to immigrants. (Kenya National Adult Literacy Survey, 2007)

2.13 Policies and Programmes focusing on Gender

Various policies and programmes have been put in place to eliminate all forms of discrimination especially in access to education, promote gender parity and empowerment. Some of these policies include:-

1. Gender policy in education (2007) that provides a comprehensive framework of principles and strategies are to be pursued in order to achieve gender equality and equity in education.

2. Establishment of gender desk in all government ministries and departments to sensitize and ensure gender mainstreaming.


2.14 Influence of these Policies on Building a Literate Environment

All these policies ensure that many more women have access to education which is not only good for them but also has a major direct effect on the education of their children and families.
Kenya is a signatory to global commitment on fighting illiteracy and in line with these commitments many policy documents have been produced in the last ten years that testify on the central role of ALE in various areas of development including good governance, improvement of the quality of life through better health and nutrition, agricultural and commercial production, and improved family welfare and relations, among others. These documents also recognize the direct interrelationship between the education of the parents, especially mothers and that of their children.

However, there seems to be a disconnect between these key statements and action. ALE in Kenya faces multiple challenges that include limited general appreciation of its central role starting all the way from policy implements to adult learners themselves, gross under-funding, limited professionalization at university and other levels, and a general lack of critical mass of committed and knowledgeable advocates.

In view of these shortcomings, the following is recommended for consideration in CNFINTEES VI (International Conference on Adult Education in Belem, Brazil in 2009)

i. A multi sectoral campaign for ALE within the UN organization showing its central role and especially its effect on achievements of MDGs and other UN development targets.

ii. Commitment by National Government to the development of national policies

iii. A benchmark of between 5% and 10% of education sector budget should be set for financing ALE which is an integral and inevitable component of education without which the MDG and EFA goals cannot be achieved. The private corporate sector, the
civil society and the developmental partners should likewise set aside similar portion of their spending on education to ALE

University and other educational institutions should develop and implement research training programmes in various aspects of ALE with a view to developing professionalism in the discipline. Various providers should commit themselves to the professional growth and development of staff by setting aside time for training and adequate resources for the exercise.

Providers and institutions should conduct regular surveys and studies on all aspects of ALE to inform policy curricula and management programmes.

International development partners should commit to support ALE professional growth and development, material production and research through increased funding and technical expertise.

ALE curricula should be constantly reviewed to include emerging issues of national and international concern for relevance and encouraging lifelong learning while at the same time attracting funding support for its programme.

Review ALE through international conferences should be done at least every seven years. For an important area for development, 12 years is too long. More regular reviews would assist in the development of the discipline.

Summary

The government appreciates the fact that literacy is a pillar for national development and it empowers citizens with knowledge and competence to participate in social, economic and political decision making process, enjoying their fundamental rights and enhance dignified life.

The creation of the Board of Adult Education in 1966 by the an Act of Parliament Cap 223 Laws of Kenya gave Adult Education a critical legal impetus where it was mandated to co-ordinate, regulate and advice providers and policy makers on all matters pertaining Adult Education. President Moi’s Jamhuri Day pronouncement in December, 1978 that directed illiteracy be eliminated with the next five years by creating a fully-fledged Department of Adult Education in 1979. This initiative made Kenya a world show-case in terms of vigorous campaign that made her to receive International Literacy Award in 1983. During president Kibaki’s NARC government, Free Primary Education Programme (2003) strategized towards achieving Education for All that was aimed at increasing Literacy for Adults and out of school youth. The session Paper No.1 of 2005 recognized Adult Education as a vehicle for transformation and empowerment of individuals and the society. Adult and Continuing Education also benefitted from KESSP which was a Government Donor initiative for funding programmes in the Education sector to fulfill Millenium Development Goals(MDGs) and Education for All(EFA) goals. The Kenya National Adult Literacy Survey (2007) and the Kenya Vision 2030 policies were geared towards strengthening Adult Education and reduce adult illiteracy by 80% among other recommendations.

The government has been involving other stakeholders in the financing and promoting Adult Education. Among them are Private Sector, NGOs, Development Partners, FBOs, CBOs,
Individuals, CDF, LATF, Civil Society Organizations, International Agencies like UNESCO and Individual learners. The Department of Adult Education have been conducting proficiency test for learners and the KIE in conjunction with KNEC offer a certificate in Adult Education for teachers.

Some innovations in the field of Adult Literacy have been visible e.g. Kenya post Literacy Programme to provide opportunities for advancement after Basic Literacy programmes, learner generated materials that are written in mother tongue with the assistance of adult learners and income generating Activities among others. Gender policies have also been put in place to eliminate all forms of discrimination in terms of access to education, promoting gender parity and empowerment.

In conclusion, this chapter has demonstrated that despite the major inputs in the promotion and establishment of Adult and continuing Education by the government and other stakeholders since independence, this noble initiative has experienced hiccups that includes limited general appreciation of its central role, starting all the way from policy implementation, the adult learners themselves, gross under-funding, limited professionalization at the University and other levels, and a general lack of the critical mass committed and knowledgeable advocates.
CHAPTER THREE

3.0 FACTORS INFLUENCING THE ESTABLISHMENT OF THE ABE PROGRAMMES IN NAKURU NORTH DISTRICT FROM 1963-2014

3.1 Introduction

The second objective was to identify and articulate factors that have influenced access and participation of ABE programmes in Nakuru North District since independence. These factors are primarily school-based and home-based factors. Entwined with these are socio-economic, personal and environmental factors. The area of study has been experiencing poor participation in terms of access, low attendance, completion and high drop-out rates since independence.

3.2 School-Based Factors

3.2.1 Classroom facilities

According to the researchers observation, most of the ABE classes are conducted in churches accounting for 70% whilst 20% is in ECD facility and 10% in private premises. This exposes poor facilitation of the programme in the area of study by the government. The learners are frequently interrupted by church activities like wedding arrangements, practicing choirs, catechism, and parish meetings and prayers assemblies. The furniture in most centres was inadequate and the chalkboards were too small to accommodate the work given to various categories of learners. The teachers had to keep on rubbing the board in order to attend all the learners who had different learning abilities. Mungai (0.1, 2014) an adult teacher at Tabuga ABE centre, Githioro Location, Dundori Division lamented that some learners had different perceptions on the churches where ABE programmes were carried out thus leading to low
attendance and participation. The furniture in ECD centres was too small to accommodate adult learners and learners had to strain when in the room where he cannot be comfortable.

3.2.2 Library Services

According to the researcher’s own observation, there were no libraries where learners can access learning materials in any of the centres and even in the ECD centres the books are locked in the teacher’s cupboard together with teaching and learning aids for the young learners. The teacher’s reference books were available in all centres except Murunyu ABE centre. The teachers are supplied with teaching and learning materials by the government. The learners had to buy for themselves the stationeries required together with primers and other learning materials in all the centres where the study was carried out except Nyonjoro ABE centre Lanet Umoja Location, Dundori Division where the teacher provided everything required by the learners. This was quite challenging considering the poor remuneration of ABE teachers according to Maina (0.1, 2014) an ABE teacher at Nyonjoro interviewed on Tuesday 11th November 2014.

3.2.3 Financing of ABE programmes in the District

The Assistant District Adult Education Officer, Odhiambo (0.1, 2014), during an informal oral interview on 15th October 2014 revealed that the programme in Nakuru North District has been financed by the Government either directly or through the former County Council Authorities since independence. The payment of teacher’s salaries and payment of rent where applicable had been the responsibility of the Government. There are two categories of teachers in the District i.e. full time teachers and part-time teachers. Full time teachers are on permanent terms of service while part-time teachers are on temporary terms, where a small token of Ksh. 2 500 per month which was very irregular was given. There was high turn-over for part-time teachers.
due to the disheartening remuneration in the area of study. Out of the ten teachers interviewed in the sample of the area of study, six of them were on permanent employment while four of them were part-time teachers according to the official record from DACEOs’ Office Nakuru North Sub- County District, taken on Wednesday, 15th October 2014.

3.2.4 Curriculum for ABE Learners

The curriculum for ABE learners is developed by the KIE in collaboration with learners who provide Learners Generated Materials. There is ABET I, II and III syllabus where the learners had to undergo before proceeding to Post-literacy level. The proficiency tests are administered by the KNEC. These were the evaluation processes for learners in the District as well as the whole country in general as disclosed by Ndichu (0.1, 2014) and the DACEO in charge of the District, Muthee (0.1, 2014)

Every ABE centre is handled by one teacher who handles all category and levels of learners. This calls for multi-tasking by the teacher that the researcher found to be very cumbersome and ineffective. Some teachers handle more than one ABE centre on different days meaning some learners don’t attend their learning sessions throughout the week. The researcher learnt that some are taught two days a week while others are taught three days a week for two hours each day, translating to four and six hours respectively. This time may be quite inadequate according to the sentiments of more than half of the learners interviewed who attend two weekly learning sessions (Researcher’s Personnal Observation)

3.2.5 Publicity and Advocacy of ABE Programmes in the District

During an interview with Omondi (0.1, 2014) she explained that the government, through chief’s Barazas and religious leaders carries out public awareness campaigns to make the programme
visible. Besides publishing in the media, the government also organizes and patronizes the International Literacy Day on 8th of September every year where great emphasis is made on the importance of a literate society. The DACEO, teachers and learners also write posters and make public disclosures sensitizing people where and when National Examination would be conducted every year according to DACEO and his fellow teachers in the District. These campaigns had been very effective over the years and are major boost to elimination and reduction of the high illiteracy rates in the District as well as in Kenya.

3.2.6 Distribution of ABE Centres in the District

According to Muthee (0.1, 2014) DACEO Nakuru North District Officer stated that the District had 13 centres that are sponsored by the Government according to DACEO. The highly populous area is highly disadvantaged in terms of access and participation. This exposes that ABE programmes are not popular or are inadequately facilitated. Quite a substantial number of ABE centres have gone extinct. According to the researcher’s observation, there were some Sub-Locations that didn’t have a single ABE centres example Thayu, Chania, Workers, Wendo, Mutukanio and Mugwathi. Some are confined within a small radius while some are widely spaced especially in inaccessible areas. The researcher could travel as long as five kilometers within the densely populated District with no trace of an ABE centre.

3.2.7 Learners’ Motivation in ABE Centres

Ndichu (0.1, 2014) from St Peter’s, Mungai (0.1, 2014) Tabuga ABE centres explains that the government has been engaging full-time and part-time teachers to ensure that learners are consistently attending learning programmes. This is due to the fact that adult learners’ programmes need to be flexible since they have other commitments for their families and
employer’s demand. The two-hour programme daily is conducive to most of the learners according to the views of 70% of the teachers.

Nevertheless, ABE teachers employ several measures to ensure that their learners attend ABE programmes regularly. Most of the teachers’ pay individual visit to their learners in their homes frequently besides embarking on vigorous counseling. More than half employ their professional skills to attract and retain them in ABE class and Maina (0.1, 2014) ABE centre Nyonjoro buys stationeries for his students. Two of the teachers interviewed had started income generating projects in their centres and one of them had even started a merry-go-round in order to retain a reasonable enrolment. These interventions by teachers demonstrated how they struggle through thick and thin to stabilize ABE programmes in the centres.

According to Karanja (0.1 2014), Kagoto ABE centre, Ndichu (0.1, 2014), St peter’s ABE centre explained that the language used in the content delivery is appropriate for all the learners as the area of study is highly cosmopolitan and Kiswahili is perceived as the Mother-tongue. English was introduced gradually as the learner continuously acquires the basic literacy skills according to the teachers. Nine of the teachers are female, but this doesn’t adversely affect the participation of the programme as majority of the learners preferred a female teacher according to Muthee (0.1, 2014)DACEO, Nakuru -North Sub-County

3.3 Socio-Cultural and Home Based Factors Influencing Establishment of ABE Programmes in Nakuru North District

3.3.1 Age Disparity

Ndegwa (0.1, 2014), Murunyu ABE centre, Ngugi (0.1, 2014) St Augustine ABE centre, and Jane Gakuu, Crater ABE centre argued that the ABE programmes have attracted young, middle-
aged and elderly learners in the District. The youthful learners are those who either dropped out in lower primary classes or didn’t manage to attend formal school in their early ages due to diverse reasons. The middle-aged (30-50 year) are those learners who feel incompetent in literacy skills and sometimes employment conditions dictates that they acquire basic literacy skills. The elderly learners (50-70 years) were those yearning for self-actualization and others are driven by self-esteem to acquire literacy skills according to the majority of teachers. Over 70% of the learners in the district are middle-aged but a handful are elderly i.e. 10%. The elderly are usually uncomfortable learning in the same environment with the young nursery kids who are their grand-children or great –grandchildren according to Mungai (0.1, 2014), Tabuga ABE centre. According to researchers observation the range of adult learners is between 20-70 years. The elderly also feel uncomfortable being in the same class with their fellow youthful learners. According to Ndichu (0.1, 2014), St Peter’s ABE centre the teachers had to employ counseling skills so as to accommodate all ages of the learners and retain their adult learners in class.

3.3.2 Attitudinal Factors Determining ABE Participation in the District

The ABE programmes in the district are more popular with women than men according to the researcher’s observation. In eight centres, women accounted for three-quarters of the learners. 80% of the learners felt that the male ego in the society is the most probable determinant. Men don’t want to be seen as lesser men due to male chauvinism and they would feel stigmatized if they attend the same class with women whom they regard as inferior and ignorant. 80% of the learners also confessed that the rate of illiteracy among men is as high as that of women but men only pretend to be smart at everything according to researcher’s observation.
Mungai (0.1, 2014) lamented that the programme is also associated with failures in the society and under-privileged people. Three teachers explained that very few people of relatively high economic class attend ABE classes as it amounts to lowering their social status. Sometimes they attempt to engage the adult teachers in private tuition which they don’t even pay reasonably. This demonstrates that this category of people don’t fully embrace the importance of literacy in their daily lives as it may not adversely affect their economic status. The four men who attends Tabuga ABE programmes had to hide their learning materials when they come to the centre due to the stigma from the society.

Kareithi (0.1, 2014) and Ngugi (0.1, 2014) stated that the women position in the society should be in the farm, kitchen and nursing babies and many men don’t understand the importance of literacy for their wives. Mungai (0.1, 2014) claimed that women are denied time to attend ABE classes due to household chores that are pegged to feminine status in the society. Women are usually intimidated by their husbands when they arrive home late or don’t manage to milk their cows on time or prepared the family supper late. The researcher observed that women also drop-out during pregnancies and breast-feeding periods according to the informal interview with 50% of the learners and this was seen as a major determinant of low participation of ABE programmes by women in the district.

3.4 Economic Factors Influencing Establishment of ABE Programmes in Nakuru North District

3.4.1 Employment Determinants

Omondi (0.1, 2014) the Assistant District Adult and Continuing Officer Nakuru-North office explained that the turn-over for part-time teachers was high in the district for the last five years
since the teachers were demotivated by the token of Ksh.2500 per month which was also irregularly paid. Teachers were always looking for greener pastures and this leaves ABE learners with no teacher to teach them. According to the researcher a quarter of the learners were watchmen, house-helps, casual labourers and due to the fragile nature of their employment, they usually migrate to other places or return to their rural homes when the casual employment dictates. Sometimes their employers don’t allow them to attend literacy classes or the programme of their work doesn’t suit the time the ABE programmes are conducted. Mungai (0.1, 2014) felt that those who are self-employed find it difficult to sacrifice their time when their businesses are busy bearing in mind that the family may be solely depending on that business for survival.

3.4.2 Poverty Determinants

According to Maina (0.1, 2014), more than half of the ABE learners in the sample belong to the low socio-economic class in the community. Learning materials needed by the learners like primers, charts, posters, writing materials are unaffordable and this discouraged them from attending classes. He also claimed that he usually buy all the learning materials needed for his learners using his own money as family obligations leaves adult learners with little or no resources to buy their learning materials.

3.5 Personal Factors

According to Ndichu (0.1, 2014) and Ndegwa (0.1, 2014), personal bias towards certain churches also reduces access and participation of ABE programmes in the district. The programme is conducted in the different churches and learners have some reservations for certain churches’ doctrine. Some learners are slow and unable to cope with the speed of learning of the rest of the class. 20% of the learners are lazy and uncommitted and usually lag behind. The teacher had to
keep on repeating what previously was taught to fast learners and this keeps off fast learners who feel discouraged. 40% of the learners don’t attend their classes regularly and the teacher had either to repeat what was taught. Some learners are so fatigued by their daily chores that they attend classes when they are too exhausted to take up adult lessons comfortably.

3.6 Benefit of ABE Programmes

Researcher’s engagement with the learners revealed that 90% of the respondents appreciated the role played by ABE programmes in the district since inception ranging from socio-economic to personal benefits. The main beneficiaries of the programme are the ABE learners who enumerated them as follows: enhanced literacy skills of reading, writing, improved abilities to do simple arithmetic that assist them to keep business records, sign bank cheques, keeping of personal records and secrets, reading the Bible for spiritual nourishment and evangelization, reading road signs, writing letters to their relatives, operating mobile phones and other electronic gadgets, enhanced communication with others and enhance life skills that enable them to manage day-to-day challenges.

Some learners, especially middle-aged have been assisting their children in their homework, improved their personal health in terms of good grooming, nutrition, anti-natal and post-natal care for their children, enhanced environmental health and conservation, improved communication skills, access information from the mass media and still some claimed to have started income generating projects in their ABE centres like table banking and poultry keeping in Tabuga ABE centre as well as in their community that had really improved their economic status. Three adult learners from Tabuga ABE centre namely; Njau (0.1, 2014), Gathoni (0.1, 2014), Mukami (0.1, 2014) interviewed on the 7th November 2014 explained that literacy skills
had also boosted their self-esteem, that enables them to lead their congregation in churches, family meetings and community level. The elderly learners perceive the programme as a leisure activity where they meet with other learners for socialization, sharing their life experience and a therapy for their loneliness and enhanced mental health.

3.7 Summary

Like other regions in the country, ABE programmes have not been vibrant in Nakuru-North District since independence due to diverse factors ranging from school based to socio-economic and personal factors.

School-based factors included poor facilitation where learners used church halls, ECD centres and private premises. The government together with the former local authorities has been financing ABE programmes since independence but the study establishes a very conspicuous gap in terms of staffing, poor remuneration for part-time teachers where the turn-over is quite high. There had been a well-developed curriculum for the programme developed by KIE, Proficiency Test for learners administered by KNEC (Kenya National Examination Council).

The government have been advocating and promoting ABE programmes in the district by organizing and patronizing the International Literacy Day on 8th of September every year together with using public meeting platforms to publicize the programme. The distribution of ABE programmes is wanting and thus exposing that many centres are not operational due to their uneven spatial distribution. The teachers have demonstrated a lot of commitment in ensuring stable and consistent participation by using a variety of approaches ranging from professional to personal innovations. There was remarkable age disparity among the learners that adversely affected the access and participation of the programme in the area of study.
Gender issues also affect the programme adversely where women are on the receiving end. The male ego in the society even keeps men off and they feel shy to attend the same class with their wives and daughters. Women are also affected by their roles, nursing and other social roles in the society and this affect their participation in the programme negatively.

Employment mobility of some learners who were watchmen, casual labourers, house-helps, and self-employed also affect learners’ participation as they keep on migrating from one area to another or return to their rural homes. Learners also enumerate multiplicity of benefits from the programme that includes ability to read and write, operate mobile and other electronic gadgets, improved lifestyles and economic status and social interactions in the family community and religious circles.
CHAPTER FOUR

4.0 Trends in enrolment, attendance and drop-out rates of ABE programmes in Nakuru-North Sub-County

4.1 Introduction

The third objective of the thesis was to establish trends based on the statistics indicating the rates of enrolment, attendance and drop-outs of ABE programmes in Nakuru North District. There have been periods in the Kenyan history since independence when ABE programmes have been very vibrant and resulting in massive enrolment and attendance. This was especially the case in 1979 when Moi government aggressively mobilized resources with an aim of eliminating illiteracy within 5 years. The year 1979 and 1980 respectively witnessed very active participation. Yet the rate of enrolment and attendance declined with time such that the five million people targeted for literacy programmes only translated to 1.8 million at the end of 1983.

This chapter highlights a number of specific aspects, namely; awareness of participation and attendance of ABE programmes in Kenya, adult enrolment trends by sex in Kenya c.1997-2007, enrolment and attendance of ABE programmes in Nakuru North Sub-county, in comparison with the larger Nakuru County, demographic information on learners in ABE centres in Nakuru North Sub-County, enrolment and attendance trends, completion rates, learners views on high drop-out rates in the district and the summary of the whole chapter.

4.2 Awareness of Participation and Attendance in ABE programmes in Kenya.

Kenya government has made some effort to improve literacy levels through the development and improvement of Adult Education programmes and Non-Formal Education (NFE) programmes.
However, over the years, resources allocation and investment in literacy and Adult Education programmes have been on the decline.

The Kenya National Adult Literacy Survey (2007) was designed to determine whether Adults of 15 years or older had ever participated in Adult Education programmes.

**Percentage of persons aged 15 years and above and who said they were aware of Literacy Programmes and ever participated in the programmes**

Table 5

<table>
<thead>
<tr>
<th>Age</th>
<th>Aware of literacy programme</th>
<th>Aware and ever participated ABE programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>15-19</td>
<td>32.2</td>
<td>26.5</td>
</tr>
<tr>
<td>20-24</td>
<td>27.4</td>
<td>28.5</td>
</tr>
<tr>
<td>25-29</td>
<td>30.4</td>
<td>29.8</td>
</tr>
<tr>
<td>30-34</td>
<td>32.1</td>
<td>32.4</td>
</tr>
<tr>
<td>35-39</td>
<td>38.3</td>
<td>33.3</td>
</tr>
<tr>
<td>40-44</td>
<td>33.0</td>
<td>32.2</td>
</tr>
<tr>
<td>45-49</td>
<td>35.0</td>
<td>34.0</td>
</tr>
<tr>
<td>50-54</td>
<td>26.5</td>
<td>33.3</td>
</tr>
<tr>
<td>55-59</td>
<td>42.8</td>
<td>33.1</td>
</tr>
<tr>
<td>60-64</td>
<td>24.4</td>
<td>27.4</td>
</tr>
<tr>
<td>65-69</td>
<td>37.6</td>
<td>43.1</td>
</tr>
<tr>
<td>Over 70</td>
<td>31.8</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>31.7</td>
<td>30.2</td>
</tr>
</tbody>
</table>

(Source: Kenya National Adult Literacy Survey 2007)
**Percentage of persons aged 15 years and above, who said they attended literacy programmes in the past 12 months and said they are still attending**

Table 6

<table>
<thead>
<tr>
<th>Age</th>
<th>Attended literacy programme in the past 12 months</th>
<th>Currently attending ABE programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>15-19</td>
<td>52.0</td>
<td>5.9</td>
</tr>
<tr>
<td>20-24</td>
<td>47.1</td>
<td>47.2</td>
</tr>
<tr>
<td>25-29</td>
<td>33.3</td>
<td>32.2</td>
</tr>
<tr>
<td>30-34</td>
<td>15.3</td>
<td>25.0</td>
</tr>
<tr>
<td>35-39</td>
<td>0.0</td>
<td>30.4</td>
</tr>
<tr>
<td>40-44</td>
<td>20.8</td>
<td>14.2</td>
</tr>
<tr>
<td>45-49</td>
<td>36.1</td>
<td>1.4</td>
</tr>
<tr>
<td>50-54</td>
<td>7.8</td>
<td>14.1</td>
</tr>
<tr>
<td>55-59</td>
<td>17.5</td>
<td>7.7</td>
</tr>
<tr>
<td>60-64</td>
<td>0.0</td>
<td>2.0</td>
</tr>
<tr>
<td>65-69</td>
<td>6.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Over 70</td>
<td>2.2</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>19.9</td>
<td>15.1</td>
</tr>
</tbody>
</table>

(Source: Kenya National Adult Literacy Survey 2007)

Table 5 and 6 illustrate levels of awareness, participation and attendance by age group. Overall, about 31.0% of adults (31.1% male and 30.2% female) reported to be aware of the literacy programmes in their community. Level of awareness is therefore almost the same for both male and female respondents. The result also showed that only 3.5% male adults and 5.5% female adults reported to have ever participated in literacy programmes in the county. However an interesting finding was that attendance in literacy programmes over the past 12 months before the survey indicated a higher proportion of attendance among male adults (19.9%) than female (15.1%). Respondents who reported to have attended a literacy programme in the last 12 months
were also asked whether they were currently attending. The results showed that 12.3% male adults and 7.3% female adults were still attending the programme.

**Percentage of respondents who report to have participated in adult literacy programmes but left and reasons per province**

Table 7

<table>
<thead>
<tr>
<th>Province</th>
<th>Nairobi</th>
<th>Central</th>
<th>Coast</th>
<th>Eastern</th>
<th>N. Eastern</th>
<th>Nyanza</th>
<th>Rift-valley</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason why they left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No center nearby</td>
<td>22.3</td>
<td>13.1</td>
<td>7.6</td>
<td>25.9</td>
<td>21.5</td>
<td>18.9</td>
<td>19.6</td>
<td>21.4</td>
</tr>
<tr>
<td>Lack of teachers</td>
<td>0.0</td>
<td>15.9</td>
<td>23.3</td>
<td>31.4</td>
<td>34.3</td>
<td>31.5</td>
<td>24.4</td>
<td>41.4</td>
</tr>
<tr>
<td>Not interested</td>
<td>1.7</td>
<td>7.6</td>
<td>2.7</td>
<td>11.5</td>
<td>4.4</td>
<td>4.8</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Costly</td>
<td>0.0</td>
<td>0.0</td>
<td>4.7</td>
<td>1.5</td>
<td>14.4</td>
<td>1.0</td>
<td>1.9</td>
<td>0.6</td>
</tr>
<tr>
<td>Too old to attend</td>
<td>33.3</td>
<td>2.8</td>
<td>1.1</td>
<td>3.7</td>
<td>0.0</td>
<td>5.8</td>
<td>0.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Busy</td>
<td>19.9</td>
<td>22.6</td>
<td>22.8</td>
<td>14.7</td>
<td>14.3</td>
<td>14.8</td>
<td>23.8</td>
<td>12.0</td>
</tr>
<tr>
<td>Disability/ illness</td>
<td>0.0</td>
<td>17.0</td>
<td>0.7</td>
<td>5.7</td>
<td>0.0</td>
<td>4.5</td>
<td>4.3</td>
<td>4.0</td>
</tr>
<tr>
<td>Others</td>
<td>13.0</td>
<td>25.7</td>
<td>14.1</td>
<td>9.9</td>
<td>4.0</td>
<td>11.8</td>
<td>11.8</td>
<td>15.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(Source: Kenya National Adult Literacy Survey 2007)
Table 8

<table>
<thead>
<tr>
<th>Province</th>
<th>Nairobi</th>
<th>Central</th>
<th>Coast</th>
<th>Eastern</th>
<th>N. Eastern</th>
<th>Nyanza</th>
<th>Rift-valley</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Already literate/completed</td>
<td>54.0</td>
<td>60.7</td>
<td>42.5</td>
<td>46.7</td>
<td>8.2</td>
<td>29.5</td>
<td>40.4</td>
<td>29.7</td>
</tr>
<tr>
<td>No center nearby</td>
<td>2806</td>
<td>13.2</td>
<td>19.1</td>
<td>24.8</td>
<td>46.2</td>
<td>37.9</td>
<td>35.5</td>
<td>33.9</td>
</tr>
<tr>
<td>Lack of teachers</td>
<td>0.0</td>
<td>0.6</td>
<td>1.5</td>
<td>0.9</td>
<td>2.4</td>
<td>0.8</td>
<td>1.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Not interested</td>
<td>5.4</td>
<td>5.9</td>
<td>6.0</td>
<td>9.5</td>
<td>7.0</td>
<td>4.3</td>
<td>5.3</td>
<td>7.2</td>
</tr>
<tr>
<td>Costly</td>
<td>0.4</td>
<td>0.6</td>
<td>5.5</td>
<td>0.4</td>
<td>0.5</td>
<td>0.4</td>
<td>0.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Too old to attend</td>
<td>1.6</td>
<td>1.1</td>
<td>2.4</td>
<td>1.7</td>
<td>2.6</td>
<td>1.6</td>
<td>2.2</td>
<td>1.6</td>
</tr>
<tr>
<td>Busy</td>
<td>9.0</td>
<td>8.2</td>
<td>11.3</td>
<td>12.4</td>
<td>30.7</td>
<td>8.8</td>
<td>9.1</td>
<td>11.4</td>
</tr>
<tr>
<td>Disability/ illness</td>
<td>0.2</td>
<td>1.1</td>
<td>0.5</td>
<td>0.6</td>
<td>1.0</td>
<td>1.0</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Others</td>
<td>0.9</td>
<td>8.7</td>
<td>11.1</td>
<td>3.1</td>
<td>1.4</td>
<td>15.7</td>
<td>5.1</td>
<td>13.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(Source: Kenya National Adult Literacy Survey 2007)
Table 7 presents information on respondent who participated in adult literacy programmes but had since left by province, and the reasons for leaving while Table 8 has information on non-participants and their reasons for having never participated. Various reasons were given for having never participated.

At the national level, most of those who had participated in literacy programmes and dropped cited issues relating to access and quality of provision such as no centre nearby and lack of teachers. The same pattern is observed in most provinces. Other reasons given included too old to attend, busy and already completed school. People are seeking learning opportunities through adult education programmes but many appear to be dropping out due to lack of readily accessible centres and inadequate number of teachers. The high turn-out of teachers is a definite impediment to the effective delivery of the programme. For non-participants, the reasons given include; already literate or completed school (29.7%) and busy (10.7%). No centre nearby was given as the main reason for having never attended by most of the respondents in North Eastern province (46.2%), Nyanza (37.8%), Rift Valley (35.5%).

Table 9

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of female enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>28139</td>
<td>73215</td>
<td>101354</td>
<td>72.2</td>
</tr>
<tr>
<td>1998</td>
<td>26180</td>
<td>74081</td>
<td>100261</td>
<td>73.9</td>
</tr>
<tr>
<td>1999</td>
<td>30200</td>
<td>71061</td>
<td>101261</td>
<td>70.2</td>
</tr>
<tr>
<td>2000</td>
<td>25802</td>
<td>68101</td>
<td>93903</td>
<td>72.5</td>
</tr>
<tr>
<td>2001</td>
<td>26479</td>
<td>66573</td>
<td>93052</td>
<td>72.0</td>
</tr>
<tr>
<td>2002</td>
<td>41341</td>
<td>73524</td>
<td>114865</td>
<td>64.0</td>
</tr>
<tr>
<td>2003</td>
<td>31305</td>
<td>77126</td>
<td>108431</td>
<td>71.1</td>
</tr>
<tr>
<td>2004</td>
<td>31512</td>
<td>78411</td>
<td>109923</td>
<td>71.3</td>
</tr>
<tr>
<td>2005</td>
<td>38902</td>
<td>87422</td>
<td>126324</td>
<td>69.2</td>
</tr>
<tr>
<td>2006</td>
<td>37338</td>
<td>91973</td>
<td>129311</td>
<td>71.1</td>
</tr>
<tr>
<td>2007</td>
<td>39270</td>
<td>87454</td>
<td>126724</td>
<td>69.0</td>
</tr>
</tbody>
</table>


Table 9 illustrate the total number of adult enrolment in adult literacy classes between 1997-2007 remained consistently low over the years, though a significant increase as is noticeable in the year 2005 and 2006. This renewed interest was to be expected arising from concerted awareness campaign associated with the 2006 Adult Literacy Survey. This low participation was blamed on
the number of factors that included lack of centres within reach, lack of interest in the type of programmes offered, pre-occupation in the activities to raise household incomes, somehow illiterate adults viewing themselves ‘too old’ to attend school and more specifically lack of literacy teachers. It is obvious necessary that these factors be addressed so as to have more learners join the programmes.

*Enrolment of ABE Programmes in Nakuru –North Sub-County in comparison to Nakuru County in 2009*

Table 10

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of female Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru-North</td>
<td>274</td>
<td>568</td>
<td>842</td>
<td>67.5</td>
</tr>
<tr>
<td>Nakuru</td>
<td>185</td>
<td>411</td>
<td>596</td>
<td>68.9</td>
</tr>
<tr>
<td>Naivasha</td>
<td>400</td>
<td>359</td>
<td>759</td>
<td>47.3</td>
</tr>
<tr>
<td>Molo</td>
<td>285</td>
<td>764</td>
<td>1047</td>
<td>72.9</td>
</tr>
<tr>
<td>Grand total</td>
<td>1142</td>
<td>2102</td>
<td>3244</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Directorate of Adult and Continuing Education Rift-Valley 2009)

Table 10 illustrates enrolment for Nakuru North Sub-County compared to the whole Nakuru County in 2009. Nakuru-North Sub-county accounts for 26% of the total enrolment of ABE programmes in Nakuru County. Men accounted for 24% of the total enrolment in the county while women accounted for 27% of the total enrolment of women in the County respectively. It is clearly visible from the figures given that male enrolment is lower than female enrolment in
the whole County. This demonstrates apathy in terms of male attendance in the whole County. This is also replicated in the enrolment for Nakuru-North Sub-County where male enrolment was 32.5% of the total enrolment whereas women accounted for 67.5%.

*Enrolment of ABE Programmes in Nakuru-North Sub-County in comparison to Nakuru County in 2010*

Table 11

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of female attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru-North</td>
<td>186</td>
<td>273</td>
<td>459</td>
<td>54.4</td>
</tr>
<tr>
<td>Nakuru</td>
<td>402</td>
<td>455</td>
<td>857</td>
<td>53.1</td>
</tr>
<tr>
<td>Naivasha</td>
<td>1394</td>
<td>57</td>
<td>1521</td>
<td>3.7</td>
</tr>
<tr>
<td>Molo</td>
<td>130</td>
<td>320</td>
<td>450</td>
<td>71.1</td>
</tr>
<tr>
<td>Gilgil</td>
<td>29</td>
<td>253</td>
<td>282</td>
<td>89.7</td>
</tr>
<tr>
<td>Njoro</td>
<td>272</td>
<td>462</td>
<td>734</td>
<td>62.9</td>
</tr>
<tr>
<td>Subukia</td>
<td>72</td>
<td>204</td>
<td>276</td>
<td>73.9</td>
</tr>
<tr>
<td>Rongai</td>
<td>74</td>
<td>143</td>
<td>217</td>
<td>65.9</td>
</tr>
<tr>
<td>Grand total</td>
<td>2559</td>
<td>2167</td>
<td>4726</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Directorate of Adult and Continuing Education Rift Valley province 2010)
Table 11 shows the enrolment of Nakuru North Sub-County in relation to the Nakuru County’s enrolment in 2010. Nakuru North Sub-County registered a significant drop in enrolment of both male and female ABE learners when compared to 2009 enrolment. Men accounted for 7.3% of all male enrolment while women registered 13% of the total enrolment of ABE learners in the Nakuru County. This demonstrated a serious drop in enrolment in the year 2010 indicating that both male and female learners do not fully embrace ABE programmes in Nakuru North Sub-County. A drop from 24% (2009) to 7.3% (2010) in male enrolment is a serious concern to all stakeholders of ABE programmes. In terms of gender, women enrolment was more than men representing 59.4% compared to men that are represented by 40.6% of the total enrolment for the District in 2010.

*Average Daily Attendance of Adult Learners in Nakuru North Sub-County as compared to the Nakuru County in 2009*

Table 12

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of the female attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru North</td>
<td>158</td>
<td>264</td>
<td>422</td>
<td>62.6</td>
</tr>
<tr>
<td>Naivasha</td>
<td>284</td>
<td>201</td>
<td>485</td>
<td>41.4</td>
</tr>
<tr>
<td>Molo</td>
<td>219</td>
<td>617</td>
<td>836</td>
<td>73.8</td>
</tr>
<tr>
<td>Nakuru</td>
<td>151</td>
<td>395</td>
<td>546</td>
<td>72.3</td>
</tr>
<tr>
<td>Grand total</td>
<td>812</td>
<td>1477</td>
<td>2289</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Directorate of Adult and Continuing Education Rift Valley; Annual Report 2009)
Table 12 illustrates the average daily attendance of ABE programmes in Nakuru-North Sub-County in relation to the average daily attendance of the whole Nakuru County. Nakuru-North Sub-County had the lowest average daily attendance whilst Molo District had the highest daily attendance. The average male attendance is almost the lowest in the whole of Nakuru County. The average male attendance in Nakuru-North Sub-County was almost 37% while women accounted for 63% of daily average attendance in 2009. This scenario demonstrates that the male attendance was wanting in the district as well as the whole County in general.

Daily Average Attendance of ABE programmes in Nakuru-North Sub-County in relation to Nakuru County in 2010

Table 13

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% of the female attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nakuru-North</td>
<td>186</td>
<td>273</td>
<td>459</td>
<td>59.5</td>
</tr>
<tr>
<td>Subukia</td>
<td>72</td>
<td>204</td>
<td>276</td>
<td>73.9</td>
</tr>
<tr>
<td>Molo</td>
<td>130</td>
<td>320</td>
<td>450</td>
<td>71.1</td>
</tr>
<tr>
<td>Rongai</td>
<td>74</td>
<td>143</td>
<td>217</td>
<td>65.9</td>
</tr>
<tr>
<td>Gilgil</td>
<td>29</td>
<td>253</td>
<td>282</td>
<td>89.7</td>
</tr>
<tr>
<td>Njoro</td>
<td>272</td>
<td>462</td>
<td>734</td>
<td>62.9</td>
</tr>
<tr>
<td>Nakuru</td>
<td>402</td>
<td>455</td>
<td>857</td>
<td>53.1</td>
</tr>
<tr>
<td>Naivasha</td>
<td>1394</td>
<td>57</td>
<td>1521</td>
<td>3.7</td>
</tr>
<tr>
<td>Grand total</td>
<td>2559</td>
<td>2167</td>
<td>4726</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Directorate of Adult and Continuing Education Rift Valley; Annual Report 2010)
Table 13 illustrates the Daily average attendance of ABE learners in Nakuru-North in relation to the whole Nakuru County. There was decline in attendance for female learners of 3.1% in 2010 compared to 2009 but interestingly there was corresponding increase of 3.1% of male attendance in 2010. The female learner’s attendance in 2009 and 2010 was almost consistent and only registered a slight increase from 264 to 273 average attendances. There was a slight improvement in male average daily attendance that ranged from 158 to 186. Nakuru-North Sub-County only registered 7.3% of the total male average attendance in the whole County and 12% of the total female average attendance in 2010. This demonstrated the fact that attendance is slightly below average and call for radical intervention for all stakeholders to improve attendance rates. The percentage of female daily average attendance was 59.5% while male was 40.5%. This demonstrates a more favourable participation rate of female learners compared to male learners.
Availability and adequacy of learning resources in ABE centres in Nakuru-North Sub-County

Table 14

<table>
<thead>
<tr>
<th>Type of resource</th>
<th>Available</th>
<th>Not Available</th>
<th>Adequate</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Furniture</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chalk board</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lighting</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learning resources</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Teachers reference books</td>
<td>9</td>
<td>90</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Income generating projects</td>
<td>2</td>
<td>20</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>F means Frequency</td>
<td>(Source: Researcher’s personal observation schedule)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 14 reveals that in all 10 ABE centres classrooms for learning were available and adequate. But the furniture in two ECD centres was not adequate and too small in size to accommodate adult learners. All the church halls had some chalk boards but were not enough as the teacher had to use it for different levels of the learners and so sub-dividing it was an uphill task. All the 10 centres did not have a library or lighting systems. There were no learning materials like primers,
charts and posters in all the learning centres in the district. Teachers’ reference books were available in nine centres except one in the area of study.

4.3 Demographic Information of ABE Learners in Nakuru-North Sub-County

The questionnaires for ABE learners sought the age bracket of the learners who attend ABE programmes in Nakuru-North Sub-County from the selected sample of 60 learners.

Age bracket of Learners

Table 15

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>31-30</td>
<td>28</td>
<td>47</td>
</tr>
<tr>
<td>31-40</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>41-50</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>51-60</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Over 60</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Researcher’s investigation

Table 15 illustrates that almost half of the ABE learners are aged between 21-30 years (47%). Almost a fifth (17%) of the learners in the sample is between 31-40 years. Almost a quarter (24%) of the learners ranges between 41-60 years and 10% of the learners are over 60 years. Less than 2% of the learners are aged below 20 years. This illustration demonstrate that majority of the ABE learners in the district are young people who either dropped out of primary school system or realized the importance of literacy after relenting to illiteracy after completion of primary schooling or never attended any primary school at all.
Out of the sampled 60 respondents; 42 are female (70%) and 18 were male (30%). This is a serious disparity in gender representation since it appears that majority of men don’t embrace ABE programmes in the district. Among the 18 ABE learners; half of them were watchmen and About a third of them were either self-employed or artisans. This shows that men who attend adult classes are of low socio-economic status i.e. the underprivileged in the society.

From the sample of 60 learners, 40 respondents indicated that they have never attended any school or they only attended lower primary classes representing about two thirds of the respondents (67%), while a third attendee upper primary i.e. 20 respondents representing 33%. From this data, majority of the learners are illiterate and didn’t attain even the basic literacy skills.

Among the 18 men interviewed, 15 of the (83%) indicated they had been in the ABE programme for over three years representing 17% of men. This data demonstrate that majority of male learners were not permanent residents or their drop-out rate is reasonably high. Among the 42 female respondents; 29 of them didn’t attend any school while 13 of them (31%) indicated that they attended the upper primary and later relapsed to illiteracy. This demonstrated that 44 respondents (73%) have had less than 2 years in the learning programme while 16 of the respondents (27%) indicated that they have been attending the programme for the last three years and over. This demonstrated that majority of the adult learners joined the programme recently of a sizeable number dropped out before attaining a substantial literacy level (Researchers investigation).
### Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2009

Table 16

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>sex</th>
<th>Centre</th>
<th>Time</th>
<th>Enrolment</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>P. Maina</td>
<td>M</td>
<td>Nyonjoro</td>
<td>2.00</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td>A. Ndichu</td>
<td>F</td>
<td>ST Peter’s</td>
<td>9.00</td>
<td>39</td>
<td>58</td>
</tr>
<tr>
<td>M. Mungai</td>
<td>F</td>
<td>Tabuga</td>
<td>2.00</td>
<td>32</td>
<td>62</td>
</tr>
<tr>
<td>M. Kareithi</td>
<td>F</td>
<td>ST Martin’s</td>
<td>2.00</td>
<td>34</td>
<td>54</td>
</tr>
<tr>
<td>B. Njau</td>
<td>F</td>
<td>Crater</td>
<td>2.00</td>
<td>22</td>
<td>57</td>
</tr>
<tr>
<td>J.M. Gakuo</td>
<td>F</td>
<td>KAG Kiamaina</td>
<td>2.00</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>B. Ndegwa</td>
<td>F</td>
<td>Murunyu</td>
<td>2.00</td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td>M. Mburu</td>
<td>F</td>
<td>ECD Kiamaina</td>
<td>2.00</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>F.W. Ngugi</td>
<td>F</td>
<td>ST Augustine</td>
<td>2.00</td>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td>R. Kariuki</td>
<td>F</td>
<td>Ruguru</td>
<td>2.00</td>
<td>18</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>274</td>
<td>568</td>
</tr>
</tbody>
</table>

(Source: Nakuru District Adult Education office 2009)
Graph 1

Table 16 illustrates the enrolment and attendance of ABE programmes in Nakuru-North Sub-County in 2009. The table reveals that the enrolment doesn’t correspond with the daily average attendance. The total enrolment for the year was 842 learners and the total average daily attendance was 422 demonstrating a deficit of 420 that translate to 49.8%. The scenario reveals among the total number of ABE learners who enrolls in the programme that year almost half of them didn’t attend the learning sessions.

The male enrolment dropped from 274 to 158, meaning 116 learners didn’t attend the programme even after enrolling reflection a 42.3% deficit. The female enrolment also didn’t correspond with the average daily attendance. The number dropped from 568 to 264 in attendance disclosing a deficit of 304 that translate to 53.5% drop. This experience demonstrate
that as much as the enrolment of female learners in the programme is high correspondingly the rate of attendance is lower meaning that female participation in the area of study attract serious concern and they are more vulnerable to illiteracy.

*Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2010*

Table 17

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>sex</th>
<th>Centre</th>
<th>Time</th>
<th>Enrolment</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>P. Maina</td>
<td>M</td>
<td>Nyonjoro</td>
<td>2.00</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Ndichu</td>
<td>F</td>
<td>ST Peter’s</td>
<td>9.00</td>
<td>32</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Mungai</td>
<td>F</td>
<td>Tabuga</td>
<td>2.00</td>
<td>37</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Kareithi</td>
<td>F</td>
<td>ST Martin’s</td>
<td>2.00</td>
<td>31</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Njau</td>
<td>F</td>
<td>Crater</td>
<td>2.00</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.M. Gakuo</td>
<td>F</td>
<td>KAG Kiamaina</td>
<td>2.00</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Ndegwa</td>
<td>F</td>
<td>Murunyu</td>
<td>2.00</td>
<td>19</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Mburu</td>
<td>F</td>
<td>ECD Kiamaina</td>
<td>2.00</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.W.Ngugi</td>
<td>F</td>
<td>ST Augustine</td>
<td>2.00</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. Kariuki</td>
<td>F</td>
<td>Ruguru</td>
<td>2.00</td>
<td>33</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>313</td>
<td>512</td>
</tr>
</tbody>
</table>

(Source: Nakuru District Adult Education office 2010)

*Graphical representation of table 17 showing Male and Female Enrolment and Daily Average Attendance of ABE programmes in Nakuru-North Sub-County in 2010*
Table 17 shows the enrolment and attendance of ABE programmes in Nakuru-North Sub-County in 2010. The table illustration exposes that there was a slight decline in enrolment from 842 to 825 in 2010 translating to only 2% decline in enrolment. The daily average attendance rose from 422 in 2009 to 459 in 2010 reflecting a rise of 8.1% in total average attendance in 2010. The male enrolment also rose from 274 in 2009 to 313 in 2010 translating to 14.2% rise. The female enrolment dropped from 568 in 2009 to 512 in 2010 exposing a drop of 9.8%.

The male daily average attendance rose from 158 in 2009 to 186 in 2010 revealing an improvement of 17.7%. This was quite a significant improvement considering that there was a deficit of 42.3% when 2009 enrolment was compared to average daily attendance of the same year.

The female daily average attendance rose slightly from 264 in 2009 to 273 in 2010 only translating to 3.4% rise. This was worthwhile effort in improvement considering the fragile
nature of female attendance in ABE programmes in the area of study. A significant decline was noted when enrolment of 825 is compared against attendance of 459 in 2010 that exposes a 366 difference translating to 44.4% drop.

*Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2011*

Table 18

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>sex</th>
<th>Centre</th>
<th>Time</th>
<th>Enrolment</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>P. Maina</td>
<td>M</td>
<td>Nyonjoro</td>
<td>2.00 4.00</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>A. Ndichu</td>
<td>F</td>
<td>ST Peter’s</td>
<td>9.00 11.00</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>M. Mungai</td>
<td>F</td>
<td>Tabuga</td>
<td>2.00 4.00</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>M. Kareithi</td>
<td>F</td>
<td>ST Martin’s</td>
<td>2.00 4.00</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>B. Njau</td>
<td>F</td>
<td>Crater</td>
<td>2.00 4.00</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>J.M. Gakuo</td>
<td>F</td>
<td>KAG Kiamaina</td>
<td>2.00 4.00</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>L. Onsare</td>
<td>F</td>
<td>Workers</td>
<td>2.00 4.00</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>E. Karanja</td>
<td>F</td>
<td>FGCK Kagoto</td>
<td>2.00 4.00</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>F.W.Ngugi</td>
<td>F</td>
<td>ST Augustine</td>
<td>2.00 4.00</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>R. Kariuki</td>
<td>F</td>
<td>Ruguru</td>
<td>2.00 4.00</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>177</td>
<td>260</td>
</tr>
</tbody>
</table>

(Source: District Adult and Continuing Office, Nakuru-North District 2011)

Graphical representation of table 18 showing Male and Female Enrolment and Daily Average

*Attendance of ABE programmes in Nakuru-North Sub-County in 2011*
Table 18 demonstrated that the male enrolment in Nakuru-North Sub-County dropped slightly from 186 in 2010 to 177 in 2011. This shows a percentage decline of 4.8%. The female enrolment also declined from 273 in 2010 to 260 in 2011. This portrayed a percentage decline of 4.7%. This exposed almost a uniform dropping rate of enrolment for both male and female learners in the district.

The male average attendance in the district in 2011 dropped from 186 in 2010 to 172 in 2011 reflecting a slight drop of 7.5%. Consequently the female average attendance dropped significantly from 273 in 2010 to 190 in 2011 revealing a critical drop of 30.4%. This scenario expresses the fact that female participation in the district is not impressive as reflected by these data in that year. The male participation in the programme appears somehow consistent but the fluctuation of 30.4 % attracts very serious concern on the stability of the programme which positively skewed in favour of masculine gender when the data of enrolment and attendance was
compared between 2010 and 2011. Consequently, the male enrolment in 2011 and their attendance in the same year recorded only a marginal decline of 5 that translated to only 2.8%. This demonstrated an active participation on male but the female participation was not impressive as it dipped from 260 enrolments to 190 average daily attendance demonstrating a difference of 70 that translates to 26.9%. This was not a positive trend in terms of ABE participation in the area of study in 2011.

*Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2012*

Table 19

<table>
<thead>
<tr>
<th>Teacher's name</th>
<th>sex</th>
<th>Centre</th>
<th>Time</th>
<th>Enrolment</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>P. Maina</td>
<td>M</td>
<td>Nyonjoro</td>
<td>2.00-4.00</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>A. Ndichu</td>
<td>F</td>
<td>ST Peter's</td>
<td>9.00-11.00</td>
<td>57</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>M. Mungai</td>
<td>F</td>
<td>Tabuga</td>
<td>2.00-4.00</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>M. Kareithi</td>
<td>F</td>
<td>ST Martin's</td>
<td>2.00-4.00</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>B. Ndegwa</td>
<td>F</td>
<td>Murunyu</td>
<td>2.00-4.00</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>J.M. Gakuo</td>
<td>F</td>
<td>ACK Kiamaina</td>
<td>2.00-4.00</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>L. Onsare</td>
<td>F</td>
<td>ACK Kiamunyeki</td>
<td>2.00-4.00</td>
<td>21</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>E. Karanja</td>
<td>F</td>
<td>FGCK Kagoto</td>
<td>2.00-4.00</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>F.W.Ngugi</td>
<td>F</td>
<td>Kiamaina primary</td>
<td>2.00-4.00</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>M. Mburu</td>
<td>F</td>
<td>Ruguru</td>
<td>2.00-4.00</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>181</td>
<td>258</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55</td>
<td>186</td>
</tr>
</tbody>
</table>

(Source: District Adult and Continuing Office, Nakuru-North District 2012)
Table 19 illustrated the male and female enrolment and daily average attendance in Nakuru-North Sub-County in 2012. The male enrolment increased marginally from 177 in 2011 to 181 in 2012 translating to an increase of 2.3%. Consequently, the average attendance dipped drastically from 172 in 2011 to 55 in 2012. This translated to a 68.0 decline in daily average attendance. In two ABE centres there was hardly any male attendance while the other three centres registered 1-3 male daily average attendance meaning five out of 10 sampled centres expose extremely poor participation for male learners in 2012.

The female participation registered a negligible decline in enrolment from 260 in 2011 to 258 in 2012 exposing a difference of only two that translates to 0.76% decline. The daily average attendance for female learners was equally negligible from 190 in 2011 to 186 in 2012 exposing...
a difference of 4. This translates to 2.1% decline which is not alarming compared to male daily attendance decline of 68.0%. This sends visible signals that male participation in ABE programmes was in critical state in 2012 and unless very critical interventions were executed, the masculine gender participation was very alarming in 2012.

Other serious concerns for the programmes was the disparity between enrolment and daily average attendance of both male and female learners e.g. in 2012, 181 male enrolled for the programme and only 55 registered average daily attendance; registering a drop of 126 translating to 69.6%. For female learners, 258 enrolled in 2012 and only 186 reflected in daily average attendance. This is a drop of 72 that translate to 27% decline in 2012. Although female daily average attendance appears to be relatively appearing compared to male, it is still low. This scenario of high disparity between enrolment and attendance for both male and female genders exposed poor participation in the area of study in 2012 (Researcher’s investigation).
### Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2013

Table 20

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>sex</th>
<th>Centre</th>
<th>Time</th>
<th>Enrolment</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>P. Maina</td>
<td>M</td>
<td>Nyonjoro</td>
<td>8.00</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td>A. Ndichu</td>
<td>F</td>
<td>ST Peter’s</td>
<td>9.00</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>M. Mungai</td>
<td>F</td>
<td>Tabuga</td>
<td>2.00</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>M. Kareithi</td>
<td>F</td>
<td>ST Martin’s</td>
<td>2.00</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>B. Ndegwa</td>
<td>F</td>
<td>Murunyu</td>
<td>2.00</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>J.M. Gakuo</td>
<td>F</td>
<td>ACK Kiamaina</td>
<td>2.00</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>L. Onsare</td>
<td>F</td>
<td>ACK Kiamunyeki</td>
<td>2.00</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>E. Karanja</td>
<td>F</td>
<td>FGCK Kagoto</td>
<td>2.00</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>F.W.Ngugi</td>
<td>F</td>
<td>KAG Kiamaina</td>
<td>2.00</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>M. Mburu</td>
<td>F</td>
<td>Ruguru</td>
<td>2.00</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>207</td>
<td>317</td>
</tr>
</tbody>
</table>

(Source: District Adult and Continuing Office, Nakuru-North District 2013)
Table 20 showed the male and female learners enrolment and daily average attendances in Nakuru-North Sub-County in 2013. The male enrolment increased from 181 to 207 in 2013 translating to 14.4% increase. There was corresponding magic improvement in attendance that was evidence by 114% daily average attendance for men i.e. enormous shoot-up from 55 attendants in 2012 to 118 in 2013. The male enrolment for 2013 was 207 but the daily average attendance for the same year decline to 118 making a variation of 26 that translates to 14.7% decline in attendance compared to enrolment.

On the other hand, female participation was encouraging as both the enrolment and the daily average attendance registered considerable increase from 258 in 2012 to 317 in 2013. This was an increase of 59 translating to 22.9% increase when 2012 and 2013 enrolments were compared.
The female learners’ daily average attendance increase from 186 in 2012 to 214 in 2013 marking an increase of 28 daily average attendances translating to 15.1% improvement.

The female learners enrolment in 2013 was also higher i.e. 317 compared to daily average attendance of 214 making a variation of 103 translating to a 32% decline. This calls for a serious scholarly concern due to that remarkable decline and contrast of the enrolment against attendance. The total male and female enrolment of 526 and the total daily average attendance of 332 was also a matter of concern i.e. a variation of 194 that translates to unfavourable participation of 36.9% decline when enrolment and average daily attendance were taken into account (Researcher’s own investigation)
### Enrolment and Attendance of ABE programmes Nakuru-North Sub-County in 2014

Table 21

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>sex</th>
<th>Centre</th>
<th>Time</th>
<th>Enrolment</th>
<th>Average daily attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>P. Maina</td>
<td>M</td>
<td>Nyonjoro</td>
<td>8.00 5.00</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>A. Ndichu</td>
<td>F</td>
<td>ST Peter’s</td>
<td>9.00 11.00</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>M. Mungai</td>
<td>F</td>
<td>Tabuga</td>
<td>2.00 4.00</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>M. Kareithi</td>
<td>F</td>
<td>ST Martin’s</td>
<td>2.00 4.00</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>B. Ndegwa</td>
<td>F</td>
<td>Murunyu</td>
<td>2.00 4.00</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>J.M. Gakuo</td>
<td>F</td>
<td>FGC K Kiamaina</td>
<td>2.00 4.00</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>L. Onsare</td>
<td>F</td>
<td>ACK Kiamunyeki</td>
<td>2.00 4.00</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>E. Karanja</td>
<td>F</td>
<td>FGCK Kagoto</td>
<td>2.00 4.00</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>F.W.Ngugi</td>
<td>F</td>
<td>KAG Kiamaina</td>
<td>2.00 4.00</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>M. Mburu</td>
<td>F</td>
<td>Ruguru</td>
<td>2.00 4.00</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>91</td>
<td>274</td>
</tr>
</tbody>
</table>

(Source: District Adult and Continuing Office, Nakuru-North District 2014)
Table 21 illustrates the male and female enrolment and average daily attendance in ABE programmes in 2014 in Nakuru-North Sub-County. There was outrageous decline in male learners enrolment in 2014 compared to 2013. The enrolment dipped from 209 in 2013 to 91 in 2014 recording a difference of 118 that translates to 56.5% drop. The male daily average attendance declined equally from 118 in 2013 to 49 in 2014. This was a decline of 69 translating to 58.5 drop. The male enrolment and attendance almost declined at the same rate in 2014.

Coincidentally the enrolment rate of female learners dropped from 317 in 2013 to 274 in 2014 creating a margin of 43. This translates to 13.6% drop in comparison to 2013 enrolment. The female daily average attendance equally dipped from 214 in 2014 to 186 average daily attendance in 2014, exposing a margin of 28 attendants. This scenario demonstrates that the decline in enrolment and daily average attendance was almost the same in 2014 for females.
The total enrolment for both male and female learners in 2014 was lower (365) than 2013 (526) exposing a deficit of 161 that translate to 30.6% decline. The total attendance for both male and female learners in 2014 equally declined i.e. from 332 to 235 in 2014 recording a drop of 97 daily average attendances. This translated to 29.1%. This demonstrates a general downward trend in terms of participation of ABE programmes from 2009 to 2014 in Nakuru-North Sub-County (Researcher’s analysis)

The line graphs below shows the enrolment and attendance trends from 2009-2014

Enrolment Trends c. 2009-2014
4.4 Completion Rates of ABE Programmes in Nakuru-North Sub-County

An interview with Muthee (0.1, 2014) DACEO Nakuru-North Sub-County on 23rd October 2014 revealed that the transition rate from Adult Basic Literacy to Post Literacy level was as low as 20%. This was supported by 80% of the teachers who rated it at 25%. This implied that most learners stagnate in ABET I and very few transit to ABET II and III. About 10% transit to post Literacy Level where they can be registered for KCPE. The researcher found that only six candidates in two centres were being prepared to sit for KCPE in 2014 i.e. post Literacy Level that is St Martin’s ABE centre in Kaimaina location, Kiamaina Division and Kiamunyaeki ABE centre in Rurii location, Kiamaina Division.
4.5 Learners’ Opinions on the High drop-out Rate in the Sub-County

During the researcher’s interaction with learners, they lamented that the area of study experience high drop-out rate. This was supported by the statistics that exposed high enrolment and low attendance in all the years from 2009-2014. For instance, the year 2014 experienced a drop of 35%, 2013 was 36.9% and 2012 a drop of 45% respectively i.e. the enrolment against attendance is a given year.

The reason for the high drop-out rates according to the learners ranged from socio-economic to personal factors. Socio-economic accounted for 80% of the respondents while personal factors were represented by 20% of the respondents. Socio-economic factors included migration of some learners to their rural homes or other working stations in case of watchmen, house helps and casuals. When some teachers desert their jobs for more lucrative jobs and the learners are left with no teacher and end up dropping-out. Family responsibilities, like nursing young babies, marriages, pregnancies, child births and at times husbands refusing their wives to attend the programmes led to many learners dropping out of the programmes. Other factors enumerated were unconducive learning environment since church halls have many religious functions e.g. prayers, choir practice, Bible studies and wedding arrangements. The learners lack critical teaching and learning materials like primers, stationeries, chalkboards, and adequate furniture.

According to the researcher’s investigation personal factors that accounted for 20% of the drop outs were drug and substance abuse especially among the male learners. The long distance some learners had to trek to access a literacy centre was else seen as a challenge that had made some of the learners to drop-out. Learners are stigmatized by the society especially men who aspired to maintain their status quo in the community and fear to be laughing stock. Women insisted that
they have no dignity to protect as the society perceives them as low achievers in socio-cultural setting.

Mungai (0.1, 2014) interviewed on 13th November 2014 explained that personal commitment such as farming, family business and personal bias for some churches where classes are conducted made some learners to drop-out. Some slow learners were unable to catch up with the rest of the learners leading to unmanageable accumulated work. This frustrated some learners who eventually drop-out. Learners, especially mothers and casual labourers are so fatigued in their daily engagements that they are unable to concentrate in the literacy learning and by and by they drop-out. Male drop-out rates are usually higher than female drop-out and this trend may adversely affect their socio-economic contribution in the society in future.

The researcher also sought to find out from the learners whether the teacher’s gender adversely affected the learner’s participation and later leads to some learners dropping out. There were more female teachers than male teachers i.e. 90% female against 10% male in the sample. According to the study, 40% of the learners had no problem with either male or female teacher but 50% preferred a female teacher and 10% preferred a male teacher. Those who preferred a female teacher insisted that women are patient, understanding, kind, good counselors, gentle, sympathetic and loving. Those who preferred a male teacher felt that a man would understand and encourage them better than a woman and they happened to be male learners. This scenario demonstrated that the gender of a teacher doesn’t have very adverse effect on the participation that could easily lead to high drop-out rate in the Sub-County.

The researcher also found that the language used in ABE centres in the content delivery have very minimal effect on the high drop-out rate according to more than 90% of the learners. Only
a handful of the learners and more so the elderly who represented less than 10% indicated to have challenges in the language used in the ABE centres. Kiswahili is the main language of communication and the area of study is highly cosmopolitan. All the teachers in the sample indicated that they had never experienced communication problems with their learners as they basically use Kiswahili and gradually introduce English as learners’ progresses with acquisition of literacy skills according to the researcher’s personal investigation.

Muthee (0.1, 2014), the District Adult and Continuing Officer also rated the drop-out as high. He attributed this scenario to inadequate physical facilities like classrooms, furniture, chalkboard, limited contact hours for learners with the teachers, parental roles, daily personal commitment in order to meet family needs, some feeling too old to continue attending the programmes, long distance the learners had to cover to access a literacy centre, ignorance on the viability of the programmes to the learners. He also cited inadequate staffing, poor remuneration of teachers who occasionally desert their duties for more paying engagements where learners had to drop-out when the teachers leaves. The awareness and publicity created was not effective enough to attract many learners into the programme and some adult learners despise adult education and fear the stigma from the society as it was perceived to be embraced by failures in life.

4.6 Summary

The chapter demonstrates the view that the trends in enrolment and attendance in Nakuru-North Sub-County have been very unpredictable, unstable and irregular marked by visible fluctuations both in enrolment and attendance since independence according to the sentiments from DACEO and teachers in the area of study. The enrolment and daily average attendance had in most cases
reflected a remarkable contrast. The Kenya Government has demonstrated its commitment in eradicating illiteracy through various interventions like Strategic Plan of 2006-2011 where the seventh objective was to eliminate adult illiteracy completely. Nevertheless this high enrolment registered had always been counteracted by low average daily attendance as demonstrated by statistics collected from 2009-2014. This number of female learners was always higher than male counterparts in all the years already analyzed in terms of enrolment and daily average attendance. The male enrolment and attendance had been generally very low.

The Economic Survey GOK 1997-2007 demonstrated that the enrolment in literacy classes remained constantly low over the years despite significant increase in the years between 2005 and 2006. The figures in Table 4.0 (a) (ii) also demonstrated that the female enrolment was about 70% during that period exposing a visible gap in terms of male enrolment which was in many occasions less than 30% enrolment. The Table 4.0 (a) (i) on the age of the learners demonstrated that majority of the learners were aged between 20-30 years demonstrating that these were primary school drop-outs or never attended primary school in their childhood periods. This scenario was also replicated in Nakuru-North Sub-County where 70% of the ABE learners were female and less that 30% are male according to the sample taken for the study by the researcher.

The enrolment trends demonstrated that the period between 2009 and 2010 registered the highest enrolment of over 800 learners in the district but the period between 2011 and 2012 registered a drastic drop in enrolment that was almost half (50%) of those enrolled the previous period. The enrolment rose again marginally in 2013 but later exposed alarming decline of 365 in 2014. In terms of daily average attendance during the period under review i.e. 2009 to 2014; the rate has been very low and the trends shows that among those who enrolled, about 50% attended the learning programmes e.g. in 2009 842 enrolled and 422 attended that year. This scenario was
almost reflected in all the years where about 50% of those who enrolled didn’t attend the programme. The trend also revealed that the enrolment rates were more unstable than attendance rate i.e. the majority of those who attended the programmes continued to attend.

The year 2014 recorded the lowest enrolment and attendance over the period under review and this demonstrates apathy on the future of the programmes in the district to an extent of going to extinction as reflected from statistics of 2009 where enrolment was 842 then dipping to 365 in 2014, then attendance of 422 in 2009 to a drop of 235 in 2014. These alarming fluctuations calls for a deeper and thorough scholarly concern on what is ailing the programme in the area of study and more so the male participation which is visibly unfavourable compared to female thus displaying a gender imbalance which may affect socio-economic stability of the community in particular as well as Kenya in general according to researcher’s investigation.

In conclusion, the chapter has demonstrated that the trends on participation of ABE programmes in Nakuru-North Sub-county have been on the decline especially male participation. This is not unique to the area of study as evidenced in Kajiado County according to the Daily Nation Wednesday 10th September, 2014, where women beat men in the race for adult education. Two in every three people enrolled in the adult classes in this pastoralist county are women. Education data shows that the County has 9,063 adult learners, 5,966 of whom are women. The women are aged between 35-55 years and attend classes at 156 centres spread across the devolved units. Only 40% adults can read and write. A small fraction of these have engaged in formal lessons at education centres. These are some of the revelations made during the World Literacy day (8th of September) held at Merreesh primary school in Kajiado East on Monday. The huge illiteracy level has made it difficult for most of the residents to access job opportunities in the county.
The same scenario in Kajiado County is almost replicated in Nakuru North Sub-County according to the finding of the study.
CHAPTER FIVE

5.0 PROPOSED INTERVENTION MEASURES TO IMPROVE ACCESS AND PARTICIPATION OF ABE PROGRAMMES IN NAKURU-NORTH DISTRICT

5.1 Introduction

Education is a fundamental human right. It is the responsibility of a good government to facilitate access to good quality education to all its citizens irrespective of age, race, gender and economic status. In the case of Kenya the literacy programme has suffered many years of neglect since independence which has been evidenced by lack of enough qualified teachers hence reliance on volunteer teachers. Education attainment for family heads may significantly reduce the likelihood of families remaining poor. Similarly, the education level of parents may have a direct relationship with the education of the children and the health status of the entire family. Literacy plays a critical role in community and national development and hence should be placed high on development agenda of any nation.

This chapter sought for information on proposed strategies of improving access and participation of Adult Basic Education programmes in Nakuru-North Sub-County from District Adult and Continuing Officer, teachers and learners. They articulate their proposal on how to improve access and participation rates in ABE programmes in the area of study according to the researcher’s investigation. More than fifty percent of the respondents were on the opinion that ABE programmes are hampered by lack of teaching and learning materials as well as inadequate teachers. The government should therefore ensure that the programme is provided with adequate funding and personnel to enhance the stability of the programmes in the area of study. It should also tap the existing or new funding mechanism like the Local Authority Transfer Fund (LATF)
and the Constituency Development Fund to support the ABE programmes. Some of the CDF allocations should be directed to the purchase of teaching and learning materials and even putting up ABE classes in the area of study to increase the number of ABE learners so that those who are restricted by the long distance from ABE centres can access them with ease.

5.2 Terms of Employment and Training

Ndegwa (0.1, 2014), Murunyu ABE centre interviewed on 3rd November 2014 stated that almost half of the teachers in the area of study were on temporary appointment and confessed that they are given a token of Kshs. 2500 per month which is even irregular. This miserable token had demoralized these teachers who frequently deserted their duties for more gainful engagements. The learners were always on the receiving end where they had no teacher to teach them. They eventually drop-out and this scenario may have caused many ABE centres to close down. She also suggested that all part-time teachers be engaged on full-time basis to boost their morale and even retain them in the service for long. She personally confessed that she had served for over fifteen years on temporary appointment which was quite dehumanizing and disheartening.

Mungai (0.1, 2014), Tabunga ABE centre, Lanet Location, Dundori Division, interviewed on 13th November 2014 suggested that teachers should also be offered further training that should be accompanied by increased salary in order to motivate them to teach effectively as majority have never advanced in professional training since their first posting. Some ABE learners were taught only three days a week by one teacher and only two hours daily translating to six hours a week. This applied to part-time teachers while full-time teachers teach their learners five days a week and two hours in a week. Ninety percent of the learners interviewed suggested that all of
them should be accorded equal learning sessions and none should be more favoured than the other i.e. all learners should be subjected to full-time learning of ten hours per week.

During the informal interview by the researcher with the teachers, all the teachers in the area of study revealed that they had never attended in-service courses since they commenced their employment. This exposure could have enlightened them on new innovations on the development of the programme as well as refreshing and assuring them that they are giving the best. They suggested that frequent in-service courses could empower them to handle new challenges in the Adult Education Sub-sector and improve the level of participation of the ABE learners.

5.3 Income Generating Projects in ABE Centres

The researcher also identified a tree nursery project at Tabuga ABE centre and table banking at St. Martin’s ABE centre. These projects were adversely affected by inadequate funding and developing and sustaining them was an uphill task. Fifty percent of the learners proposed that rotational funds from the government, local banks and other micro-finance institutions to provide loans with reduced interest rates in order to finance and sustain these projects. These initiatives may attract and retain more learners in the ABE centres and it would generate some income and reduce the level of poverty in the area of study. Many income generating projects should be started in other centres in order to attract ABE learners with entrepreneurship motives.

5.4 Duration of Learning Sessions in ABE Centres

According to the researcher’s investigation, more than half of the learners interviewed were comfortable with the two-hour learning session in each day but a handful i.e.40% felt that the learning programme should start from 8.00am to 5.00pm to allow learners to attend when they
were available due to their individual daily engagements. The teacher should always be available for them and always be ready to adjust to their learning programme and that may be one of the challenges that led to poor participation of the learners due to the rigidity of the programme when learners are confined to a particular learning schedule.

5.5 Motivation of Learners in ABE Centres

According to the researcher’s observation, sixty percent of the learners expressed their reservation on the practicability of the skills acquired in the learning centres which doesn’t immediately impact on their daily lives. There was no immediate tangible benefit of the programme to the learners who have daily financial obligations to meet in order to sustain their families and other social responsibilities. They suggested that the programme offered should equip learners with skills that they can apply in their daily lives and the programme be designed to meet learners immediate needs so as to attract and retain them in class.

The researcher also sought for the reasons as to why all ABE centres were dogged by low enrolment and attendance especially the male learners. Sixty percent of the teachers felt that the masculine tendencies in the society pause a major obstacle to the effective participation of the programme as men fear to be laughing stock and therefore should not be associated with any failure. The male learners usually hide their books and even pretend that they are not destined to adult classes. The teachers should therefore engage learners in guidance and counseling on regular basis and enlighten them on the benefit of literacy in their day-to-day undertakings at personal level and community at large.

Onsare (0.1, 2014), Kiamunyeki ABE centre, Rurie Location, Kiamaina Division, interviewed on 24th November 2014, stated that eighty percent of the learners stagnate in elementary stages of
literacy i.e. ABE I to III and very few are promoted to post-literacy level. This discouraged many adult learners who end up losing hope and drop-out prematurely. About 90% of the learners interviewed by the researcher suggested that learners should be promoted to post-literacy level automatically so as to motivate them to advance in literacy programmes in future. At the same time more post-literacy centres should be started and be well facilitated to accommodate the graduates who aspire to pursue post-literacy programmes. Lilian Onsare⁸ also stated that the government and other stakeholders should undertake massive campaigns to make the programme visible through mass media, chief’s barazas, street shows, religious organizations and non-governmental organizations in order to market the programme to the illiterates in the area of study.

5.6 Funding of ABE Programmes

Maina (0.1, 2014), Mungai (0.1, 2014), Ndichu (0.1, 2014), Ndegwa (0.1, 2014), Gakuo (0.1, 2014) and Onsare (0.1, 2014) all agreed that ABE programmes should be a community project rather than relying on the government and other donors who may have other pressing issues. It should therefore be treated as a critical project like construction of health facility, cattle dip, bridge, primary school, nursery school, village polytechnic, church construction and secondary school facilities that have been built through self-help initiatives. Alternatively, every primary school should have a reserve facility for ABE learners in private premises where they will not interfere with the school programme or suffer stigma from the young learners.

The government had adopted robust strategic plan to eradicate illiteracy as it was seen a major bottleneck to economic and social development e.g. 1979-1983 campaign by president Moi’s government, strategic plan of 2003, 2006 to 2011, during Kibaki’s NARC regime and its
incorporation to the mainstream Ministry of Education in 2008 hence the researcher felt that another strategic plan should be developed in the near future to eradicate illiteracy as it still remain a thorn in the fresh if sustainable development has to be achieved in future in the area of study and in Kenya in general and achieve the 2030 grand vision.

The researcher also realized that there was no Multi-purpose Development Training Institute (MDTI) in the area of study. According to preliminary report from the County Director of Adult and Continuing Education, there is only one MDTI in the former Rift-Valley province at Isinya in Kajiado County. This institute provides all round Adult and Continuing Education where functional skills are incorporated with the programme thus enriching it enormously. If a similar institute is constructed in every division in the sub- County, the programme may attract enormous enrolment and attendance. This calls for massive funding from the government in both National and County level, Faith Based Organization, Non-Governmental Organizations, Community Based Organization and individuals. These sentiments were echoed by 40% of the teachers in the area of study. The same teachers also suggested that there should be one centre of excellence in every sub-county where substantial government and other stakeholders resources are channeled in order to act as a model of excellence for adult education in that area as it has been done in secondary schools where centres of excellence have been started for both boys and girls in every sub-county in the county.

The researcher also observed that the office of the DACEO was dilapidated makeshift structure borrowed from the Administration Police quarters that was adjacent to the modern Sub-County Education Office. The office was also shared with the sub-county Agricultural Extension Officer with limited furniture and no clerical support staff. There was need for a decent DACEO office, equipped with the necessary furniture and cabinets backed by full secretarial staff to enhance
efficiency in the implementation of ABE programme in the sub-county as these also exposed
great disregard for the noble programme which can be a turning point of many lives of the adult
learners where they can be empowered to transform their lives from hopelessness to worth-while
living.

Muthee (0.1, 2014) and Omondi (0.1, 2014), District Adult and continuing Education Officers,
supervises the ABET I, II and III curriculum but sometimes he was assisted by the staff of Kenya
Institute of Education Management. The officers do not have motor vehicles for commuting
during their routine supervision and relies on vehicles from other departments in the sub-county.
They are inconvenienced as he had to fuel those vehicles with the funds allocated to his office
and sometimes they are recalled back by the departmental heads when the fuel had not been
exhausted in the vehicle tanks which was a great loss. The suggestions were that the DACEO
should be provided with a vehicle by the government for his official duties instead of relying on
the goodwill of other sub-county departments so that the supervision of the curriculum can be
effective in the sub-county.

5.7 Publicity and Advocacy of ABE Programmes

Twenty percent of the teachers interviewed also suggested setting up an exhibition stand in the
Agricultural Society of Kenya Exhibition annually to showcase Adult Education and its impact
on the society. This initiative can attract many prospective learners to the programme and
improve enrolment and attendance rates in the area of study. They also proposed that bursary
allocation by the County and National government to all needy adult learners like other formal
learners in the country to assist adult learners to buy learning materials as many adult learners
belong to the low income group and adult education is not a primary need.
Maina (0.1, 2014), Nyonjoro ABE centre and Karanja (0.1 2014), Kagoto ABE centre suggested that adult classes should be started as suggested by two teachers in the study area as men feel humiliated when attending the same class with their wives, daughters and other women in the village. These initiatives can attract more men in the area of study as it has happened in other areas in the region where men are offered their own classroom separate from women. Different classes for different learners should be set up to cater for different level of learning i.e. ABET I, II and III respectively where they are handled by different teachers instead of teaching them together in one class. This had discouraged some learners who were in the various learning levels according to Maina (0.1, 2014) interviewed on 23rd October 2014 in the area of study. He also suggested that national political parties should include strategies to eradicate adult illiteracy in their party manifesto when they are conducting their campaign in preparation for regular general elections. This idea can popularize adult education in the constituency level and improve participation rates.

Onsare (0.1, 2014) and Karanja (0.1, 2014) suggested that Teachers, politicians, provincial administration, NGO’s, Faith-Based Organization and Civil Society Organizations should organize road shows in major urban centres as they do in other forums like drug menace, HIV/AIDS campaigns, Female Genital Mutilation, tree planting and community policing to demonstrate the importance of raising a literate community as a counter measure to all socio-economic issues according to one teacher in the area of study. The climax of these road shows should be the awarding of prizes like trophies and monetary awards to learners who have scored the highest grades and also to teachers who registers the highest enrolment and attendance rates that year and preferably this event is ideal during the World Literacy Day held on 8th of September in every calendar year.
5.8 Specialization in Subject Areas

Mungai (0.1, 2014) and Ndichu (0.1, 2014) suggested that teachers should specialize in their subject areas as they teach all subjects in ABE programmes. The teacher finds it difficult in handling all subject areas and may not be effective and this may keep some learners away from the programme. The government should therefore train teachers to teach different areas of study and this require additional funding from the National treasury. The government should encourage the participation of self-help teachers especially form four and university graduates to help in the eradication of illiteracy. This should be taken as a condition for enrolment into government training colleges and public service jobs. Private sector employers should also be advised to recruit employees who have served as adult education teachers on voluntary basis as a basic requirement. This can increase the teaching force required for adult education programmes thus reducing shortage of teachers in the programme according to one adult teacher in the area of study.

Apart from University of Nairobi, Kikuyu Campus, where adult education diploma course is offered, other universities in Kenya should start training teachers in Adult Education at various levels including graduate and post graduate level in order to improve the quality of Adult Education programmes. The Quality and Assurance Standards should also be enhanced by having a Quality and Assurance Standard section for the ABE programmes in the mainstream Ministry of Education as the case in Primary, Secondary and Special Education so that the quality and standards of Adult Education can be improved. This policy should trickle down to county and sub-county level to enhance effective participation of the programme in the community level. Apart from teachers teaching throughout the day from 8.00am to 5.00pm like other Public Servants in the government, multi-shift teaching programmes i.e. morning, mid-day
and afternoon shifts should be conducted. Evening classes should be started for learners who are fully engaged during the day in their personal and wage employment. This may increase the rate of enrolment and improve attendance rates according to suggestions of Maina (0.1, 2014) interviewed on 23rd October 2014. This practice can be borrowed from Turkey when President Kemal sacrificed himself to teach night classes in 1923 in order to eradicate illiteracy in his country which was the major obstacle to national development in Turkey in the 1920s.

Seventy percent of the adult teachers suggested that if the conditions and terms of service of teachers are improved, at least to an equivalent of a primary school teacher in the public service, adult education programme may attract competent teachers and more teachers could be retained in the service and the idea of ABE teachers leaving the service for more lucrative opportunities could be a thing of the past. The teachers should be given scholarships to study in the universities and this may boost their morale thus motivating them to continue offering services as adult educators and even attract more teachers to the service hence improve participation of the ABE programmes in the area of study.

Ndichu (0.1, 2014), Onsare (0.1, 2014) and Maina (0.1, 2014) suggested that promotion of the ABE teachers who attained higher professional and academic grades and long experience had stagnated in Job Group G despite having a Diploma in Adult Education from the University of Nairobi, Kikuyu Campus. Their counterparts in the public service had been promoted even up to Job Group L. This scenario frustrated many of the ABE teachers who are treated as second best and thus exposes low profiling of the teacher by the government that was replicated by low participation of learners who are handled by these demotivated teachers.
5.9 Facilitation for Learners with Special Needs

The researcher found that there was no learner with special needs and only the elderly who had visual challenges. This elderly lot used reading spectacles which they buy for themselves. This doesn’t mean that there were no learners with special needs. The government should therefore promote all inclusive education in all adult learning centres where learners with special needs are well facilitated in line with the new constitution dispensation of 2010 Article 54 (1) (b); that states that ‘A person with any disability is entitled to access to educational institutions and facilities for persons with disabilities that are integrated into the society to an extent compatible with the interest of the person’. In this case, this article of the constitution is violated to the disadvantage of learners with special needs. (Source: Constitution of Kenya 2010)

5.10 Gender of Teachers in ABE Centres

The researcher also witnessed gender disparity in the teaching fraternity where there were nine female teachers against one male teacher. This was unfavourable representation in terms of gender parity in favour of female gender. This was also coincidentally expressed on the enrolment and attendance of male learners. The researcher felt that there should be gender parity in the employment of teachers whereby it should display equal representation in terms of gender consequently more male teachers may be encouraged to apply for teaching jobs in the programme in future in the area of study.

5.11 ABE Curriculum

To make the curriculum of ABE programme relevant and attractive to the day-to-day needs of the learners it should be revised regularly especially when Primary and Secondary school is revised by the Kenya Education Management Institute i.e. former KIE should be fully engaged
as they are the experts in curriculum development. These were the sentiments of 60% of the teachers in the area of study. They also suggested that more research should be done on the effectiveness of the programme in combating illiteracy. There was also low visibility of the programme on the ground on the area of study. Mungai (0.1, 2014) and Ndichu (0.1, 2014) explained that the aspect of comprehensive functional literacy should be enhanced through partnership with other sectors in the government like agriculture, health, private sector like banking and insurance, technical institutions of technology for a greater holistic integration in order to attract more prospective learners and retain those who have enrolled hence multi-sectoral approach is recommended. Mounting of publicity campaigns in collaboration with partners of goodwill are called upon to give the programme the visibility it requires in public limelights through the local mass media preferably in mother tongue, advocacy workshops and strengthening the Board of Adult Education by engaging the local community in the local District Education Board where ABE programmes are incorporated when deliberating on the education issues in the District. The Board of Adult Education should also link with various stakeholders e.g. government departments and ministries, Faith-Based Organizations, community Based organizations, political Class and other individuals who can partner in the eradication of illiteracy in the district.

Maina (0.1, 2014), Onsare (0.1, 2014) and Ndegwa (0.1, 2014)suggested that Adult Education should be made a key sub-sector of education with the requisite recognition and status in terms of precisely funding infrastructure, research equivalent to any education sub-sector e.g. university, Secondary and Primary and it should feature prominently in the national budget if any achievement is to be made in future. They also suggested that communities living in the area of study establish Community Learning Resource Centres and libraries by providing building
materials, labour while the government through various agencies like County CDF, LATF, Kenya Education Sector Support Programme (KSSP) assist with provision of reading materials, supervision, curriculum implementation and additional furniture since community involvement will make them own up the programme and become active partners. University and other educational institutions should develop and implement research training programmes with view of developing professionalism in the programme. Various providers including Faith Based Organizations should commit themselves to the professional growth and development, material production and research through provision of the requisite funding and technical expertise.

Julia Omondi\textsuperscript{5}, Assistant DACEO, suggested that the department of Adult Education should intensify inspection service backed by the necessary funding to ensure that the programme runs smoothly and that effective teaching is conducted in all ABE learning centres and also facilitate national literacy regular survey at least every five years in partnership with Kenya National Bureau of Statistics to assist in facilitating data collection whereas the finding can be used to develop education and training programmes that could eliminate illiteracy reasonably. Since there are few learners who proceed to post-literacy level, those who qualify should be enabled to improve their skills and continue learning in future for their personal fulfillment and also motivate other learners to advance to post-literacy programmes.

Karanja (0.1, 2014) suggested that highly qualified professional teachers should be employed in order to handle those who qualify to sit for KCPE and KCSE respectively as those already in employment may not handle post-literacy continuing education since they are more conversant with ABET I, II, and III curriculum. This arrangement calls for more funding for recruitment of these teachers in order to inspire others learners to pursue post-literacy programmes in future. About 20\% of the learners who were interviewed informally expressed apprehension that some
learners are reluctant to enroll as they were not confident about the quality of programme offered hence they don’t find any need of attending literacy programmes in the study area. The programmes should therefore be enhanced with many other programmes that are relevant to their daily needs so that they may be convinced that the programme had actual tangible benefits in their personal life as well as the community in general.

Some countries like Indonesia and Senegal had borrowed from the World Bank as a development loan due to limited financial resources (Laubach, 1963). The researcher felt that Adult Education may have immediate direct economic impact in the society if the application of functional skills, the government should do the same in Adult centres by starting income generating projects so that the development loan can be paid on time at the same time attracting and retaining adult learners in the programme thus improving the level of participation in the area of study in particular and the whole country at large as it has happened in those countries.

Beatrice Ndegwa⁷ and Florence Ngugi¹⁰ suggested that the government should send part-time teachers to the dead centres as a short-term measure to revive dead ABE programmes, confirm part-time teachers who had continuously served for five years and above so as to motivate those teachers who were contemplating to leave the service in the near future due to poor pay and job insecurity. Juliah Omondi⁵, DACEO’s Assistant in the District lamented that Adult Education Advisory Committee that was convened in the District was poorly funded and it was disheartening that the members earn as little as forty shilling for sitting allowances. Some of these members come from very far and they require allowances to cater for lunch and transport. The Board of Adult Education Act Cap 233 stipulate that foundation of those committees should be well funded to facilitate the holding of those meetings at the district level according to the
informal interview with the county director of Adult and Continuing Education representative in the office.

In conclusion, the researcher feels that if all these ideas and strategies from teachers, learners, researchers, personal views and Adult Education Officers are implemented, the ABE programmes may be reverbed in terms of improvement in access and participation in Nakuru-North District.
CHAPTER SIX

6.0 SUMMARY AND CONCLUSION

6.1 Summary

Chapter one deals with the background of the study highlighting on historic aspect of Adult Basic Education Programmes from classical era of the Greek Civilization, the Roman era, middle ages to the modern experiences and the development of Adult Literacy Programmes in the world today and lastly the Kenyan experience. Kenya is a signatory to various international declarations and conventions to enhance Adult Literacy Programmes so that the country can realize political, economic and social cultural development. Examples include Universal Charter of Human Rights in 1948 in Paris; France and World Declaration on Education For All in Jomtien; Thailand, 1990 and the Belen Framework For Action in Belem; Brazil in 2009 among others. The background also demonstrated how the Kenya Government struggled to stabilize the Adult Literacy Programmes by shifting it from one ministry to another since Independence to the present-day when it is placed under the Ministry of Education. The chapter also includes the statement of the problem, research questions, objectives of the study, assumptions of the study, justification of the study, significance of the study, scope of the study, limitation of the study, literature review that exposes issues in Adult Literacy Programmes in other parts of the World including Kenyan experience, theoretical framework; research methodology, ethical and logistical consideration, data analysis and presentation.

Chapter two summarizes the Kenya’s Government policy on Adult Basic Education Programmes since independence. The colonial government had made some effort to promote Adult Literacy through Missionaries activities, Community Based Organizations and Policy formulation.
Subsequently, post colonial governments made considerable efforts through their party Manifestos e.g. the KANU manifesto of 1960, session Papers, participating and even hosting international conferences on Adult Literacy spearheaded by UNESCO, facilitation of commission like Ominde 1964, Gachathi 1976, Kamunge Report 1988 Mackay 1981, Koech Report 1999. Other government agencies have been engaged in Research e.g. the Kenya Bureau of Statistics, Kenya Population and Housing Census of 1979, 1989, 1999 and 2009 and the Kenya National Adult Literacy Survey 2007 among others.

The University of Nairobi, Kikuyu Campus has developed a curriculum for Adult teachers and the Kenya National Examination Council has facilitated evaluation of learners and teachers. The Kenya government has been the main financier of Adult Basic Education Programmes but also incorporated Development partner, Community Organizations among others. Multi-Purpose Development training Institutes were started in Isinya; Kajiado county and Meru county among others to enhance functional literacy to popularize the programmes among the citizens, men only class programme to attract male participation and enhance their ego and income generating projects, among others. The Gender Policy in Education, 2007 guides on strategies to achieve gender equality in all government Ministries and the New Constitutional dispensation of 2010 addresses the issue of discrepancies in access and participation of vulnerable people in the society who cannot enjoy full constitutional rights including the right to education.

Chapter three deals with factors that inhibit access and participation of Adult Basic Education programmes in Nakuru-North Sub-county since independence. It focuses on school-based, home-based, social-economic and environmental factors. Facilitation of the programmes features prominently where 70% of the lessons are conducted in churches on humanitarian grounds and the church social responsibility to eradicate ignorance, diseases and poverty which is closely
associated with illiteracy, besides offering spiritual nourishment. Under-staffing, poor remuneration of teachers, lack of vertical mobility of teachers in terms of promotion, poor access and participation of learners marked by low enrolment and poor attendance, high drop-out rates culminating to closure of Adult centres in some sub-locations. Also age disparity and learner’s attitude toward various churches where lessons are conducted, and the social-economic impediments of learners featured prominently in the study as inhibits to access and participation of the programme. Men usually felt shy to attend the same lessons with their female counterparts due to male chauvinism in the African culture. Women participation is adversely affected due to their domestic chores, marriages, pregnancy, and post-natal care for their babies.

Chapter four demonstrate the trends in enrolment and attendance in ABE programmes in Nakuru-North Sub-county from 2009-2014 according to the data that the researcher was able to gather in the area of study. Enrolment records demonstrated that between 2009 and 2010, the programme registered the highest enrolment of over 800 learners in the Sub-county but the periods between 2011 and 2012 registered a drastic drop of almost 50%. Enrolment rose again in 2013 and declined drastically again in 2014.

In terms of average daily attendance, the trend demonstrated that between 2009 and 2014 there has been a downward trend where almost 50% of those who enrolled didn’t attend. The attendance rate was 422 but it dipped to 235 in 2014 demonstrating a 40% drop.

Chapter five highlights some intervention measures suggested by the researcher together with research assistants, learners, teacher, Adult Education Officers in order to improve access and participation of ABE programmes in the area of study. Among those suggestions were that the government should fund the programme adequately like other formal education programmes if
the programme has to enjoy the full dignity it deserves. Teachers shortages should be addressed, teachers’ salaries and allowances should be increased considerably and the government should built independent adult centres, equip them with books and equipments and stationeries instead of relying on the goodwill of the churches and individuals.

Adult learning centres should be revived by sending teachers to the dead centres. Part-time teachers should be confirmed and there should be uniform contact hours for learners with their teachers as those taught by part-time teachers are taught between two to three sessions per week unlike those taught by full-time teachers who take five sessions per week according to the opinion of 40% of the learners.

Majority of the teachers felt that adult education should be a community affair rather than relying on the government for logistics and funding. As they build formal institutions through self-help programmes they shouldn’t forget to put up adult classes. A Multi-purpose Development Training Institute that incorporates functional literacy with other social programmes should be started in every division so as to attract more learners who will enjoy multiple benefits besides literacy skills.

The office of the DACEO should be well facilitated with full secretarial staff, furniture, vehicles in order to over-see the implementation of the ABE programmes in the Sub-county. The government should provide bursaries to adult learners like in other formal programmes to assist learners to buy primers, textbooks and other learning support materials. Constituency Development Fund should also finance ABE programmes when funding other development programmes in the Sub-county according to Maina Paul on Adult teachers at Nyonjoro centre.
Multi-shift teaching should be started so that the learners can attend lessons at his/her own convenience and consequently more research should be done in this aspect of education like other formal institutions so that the programmes can enjoy full enhancement among other suggestions.

6.2 Conclusion

Based on the research findings, the following observations and conclusions were made:

Adult Basic Literacy programmes are faced with numerous challenges that cut across social, economic and personal factors. Men are more vulnerable to illiteracy than their female counterparts due to male chauvinism in the society, being mostly breadwinners of their families and the male ego that makes them feel that adult literacy shouldn’t be associated with them.

There was gender disparity in terms of participation of adult literacy learners where female gender represents about 70% while male gender was represented by about 30% of total participation. There was gender parity in terms of adult teachers where female was represented by 90% and male was 10% of the sample taken for study.

Majority of the learners were at the age bracket of 20-31 years revealing that those learners should be in post-secondary level of education representing 47% of the learners in the programme in the study area. Majority of the learners never completed basic primary education or dropped out in lower classes so they were illiterate.

Most of the teachers (60%) were on permanent employment while 40% were part-time teachers working on temporary basis. Teachers had never attended any in service course but monthly seminars organized by DACEO.
The attendance rate of adult learners was generally low with female than males. The main cause of poor participation is socio-economic to personal factors. Both the enrollment and daily attendance rate took a downward trend from 2009-2014 with 2014 being the hardest hit period in terms of participation of the adult learners in the literacy programmes. Adult teachers apply numerous methods to address irregular attendance by motivating those who regularly attended and even visiting them in their homes.

Teachers are quite demotivated by their part-time irregular monthly tokens of Ksh.2500. The full-time teachers are equally demotivated since they over-stay in one job group for so long without promotion like public servants. Supervision of the curriculum is adversely affected by lack of vehicles in the DACEO office to facilitate it but depends on the goodwill of other departments in the sub-county commissioner’s office. The DACEO’s office was dilapidated and poorly facilitated with no clerical staff and even shared with District Agricultural Extension Officer.

High drop-out rate is caused by socio-economic and personal factors with socio-economic representing 80% of the drop-out rates. Learners benefit a lot from the programme including literacy competence where they are able to keep personal secrets, lead congregation in churches among other benefits. Learners with special needs are not facilitated at all adult centres. Adult learning centres are poorly facilitated with inadequate and unfit furniture, inadequate chalkboard, and lack of teaching / learning materials and acute shortage of teachers. Most of the adult literacy classes are conducted in church halls i.e. 80% where learners are usually interrupted by other church programmes. There were no libraries in all learning centres. All the learners buy all learning materials themselves except one centre where the teacher buys all stationeries for his learners.
Various methods are used to create awareness of the programme in the area of study that is climaxed by the International Literacy Day on 8\textsuperscript{th} September every year. There are no Multi-Purpose Development Training Institute in the area of study or Community Based Resource Centre. The language used in adult literacy centres doesn’t have any adverse effect on the poor participation of the programme in the area of study.

The adult literacy programmes are underfunded and treated as second best by the government and the society at large despite the fact that it had been placed in the mainstream Ministry of Education from 2008. The adult literacy centres are unevenly distributed with some about 5KM apart while some are concentrated on one area leading to poor access by some learners who had to travel for long distances to access the centres. Shortage of teachers, lack of classrooms and teachers’ poor pay are the major causes of poor participation of literacy programmes in the area of study.

6.2 \textbf{Suggestions for Further Research}

The study suggests further more research in a number of areas. Firstly, there is need to establish the socio-cultural and economic issues that inhibit male participation in adult literacy programmes in Nakuru-North District. Secondly, there is need to find out Impact of government bilateral, multi-lateral, donor, Faith based Organization, civil society, corporate and private sector, individual funding in promotion of literacy programmes in Kenya. Finally, there is the question of correlates of quality of adult learning programmes to effective participation of learners in Nakuru-North District.
REFERENCES

PUBLISHED BOOKS


Mezirow, J. 1981 A critical Theory of Adult Learning and Education. Nairobi, Masala publishers


**UNPUBLISHED BOOKS**

Boraya, M. Problems facing Adult Education Programmes in Manga Division, Kisii District, MED project, 1987


**JOURNALS**


CONFERENCES REPORTS


NEWS PAPER ARTICLES


ORAL INFORMANTS

Gakuo Jane, Age; 40 years, Gender; Female, An Adult Teacher at Crater ABE centre, Mwaki Mugi Sub_Location, Kiamaina Location, Kiamaina Division, interviewed on Tuesday 11th November 2014.

Gathoni Margaret, Age; 52 years, Gender; Female, An Adult Learner at Tabuga ABE centre, Githioro Sub- Location, Dundori Division, interviewed on Friday 7th November 2014.

KaranjaElizabeth, Age; 35 years, Gender; Female, An Adult Teacher at Kagoto ABE centre, Kagoto Sub-Location, Kiamaina Location, Kiamaina Division, Interviewed on Monday 17th November 2014.

KareithiMartha, Age; 40 years, Gender; Female, An Adult Education Teacher at St. Martin’s ABE centre, Kiamaina Sub- Location, Kiamaina Location, Kiamaina Division, interviewdwwe on Wednesday 5th November 2014.
Maina Paul, Age; 54 years, Gender; Male, An Adult Education Teacher at Nyonjoro ABE centre, Nyonjoro Sub-Location, Lanet Location, Dundori Division, interviewed on Tuesday 11th November 2014.

Mukami Grace, Age; 56 years, Gender; Female, An Adult Learner at Tabuga ABE centre, Githioro Sub-Location, Githioro Location, Dundori Division, interviewed on Friday 7th November 2014.

Mungai Mary, Age; 50 years, Gender; Female, An Adult Education Teacher at Tabuga ABE centre, Githioro Sub-Location, Githioro Location, Dundori division, interviewed on Thursday 13th November 2014.

Muthee Samuel, Age 54 years, Gender; Male, District Adult and Continuing Officer, Nakuru-North District, interviewed on Thursday, 23rd October 2014.

Ndewa Beatrice, Age; 41 years, Gender; Female, A Teacher at Murunyu ABE centre, Murunyu Sub-Location, Wanyororo Location, Dundori Division, Interviewed on Monday 3rd November 2014.

Ndichu Ann, Age; 56 years, Gender; Female, An Adult Education Teacher at St. Peter’s ABE centre, Lanet Sub-Location, Lanet Location, Dundori Division, interviewed on Wednesday 15th October 2014 and Thursday 23rd October 2014.

Ngugi Florence, Age; 43 years, Gender; Female, An Adult Teacher at St. Augustine ABE centre, Bahati Sub-Location, Bahati Location, Bahati Division, interviewed on Tuesday 21st October 2014.
Njau Charles, Age; 32 years, Gender; Male, An Adult Learner at Tabuga ABE centre, Githioro Sub-Location, Githioiro Location, Dundori Division, interviewed on Friday 7th November 2014.

Omondi Julia, Age; 54 years, Gender; Female, An Assistant District Adult and Continuing Officer in the District Headquarters Office, interviewed on Wednesday 15th October 2014.

Onsare Lilian, Age; 34 years, Gender; Female, An Adult Teacher at Kiamunyeki ABE centre, Rurie Sub-Location, Rurie Location, Kiamaina Division, interviewed on Monday 24th November 2014.
APPENDIX 1

BIO-DATA

My name is Maina Anthony Ndegwa, A Masters of Arts student in the Department of History, Archaeology and Political studies, School of Humanities and Social Sciences, Kenyatta University. This research is intended to investigate the determinant of access and effective participation of Adult Basic Education programme in Nakuru North Sub-County, Nakuru County 1963-2014.

The study is precisely for scholarly purpose and any information given will be confidential. I request you kindly to answer questions by filling the blank space and where applicable put a tick in boxes provided.
APPENDIX 2

INTERVIEW GUIDE FOR THE RESEARCHER

1. Did the colonial government offer Adult Basic Education?

2. What was the independent Government Education Policy on Adult Basic Education?

3. Did the independent Government develop any curriculum for Adult Basic Education programmes?

4. Apart from the Government, were there other facilitators of Adult Basic Education programmes?

5. Where was Adult Basic Education programmes conducted?

6. Did the new government of Kenyatta undertake aggressive campaigns to eradicate illiteracy, ignorance and diseases through Adult Basic Education programme?

7. Were there training programmes for Adult Basic Education after independence?

8. In terms of gender, who are attracted to Adult Basic Education programmes in the area of study?

9. Which is the most convenient time for majority of ABE learners?

10. Which Age-bracket attends Adult Basic Education?

11. What is the social- economic background of most learners?

12. Do adult learners attend their classes on a regular basis?
13. What is the main motivator of ABE class in the area of study?

14. How is the distribution of ABE class in the area of study?

15. Do learners with special needs participate in the programme, and how do they attend classes?

16. How are the attendances, participation, completion and drop-out rates?

17. What is the main reason for low attendance, retention and completion rates?

18. What are the causes of high drop-out rate?

19. Why have some centers closed down indefinitely?

20. Are ABE teachers’ professionally trained and which level of training?

21. Who pays the teachers?

22. How regular is the payment?

23. Are ABE teachers motivated by this payment?

24. Are all ABE teachers employed on permanent basis?

25. Are there any ABE supervisors on the programme and how often is it done?

26. What are some of the achievements of Adult Basic Education programmes since independence?

27. What are the main challenges of Adult Basic Education programmes?

28. What are the possible solutions to these challenges?
29. Do ABE learners aspire to sit for national exams and how does the government facilitate this?
APPENDIX 3

QUESTIONNAIRE FOR ADULT BASIC EDUCATION LEARNERS

(1) Personal information

(a) Adult learners name;

(b) Age……………………..Sex……………………..

(c) Occupation…………………………………………

(d) ABE Center…………………………………………

(e) Village………………………………………………..

(f) Location………………………………………………

2: Education Level;

0-3………….. [ ]

4-6…………. [ ]

7-8………….. [ ]

3. How long have you been in this Center?

year[ ] 2 years [ ] Above 3 years [ ]

4. What reason made you to desire to have adult Education?

Friend [ ] Employer [ ] Knowledge [ ]
Religion [ ] Adult teacher [ ] Government Literacy Campaign [ ]

Others [ ]

5. Which days and time do you attend classes?

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Who provide you with learning materials?

Self [ ] Government [ ] Religious Group [ ]

Others [ ]

7. What is the approximate distance from your home to the ABE Center?

1 Km [ ] 2-4 Km [ ] over 4 Km [ ]

8. How many regular teachers teach you?

9. Are you sometimes taught by other teachers?

   Yes [ ] No [ ] Sometime [ ]

10. Is the time you attend classes’ favourable or would you like it changed?..........................
(b) Give reasons

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

11. How many adult learners have you attracted to take part in ABE learners classes?

One [ ] Two [ ] Over Two [ ]

12. How often do supervisors visit your Center in a term?

Once [ ] Twice [ ] More Twice [ ]

13. List any problems that you experience at home when you attend classes?

(a) ........................................................................................................................

(b) ........................................................................................................................

(c) ........................................................................................................................

14. Which challenges do you encounter in the learners centers?

(a) ........................................................................................................................

(b) ........................................................................................................................

(c) ........................................................................................................................

15. Who accommodates your learner’s center?

School [ ] Church [ ] Mosque [ ] Other [ ]
16. (a) How many learners have dropped out of the programme this year?

(b) Reason for dropping

.........................................................................................................................................................

c) How many men have dropped? ........................................................................................................

Reason ....................................................................................................................................................

d) How many women have dropped ....................................................................................................

Reason ....................................................................................................................................................

17. How do you earn your living?

................................................................................................................................................................

................................................................................................................................................................

................................................................................................................................................................

............... 

18. (a) What do you learn at school?

................................................................................................................................................................

................................................................................................................................................................

................................................................................................................................................................

............... 

(c). How has the learning changed your life?

................................................................................................................................................................

................................................................................................................................................................
19. (a) Which age bracket would you like the ABE teacher to be?

[ ] 20-30 [ ] 30-50 [ ] Over 50 [ ]

(b) Would you like him to be a woman or a man? State your reasons

........................................................................................................................................
........................................................................................................................................

20. What do you intend to do after completing ABE programme?

........................................................................................................................................
........................................................................................................................................

21. Who are the majority in your class? Men or Women?

Reason...................................................................................................................................
........................................................................................................................................

22. Have you ever been absent in class?

Reasons...................................................................................................................................
........................................................................................................................................

23. How do you rate your teacher?

[ ] Good [ ] Satisfactory [ ] Excellent [ ]

24. (a) How many learners with special needs are in your Center?

[ ] One [ ] Two [ ] More than Three [ ]

(b) How do they access the center? Walking [ ] bicycle [ ] public means [ ]

141
25. According to you, what should be done to improve access, participation, completion avoid drop-out of some of the students in the Center?

...........................................................................................................................................
...........................................................................................................................................

26. (a) Do you know of some centers which have closed down?

...........................................................................................................................................
...........................................................................................................................................

(b) If yes, why do you think these centers closed down?

...........................................................................................................................................
...........................................................................................................................................

...

27. How did you come to know about ABE programmes?

Friends ☐ Government officers ☐ Mass Media ☐

28. Are you sometimes taught by part time teachers?

Yes ☐ No ☐

29. If yes how many days a week?

Once ☐ Twice ☐ More than twice ☐

30. Has any of your colleagues dropped out of the programme?

Yes ☐ No ☐
31. In your opinion what are the reasons for dropping out?

☐ Family responsibilities

☐ Low motivation

☐ Inadequate or lack of learning materials

☐ Opposition from home

☐ Long distance to the ABE centre

☐ Employment conditions

☐ Religions affiliations

☐ Shortage or Absence of teachers

32. How many learners completed their ABET I programme this year? ..............................

33. How many female learners completed their ABET I programme this year? ......................

34. How many languages of instruction are used in the centre? .............................................

35. Among these language, which one do you like? ..................................................................

36. Are ther possibility that some learners dropped out because they could’nt cope with the language used in ABE centres? ........................................................................................................
APPENDIX 4

ADULT EDUCATION TEACHER

1. What is your gender?

   Male [ ]    Female [ ]

2. What is your age?

   Below 20 [ ] 21-25 [ ] 26-30 [ ] 31-40 [ ] Over 40 [ ]

3. How long have you been in this center?

   Below 2 years [ ] 2-5 years [ ] Over 5 years [ ]

4. Who is your employer?

   Government [ ]    Private [ ]

5. a) Does the government offer any training for Adult Education Teachers?

   Yes [ ]    No [ ]    Sometimes [ ]

   b) Are you a full time or part-time teacher?..............................................................

6. How many male learners do you have?

   Below 5 [ ]    Below 10 [ ] Over 10 [ ]

7. How many female learners do you have?

   Below 5 [ ]    Below 10 [ ] Over 10 [ ]
8. Do your learners attend classes regularly?

Yes [ ]  No [ ]

9. What is the main cause of absenteeism?

Family responsibilities [ ]  Employment [ ]  Sickness [ ]  Disinterest [ ]

10. How do you motivate your learners?

.................................................................................................................................

11. How many times have you attended in service courses in the last three years?

........................................

12. Which language of instruction is used in the delivery of ABET curriculum?

........................................

13. How do you rate the effectiveness of the language used in the delivery of the curriculum?

Very high [ ]  high [ ]  low [ ]  very low [ ]

14. In your opinion, how would like it to be improved?

.................................................................................................................................

15. Do your learners aspire to sit for a National Examinations?

Yes [ ]  No [ ]  Undecided [ ]

16. Which area of study attracts more adult learners?

Number work [ ]  Language skills [ ]  Parenting [ ]  Family Planning [ ]

Vocational [ ]  Entrepreneurship [ ]  Family Life [ ]

17. Who accommodates your learners?

Church [ ]  Public Schools [ ]  Mosques [ ]  Social Halls [ ]
18. Do learners change their attitude positively towards adult education?

Yes [ ] No [ ] Undecided [ ]

19. How do you handle irregular attendance?

………………………………………………………………………………………………………
………………………………………………………………………………………………………

20. Would you wish to advance your profession as an adult educator?

Yes [ ] No [ ] Undecided [ ]

21. Which are some of the major challenges of adult education centers in the Sub-County?

………………………………………………………………………………………………………
………………………………………………………………………………………………………

22. Which are the future prospects of Adult Basic Education?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

23. What can be done to improve ABE access, participation and completion of the programmes?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

146
24. What can be done to revive the centers that have already closed down?

...........................................................................................................................................

...........................................................................................................................................

25. How many female learners have dropped out of the programme this year?...............................

Reason ......................................................................................................................................

26. How many male learners have dropped out of the programme this year?.................................

Reason ......................................................................................................................................

27. How can drop-out rate be reduced? .............................................................................................

28. How many female learners have completed the ABET programme in the last three years?.......

29. How many male learners have completed the ABET programme in the last three years?.......

30. Do you engage volunteer teachers?

Yes [ ] No [ ]

31. If yes how often?

Once a week [ ] Several times a week [ ]

32. Do you also incorporate part-time teachers?

Yes [ ] No [ ] motivate Sometimes [ ]

33. Do your earning motivate you?

Highly [ ] Fairly [ ] Poorly [ ]
34. Are they regular or sometimes they are delayed?

Yes [ ] No [ ]

35. Would you like the idea of ABE programmes being incorporated into the Ministry of Education as a matter of priority?

Yes [ ] No [ ]

36. Are there ABE centres near your centre where programmes have revived?

Yes [ ] No [ ]

37. What motivated the revival of these centres in your own opinion?
APPENDIX 5

DISTRICT ADULT CONTINUING EDUCATION OFFICER (DACEO)

1. What is your gender?

   Male [ ]    Female [ ]

2. a) What is your age?

   40-50 years [ ]    Over 50 [ ]

   b) Working experience..............................................................................................................

3. How many Adult Basic Education Centers are there in Nakuru North Sub-County?

..............................................................................................................................................

4. How many adult education teachers are there in the Sub-County?

..............................................................................................................................................

5. Is there any form of curriculum for Adult Basic Education?

..............................................................................................................................................

6. How does the government supervise the curriculum of Adult Basic Education?

..............................................................................................................................................

..............................................................................................................................................

..............................................................................................................................................

..............

7. In terms of gender who are attracted more to adult education?
8. Does the government intend to rebuild adult learning facilities in the locality rather than using Faith based premises and private rooms?

9. Has the government introduced ICT in Adult Education?

10. Does the government train teachers for Adult Basic Education?

11. Who finances Adult Education in Kenya?

12. Who pays Adult Education teachers?

13. How are the teachers motivated?
14. Are there in-service programmes for adult Basic Education teachers to up-date them on new innovations?

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

15. How has the government expanded Adult Basic Education for National development since 1963?

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

16. What are the achievements of adult education in the Sub-County?

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

17. What are the major challenges of this education in the Sub-County?

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

18. What are the prospects of Adult Basic Education in the Sub-County?
19. What would you recommend the government to improve on Adult Basic Education to realize development goals 2030?

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

20. (a) Does the programme cater for learners with special needs?

..............................................................................................................................

(b) How is it done?

..............................................................................................................................
..............................................................................................................................

21. (a) How many ABE centers have closed down in the Sub-County?

Reasons for closure..............................................................................................................
..............................................................................................................................
..............................................................................................................................
(b) Are there any plans underway to revive them?

………………………………………………………………………………………………………

22. (a) How do you evaluate ABE learners?

…………………………………………………………………………………………………………

……………………………………………………………………………………………………

(b) Do you give learners nationally recognized certificates after completion of a certain level of education?

…………………………………………………………………………………………………………

23. How do you motivate teachers who have demonstrated exemplary performance in terms of retention of learners, consistency attendance and reduction of drop-out rates?

…………………………………………………………………………………………………………

……………………………………………………………………………………………………

24. Are there volunteer teachers? If yes, how does the government motivate them?

…………………………………………………………………………………………………………

……………………………………………………………………………………………………

25. How many new ABE centres have opened this year?

…………………………………………………………………………………………………………

26. How many ABE have revived this year? What motivated their revival?
27. Do you engage part time teachers in the programme?

28. How many of these teachers are engaged per ABE centre?

29. Who pay these teachers?

30. How many times do you engage them in a week?

31. Do the payments they receive motivate them to continue offering the service?

32. How does the government motivate those who host ABE learning centres?
33. How does the government enlighten the general public on the read for ABE programmes in the Sub-County?

34. How many Community Learning Resource Centres are there in the Sub-County?

35. a) Is there any Multi-Purpose Training Institute in the Sub-County?

b) How do you create awareness of the ABE programmes in the Sub-County?
APPENDIX 6

LETTER TO RESPONDENT

Kenyatta University

School of Humanities and Social Science,

Department of History, Archaeology and Political Studies

P.O. Box. 43844.

Nairobi.

Dear sir/Madam;

RE: TO WHOM IT MAY CONCERN.

I wish to request you kindly to participate by answering questions on access and effective participation of Adult Basic Education programme in Nakuru North Sub-County, Nakuru County from 1963-2014.

Note that the information given is entirely confidential and will precisely be used for the purpose of study.

Thank you in advance.

Yours faithfully,
Maina Anthony Ndegwa

Reg No; C50/CE/25226/2011  Mobile; 0721569014
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

OUR REF: C50/CE/25226/11

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Date: 2nd October, 2014

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. MAINA A. NDEGWA REG. NO. C50/CE/25226/11

I write to introduce Mr. Ndegwa who is a Postgraduate Student of this University. He is registered for M.A. Degree programme in the Department of History, Archaeology & Political Studies in the School of Humanities & Social Sciences.

Mr. Ndegwa intends to conduct research for a proposal entitled, “Challenges Facing Implementation of Adult Basic Education in Kenya from 1963-2010; A Case of Nakuru North District, Nakuru County”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

JK/cao

Committed to Creativity, Excellence & Self-Reliance
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241849, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. 9th Floor, Utalii House
NAIROBI-KENYA

Date: 22nd October, 2014

NACOSTI/P/14/6096/3720

AnthonyNdewga Maina
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Challenges facing implementation of adult basic education in Kenya from 1963-2010; a case of Nakuru North District, Nakuru County,” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 31st December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nakuru County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.
THIS IS TO CERTIFY THAT:

MR. ANTHONY NDEGWA MAINA
of KENYATTA UNIVERSITY, 101-20100
nakuru, has been permitted to conduct
research in Nakuru County

on the topic: CHALLENGES FACING
IMPLEMENTATION OF ADULT BASIC
EDUCATION IN KENYA FROM 1963-2010;
A CASE OF NAKURU NORTH DISTRICT,
NAKURU COUNTY.

for the period ending:
31st December, 2014

Signature

Applicant’s

Secretary

National Commission for Science, Technology & Innovation

160
OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegram: “DISTRICTER”, Nakuru
Telephone: Nakuru 051-2212515
When replying quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

11TH November, 2014

Deputy County Commissioner,
NAKURU NORTH SUB COUNTY

RE: RESEARCH AUTHORIZATION – ANTHONY NDEGWA MAINA

The above named student has been given permission to carryout research on “Challenges facing implementation of adult basic education in Kenya from 1963-2010: a case of Nakuru North District, Nakuru County” in your Sub County.

Kindly give him the necessary assistance.

M. B. MOHAMED OGW
COUNTY COMMISSIONER
NAKURU COUNTY
OFFICE OF THE PRESIDENT
INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram: "DISTRICT"*
Telephone: 020/528050
Fax: 020/528050

Ref: No. ED.12/10(93)

All Assistant County Commissioners,
Bahati
Dundori
Kiamaina

All Chiefs and Assistant Chiefs,
NAKURU NORTH SUB COUNTY

RE: RESEARCH AUTHORIZATION

This is to inform you that Anthony Ndegwa maina has been authorized to undertake research on
"Challenges facing implementation of adult basic education in Kenya from 1963-2010: a
case of Nakuru North Sub-County, Nakuru County".

NJINU M. MACHARIA
FOR: DEPUTY COUNTY COMMISSIONER
NAKURU NORTH SUB COUNTY

COPY TO:
Sub County Education Officer
NAKURU NORTH SUB COUNTY

Sub County Adult Education Officer
NAKURU NORTH SUB COUNTY

Date: 17th November, 2014

DEPUTY COUNTY COMMISSIONER,
Nakuru North Sub-County,
P. O. Box 21,
BAHATI


162
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education

Telegrams: “EDUCATION”,
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref. NO. CDE/NKU/GEN/4/1/21 VOL. II/74

11th November, 2014

Sub-County Education Officer
NAKURU NORTH SUB-COUNTY

RE: RESEARCH AUTHORIZATION – MR. ANTONY NDEGWA MAINA
PERMIT NO: NACOSTI/P/14/6096/3720

Authority is hereby given to the above named to carry out research on “Challenges facing implementation of adult education in Kenya 1963-2010: a case of Nakuru North, Nakuru County.”

Kindly accord him the necessary assistance.

DANSON M. WANGORU
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Copy:
Antony Ndegwa Maina
Kenyatta University
P.O. Box 43844 -00100
NAIROBI.

Kenyatta University
P.O. Box 43844-00100
NAIROBI.
MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

NAKURU NORTH SUB COUNTY,
BAHATI.
22ND OCTOBER 2014

MR. NDEGWA,
THRO’
SUB-COUNTY ADULT EDUCATION OFFICER,
NAKURU NORTH,
BAHATI.

Dear Sir/Madam,

RE: INTRODUCTION TO OUR ADULT EDUCATION CENTERS FOR RESEARCH AUTHORIZATION PURPOSES

I hereby write to let you know that your request to carry out Academic Research in our Basic Adult Education centres is allowed and fully supported by the office pertaining to your area of study.

I hope our field officers (teachers) will help you get all the necessary assistance to your satisfaction.

Thank you.

Yours faithfully,

SD:

For. Nakuru North Sub-County

District Adult & Continuous Education Officer

NAKURU NORTH DISTRICT
APPENDIX 7:

A MAP OF NAKURU NORTH DISTRICT, NAKURU COUNTY.