AN INVESTIGATION OF THE FACTORS AFFECTING THE IMPLEMENTATION OF THE NATIONAL FUNCTIONAL LITERACY CURRICULUM IN MERU DISTRICT.

BY

KAUGI, EPHANTUS MICHENI

A THESIS SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY.

KENYATTA UNIVERSITY LIBRARY

1993.
DECLARATION

This thesis is my original work. It has not been presented for degree work in any other university

EPHANTUS MICHENI KAUGI

This thesis has been submitted for examination with our approval as University supervisors:

DR. ADAMS J. ASIACHI
SENIOR LECTURER, DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING & CURRICULUM DEVELOPMENT, KENYATTA UNIVERSITY.

DR. KILEMI MWIRIA
SENIOR RESEARCH FELLOW, BUREAU OF EDUCATIONAL RESEARCH, KENYATTA UNIVERSITY.
DEDICATION

This thesis is dedicated to my wife Jane and our son Murimi for the encouragement and comfort that they gave me when writing it.

I too wish to express my deep gratitude to my thesis supervisor Dr. K.S. Njora, and my fellow research assistants Drs. Adams Sambu and Kilemi Mworia who critically read my work and gave me the necessary advice.

I would like to thank the Meru District Adult Education Officer and the Meru Assistant Adult Education Officer for their support to adult learners who provided me with data and valuable information for writing of this thesis.

I cannot fail to thank Dr. E.M. Mugari for his support and financial support, and Dr. N. Rebec and Mrs. A. Brian for reading my work and giving me the most critical comments.

Last, but not the least, I wish to thank Pamela Okenyo and Julia Thuiru for typing this work.
ACKNOWLEDGEMENTS

I wish to acknowledge with much thanks, the financial and professional assistance that I received in the course of writing this thesis. I owe special thanks to Dr. N.M. Karagu the immediate former Chairman and Prof. J.G. Okech the present Chairman of the Department of Educational Administration, Planning and Curriculum Development, respectively for their great support and encouragement.

I too wish to express my deep gratitude to my thesis supervisor Drs. Adams Asiachi and Kilemi Mwiria who critically read my work and gave me the necessary advice.

I would also like to thank the Meru District Adult Education Officer and the Meru assistant adult education officers, the Teachers and literacy learners who provided me with data and valuable information for writing of this thesis.

I cannot fail to thank Dr. E.M. Mugiri for his advice and financial support, and Dr. N. Reche and Mr. F.M. Gateru for reading my work and giving me some critical comments.

Last, but not the least, I wish to thank Pamela Ombech and Julia Theuri for typing this work.
ABSTRACT

This study explores the factors hindering the successful implementation of the Kenya national functional literacy programme in Meru District. Nithi, Tharaka and Tigania divisions of Meru district were selected for study. A total of 102 literacy learners, 21 literacy teachers and 3 Assistant Adult Education Officers (AAEO’s) were interviewed. Three research instruments were used for data collection. The first was an interview schedule for literacy learners while the second and third were questionnaire for literacy teachers and AAEO’s respectively. Basic descriptive statistics have been used in data analysis.

The results revealed that the physical facilities used in the literacy programme are borrowed premises. Some of the facilities were quite uncomfortable for use by adults. The availability and suitability of these physical facilities for learning, however, varied according to the social economic status of the community. Literacy teachers have varied educational backgrounds. In general the level of formal schooling of the majority of them is low. Their remuneration is relatively unattractive. The AAEO’s are trained P1 teachers who have received several inservice courses in the area of adult education. Low enrolments, lack of training and inservicing of literacy teachers and lack of transport facilities for AAEO’s were highlighted as the main problems that affect the implementation of the literacy programme in the district.
In the light of the above findings I have made several recommendations. These include the need for adequate training and competitive remunerations/salaries for literacy teachers; the improvement of the learning environments used by the adult learners; and, more government involvement in the promotion and conduct of the literacy programme, particularly with respect to enrolment.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Declaration</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
</tbody>
</table>

## CHAPTER

### 1. INTRODUCTION AND PROBLEM CLARIFICATION

1.1 Background to the problem

1.2 Statement of the problem

1.3 The purpose of the study

1.4 Research Questions

1.5 Assumptions of the Study

1.6 Significance of the study

1.7 Limitations of the study

1.8 Definitions of significant terms

1.9 Organization of the Thesis

PAGE

1

14

15

16

16

17

18

19

22
2. REVIEW OF RELATED LITERATURE

2.1. Planning, Conduct and Promotion of functional literacy programmes ...................................... 23

2.2. Personnel involved in the implementation of literacy programmes ........................................... 33

2.3. Physical facilities and teaching/learning materials for the literacy programmes ..................... 40

3. METHODOLOGY

3.1. Research design ................................................................................................................. 48

3.2. The study population ....................................................................................................... 49

3.3. The study sample ............................................................................................................ 50

3.4. Research instruments ..................................................................................................... 53

3.5. Pilot study ....................................................................................................................... 55

3.6. Data collection procedures ............................................................................................. 55

3.7. Data Analysis .................................................................................................................. 56
4 PRESENTATION AND ANALYSIS OF DATA AND DISCUSSION OF THE FINDINGS

4.1. The curriculum content-------------------------------------------------- 59
4.2. Physical facilities and teaching/learning materials------------------ 62
4.3. Recruitment, training and remuneration of literacy teachers--------- 78
4.4. The literacy programme supervisors------------------------------- 93
4.5. Problems facing the adult literacy learners, literacy teachers and supervisors in Meru district----------------------------- 99

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Research Approach----------------------------------------------------- 114
5.2. Main findings and Conclusions---------------------------------------- 115
5.3. Some Policy Options--------------------------------------------------- 119
5.4. Future Research in the Area------------------------------------------ 121

BIBLIOGRAPHY------------------------------------------------------------- 124
APPENDIX A: Questionnaire for Literacy Learners------------------------ 128
APPENDIX B: Questionnaire for Literacy Teachers------------------------ 138
APPENDIX C: Questionnaire for Adult Education Officers--------------- 149
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. World adult literacy 1990</td>
<td>6</td>
</tr>
<tr>
<td>1.2. Enrolments in Kenya adult literacy classes 1979-1990</td>
<td>10</td>
</tr>
<tr>
<td>1.3. Enrolments in adult literacy classes in Meru district (1991)</td>
<td>12</td>
</tr>
<tr>
<td>4.0. Number of times that literacy learners meet in a week</td>
<td>61</td>
</tr>
<tr>
<td>4.1. Distribution of buildings used for adult literacy classes by division</td>
<td>64</td>
</tr>
<tr>
<td>4.2. Distribution of literacy learners using various sitting/writing surfaces in the three divisions</td>
<td>64</td>
</tr>
<tr>
<td>4.3. Learners’ rating of the various sitting/writing surfaces found at their literacy centres</td>
<td>67</td>
</tr>
<tr>
<td>4.4. Distribution of classrooms by the quality of learning environment by division</td>
<td>69</td>
</tr>
<tr>
<td>4.5. Number of literacy teachers equipped with specific teaching aids by division</td>
<td>75</td>
</tr>
</tbody>
</table>
4.6. Distribution of literacy learners having a given
number of primers in various subjects by division----------------------------- 75

4.7. Distribution of various learning aids provided
to the literacy centres by division------------------------------------------------ 77

4.8. Distribution of literacy teachers by category
in the three divisions----------------------------------------------------------- 80

4.9. Distribution of literacy teachers by age in
the three divisions--------------------------------------------------------------- 82

4.10 Distribution of literacy teachers in the three divisions according to type of
specific training they have received----------------------------------------------- 85

4.11 Trends in enrolment patterns in the literacy
centres for the last one and half years by division------------------------------- 100

4.12 Distribution of literacy learners by age in
the three divisions--------------------------------------------------------------- 102

4.13 Distribution of literacy learners by occupation
in the three divisions------------------------------------------------------------- 107
CHAPTER ONE
INTRODUCTION AND PROBLEM CLARIFICATION

In this chapter we introduce the study problem. We begin by discussing the background to the problem before delineating the problem. We then outline the purpose of the study, its significance and the main assumptions which we are making. In the chapter we also discuss the limitations of the study and define the key terms used in the study.

1.1. BACKGROUND TO THE PROBLEM

One of the issues of major concern in education today is the eradication of illiteracy. This is due to the realisation and acceptance of the fact that education in general and literacy in particular has implications for both personal and national development (Fordham, 1985). Lack of adequate literacy skills in the modern world constitutes underdevelopment. This is so due to the fact that illiteracy imposes both relative and absolute burden on national economic well-being (WCEFA, 1990:70). This explains why the industrialised world, whose illiteracy levels are very low, are leading in education, science, wealth and development (Mulira, 1975). Although literacy per se does not automatically lead to development, the "added potential" that individuals gain
after becoming literate enables them to engage in meaningful and participative development (Fordham, op. cit).

It is important to note that literacy is a necessary condition for access to the modernization process and in particular, modern technology. That being so, to effectively participate in public life, and specifically in implementing social policies (in health, nutrition, agriculture and family planning, just to name a few), a certain mastery of literacy is required (Carceles, 1990).

(a) World Illiteracy Rates

During the last three decades, the international community has developed a renewed interest in the problem of illiteracy. However, the importance of having a global literate society can be traced back to 1948 when the United Nations declared that universal education was a basic human right. This important declaration was stressed further at the 16th Session of the General Assembly of the United Nations which was held between 1961 and 1962. The Session identified illiteracy as the main barrier to social and economic growth of the Third World countries. In an attempt to remove this barrier, the Session passed a resolution declaring education the right of every person. This had important implications for the eradication of illiteracy particularly in United Nations’ member states which from then aimed at making basic education available to all their citizens.
In 1963, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was asked to call on the member nations to set up an international movement to eradicate the "world plague" of illiteracy (UNESCO, 1975:44). In 1965, an international congress which launched the campaign against world illiteracy was held in Tehran. This congress made Tehran the headquarters for campaigns against world illiteracy and further recommended that actions against illiteracy should be directed to both children and adults. The participants of the congress argued that "...as long as education of children was not universally available, there would be an ever increasing pool of illiterates" (UNESCO, ibid:11). For that reason, the participants asserted that there was need to intensify literacy campaigns among children and adults, so that the pace of literacy attainment could be faster than the population growth.

Although most of the world's governments have continued to take the issue of eradicating illiteracy with some degree of seriousness, the problem has continued to persist with the developing countries having large numbers of illiterates among their populations. Table 1.1 shows the world literacy rates for the year 1990. These statistics show that sub-Saharan Africa and Southern Asia have very high levels of illiteracy whereas Latin America and the Caribbean are among the developing countries with the lowest levels of illiteracy. Nevertheless, some of these illiteracy rates could even be higher because the least developed countries (shown to have the highest illiteracy rates in Table 1.1) are part of the developing countries.
In terms of the total literate populations, the developing countries continue to lag far behind the developed nations. Table 1.1 shows that out of an approximate total population of 2626.1 million (those aged 15 years and above), about 916.1 million persons are illiterate. This is about 35 per cent of the total adult population. As earlier mentioned, this percentage could even be higher if the least developed countries had been included in the tabulation.

On the other hand, the developed countries continue to have low levels of illiteracy. As can be seen in the Table 1.1. out of an approximate total population of 954.6 million adults, it is only 31.5 million who are illiterate. This represents about 3.3 per cent of the total adult population in these countries. In actual fact, if we consider literacy in its simplest definition, that is the ability to read and write, the level of illiteracy in developed countries can be considered to be negligible: less than 5 per cent of the adult population (UNESCO, 1990).

According to the UNESCO figures, it is anticipated that by the year 2000, developing countries like Latin America, the Caribbean and Eastern Asia will be having relatively low levels of illiteracy. However, the magnitude of the problem will, most likely, continue to persist in Southern Asia, sub-Saharan Africa and the Arab states (UNESCO, ibid).
(b) Efforts to Eradicate Illiteracy in Africa

In Africa there have been concerted efforts to reduce the high levels of illiteracy that have continued to characterise the continent’s population. A few African countries have had relatively successful literacy campaigns. Worth noting in this respect are countries like Ethiopia and Tanzania.

The Ethiopian government embarked on a literacy campaign in 1974 which aimed at reducing her illiteracy rate which was 93 per cent at the time. The literate members of the society including university students engaged themselves in serious work of teaching the 3Rs to the non-literate citizens. The end result was that by the year 1982, Ethiopia had been able to reduce her illiteracy rate to 46.6 per cent (Mammo, 1983) which was, indeed, a remarkable achievement.

Immediately after her independence in 1961, the Tanzanian government and the ruling party, the Tanzania African National Union (TANU), launched a nationwide campaign to eradicate illiteracy which was estimated at about 70 per cent at the time (Mammo, ibid). The Tanzanian government instructed all the national institutions to mobilise their resources and ensure that illiteracy was eradicated by the end of 1975 (Malya, 1978). For this campaign, the government recruited over 100,000 literacy teachers, established rural libraries and study circle facilities, all of which were aimed at not only promoting the acquisition of literacy skills but also the sustainance of the
already acquired literacy skills. By 1975, the Tanzanian illiteracy rate had gone down to about 39 per cent (Stites and Semali, 1991).

Unlike Ethiopia and Tanzania, most of the other African nations have not been able to fair particularly well in their literacy campaigns. This is partly the reason why joint efforts to eradicate illiteracy have been mounted. In 1984, for example, the African Association of Literacy and Adult Education (AALAE) was founded (AALAE, 1991). This is an international African non-governmental organisation that has been very active in promoting literacy and adult education. The association is at the moment establishing an autonomous African Institute for Literacy and Continuing Education in Niamey, Niger (Kinyua, 1991).

Table 1.1

<table>
<thead>
<tr>
<th>World Adult Literacy 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The World</td>
</tr>
<tr>
<td>Dev. Countries</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
</tr>
<tr>
<td>Arab States</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
</tr>
<tr>
<td>Eastern Asia</td>
</tr>
<tr>
<td>Southern Asia</td>
</tr>
<tr>
<td>Least Developed Countries</td>
</tr>
<tr>
<td>Developed Countries</td>
</tr>
</tbody>
</table>

At the time of independence in 1963, Kenya was experiencing a very high illiteracy rate as no large-scale efforts had been undertaken to eradicate illiteracy by the colonial government. However, there were isolated literacy projects in the country that were run by non-governmental organisations (Carron, Mwiria and Righa, 1989). Soon after independence the government took the issue of eradicating illiteracy seriously. This was particularly underscored by the *Kenya Education Commission Report* (Republic of Kenya, 1964). Following the recommendations of the commission’s report, through an act of parliament the Board of Adult Education (BAE) was established in 1966. This board started the fight against illiteracy in 1967 when it launched the first national literacy campaign (Kalweo and Macharia, 1982).

The campaign got some very good response from the public. In actual fact, the enrolments were so large that they outstripped the resources that had been set aside for the campaign. When the government realised that it could not cope with the increased demand for literacy classes, it decided to limit its aid to only a few literacy classes in each of the districts that had been selected for the programme. This move had some serious negative effects as it made the field officers lose their morale. Consequently there was a fall in enrolments and this resulted in the closure of most of the literacy classes (Carron and Bordia, 1985).
Despite these problems the battle against illiteracy continued, with the campaign still active on a limited scale. However, the issue of illiteracy took a new dimension after President Moi took office in 1978. On December 12, 1978, on the occasion of Kenya’s 15th anniversary of independence, the president noted that "...the illiterate Kenyan has difficulty in using our currency, in following instructions for better farming and business practices, in participating fully in discussing about the country..." (Republic of Kenya, 1978).

The 1979-1983 National Development Plan, which was being prepared at the time of the presidential address, was released in January 1979. This development plan emphasised the need to alleviate poverty through the provision of basic needs. Understandably, one of these basic needs was adult literacy.

Following the presidential directive and the implementation of the 1979-1983 Development Plan, a 5-year national literacy campaign was launched in 1979. This campaign aimed at the total eradication of illiteracy in the country by 1983 (Carron, Mwiria and Righa, 1989; Fordham, 1985). To implement the literacy campaign, a full Department of Adult Education (DAE) was formed in early 1979 by amalgamating the then Board of Adult Education and the Division of Adult Education of the Ministry of Culture and Social Services. The establishment of the department gave the struggle against illiteracy renewed strength.
However, by 1983, the target year for the total eradication of illiteracy, illiteracy in Kenya was still far from being eradicated. The enrolment in the literacy programme continued to sharply drop year after year as can be seen from Table 1.2. Nevertheless, within its limitations the DAE has been able to carry out widespread advocacy for literacy throughout the country. Altogether, between 1979 and 1990 over three million learners are recorded to have enrolled in literacy classes in the country (Table 1.2). However, it should be noted that there is no guarantee that every learner who enrolled gained a sustainable level of literacy, particularly if we consider the incidence of dropping out.

From Table 1.2 it is evident that Kenya experienced a downward trend in enrolments from 1979 to 1990. Given that the level of illiteracy is still very high, it is most likely that a majority of those who enrolled may have dropped out before attaining sustainable levels of literacy. It also appears that as the campaign declined in vigour, the levels of enrolment continued to decline.
Table 1.2
Enrolment in Kenya Adult Literacy Classes
1979-1990

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>93,866 (23)</td>
<td>321,208 (77)</td>
<td>415,074 (100)</td>
</tr>
<tr>
<td>1980</td>
<td>89,053 (22)</td>
<td>309,824 (78)</td>
<td>398,877 (100)</td>
</tr>
<tr>
<td>1981</td>
<td>76,351 (21)</td>
<td>295,651 (79)</td>
<td>372,002 (100)</td>
</tr>
<tr>
<td>1982</td>
<td>74,481 (21)</td>
<td>273,319 (79)</td>
<td>347,800 (100)</td>
</tr>
<tr>
<td>1983</td>
<td>74,276 (22)</td>
<td>269,612 (78)</td>
<td>343,888 (100)</td>
</tr>
<tr>
<td>1984</td>
<td>57,188 (22)</td>
<td>205,244 (78)</td>
<td>262,432 (100)</td>
</tr>
<tr>
<td>1985</td>
<td>38,497 (23)</td>
<td>132,550 (78)</td>
<td>170,947 (100)</td>
</tr>
<tr>
<td>1986</td>
<td>51,363 (23)</td>
<td>174,865 (77)</td>
<td>226,232 (100)</td>
</tr>
<tr>
<td>1987</td>
<td>38,602 (27)</td>
<td>105,880</td>
<td>144,482 (100)</td>
</tr>
<tr>
<td>1988</td>
<td>52,744 (33)</td>
<td>105,490 (67)</td>
<td>158,234 (100)</td>
</tr>
<tr>
<td>1989</td>
<td>33,543 (25)</td>
<td>100,383 (75)</td>
<td>133,926 (100)</td>
</tr>
<tr>
<td>1990</td>
<td>37,093 (25)</td>
<td>110,847 (75)</td>
<td>147,940 (100)</td>
</tr>
<tr>
<td>Total</td>
<td>717,061 (23)</td>
<td>2,404,873 (77)</td>
<td>3,121,934 (100)</td>
</tr>
</tbody>
</table>

Source: Department of Adult Education, Ministry of Culture and Social services (Unpublished data), Nairobi.

Note: Figures in brackets represent percentages.

It is therefore most probable that the motivation of those originally enrolled was not maintained which may have resulted in dropping out as well as a lack of motivation on the part of those who may have been interested in enrolling in literacy classes. Limited learning resources, poorly trained teaching personnel and lack of commitment...
by non-governmental organisations, the government and the private sector, among others, in the conduct and promotion of literacy in the country could have led to the decreased enrolments (Carron, Mwiria and Righa, op. cit).

d) The Study Location

This study was carried out in Meru district. However, since then the district has been divided into three new districts, namely; Meru, Nyambene and Tharaka/Nithi which is located on the eastern slopes of Mt. Kenya. According to the 1979 census, the district had a population of about 1,263,965 people. It covers an area of about 9,922 km². The district is divided into eight administrative divisions. In each division, the literacy programme is coordinated by an Assistant Adult Education Officer (AAEO). In 1991 there were about 314 literacy centres/classes and 2,705 literacy learners in the district (see Table 1.3). Carron, Mwiria and Righa (op. cit) note that there has been a decline in enrolment in Meru district beginning 1982. This is further confirmed by a countrywide survey which was carried out by the Central Bureau of Statistics (CBS) in 1988. This survey showed that Meru district had an illiteracy rate of between 40 and 49 per cent which is relatively high. The survey also showed that in Kenya, the districts with the lowest literacy rate had 29 per cent while the ones with the highest rate had 70 per cent. Literacy rates for specific districts were not given.
Table 1.3
Enrolments in Adult Literacy Classes in Meru District (1991)

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of literacy centres</th>
<th>No. of men</th>
<th>No of women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Imenti</td>
<td>55</td>
<td>108 (21)</td>
<td>413 (79)</td>
<td>521 (100)</td>
</tr>
<tr>
<td>Tigania</td>
<td>49</td>
<td>105 (29)</td>
<td>252 (71)</td>
<td>357 (100)</td>
</tr>
<tr>
<td>Nithi</td>
<td>47</td>
<td>84 (23)</td>
<td>288 (77)</td>
<td>372 (100)</td>
</tr>
<tr>
<td>Central Imenti</td>
<td>42</td>
<td>80 (23)</td>
<td>269 (77)</td>
<td>349 (100)</td>
</tr>
<tr>
<td>South Imenti</td>
<td>40</td>
<td>88 (19)</td>
<td>385 (81)</td>
<td>473 (100)</td>
</tr>
<tr>
<td>Ntonyiri</td>
<td>28</td>
<td>45 (42)</td>
<td>62 (58)</td>
<td>107 (100)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>28</td>
<td>34 (18)</td>
<td>160 (83)</td>
<td>194 (100)</td>
</tr>
<tr>
<td>Igembe</td>
<td>25</td>
<td>108 (33)</td>
<td>224 (68)</td>
<td>332 (100)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>314</strong></td>
<td><strong>652 (24)</strong></td>
<td><strong>2053 (76)</strong></td>
<td><strong>2705 (100)</strong></td>
</tr>
</tbody>
</table>

Source: Department of Adult Education, Meru District Adult Education Office (Unpublished data, 1991)

(e) The National Functional Literacy Curriculum

In the last few decades there has been a worldwide shift from traditional literacy, where only reading and writing were emphasised, to what is now known as functional literacy. The concept of functional literacy was developed and endorsed by the World Congress on Illiteracy in 1965 (Kassam, 1988: 126). This led to the launching of the Experimental World Literacy Programme (EWLP) by UNESCO and the UNDP from 1967 to 1972. The EWLP was meant to prepare the way for a world campaign for the
eradication of mass illiteracy (Lind and Johnson, 1986: 51). However, because of the technical nature of the EWLP, it failed to integrate literacy with the social, cultural and political aspects of national development (Jones, 1990). This was partly because the UNDP was only ready to fund a "work-oriented literacy". This explains why the EWLP emphasised on work-oriented activities for the regions selected for the experiment.

After the final evaluation of the EWLP in 1974-75 (UNESCO, 1982:6), UNESCO broadened the concept of functionality to include "awareness training" and a wide range of contents than the directly productive skills training involved in the EWLP (Lind and Johnston, op. cit: 55). Following this, many countries started massive nationwide literacy programmes in place of pilot projects that had hitherto characterised literacy programmes.

In Kenya, functional literacy was introduced in 1972 after it was felt that traditional literacy, which laid emphasis on merely reading and writing, was no longer appealing to the adult learners. It was at this same period that UNESCO was encouraging the promotion of functional literacy. Functional literacy is preferred because it aims at linking literacy with such developmental activities as farming, business and politics.

The functional literacy curriculum is usually differentiated according to the environment and adjusted to a nation’s economic and social objectives (UNESCO,
1973:9). This means that the content of what is taught differs from one country to another. Even within the same country, there may be variations from one place to another because of differential economic activities.

For purposes of instruction, the DAE and the Kenya Institute of Education (KIE) have systematized and expanded the contents of the functional literacy programme into what is known as the National Functional Literacy Curriculum. This curriculum comprises three basic subjects namely, reading and writing, numeracy, and Kiswahili. Through these three subjects, the learners are taught the relevant functional literacy skills depending on their geographical and cultural settings. It is hoped that those who successfully go through this curriculum will be able to keep simple accounts, read long passages and communicate effectively in Kiswahili, the mother tongue and/or the language of the catchment area (Republic of Kenya, 1987).

1.2 STATEMENT OF THE PROBLEM

Despite the various campaigns that have been undertaken to eradicate illiteracy as well as the introduction of the functional literacy curriculum, the level of literacy in Kenya is only 54 per cent (Republic of Kenya, 1988). The proportion of the population that is illiterate has also continued to rise in absolute numbers. It is therefore apparent that the various campaigns including the functional literacy curriculum have not been that successful. This could be an indication that the implementation process is experiencing
some constraints. There has been no study on the implementation of this curriculum, the extent to which it has been successfully implemented or the difficulties which have been experienced during the implementation process.

1.3 THE PURPOSE OF THE STUDY

The purpose of this study was to investigate the factors affecting the implementation of the national functional literacy curriculum in Kenya in general and Meru district in particular. Specifically the study sought to investigate:

- the nature of the curriculum (i.e. what is actually taught);
- the provision and supply of physical facilities and learning materials;
- the terms and conditions of service of the literacy teachers; and,
- the effectiveness of the supervision carried out by the AAEOs.

These objectives address themselves to areas that are key to the successful implementation of any instructional programme. If the curriculum implementation process is "wanting" in any one of these aspects, it is bound to experience some constraints. The end result would be failure of the programme to achieve its stated objectives.
1.4 RESEARCH QUESTIONS

The following research questions that were generated from the statement of the problem guided the fieldwork. Thus the study attempted to find answers to these questions.

- What is learnt in the functional literacy programme?
- What physical facilities and learning/teaching materials are available in the literacy centres?
- Are all the adult literacy centres in Meru district staffed with academically and professionally qualified teachers who are well motivated and remunerated?
- Are the Assistant Adult Education Offices professionally qualified to supervise the adult literacy programme?
- What are the problems that face the adult literacy learners, teachers and supervisors in implementing the functional literacy programme?

1.5 ASSUMPTIONS OF THE STUDY

This study is based on the following assumptions:
That a functional literacy curriculum is in use in the literacy centres in Meru district.

That lack of/poor physical facilities and teaching learning materials is likely to affect the literacy programme.

That lack of qualified and well motivated literacy teachers is likely to negatively affect the literacy programme.

That problems are likely to hinder the participation of adult learners in the literacy classes and the effectiveness of the literacy teachers and supervisors in carrying out their duties.

1.6 SIGNIFICANCE OF THE STUDY

This study will be significant in four important respects. First, we hope that our findings will deepen our understanding of the Kenya functional literacy programme especially with regard to programme implementation. Such knowledge should be of use in improving the programme. Secondly, we hope that the study will highlight some of the constraints that may make the successful implementation of the literacy programme in the rural areas a difficult task. Thirdly, we hope that the resultant research findings will provide valuable reference for government policymakers and non-governmental
organisations involved in the eradication of illiteracy. Finally, the research findings and recommendations resulting thereof will hopefully be useful to researchers, policy makers, and lecturers in universities and other institutions of higher learning.

1.7 LIMITATIONS OF THE STUDY

The study is limited to the national functional literacy programme in Meru district. Within the limitations of time and money, it was not possible to cover the whole country. Further still, due to the size of the district, the large number of literacy centres, and internal road transport problems, only three administrative divisions were selected for this study.

The study is also limited from the point of view of coverage. The focus has been on the factors affecting the effective implementation of the literacy programmes, for example, provision and supply of physical facilities and learning/teaching materials, terms and conditions of service of the literacy teachers and supervision of the literacy programme. Other important factors that could be studied include, among others, those that relate to attendance, drop-out, use of literacy skills, post-literacy learning opportunities and follow-up activities for new literates.
1.8 DEFINITION OF SIGNIFICANT TERMS

The following key terms are used in this study as defined below:

Academically Qualified Teachers: These are teachers who possess adequate theoretical competence that would enable them to effectively teach their learners.

Adult Education: This refers to the education or instruction given to any person over the age of sixteen years who is not in fulltime attendance at any primary, secondary or any other formal educational institution and who, for that matter, does not possess adequate functional literacy skills. Such a person may not be able to read and write in mother tongue, kiswahili/or language of the catchment area and do simple numeration.

Adult Learner: Refers to any person who is attending or has been attending literacy classes (usually 16 years and over in the case of Kenya).

Centre: Refers to the venue where adult literacy classes are conducted. This could be a classroom, social hall, church premises or market place.

Certificate of Primary Education (CPE): Refers to the examination certificate issued to individuals who passed the primary education examination that was normally done after completion of seven years of primary education. The last such examination was done in 1983.
Curriculum: The use of the term curriculum in this study is as it is defined by Saylor and Alexander (1954). The duo define curriculum as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population by a single school centre. However, in this case the curriculum is prepared by KIE for adult literacy learners throughout the Republic of Kenya.

Full-time Teacher: Refers to persons employed by the government on full-time basis to teach in the adult literacy programme. They may be trained or untrained.

Functional Literacy Curriculum: Refers to a programme of instruction that aims at fostering the acquisition of knowledge and skills in reading and writing by a learner which will enable him to engage effectively in activities such as farming, commerce and politics in his community.

Implementation: Refers to the interwoven network of varying activities which involve translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in the activities. It is the actual process of putting a proposed change into practice.

Kenya Certificate of Education (KCE): Refers to the examination certificate awarded to individuals who passed the secondary education examination that was done after four years of secondary education. The last such examination was done in 1987.
examination was replaced by the Kenya Certificate of Secondary Education (KCSE) which is also done after four years of secondary education. However, the former was done in the 7-4-2-3 education system whereas the latter is done in the 8-4-4 education system.

**Literacy:** Refers to the ability to read and write.

**P1 Teachers:** Refers to teachers who have undergone the primary teachers' training course for P1. This course is taken by individuals possessing a minimum academic qualification of a Division Three in the KCE or a mean grade of D+ in the KCSE.

**Part-time Teachers:** Refers to persons who are engaged to teach adult literacy classes on a part-time basis. Such teachers get a honorarium instead of a salary.

**Professionally Qualified Teachers:** Refers to teachers who have undergone some professional training in teaching. Such teachers could have undertaken specialised training for teaching children or adults.

**S1 Teachers:** Refers to teachers who have undergone the secondary teacher's training course for S1. P1 teachers may be promoted on merit to a S1.
Self-Help Teacher: Refers to persons teaching the adult literacy classes on a voluntary basis. Such teachers receive no payments from the government but may get payment in either cash or kind from the adult learners, church or well-wishers.

1.9 ORGANIZATION OF THE THESIS

The rest of the work is structured as follows. In chapter two I review the literature that is related to our study. Chapter three focuses on the methodology used in the study. In chapter four, I present and analyse the data. Discussion of the findings is also done in the same chapter. Summary, conclusion and recommendations are presented in chapter five, the last chapter of the thesis.

SUMMARY

In this chapter we have a general introduction to the study. The background to the problem and the statement of the problem have been given. The purpose of the study, the research questions, assumptions of the study and significance of the study have been outlined. The limitations of the study and all significant terms have been explained. Lastly, the organization of the rest of the thesis has been outlined.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of the literature that is related to our chosen area of study. The literature reviewed falls into three sections. I first review literature on the planning, conduct and promotion of the functional literacy programme. In sections two and three I review literature on the personnel and the material resources involved in the implementation of the functional literacy programme, respectively.

2.1. PLANNING, CONDUCT AND PROMOTION OF FUNCTIONAL LITERACY PROGRAMMES

When we talk of curriculum implementation we pre-suppose that a major innovation or change is about to take place. Such an intended change required a plan. It is this plan of instruction for adult literacy learners that we are referring to as the functional literacy curriculum. It is of course, obvious that both formal and non-formal literacy classes require an elaborate plan of instruction or curriculum.

However, the seriousness with which this fact is taken by educational planners is questionable due to the fact that some nations today give a lot of attention to the formal
school programme, while giving little attention to non-formal ones. For this reason, although there is a lot of literature on non-formal education and literacy, no elaborate curriculum has been prepared in this area. Bhola (1979:194) in trying to show the need for attention to be focussed in this area notes that "... a lot of experience has been available in the various literacy programmes, but much of this experience has not been written up. There is, therefore, a definite need to systematize the available experience in curriculum development for functional literacy". One of the areas that this study will focus on is on the nature of curriculum that is used in the Kenya National functional literacy programme.

It should, however, be noted that without adequate preparation for the implementation of such a curriculum, little success may be achieved. The failure of such programmes has serious implications for any given country's development as the majority of the active population would continue to be hampered from participating in their respective country's development efforts.

Preparation for the implementation of literacy programmes involves the difficult task of sensitizing the illiterate adults on the need to enrol in the adult literacy classes, something many of them may not be comfortable with particularly because of the heavy demands such programmes place on their time. When an adult becomes a student in a class, very often it is at the expense of some other equally important activities since, as Roy Proser (1967:90) says, "... Adult education must compete with domestic chores,
social activities and income earning". This means that the adult learners' gives up other activities because they wish to learn.

Bhola (1988:40) identifies three approaches that can be used to mobilize illiterates to attend the literacy classes. The approach used by any nation depends on its political culture. However, the extent to which illiteracy would be eliminated depends, in most cases, on the approach that is employed.

(i) The Project Approach to Literacy

The first approach is referred to as the project approach to literacy. Bhola argues that this approach is used by governments that do not consider literacy as a priority. This is to say that literacy initiatives would only be geared towards supporting the professionalisation of labour. It should be noted that this approach involves the conduct of small functional literacy projects such as those of EWLP (UNESCO and UNEP, 1976).

From the foregoing, it can be argued that a nation using the project approach to literacy alone cannot reduce illiteracy to any noticeable degree. This is particularly so because such projects are meant for imparting professional skills to various groups in the society in order to increase their productivity and not for the whole illiterate population (UNESCO and UNDP, ibid).
(ii) **The Campaign Approach to Literacy**

The second approach identified by Bhola is campaign-oriented approach to literacy. This approach is mainly used by governments that recognize the importance of literacy in radical social transformations. For such governments, literacy becomes central to the modernization and democratization processes, and to concerns for growth with equity. Generally, literacy campaign involve high political passions and popular mobilization. It is because of this type of commitment towards the eradication of illiteracy that such campaigns lead to the reduction of illiteracy within a relatively short time. In actual fact, those countries that are committed to the eradication of illiteracy through the use of this approach can boast of having been able to achieve good results from their endeavour as evidenced by the cases of Ethiopia and Tanzania. These countries used this approach and were able to reduce their illiteracy rates to relatively low levels within a relatively short time.

(iii) **The Programme Approach to Literacy**

The last approach is what is referred to as programme approach to literacy. Bhola argues that this approach is generally used by nations that do not want to change the existing structures but wish to keep the dynamics of change under the planners control. In actual fact, the masses only participate in the implementation of what has already been planned by the power elite. Such nations would use both formal and non-
formal education as tools for promoting modernization and democratization. It is therefore not surprising to find that most of the national literacy programmes, like the Kenyan one, often fall under bureaucratic control and lack the crusading and combative spirit of a literacy campaign.

It is interesting to find that some countries such as Kenya and Zimbabwe, started their battle against illiteracy by employing the campaign approach to literacy but slowly drifted to the programme approach (Bhola, op cit.: 42). This may partly explain why the levels of literacy continue to be relatively low in these countries (Republic of Kenya, 1988 and Bhola, ibid).

A closer look at the Kenya literacy programme confirms the importance of the particular approach that is used to the success of the efforts to eradicate illiteracy. As mentioned in Chapter One, the 1967-70 literacy campaign failed to totally eradicate illiteracy because the government was not totally committed to providing human and material resources that were required by illiterates who had enrolled in literacy classes in large numbers (Carron, Mwiria and Righa, op cit.: 30). In fact, the shortage of literacy teachers, inadequate literacy centres and failure by the government to provide essential resources are partly to blame for the reduced motivation on the part of the learners and field officers (Kebathi, 1985; Carron, Mwiria and Righa, ibid: 30). As a result, the number of illiterate adults who enrolled declined with each subsequent year.
until the launching of 1979-83 national literacy campaign (Carron, Mwiria and Righa, ibid: 31).

However, the 1979-83 literacy campaign was conducted with less initial vigour as compared to the 1967-70 literacy campaign. Nevertheless, the government was far more committed to providing the necessary personnel and materials for the 1979-83 literacy campaign. Odhiambo and Macharia (1985:44) support this view when they asserts that "... Government was very generous with funds for paying the staff and other services. The only Kenya £400,000 that had been set aside for literacy was increased to Kenya £900,000 mid-way in 1979 and this figure had steadily risen to Kenya £4 million by 1983/84.

These efforts notwithstanding, it may be worthy noting that during the 1979-83 literacy campaign, little was done to motivate learners so that they could enrol in literacy classes in large numbers (Carron, Mwiria and Righa, op cit: 32). The task of mobilizing learners was left to literacy teachers, adult education officers and the DAE. Leaving such a difficult task to a small category of the literate population was bound, undoubtedly, to lead to failure. It is therefore not surprising that enrolments in the programme have been declining every year since 1979 (see Table 1.2).

Research in this area has shown that in order for adult learners to enrol and continuously attend literacy classes, the provincial administration has a key role to play.
The district officers, chiefs and sub-chiefs are usually at a better position to identify the illiterate persons and to enforce the need for literacy skills to them (J.M.C. Dondo, 1980: 140-141). This view appears to be in agreement with the views expressed by participants of the Regional Literacy Workshop held in Udaipur, India, in November/December 1979 (UNESCO, 1981:8-9). The workshop participants asserted that the success of any literacy programme very much depends on whether or not the administrations are positively motivated towards it. They also stressed the importance of support from the local leaders because "... unless the support of the local leaders is available, a programme does not make the necessary progress”. (UNESCO, Ibid.)

My own view is that although the provincial administration may have a key role in mobilizing the adult illiterates to enrol and continuously attend literacy programmes, to a large extent, other factors would also need to be seriously addressed. I shall look at some of these factors in the next section of this chapter.

A further look at the issue of learner motivation reveals the importance of the learners’ social environment. Generally, we find that most illiterates live in the rural areas. It is more difficult to motivate the rural than the urban illiterate. This is usually because most rural illiterates are relatively 'conservative' and more closely bound to their 'tribal ways and customs'. Most of them have been managing life without literacy skills and so do not see the need for acquiring such skills. This understanding is very critical
because to motivate such learners the literacy programme would need to be tailored towards making them 'want to learn' (Proser, 1967).

Actually, since the standards of living of most illiterates is low, it is easy to impute a degree of discontent within them. This is likely to make them have a burning desire for learning to read and write. It is the promotion of this discontentment that is likely to be a key motivating factor because as Mulira (1975: 10-11) has rightly asserted "... it is clear that it is the discontent with one's lot which is the most important factor for unleashing the desire for self improvement..."

From the foregoing, one may get the impression that once the literacy learners have been sensitized and have developed the desire to learn they would enrol and attend classes without much ado. This may not always be so as what goes on during the teaching period does also, to a great extent, determine the success or failure of the course being taught. This is particularly so when we consider the fact that adult learners, for most part, attend classes voluntarily. In view of this, it would then be reasonable to suppose that they come with an eagerness to learn and participate. The learning atmosphere may either sustain or dilute this eagerness. In most cases, a good learning atmosphere will make the learners enjoy their literacy classes whereas poor learning conditions are likely to reduce learners' self motivation to learn. If poor learning conditions continue to characterize the learning environment, the learners self-motivation
becomes minimal which results, more often than not, to irregular attendance and dropping out.

In order to provide a conducive learning environment to the literacy learners, it would be important to first address the reasons that make learners drop-out of literacy programmes. Proser (op cit: 77) identifies four such factors. The first is the failure of the adult learners to learn as fast as they expected to given the tendency by the adult learners to forego many other activities in favour of literacy classes. This means that they would like to master the literacy skills within the shortest time possible so that they start doing other things. For this reason, failure to master the literacy skills within the expected time would make then get discouraged and this will make them stop attending literacy classes. Unfortunately, such learners may never enrol in the classes again and worse still they may plant seeds of discontent in the other illiterates thus discouraging them from enrolling.

Second, the teacher(s) may be unacceptable or unsympathetic to the learners. This may be particularly so if the teacher does not appreciate the fact that the self-concept of an adult is different from that of a child (Knowles, 1970:40-41). If such teachers handle the adult learners like school children they are likely to be rejected. This would be so because adults tend to resist, avoid and resent situations in which they feel that they are treated like children.
Third, the ability of the literacy teacher to keep pace with the learners. The literacy teacher needs to identify fast and slow learners so as to cater for their individual differences. If a learner is unable to keep up with the pace of the class and if such a learner does not get special attention from the teacher, the motivation goes down and such a learner may drop-out of the programme. This may be particularly so with women who, in addition to the fact that they tend to do more poorly in the literacy programmes (Carron, Mwiria and Righa, op cit: 202), have many domestic chores and also are not motivated from home (Mwiria, 1993:187).

Lastly, adults may drop-out as a result of general dissatisfaction with the conduct of the literacy programme, especially where there is rowdyism. It should be noted that if the class becomes disorderly, many of the learners will take it that they are wasting their much demanded time and may discontinue their attendance. This would be more so if the above other reasons are in play. The above issues on learners motivation have been underscored by Carron, Mwiria and Righa (op cit) who in summing up the reasons for literacy learners dropping out of the classes note that '... Adults come to the literacy classes in order to learn how to master basic reading, writing and calculating skills... when the programme does not adequately satisfy their aspirations, they get discouraged, attend classes irregularly, and finally drop-out'. Our contention is that the above four issues that address themselves to learner motivation need to be looked at more seriously so that their contribution to the current state of the Kenya literacy programme is established.
2.2. PERSONNEL INVOLVED IN THE IMPLEMENTATION OF LITERACY PROGRAMMES

The variety of manpower required for implementing literacy programme is huge. Nevertheless, there are two categories of personnel that play what we would take to be the biggest role in the actual literacy curriculum implementation process. These categories of personnel are the adult literacy teachers and the AAEOs.

In this section we shall first review the literature that is related to the recruitment, training, renumeration and working conditions of the literacy teachers. We follow this with a review of literature on the professional qualifications of AAEOs and on their supervisory duties.

(i) The Literacy Teachers

The effectiveness of any educational innovation depends on the quality of the personnel involved in its implementation process. Literacy programmes which can also be taken as innovations are not an exception. Therefore, the success of any literacy programme is largely dependent on the type of teachers recruited (Mwandia, 1972: 124). This is particularly so because the adult education programmes require teachers who understand adults and who have empathy for the problems that adult learners face. This, therefore, calls for a careful selection of potential adult literacy teachers.
The teaching profession in Kenya has been accused of not being able to attract highly qualified personnel (Mwiria, 1992). The implications of this is that although careful selection may seem to be done, the chances of getting highly qualified and experienced personnel is quite low. This is so because any person who thinks he/she can teach literacy including primary school drop-outs and graduates of literacy programmes - can be selected and/or have been selected as literacy teachers (Carron, Mwiria and Righa, op cit: 74; Mwiria, 1992:2).

We feel that this is rather unfortunate and we disagree with Mwandia (op cit) who asserts that teachers recruited to teach adults should have a minimum standards of education being that which is aimed at by the class which they have to teach. We feel so because adult literacy graduates and primary school drop-outs may not have sufficient skills to enable them to prepare lesson plans, lesson notes, schemes of work and/or to keep records of work which are the basic requirements for any effective teacher. We actually feel that the literacy teachers need a minimum of a good secondary school certificate if they are to be able to interpret the functional literacy curriculum objectives and select suitable learning opportunities/activities and materials for their learners.

A close look at the Kenya literacy programme reveals that the majority of the teachers have the minimum qualifications that are required (Carron, Mwiria and Righa, op cit:74). This is particularly true of part-time and self-help (volunteer) teachers some of whom are recruited from among the primary and secondary school drop-outs.
However, the qualifications of the literacy teachers who are selected will depend on the locality. For example, the study by Carron, Mwiria and Righa (op.cit) showed that where there were more full-time teachers and few KCE holders, there were more part-time and self-help teachers (Carron, Mwiria and Righa, op cit: 74). Since the above study did not address itself seriously on the issue of teacher qualifications, particularly in the whole of Meru district and because no other study has been done on this factor, this current study will among other things focus on this factor.

Once the literacy teachers have been recruited, they need training before they can effectively implement the literacy programme. For the Kenya literacy programme, the full-time category of literacy teachers happen to be the only ones that get some form of training. In actual fact this category form the bulk of the professional literacy teachers. Most of the teachers in this category have undergone such training courses as induction and correspondence, low-cost material production and weekend seminars. Many of them are currently undergoing the adult education teacher training course.

The training of literacy teachers in Kenya is rather interesting as it is not directed to all those involved in the teaching but a section of them. As mentioned above, it is the full-time teachers who get training. But it is worthy noting that not all full-time teachers have undergone the basic courses that they are required to do. In actual fact there is evidence that no induction courses have been organized for literacy teachers recruited after 1981 (Carron, Mwiria and Righa, op cit: 75). Nevertheless, the situation
of these full-time teachers remain far much better as most of them have undergone at least one type of course in literacy teaching. A majority of them have even enrolled in the adult education teacher training course. Those who go through this training successfully may qualify to be employed as permanent and pensionable adult education teachers.

Unfortunately the case of the part-time and self-help teachers remain rather precarious. Most of these teachers have never undergone any form of training or taken part in any course. Only very few of them have taken part in even the weekend seminars where the instructors happen to be the full-time teachers. Because no previous studies have focussed on this factor, this proposed study will attempt to establish the actual situation in Meru district.

We feel that the issue of teacher training is very crucial because dependence on untrained teachers in literacy programmes more often than not lead to undesirable results. A good example is what happened with Thailand’s functional literacy and family planning project (Amatyakul and Jones, 1988). In this project the teachers were not well trained for its implementation. This led to the use of poor andragogical methods as a result of which learners resented the project thus making it fail to attain its stated objectives. Another good example is that of Botswana. According to Gaborone, Mutanyalta and Youngman (1988), literacy teachers were recruited from amongst school leavers who had attained up to 7 years of primary education. Most of the teachers were semi-
volunteers who got honorarium which for the majority was their sole source of income. This programme did not meet with much success because of the low level of education of teachers, their poor training and lack of motivation because of poor remuneration. In contrast, teachers who have had good training and adequate experience have been known to have stronger classroom management skills, make good instructors and produce better achievement with their students (Calloids and Postlethwaite, 1989:182). It is in view of these facts that we question the effectiveness of our Kenya literacy teachers in implementing the functional literacy programme.

The problem of teacher training is compounded by the fact that the remuneration of these teachers, and particular the part-time and self-help teachers is quite poor. This is an important factor because studies have shown that for teachers to be dedicated to their work they need some inspiration. An inspired teacher is likely to inspire his learners even in the most deprived areas (Calloids and Postlethwaite, ibid: 181). Mwiria (1992) has shown that the Kenya adult literacy teachers are very poorly remunerated as a result of which majority of them cannot fulfil the basic needs of their families. Worse still, they have no scheme of service or hope for future professional training opportunities.

Surprisingly, Carron, Mwiria and Righa (op cit) show that literacy teachers, particularly those in the full-time category, seem quite happy with their jobs. However, these researchers warn that the teachers interviewed may not have been that honest. In
my view it may be true that the full-time teachers are happy with their jobs, especially in view of the fact that they have an opportunity of benefiting from the adult education teacher training course. Those who pass in this course may enter a scheme of service that is currently being worked out for them by the Department of Adult Education. However, the study by Carron, Mwiria and Righa (op. cit) does not address itself to the conditions of the part-time and self-help teachers. This will be one of the concerns of the current study.

(ii) The Functional Literacy Programme Supervisors

An area of functional literacy programme implementation that has not been adequately addressed by researchers is the area of supervision. The supervision of the literacy programme in Kenya is decentralized and is done by the AAEOs. After their recruitment, these officers received a two months, course at the Institute of Adult Studies, University of Nairobi (Kebathi, 1985; 132). One interesting thing to note is that the recruitment of these supervisors was not based on any strict criteria. However, a majority of the supervisors were selected from amongst trained primary school teachers. For this reason, training after recruitment became very necessary.

As mentioned above, most of these officers were given a two months’ course. Many of them have also had the opportunity of taking part in other courses such as diploma and degree in Adult Education (Odhiambo and Macharia, 1985). But a Majority
of the supervisors, particularly the AAEOs, have not had the opportunity of receiving such preparation to properly ground them in andragogy to make them qualified trainers of literacy teachers. It has also been found that due to factors such as shortage of transport and a general lack of commitment on the part of the AAEOs, the supervision of the literacy programme has been very poor (Mwiria, 1992: and Odhiambo and Macharia, 1985).

Poor supervision of the literacy programme is likely to have many negative effects. Teachers who are rarely supervised are less likely to take their work seriously. Unmonitored or rarely supervised teachers tend to become relaxed and may not meet the learners for the sessions that they are supposed to. This is particularly so when we consider that the teachers are the ones who organise their meeting time with their learners. A teacher who may not have been visited by the AAEOs in the last one year could miss classes for lengthy periods and still continue to draw a salary. In fact, since supervisors ask teachers to send monthly returns to their offices and given that most supervisors use this information as a substitute for actual visits to the centres, teachers tend to neglect their duties (Carron, Mwiria and Righa, op. cit: 87).

Supervisors have a key role to play in the promotion of the literacy programme as they are expected to help the teachers and community leaders to encourage the illiterates to enrol in the literacy classes. On their part, literacy learners would be very encouraged to see the officers visit their centres and even listen to their problems. Lack
of such a forum is bound to make learners feel as if the office has no interest in them. If these literacy learners have a problem with their literacy teachers, they are likely to drop-out of the literacy programme. One of the assumptions guiding this study is that lack of adequate supervision sharply accounts of high illiteracy rates and low enrolments in literacy classes. No previous study has addressed this issue.

2.3. PHYSICAL FACILITIES AND TEACHING/LEARNING MATERIALS FOR THE LITERACY PROGRAMME

The successful implementation of any educational programme at the institutional level requires the provision of various material resources that will enable the teacher to apply a wide range of instructional strategies. In this section we shall review the literature that relates to teaching/learning materials and physical facilities used in the implementation of the adult literacy programmes. We start with the literature that relate to teaching/learning materials and then proceed to that which relate to physical facilities.

(i) Teaching/Learning Materials

For a literacy programme to be successful, there need to be an adequate supply of reading charts, flashcards, syllable cards, primers, pencils and exercise books, among other materials. These and other instructional and motivational materials form the medium through which teaching is carried out. Such materials should also incorporate
the aims and objectives and the stages of implementation and contents of the literacy programme (Mwandia, 1977).

Carron, Mwiria and Righa (op cit: 96) indicate tha the availability of learners aids in the Kenya literacy programme tend to vary by region although in general there seems to be a primer per every two learners in most of the literacy centres. However, their study does not address itself to the specific primers that the learners have, that is, whether they are for reading and writing, numeracy or kiswahili. Since the learners require skills in the three aspects of functional literacy, it would be important to establish the availability of primers for these different areas of functional literacy.

The preparation of the teaching/learning materials is another area worthy mentioning. During the planning session, those involved in the preparation of the learning materials would need to carefully consider the consumers or target population for whom they are meant. This would be particularly so because the content and the learning activities for the functional literacy programmes are supposed to be relevant to the local environment of the learners. Such materials tend to be more acceptable to the learners because they are useful and therefore functional. This is why the culture and ecological backgrounds of the learners must also be taken into account when writing these materials for as Elsdone (1987) writes, .."Experience from almost everywhere emphasizes the need of involving target populations in the choice and production of materials which are appropriate to particular cultural and ecological background."
There is literature to indicate that this important condition is either fulfilled or suitable structures have been established to facilitate its fulfillment in the Kenya literacy program. Kebathi (1985) says that the DAE sends experts to the districts where they meet with the respective District Adult Education Officers (DAAEOs) and the local leaders to write the necessary materials. Nevertheless, it is difficult to ascertain the success of the whole process of adult literacy materials production in the country because of the shortage of funds (Odhiambo and Macharia, op cit: 152). There is a general paucity of literature in this area. Of the few studies which address this area, Carron, Mwiria and Righa (op cit) contend that the supply of primers and textbooks varies from one area to another but generally most of the learners do not seem to possess these resources. However, these researchers do not tell us anything regarding the different types of primers that learners possess. Odhiambo and Macharia (op cit) indicate that twenty-two primers for reading and writing and an arithmetic primer now exist in Kenya’s main language groups without indicating what these languages are and whether these primers have been produced in adequate quantities for the literacy learners. For Kiswahili, which is the national language, most of its primers are produced centrally by the DAE and then distributed to the literacy learners through their respective district offices. But, just like other types of primers, their adequacy particularly in Meru district, has not been established.

It is important to note that for the literacy programme to succeed these primers must not only be available in the various parts of the country but they should also be
adequate so that the learners can use them in and out of class. The role played by literacy materials in the acquisition and retention of literacy skills has been underscored by various writers. Amongst them are Mulira (1975), Mwandia (1977), Knowles (1970) and Calloids and Postlethwaite (1989). Calloids and Postlethwaite (ibid: 181) assert that "Where there is shortage of books and materials, achievement is low. On the other hand providing one book per student increases achievement and retention rates."

Teaching/learning materials can be divided into two categories; those used by the students and those used by the teacher. In the preceding section we have looked at materials used by the learners. To effectively do his work, the literacy teacher will require materials such as a handbook for literacy teachers, a manual on the primers and readers and a syllabus (Mwandia, op cit). These materials are very important as they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching their lessons and thus carry out their classes in a manner that is satisfying to their learners (Proser, op cit: 80).

As far as the Kenya literacy programme is concerned, teachers are provided with the syllabus (Republic of Kenya, 1987) and the teacher's guides for the various primers. At the same time, literacy teachers undergo a course in low cost materials production to enable them produce teaching materials. However, in view of the fact that, as earlier mentioned, many of these teachers have not attended these courses, it is questionable...
whether they produce any materials. This is an issue that has not been addressed by the previous studies and one which we hope to focus on.

(ii) Physical Facilities

Teaching/learning materials form only a part of the total environment that is required for a literacy programme. Another important area that requires a lot of attention is that of physical facilities. This is an area that has not received much attention and we feel it should as much as that of teaching/learning materials. A survey by J.M.C. dondo (1980) revealed that one of the reasons that make adult learners drop-out of the literacy classes was poor learning facilities.

According to this survey, the literacy classes are normally conducted in primary school classrooms, churches, social halls and sometimes under trees. Primary school classrooms may not be particularly suited for literacy learning because the arrangements and decorations in these rooms are tailored to the needs of children and not adults. The learning materials such as charts, posters, centres of interest, nature table (corner) and many other learning resources are all meant for children. This type of environment tends to make the adults feel as if they are being treated like children. Since the self-concept of an adult is different form that of a child (Knowles, 1970:41), this type of an environment is certainly unsuitable for effective learning. Likewise, in such places as church premises and social halls, the adults meet other people who make them uneasy.
particularly because they may not want to be identified as illiterates. Worse still, the social halls, which apart from being large in size, are not designed to allow for the placement of various teaching/learning aids such as charts and posters which are necessary for a conducive learning environment.

In addition to the inappropriate learning environments, there is also the problem of inappropriate furniture. Dondo (op cit) found that the furniture used by the learners in Kenya literacy classes were very uncomfortable. This is because such furniture was meant for other purposes or for a different type of learners. In the primary schools, the tables, chairs, and desks used are normally small in size thus being quite uncomfortable for adult learners. Similarly, the furniture used in churches, mosques and social halls is equally inappropriate for learning. Thus those adults who use such facilities become tired very fast and in some cases never get a place to place their books when they are writing. Other facilities such as chalkboards and chalk may either be poor, or even unavailable.

From the foregoing, it appears like the physical environment in which literacy learning generally takes place is very poor. A study by Carron, Mwiria and Righa (op cit: 95) portrays a different picture. According to this study, although there were no buildings specifically constructed for literacy teaching in the area covered, the physical environment for teaching was said to be average or good. They however point out that these conditions vary a great deal depending on the local conditions and level of
development. More developed areas have better conditions than remote areas. This seems to be in agreement with the fact that in the more developed areas there are more schools and churches which can be used for literacy purposes than in remote areas where such facilities may not exist. However, the study did not indicate how the learners felt about the conditions, particularly in terms of comfort and effect of this on their participation in the literacy programme. That being the case this study will address itself to this issue.

**SUMMARY**

In this chapter I have reviewed the literature on the conduct and promotion of the literacy programme. I have examined the literature that closely relates to learners and their participation in the literacy programme. I have also reviewed literature on the personnel involved in the implementation of the functional literacy curriculum. Here I particularly looked at the recruitment and training of both literacy teachers and their supervisors. In the final section of the chapter I have looked at literature that is related to the physical facilities and teaching/learning materials used in the literacy programme.
In the next chapter I explain the methodology that was used to collect empirical data from the field. I describe the design of the study, the population, the sample, the data gathering instruments and the techniques of data analysis.

3.1 RESEARCH DESIGN

The design of this study is a descriptive one. This type of design usually seeks to find answers to questions generated from the statement of the problem. Using this design the research is carried out to examine specific variable relationships which may be significant in determining factors that hinder the successful implementation of the national development plan. The specific variable relationships that were investigated include:

- Programme effectiveness and attendance percentages
- The availability of physical facilities
- Quality and supervision of the training

etc.
CHAPTER THREE

METHODOLOGY

In this chapter I describe the research design that was used, the study population, the sample, the instruments that were used to gather relevant data, the pilot study and the data collection and analysis procedures which were followed.

3.1 RESEARCH DESIGN

The design of this study is a descriptive one. This type of design usually seeks to find answers to questions generated from the statement of the problem. Using this design we attempt to find answers to questions by analyzing specific variable relationships which in our case relate to the various factors that hinder the successful implementation of the national functional literacy curriculum in Meru district. The specific variable relationships that were investigated include subjects taught in the literacy programme; enrolments and attendance patterns; provision of teaching/learning materials; the availability of physical facilities; and, staffing and supervision of the functional literacy programme.
3.2 THE STUDY POPULATION

The population aimed at by this study consisted of all adult literacy learners, adult literacy teachers and AAEOs in Meru district. In all there are eight AAEOs in the district, with each officer being in charge of a division. A division is an administrative area within a district that is administered by a District Officer (DO).

Literacy learners are taught at literacy centres or classes. A literacy teacher usually teaches one literacy centre or class. The literacy teachers fall into three categories. The first category is that of full-time teachers, the second is that of part-time teachers and the third is that of volunteer or self-help teachers. Full-time teachers are civil servants who are paid monthly salaries. Part-time teachers are paid an honorarium which was Kshs.300 a month at the time of this study. The volunteer or self-help teachers are not paid any salary or honorarium. They are, however, paid in cash or kind by the literacy learners whom they teach or well-wishers. Sometimes they go without any form of payment or reward.

The literacy centres are administered by the DAE. However, a few are run by the municipal councils while others are run by local communities on self-help basis. Literacy classes that are run by the DAE are taught by either full-time or part-time teachers. Municipal councils employ literacy teachers to teach in their literacy centres. Self-help literacy centres are normally taught by volunteer or self-help teachers.
However, all literacy teachers are answerable to their respective AAEOs since the latter are in charge of the administration and supervision of the literacy programme.

In 1991 there were eight AAEOs, nearly over 300 adult literacy teachers and over 2700 adult literacy learners in the whole of Meru district. However, the actual number of literacy learners is difficult to tell because the literacy teachers usually give enrolment figures that may sometimes include those of the learners who have already dropped out or completed the programme. They may exaggerate the figures to give their supervisors the impression that they have enough learners in their centres, a necessary condition for their employment.

3.3 THE STUDY SAMPLE

The basic methodological assumption behind the research design used in this study was that the real issues involved in the implementation of the functional literacy programme could be best understood when it is analysed within the local setting. With this assumption, Meru district was selected for the study and further still, only three of the eight divisions in the district were selected.

Compared to other districts in Kenya, Meru district is relatively large which could not be adequately covered in this kind of study (if one tried to study the whole district) due to time and financial constraints. We thus settled to a sample consisting of three
divisions, namely, Nithi, Tharaka and Tigania. The selection of the three divisions was done using the stratified random sampling technique. The stratification was based on the main socio-economic activities carried out in Meru district.

We divided the district into three broad areas, namely, high potential, medium potential and low potential. The high potential area was taken to be the area that receives a lot of rainfall, which favours the growing of coffee, tea, pyrethrum, English potatoes and dairy farming. The medium potential area was taken to be the one that receives moderate amount of rainfall that favours the growth of coffee, maize, beans, cotton, and dual purpose breeds of cattle. The low potential area was taken to be the one that receives very little rainfall, which is many times unreliable. The main socio-economic activities being pastoralism and growing of drought resistant crops like cassava, millet, and peas. The various administrative divisions in Meru fall roughly well within these three broad categories. However, some sections of each of the divisions may not accurately fall under these categories.

The divisions found to fall within the high potential areas include South Imenti, Central Imenti and Tigania. The second category which consisted of divisions sharing almost equal portions of high potential and medium potential areas include Nithi, Igembe and North Imenti. Lastly, the divisions that can be termed as low potential include, Ntonyiri and Tharaka.
On the basis of the above categorisation three divisions were selected for the study, one from each of the three categories. To do this the names of the divisions in each category were written on separate pieces of paper. The papers were then shuffled in three different hats and one paper was drawn at random from each category. The stratified random sampling procedure explained above gave us Tigania division from the first category, Nithi division from the second category and Tharaka division from the third category.

Since the study, as earlier mentioned, was a descriptive one, large samples of population were used. Ary, Jacobs and Razari (1972) argue that for a descriptive research such as ours, a sample representing 10 to 20 per cent of the accessible population is a suitable one. They support their argument by asserting that sample size alone cannot guarantee accuracy. In this study the accessible population consisted, as earlier mentioned, of all literacy centres/classes, literacy teachers and AAEOs in the three sampled divisions.

To arrive at the literacy centres or classes to be included in the study, 20 per cent of the literacy centres/classes in each of the selected divisions were selected. This was done by writing the names of the literacy centres/classes in the divisions on separate pieces of paper. These were put in a hat and shuffled. The required number of literacy centres/classes were then drawn. The names appearing on the papers gave the names of the centres/classes selected for the study. For Nithi division which had 42 centres/classes
we selected 9, for Tharaka which had 20 we selected 4 and Tigania which had 40 we selected 8 literacy centres/classes. All the literacy learners in the selected centres/classes were included in the study. The 9 literacy centres from Nithi had a total of 56 learners, the 4 literacy centres from Tharaka had 20 learners while the 8 literacy centres from Tigania had 26 learners. In total there were 102 learners who were interviewed for this study. All the literacy teachers teaching in the selected centres/classes were included in the study. This is to say that there were a total of 21 literacy teachers - 9 from Nithi, 4 from Tharaka and 8 from Tigania divisions, respectively. The three AAEOs that were in charge of the three divisions were also included in the study.

3.4. RESEARCH INSTRUMENTS

In order to solicit the necessary information that was required for this study, the researcher developed three research instruments. These were an interview schedule and two structured questionnaire.

i) The Interview Schedule

This instrument was used for literacy learners since most of them could not read or write. The instrument solicited information on variables such as learners’ level of formal schooling, their occupation and major economic activities, attendance of the
literacy classes and provision of physical facilities and learning materials. Information on the main problems they experience in the literacy programme was also solicited.

ii) **The Structured Questionnaire**

Two structured questionnaires were developed, one for the literacy teachers and the other for the AAEOs. The questionnaire for the teachers solicited information on such variables as the teachers’ level of formal schooling, training and in-service training that they have received in the area of literacy and teachers’ terms and conditions of service. This questionnaire also solicited information on the provision of learning/teaching materials, physical facilities, level of supervision by AAEOs and the problems experienced by teachers in their conduct of the literacy programme.

The second structured questionnaire solicited information from the AAEOs on such variables as their academic and professional qualifications, training received in the field of adult education and literacy and the qualifications of the teachers in their respective divisions. Data on the number of literacy teachers supervised, nature of supervision done and problems they encounter in carrying out their duties were also elicited.
3.5 PILOT STUDY

For purposes of improving the validity and reliability of the research instruments a pilot study was carried out. This was done by first administering the research instruments to a small sample of respondents, from one of the divisions, that were later not included in the actual study.

To do this, the interview schedule for the literacy learners was used on a few literacy learners. The structured questionnaire for the literacy teachers were administered to a few literacy teachers. Likewise, the questionnaire for the AAEOs were completed by two such officers. The responses obtained from these respondents were studied and the research instruments were then adjusted accordingly. The coefficients were calculated.

3.6 DATA COLLECTION PROCEDURES

I first visited each of the three sampled divisions and gave the AAEOs questionnaires to complete. With the help of the AAEOs from each of the three divisions, I were able to obtain the names of all the literacy centres in each division and to locate the randomly selected centres where the teachers' questionnaire were administered. At each centre I interviewed all the literacy learners who were present as the teachers completed their questionnaire. This exercise was repeated for the three
divisions. During the process of collecting the data using the above described instruments, I did some physical checking to ascertain that such variables as physical facilities, learning and teaching materials, among others, were available at the literacy centres. Some of the important documents found at the divisional adult education offices were also read as some provided very useful information for the study.

3.7 DATA ANALYSIS

The data collected through the use of interview schedule had large numbers of variables that necessitated the use of a computer. To do this all the responses were coded into a code book. The coded data were then transferred to code sheets in accordance with computer requirements. The data were then transferred to computer punch cards from where a computer programme was written that computed the percentages and frequency distributions for each variable coded in the code book. The data collected through the use of structured questionnaire were computed manually by use of an electronic calculator as the number of variables were fewer. Data analysis involved the use of descriptive statistics in which percentages and frequency distributions were widely used. The results were presented in simple tables from which generalisations and conclusions were made depending on the relative responses.
In the next chapter the research findings are presented. It is on the basis of these research findings that the study conclusions and recommendation, presented in Chapter Five, are made.
CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA AND DISCUSSION OF THE FINDINGS

In this chapter, empirical data that were got from the field will be presented. The main objective of this study was to investigate and document the factors affecting the implementation of the functional literacy curriculum in Kenya in general and Meru district in particular. It is anticipated that this presentation will allow us to understand fully the extent to which the various factors have affected the implementation of the above mentioned curriculum. This will in turn help us to suggest some possible solutions to some of the problems and to make some recommendations regarding what needs to be done to improve the literacy programme as well as further research that could be undertaken.

As presented in Chapter One, five research questions were formulated for this study. The first question relates to the content of the curriculum (what is taught). The second question relates to the provision of physical facilities and teaching/learning materials that are used in the literacy programme. Questions three and four relate to the recruitment, training and remuneration of literacy teachers and the recruitment and training of the AAEOs respectively. Question five relates to the problems experienced
by the literacy learners, teachers and supervisors in the process of implementing the literacy programme.

4.1. THE CURRICULUM CONTENT

I start by discussing the data on the Kenya National functional literacy curriculum. This discussion will lay emphasis on the subjects that are taught, time allocated to the programme, and the language used in instruction.

(i) Objectives

According to the Kenya Institute of Education (Republic of Kenya, 1987:3), the functional national literacy curriculum seeks to provide knowledge and skills to the adult literacy learners so as to enable them to:

- read, write and perform arithmetic calculations related to their daily activities;
- communicate effectively in kiswahili;
- participate fully in development programmes within their communities
- use literacy as a means of acquiring further education;
- co-operate with the members of their communities
- perform leadership roles in their communities
- accept responsibilities and perform them with integrity; and,
. respect and participate in the preservation of our rich cultural heritage.

(ii) **Subjects Taught**

The literacy curriculum comprises of three main subjects, namely, reading and writing, numeracy and Kiswahili. A common national syllabus is made available to all the literacy teachers to enable them to select the right content and teaching/learning activities for their learners for each of the above subjects. Since the curriculum aims at imparting functional knowledge and skills to the learners, the learning/teaching activities vary a great deal from one place to another, particularly depending on the main social-economic activities of the people. However, the objectives to be achieved and the assessment methods to be used remain largely the same.

(iii) **Duration of Teaching**

The Kenyan functional literacy curriculum is scheduled to take a minimum of ten months and a maximum of eighteen months. There are two main reasons for such an arrangement. First, those who enroll for literacy classes differ in class attendance rates. Second, in cases where literacy teachers are either part-time or self-help, the number of meetings per week are few, usually two times for two hours each time, thus requiring longer period to complete the syllabus.
Table 4.0. shows the number of times literacy learners meet for literacy classes in a week. The majority of the learners (73%) indicated that they met for three times in a week. Others met four times in a week (11%), twice a week (8%) while 7 per cent indicated that they met five times in a week. Those literacy learners who said that they meet five times in a week probably do so to attend to literacy projects like pigs and poultry keeping among others that may require almost daily attention.

The number of hours during which learners met also varied a great deal. The majority of them (71%) indicated that they met for two hours while 19 per cent indicated that they met for three hours. Seven per cent indicated that they met for only one hour.

Table 4.0

<table>
<thead>
<tr>
<th>Number of times a week</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/R</td>
<td>1(1)</td>
</tr>
<tr>
<td>Two</td>
<td>8(8)</td>
</tr>
<tr>
<td>Three</td>
<td>75(73)</td>
</tr>
<tr>
<td>Four</td>
<td>11(11)</td>
</tr>
<tr>
<td>Five</td>
<td>7(7)</td>
</tr>
<tr>
<td>Total</td>
<td>102(100)</td>
</tr>
</tbody>
</table>

NOTE: In all the subsequent cases figures in brackets represent percentages.
(iv) Language of Instruction

The language of instruction used in the functional literacy programme is that of the catchment area. For urban areas kiswahili is used while the mother tongue is used in most rural communities. This study was carried out in Meru district which is composed largely of one tribe with many sub-tribes. The main language of instruction in this district is Kimeru. This study confirmed that fact. However, I also found that at times English and Kiswahili are used.

4.2. PHYSICAL FACILITIES AND TEACHING/LEARNING MATERIALS

With regard to physical facilities and teaching/learning materials for the functional literacy programme, I solicited information on the nature of places where learners met, that is, whether they met in a school classroom, church building, mosque, social hall, open air or in a classroom specially constructed for adult literacy teaching. Information on the nature of the sitting and writing surfaces used by the learners and the availability of reading and writing materials at the literacy centres was also solicited. The research question that I sought to answer is: What physical facilities and learning/teaching materials are available in the literacy centres?
(i) **Physical Facilities**

I obtained information on the physical facilities that are available for use by the literacy learners and teachers. Table 4.1. shows the nature of the buildings that are used for literacy teaching in the three divisions that were selected for study, namely Nithi, Tharaka and Tigania. From this table it is evident that most literacy classes use primary school classrooms (86% or 18 out 21). This is not surprising given that the government policy has emphasized the use of the existing facilities and the sharing of meagre resources (Carron, Mwiria and Righa, op. cit: 67). In line with this policy, we find that primary school buildings are the most readily available facilities that could be put into use particularly in rural and remote areas. However, about 10% (2 out of 21) of the centres visited use church premises whereas 5% (1 out of 21) use community hall. As far as the three divisions were concerned, there were no obvious differences in the nature of buildings used for literacy teaching.

The use of church premises was only witnessed in Nithi division where learners preferred to use the church facilities because they had artificial lighting facilities. This was because some literacy learners preferred to meet at night for their classes since that is when most of them are less busy. This meant that most, if not all, learners would attend the literacy classes and for more hours. Where such facilities were used, the DAE provided the centre with kerosene or pressure lamps for lighting. In general, it can be
seen that the literacy learners mainly use literacy buildings meant for children (primary school buildings) as only 14% (3 out of 21) of the centres do not use such facilities.

**Table 4.1**

<table>
<thead>
<tr>
<th>Division</th>
<th>Nature of Buildings used for literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
</tr>
<tr>
<td>Nithi</td>
<td>0(0)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>0(0)</td>
</tr>
<tr>
<td>Tigania</td>
<td>0(0)</td>
</tr>
<tr>
<td>Total</td>
<td>0(0)</td>
</tr>
</tbody>
</table>

**Table 4.2.**

<table>
<thead>
<tr>
<th>Division</th>
<th>Sitting/Writing Surfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nithi</td>
</tr>
<tr>
<td>Chairs</td>
<td>0(0)</td>
</tr>
<tr>
<td>Benches</td>
<td>6(10)</td>
</tr>
<tr>
<td>Chairs/Tables</td>
<td>1(2)</td>
</tr>
<tr>
<td>Chairs/Desks</td>
<td>0(0)</td>
</tr>
<tr>
<td>Benches/Tables</td>
<td>45(80)</td>
</tr>
<tr>
<td>Benches/Desks</td>
<td>4(8)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56(100)</td>
</tr>
</tbody>
</table>

**Sitting/Writing Surfaces**
I also sought information on the various sitting and writing surfaces available for use by literacy learners in the three divisions. Table 4.2 shows the distribution of learners using the various sitting and writing surfaces in the three divisions. According to this table it is evident that the most widely used sitting/writing surfaces are the benches and tables (73% or 75 out of 102). In this case benches are used together with tables. The use of other facilities ranked quite low. About 14% (14 out of 102) use benches only, 10% (10 out of 102) use benches with desks, while only 3% (3 out of 102) use chairs with tables. There were no cases where only chairs were used.

From the above findings it can be argued that since most of the literacy centres use primary school classrooms and since the literacy classes are held in the afternoons, the primary school classrooms that are usually vacant at that time are those used by the lower primary (that is, classes one to three). This is so because lessons for the upper primary classes normally end at 3.40p.m. whereas literacy classes normally start at 2.00p.m. Generally, most primary schools use long tables and benches or forms for the lower classes and desks for the upper primary. This means that the sitting/writing surfaces that become available for use by the literacy learners are these benches and tables. The fact that 14% (14 out of 102) cases indicated that they use benches only means that not all literacy learners have surfaces for placing their work while writing. We may therefore conclude that some literacy learners (14%) use their laps for writing. This is certainly a tiring posture that may affect the concentration level of the literacy
learners. The resulting discomfort may affect the appeal of the literacy programme to the learners. It is worthy noting that benches are not found only in schools. As we indicated earlier, some literacy classes use church/mosque as their meeting places. Most of these facilities have only benches or forms as the sitting surfaces for the members of their congregation and rarely do they have tables or surfaces that could be used for writing.

Generally there were no major differences in the distribution of these facilities in the three divisions. The trend was the same with benches/tables being the most common in the three divisions. However the use of only benches and benches/desks was rather varied. Tigania division led in the use of benches (20% or 5 out of 26), Tharaka followed with 15% while Nithi had the least (10%). With regard to the use of benches/desks, Tharaka division came first with 20% (4 out of 20) followed by Nithi (8%) and Tigania came last (7%). Chairs/tables are the least used as only 3% (3 out of 102) use them. In the three divisions there were no cases where only chairs or chairs/desks are used.

I also sought data on the learners' rating of the various sitting/writing surfaces that were available at their literacy centres. Table 4.3 shows the learners' rating of these physical facilities. From this table it is evident that the chairs and benches were fairly well rated at good (66% or 37 out of 56 in Nithi, 62% or 16 out of 26 in Tigania and 40% or 8 out of 20 in Tharaka). These same facilities (chairs and benches) were also
rated at very good by 23% (13 out of 56) of the learners in Nithi, 15% (4 out of 26) in Tigania and 5% (1 out of 20) in Tharaka. Tables and desks were also fairly well rated at good (54% or 29 out of 56 in Nithi, 69% or 18 out of 26 in Tigania and 40% or 8 out of 20 in Tharaka). The rating of these facilities (tables and desks) at very good was similar to that of chairs and desks with 32% (18 out of 56),

Table 4.3.

<table>
<thead>
<tr>
<th>Division</th>
<th>Sitting/Writing Surface</th>
<th>N/R</th>
<th>Poor</th>
<th>Good</th>
<th>V Good</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nithi</td>
<td>Chairs/Benches</td>
<td>1(2)</td>
<td>5(9)</td>
<td>37(66)</td>
<td>13(23)</td>
<td>56(100)</td>
</tr>
<tr>
<td></td>
<td>Tables/Desks</td>
<td>8(4)</td>
<td>0(0)</td>
<td>29(54)</td>
<td>18(32)</td>
<td>56(100)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>Chairs/Benches</td>
<td>0(0)</td>
<td>11(15)</td>
<td>8(40)</td>
<td>1(5)</td>
<td>20(100)</td>
</tr>
<tr>
<td></td>
<td>Tables/Desks</td>
<td>0(0)</td>
<td>11(15)</td>
<td>8(40)</td>
<td>1(5)</td>
<td>20(100)</td>
</tr>
<tr>
<td>Tigania</td>
<td>Chairs/Benches</td>
<td>3(12)</td>
<td>3(12)</td>
<td>16(62)</td>
<td>4(15)</td>
<td>26(100)</td>
</tr>
<tr>
<td></td>
<td>Tables/Desks</td>
<td>1(4)</td>
<td>0(0)</td>
<td>18(69)</td>
<td>7(27)</td>
<td>26(100)</td>
</tr>
</tbody>
</table>

7% (7 out of 26) and 5% (1 out of 20) of the learners from Nithi, Tigania and Tharaka respectively rating them at that. There were obvious differences in the ratings in the three divisions. The rating of chairs and benches and tables and desks at poor was fairly
high in Tharaka as 55% (11 out of 20) of the learners rated these facilities at poor. About 14% (8 out of 56) of the learners in Nithi did not rate tables and desks whereas 12% (3 out of 26) of the learners in Tigania did not rate chairs and benches.

The quality of the learning environment is very important in any instructional programme. To establish the quality of the learning environment we rated the various conditions of the learning/teaching environments at poor, average and good. The various classroom parameters were rated on the basis of a given criteria. The first parameter was space availability. This was rated at poor if the learners were over crowded and at good if there was plenty of space. The second parameter was ventilation. This parameter was rated at poor if there was very little ventilation or if the ventilation was only through the door. It was rated at good if there was enough ventilation. Cleanliness, which was the third parameter was rated at poor if the room was not swept and good if the room was swept with no litter around. Lighting was rated at poor if the room was too dark or too bright for easy reading and at good if there was enough light for easy reading. The sitting facilities were rated at poor if the learners sat on the floor or on stones and at good if they had both forms and desks/tables. The last parameter was sitting arrangement. This was rated at poor if the learners could not see the teachers well and if such an arrangement could not allow the teacher to move freely within the class. This parameter was rated at good if the learners could see the teacher well and if there was allowance for free movement within the class by both the learners and the teacher.
Table 4.4. shows the distribution of classrooms by the quality of learning environment by division. In general, the learning/teaching conditions or environment in most of the literacy centres in the three divisions were rated at good or average. This can be attributed to the fact that teaching takes place in already well established primary school or church facilities.

### Table 4.4.

**Distribution of Classrooms by the Quality of Learning Environment by Division.**

<table>
<thead>
<tr>
<th>Division Rating</th>
<th>Learning Environment/Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>Nithi</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
</tr>
<tr>
<td>Tharaka</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
</tr>
<tr>
<td>Tigania</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
</tr>
</tbody>
</table>

Key: Vt- Ventilation, Cl- Cleanliness, Lt- Lighting
     SF- Sitting Facilities, SA- Sitting Arrangements
     SAv. - space Availability.

Nevertheless, some of the primary school facilities, particularly in Tharaka division and other areas where the living standards are low due to low socio-economic levels of the communities, the facilities are of generally poor quality. Evident in such areas are classrooms that show poor workmanship, use of poor construction materials, poor
ventilation and lighting not to mention the poor nature of sitting facilities and their arrangements.

This state of classroom is conceivable when we consider the fact that primary school facilities in Kenya are provided mainly through self-help projects. This means that the level of income of the members of any given community will certainly affect their contribution to the self-help projects. This has resulted in big differences in the nature of physical facilities that are available in various primary and even secondary schools in the country. Where the communities have good income the schools tend to have good facilities and where there is poor income the schools tend to have poor facilities. However, in some areas the government and non-governmental organizations have provided some good physical facilities although such schools are few.

From the foregoing, it clear that the nature of the physical facilities used for the literacy programme differ from one area to another. Where there are good primary school facilities, the literacy classes have good facilities and where the primary school facilities are poor, then the literacy classes use these poor facilities. In the latter circumstances, the literacy learners have to bear with such uncomfortable conditions. Such conditions compounded with other factors will certainly affect the appeal of the literacy programme to the learners.
In order to be able to learn, master and retain literacy skills, the literacy learners require some basic learning materials. At the same time the literacy teachers also require some basic teaching materials so as to promote effective learning in their classes. We therefore sought data on the availability of various learning/teaching materials in the three divisions. Table 4.5. shows number and percentage of literacy teachers equipped with specific teaching aids in the three divisions.

From table 4.5, it is evident that most of the teachers had chalkboards in their classrooms that they used for literacy teaching. All the primary school classrooms that were used for literacy purposes in both Nithi and Tigania divisions had chalkboards (78% or 7 out of 9 and 100% or 8 out of 8, respectively). The rest of the literacy classes were not conducted in school buildings which explains why they had no chalkboards. As indicated previously, the facilities that were used included mosques, churches and community halls.
Table 4.5.
Number of Literacy Teachers Equipped with Specific Teaching Aids by Division.

<table>
<thead>
<tr>
<th>Division</th>
<th>Teaching Aids</th>
<th>CB</th>
<th>C</th>
<th>P</th>
<th>C</th>
<th>SP</th>
<th>CCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nithi</td>
<td></td>
<td>7(78)</td>
<td>7(78)</td>
<td>9(100)</td>
<td>6(67)</td>
<td>7(78)</td>
<td>6(67)</td>
</tr>
<tr>
<td>Tigania</td>
<td></td>
<td>8(100)</td>
<td>7(88)</td>
<td>6(75)</td>
<td>5(63)</td>
<td>6(75)</td>
<td>7(88)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16(76)</td>
<td>15(71)</td>
<td>16(76)</td>
<td>12(57)</td>
<td>14(67)</td>
<td>14(67)</td>
</tr>
</tbody>
</table>

Key: CB- Chalkboard, C- Chalk, P- Posters, C- Cards, SP- Supplementary Text, CCA- Counting/Calculating Aids

It is therefore difficult to get facilities such as chalkboards in such places as they are not meant to be instructional rooms. Nevertheless, there was a community hall in Tigania division which had a chalkboard. Of the four literacy centres that were visited in Tharaka division only one had a chalkboard.

The availability of writing chalk is similar to that of chalkboard. Although the DAE provide teachers with writing chalk, such provisions are usually inadequate and therefore the literacy teachers mostly rely on chalk borrowed from primary schools where they hold their classes.

In general, most learning aids such as posters, cards, counting/calculating aids, supplementary texts and chalk were available in most of the literacy centres. However,
the availability of each specific teaching aid varied depending on who provided it. Posters, cards and teaching aids for counting and calculating were made by either the literacy teachers or the literacy learners. Most teachers were very active in this respect as it is evidenced by the high percentages shown in Table 4.5.

In cases where teaching aids were not made by the learners or teachers, such aids were provided by the DAE, borrowed from the primary schools (particularly chalkboard and chalk) or provided by other agencies. As an example, the Miciimikuru Tea Factory in Tigania division provided the literacy class in the factory with a hall, chalkboard and writing chalk. Where such learning/teaching aids were not made or provided by the above agencies, they were found to be lacking altogether. This was the case, with Tharaka division.

(iii) Learners Aids

Literacy learners were found to have a variety of primers in various subjects. For reading and writing in vernacular, they had three different primers, namely, *Thoma Umenya 1 and 2*, *Weru Kiiri a Miru* and *Kamenchuria metho*. For reading and writing in Kiswahili they had such titles as *Zungumza Lugha Yetu* and *Lugha Yetu*. For numeracy they had two primers namely *Hesabu za Manufaa 1 and 2*, and *Hesabu Kwa Wote*. In addition to the above primers, learners had at least one supplementary text in Kiswahili. The texts which are six in number are known as GOBI books. The term
GOBI stand for the initials of the first four titles in this series of books (Growth, Oral Rehydration, Breast-feeding and Immunization). The six texts have been translated into Kiswahili. These are Ukuaji, Kuongeza Maji Mwilini, Kunyonyesha, Chanjo, Panga Uwe na Familia Ndogo Yenye Afya na Furaha, and Nyumba na Jamii Zenye Afya. It is important to note that the primers in Kiswahili and vernacular have also been translated into English and are available to literate learners who can read and write in English language. These supplementary texts are all meant to equip the adult literacy learners with functional skills in family life education.

As can be seen in Table 4.6, most of the learners had at least one primer in every subject. In Nithi division all the learners had at least one primer in English, Kiswahili, Numeracy and Vernacular. In most of these subjects, the learners had more than one primer in each subject. For example, in numeracy, 27% (15 out of 56) had one primer, 50% (28 out of 56) had two primers and 23% (13 out of 56) had more than two primers. In Tharaka division, except for 5% (1 out of 20) who had no primer in English, all the others had at least one primer in Kiswahili, Numeracy and Vernacular. Majority of the learners had more than one primer in each of these subjects. Tigania division showed marked differences in the provision of the various primers to the learners. From Table 4.6, it is clear in this division, that learners did not have at least a primer in each...
### Table 4.6.

Distribution of Literacy Learners Having a Given Number of Primers in Various Subjects by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Subject</th>
<th>Number of Learners Having a Given Number of Primers in Various subject by Division</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Negros</td>
<td>English</td>
<td>0(0)</td>
</tr>
<tr>
<td></td>
<td>Kiswahili</td>
<td>0(0)</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>0(0)</td>
</tr>
<tr>
<td></td>
<td>Vernacular</td>
<td>0(0)</td>
</tr>
</tbody>
</table>

Thus 4% (1 out of 26) had no primer in English, 15% (4 out of 26) had no primer in Kiswahili, 19% (5 out of 26) had no primer in numeracy and 8% (2 out of 26) had no primer in Vernacular.

There are two possible explanations for this state of affairs. First, although Table 4.6 shows that a good number of learners have two or more primers in a given subject, these primers are not the same. In all the subjects there are primers for various levels. For example, there is a primer for beginners (primer 1) and another one for those who...
have mastered some literacy skills in each subject (primer 2). Most of the other primers are mainly supplementary texts that may have different contents although in the same subject. This means that it is possible to have learners getting more than one primer in a given subject while others miss, particularly if the latter happen to either have been absent on the day the materials were issued or had not enrolled into the literacy class by then. Secondly, it could be possible that the primers were not enough for all the learners. This means that some learners had to go without primers in certain subjects. In general, the supply of primers to literacy learners was particularly good as majority of them had the necessary textbooks.

As far as exercise books, pencils and other writing materials are concerned, the picture was somewhat different. As can be seen from Table 4.7, over 87% of the literacy centres in Nithi and Tigania divisions were not supplied with these essential learners’ aids. However, the literacy centres in Tharaka (100%) were supplied with pencils although there were only enough for less than 25% of the learners in these centres. There were isolated cases where some centres had been supplied with pencils and exercise books although in all these cases, not all literacy learners got the learners’ aids. None of the literacy centres in the three divisions was supplied with rubbers.

The literacy learners indicated that they buy these learning materials (93% or 52 out of 56 from Nithi, 100% or 20 out of 20 from Tharaka and 96% or 25 out of 26 from Tigania division). Some of the learners get materials from other sources, for example
through borrowing, while other times they do without them. Most of the literacy learners complained that the DAE should provide them with these materials as a way of motivating them.

Table 7

Distribution of Various Learning Aids Provided to the Literacy Centres by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>LA</th>
<th>0-25%</th>
<th>25-49%</th>
<th>50-74%</th>
<th>75-99%</th>
<th>100%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nithi</td>
<td>P</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(11)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td></td>
<td>EB</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(11)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td></td>
<td>RB</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>P</td>
<td>8(89)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(11)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td></td>
<td>EB</td>
<td>8(89)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>1(11)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td></td>
<td>RB</td>
<td>9(100)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td>Tigania</td>
<td>P</td>
<td>0(0)</td>
<td>4(100)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>4(100)</td>
</tr>
<tr>
<td></td>
<td>EB</td>
<td>4(100)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>4(100)</td>
</tr>
<tr>
<td></td>
<td>RB</td>
<td>3(75)</td>
<td>1(25)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>4(100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7(87)</td>
<td>1(13)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>8(100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8(100)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>8(100)</td>
</tr>
</tbody>
</table>

Key: LA- Learning Aids, P -Pencils, EB-Exercise Books, RB-Rubber

Such a situation would need to be seriously addressed to as it could have some bad consequences. In view of the fact that most of the adult literacy learners are generally poor and ignorant, any thing that strains their scarce income is likely to be taken negatively. Such learners may question the monetary importance of literacy skills particularly when they have to compare buying materials for adult literacy classes and buying materials for their children in the formal school system. Because of the monetary benefits attached to the latter, such literacy learners will end up not buying writing.
materials. If such a learner continues attending the literacy classes, he or she may finally get discouraged as a result of failure to master even the basic literacy skills due to lack of practice. This is likely to affect the motivation of the learner resulting in irregular attendance or even dropping out of the programme all together.

4.3. RECRUITMENT, TRAINING AND REMUNERATION OF LITERACY TEACHERS

The success of any instructional programme will depend to a large extent on the nature and availability of human and non-human (material) resources. In the previous section I discussed the availability or supply of non-human resources in the literacy programme in the three divisions (Nithi, Tharaka and Tigania) in Meru district. In this and the next section I discuss the human resources that are required in the implementation of the national functional literacy curriculum in the three divisions. I start by discussing the recruitment, training and remuneration of the literacy teachers.

The Kenya adult literacy programme has three categories of teachers namely, full-time, part-time and self-help. This study solicited information on the various characteristics of the literacy teachers including their age, recruitment, training and remuneration. The research question I sought to answer was: Are the adult literacy centres staffed with academically and professionally qualified teachers who are well motivated and remunerated?
(i) **Teachers’ Categories**

A total of twenty one literacy teachers responded to our questionnaire. Out of these twenty one teachers, eleven (52%) were full-time and ten (48%) were part-time. Table 4.8 shows the distribution of the literacy teachers by category in the three divisions. According to this table, Nithi division had the highest proportion of full-time teachers (55% or 6 out of 11) while Tigania division had the highest proportion of part-time teachers (50% or 5 out of 10). This possibly reflects how the two categories of teachers take the literacy programme in the two divisions. Some literacy teachers prefer to teach on part-time basis as this leaves them with enough time to do other things. At the same time, as I shall discuss in the next section, most part-time teachers do not take their work seriously and therefore do not mind much about poor payments or honorarium. On the contrary, full-time teachers are particularly more keen on their work because majority of them happen to be candidates for the Kenya Adult Teachers Certificate - something that make them take their work more seriously because they have to undergo a practical teaching assessment. This therefore means that in practical circumstances, full-time teaching is more demanding than part-time teaching. Since even full-time teachers are not very well remunerated, some teachers who qualify to be on full-time basis prefer to work on part-time basis so as to get enough time to attend to their other activities. This may therefore help explain the variation in the number of full-time and part-time teachers in the three divisions. The other explanation could be that
more full-time teachers were recruited in Nithi division while more part-time teachers were recruited in Tigania division.

As can be seen from Table 4.8, no self-help or volunteer teachers were included in the study. This is not to say that there were no self-help teachers in the district but rather reflects the general decline in the promotion of the adult literacy programme. In actual fact, we had included several self-help teachers in the study but they failed to hand in their completed questionnaire. This may not have been deliberate as these teachers are usually busy trying to earn a living through other means since they are not paid for their services in literacy teaching. We can then argue that since these self-help teachers are not paid any salary or honorarium their motivation to teach must be enhanced in other

<table>
<thead>
<tr>
<th>Division</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Self-help</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nithi</td>
<td>6(55)</td>
<td>3(30)</td>
<td>0(0)</td>
<td>9(43)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>2(18)</td>
<td>2(20)</td>
<td>0(0)</td>
<td>4(19)</td>
</tr>
<tr>
<td>Tigania</td>
<td>3(27)</td>
<td>5(50)</td>
<td>0(0)</td>
<td>8(38)</td>
</tr>
<tr>
<td>Total</td>
<td>11(100)</td>
<td>10(100)</td>
<td>0(0)</td>
<td>21(100)</td>
</tr>
</tbody>
</table>
ways. In the absence of such motivation, very few teachers, if any, would opt to continue teaching particularly when the literacy campaign is left only to the DAE.

(ii) Teacher’s Age

The literacy teacher’s age is quite important because it may determine how the literacy learners take the teacher. We therefore sought information on the age of the literacy teachers in the three divisions. The data are shown in Table 4.9. From this table, it is evident that the majority of the literacy teachers were in their early thirties. The table shows that 4 or 19% of the teachers were aged thirty years and below while 6 or 29% were aged thirty six years and over. Majority of the latter (4 out of 6) were in Nithi division. About 52% of all the teachers were aged between thirty one and thirty five years.

The three divisions did not show any marked differences as far as the age of the teachers was concerned. However, it is quite clear that a majority of the teachers were relatively young (in their early twenties) given that many of them had taught for over five years. This is also supported by the fact that the majority of these literacy teachers were recruited at the beginning of the 1979/83 literacy campaign. They have therefore taught for over twelve years. If such teachers are aged less than thirty six years now, they must have been younger than twenty four years of age at their time of recruitment.
Table 4.9

Distribution of Literacy Teachers by Age in the Three Divisions.

<table>
<thead>
<tr>
<th>Division</th>
<th>Age Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21-25 Years</td>
<td></td>
</tr>
<tr>
<td>Nithi</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>0(0)</td>
<td>4(100)</td>
</tr>
<tr>
<td>Tigania</td>
<td>1(13)</td>
<td>8(100)</td>
</tr>
<tr>
<td>Total</td>
<td>1(5)</td>
<td>21(100)</td>
</tr>
</tbody>
</table>

|          | 26-30 Years  |       |
| Nithi    | 1(11)        |       |
| Tharaka  | 1(25)        |       |
| Tigania  | 1(13)        |       |
| Total    | 3(14)        |       |

|          | 31-35 Years  |       |
| Nithi    | 4(44)        |       |
| Tharaka  | 3(75)        |       |
| Tigania  | 4(50)        |       |
| Total    | 11(52)       |       |

|          | 36 Years and over |
| Nithi    | 4(44)            |
| Tharaka  | 0(0)             |
| Tigania  | 2(25)            |
| Total    | 6(29)            |

The finding that a majority of the teachers are in their early thirties can be attributed to the fact that the DAE has not been recruiting many full-time and part-time teachers for a long time, particularly from 1984. According to our findings no literacy teacher has been recruited to teach the literacy classes under the categories of full-time and part-time in the three division since 1989. This implies that majority of the teachers are now quite mature and experienced. However, there could be a possibility teachers of both full-time and part-time categories are not adequate which could have resulted to use of self-help teachers. That being so, the literacy programme would be negatively affected as self-help teachers are less motivated compared to full-time or part-time teachers.
(iii) Teachers’s Level of Formal Schooling

As concerns the level of formal schooling attained by the literacy teachers, a majority of them have secondary education. However many of these who have secondary level education did not perform particularly well in the Kenya Certificate of Education (KCE) as only 14% (3 out of 21) of them attained a Division Two or better in this examination. Nevertheless, 38% (8 out of 21) of the teachers had at least a Division Three in this examination (KCE).

Tharaka division had the biggest proportion of teachers with the lowest academic qualifications as 50% (2 out of 4) of the teachers here had attained only the Certificate of Primary Education (CPE). The remaining 50% had only attained the poorest grade in secondary education namely, a Division Four. This could be attributed to the fact that this division has been lagging behind in terms of educational development. The division experiences harsh climate mainly due to the rainfall variability and unreliability compounded by recurrent hot weather throughout the year. Because of such climatic conditions there are regular droughts and crop failures. This is to say that there are regular periods of famine that make pupils drop-out of school. Many of those who remain, tend to have irregular school attendance. Since the main social economic activity is subsistence farming, average household levels of income are very low. This has resulted to a situation whereby the division has many schools with relatively poor facilities as most school facilities in Kenya are provided on self-help basis. The
consequence is a community that is less schooled when compared to other communities in Meru district. This therefore explains why persons holding only a mere CPE certificate are recruited to teach in literacy classes in this division.

In general, 76% (16 out of 21) of the literacy teachers had four years of secondary education, although some of them had no KCE certificate as they had failed in the examination. However, the 10% (2 out of 21) teachers who had two years secondary education had the Kenya Junior Secondary Education (K.J.S.E.) Certificate. Those with only CPE certificate constituted 14% (3 out of 21). This shows that the level of formal schooling of the literacy teachers was generally low.

As indicated earlier in Chapter two, literacy teaching has not attracted well qualified teachers as measured by both the level of formal schooling and training as can be seen from Table 4.10. This could be an indicator that the terms and conditions of service of the literacy teachers are not competitive.

(iv) Teachers' Professional Qualifications

I sought information on the course(s) that the literacy teachers from the three divisions have undergone in the area of adult education. This information is shown on Table 4.10. The table shows the courses that have been organized for the literacy
teachers by the DAE in collaboration with other governmental departments and non-governmental organisations that are involved in the eradication of illiteracy.

Some of these courses such as the induction course, correspondence course and low-cost material production course could be considered to be very crucial for literacy teaching. This is because it is through such courses that teachers get good grounding in both pedagogical and andragogical principles.

Table 4.10

Distribution of Literacy Teachers in the Three Divisions According to the Type of Specific Training they Have Received

<table>
<thead>
<tr>
<th>Division</th>
<th>Induction Course</th>
<th>Correspondence Course</th>
<th>Integ. R H and F P Course</th>
<th>S &amp; W Con. Rural Aff. Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nithi</td>
<td>6(67)</td>
<td>5(56)</td>
<td>4(44)</td>
<td>1(11)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>2(50)</td>
<td>2(50)</td>
<td>0(0)</td>
<td>1(25)</td>
</tr>
<tr>
<td>Tigania</td>
<td>2(25)</td>
<td>2(25)</td>
<td>5(63)</td>
<td>2(25)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10(48)</td>
<td>9(43)</td>
<td>9(43)</td>
<td>4(19)</td>
</tr>
</tbody>
</table>

Key: IRH - Integrated Rural Health  
FP - Family Planning  
S&W - Soil and Water

It is therefore interesting to find that, despite the fact that all the literacy teachers who were interviewed had taught for over five years, a good number of them had not done/taken even one of these courses. A notable example is the induction
course, which was a two-week course given to the literacy teachers immediately after they were recruited into the Kenya literacy programme in 1979 (Odhiambo and Macharia, op. cit: 147)

According to Table 4.10, less than half (48% or 10 out of 21) of the literacy teachers interviewed had taken the two-week induction course. However there were notable differences across the three divisions. For Nithi the relevant number was 6 out of 9, for Tharaka 2 out of 4 and Tigania 2 out of 8. The table also shows similar pattern for those literacy teachers who have attended correspondence course. For this course Nithi division had 5 out of 9 (56%), Tharaka had 2 out of 4 (50%) and Tigania had 2 out of 8 (25%). For the integrated rural health and family planning course, 5 out of the 8 teachers from Tigania division had attended compared to 4 out of 9 from Nithi. None of the interviewed teachers from Tharaka division had attended this course. The soil and water conservation and rural afforestation course was poorly attended by teachers from the three divisions as only one teacher from each division had attended it.

The issue of the teachers having not taken some of the basic courses is quite critical given that all the literacy teachers have and use GOBI books and GOBI guides for teaching. These are the books that are meant to be used by students and teachers in the literacy programme. Most of the courses organized by the DAE are meant to prepare the teachers to effectively use these books for the benefit of their teachers. It is therefore
highly questionable whether the teachers who had never taken such courses could effectively teach the adult learners.

There are other short courses that the teachers had attended. These are the low-cost materials production course and weekend seminars. Many such courses had been organized in the three divisions but the level of attendance by teachers varied greatly. For the low-cost material production course, some literacy teachers from the three divisions had attended at least three courses while others had attended none. For Nithi division, some teachers had attended up to three such courses while for both Tharaka and Tigania divisions, teachers had attended only one such course. For the weekend seminars, the attendance was similar to that of the low-cost material production course. In all, only about 11 out of 21 teachers had attended at least one weekend seminar. For Nithi division less than a half of her teachers had attended three seminars while only half of the teachers from Tharaka and Tigania had managed to attend at least one weekend seminar.

Lack of attendance of these courses by the literacy teachers has serious implications on both the teaching and promotion of the literacy programme. A course like low-cost material production aims at developing the relevant skills in the literacy teachers so that they can use the relevant local materials to cheaply make teaching aids. Such teaching aids make the teacher’s instructional methods to be more learner-centred
thus improving on learning on the part of the learners. The acquisition and retention of literacy skills is then bound to be faster.

The weekend seminars are organized from time to time by the DAE. Most of these seminars act as forums where the teachers, their supervisors and officers from the DAE meet to share their problems and experiences in the conduct of the literacy programme. In such seminars, the teachers learn a lot particularly on the management and administration of literacy centres. Some of the weekend seminars are organized to train the teachers on specific aspects of the literacy programme.

Non-attendance or poor attendance of these short courses therefore tends to hamper the effectiveness of the literacy teachers. It is important to note that non-attendance may not be the fault of the teacher. Although these courses are organized at the district headquarters and the AAEOs may fail to communicate the information to their teachers while at other times funds may not be available to sponsor each and every teacher. In such cases, the sponsored teacher is supposed to organize a one-day seminar in his location to brief the other teachers who had no opportunity to attend the course. More often than not, such teacher-organized seminars are never taken seriously by the teachers. Thus, poor attendance and participation in various courses results in having teachers who may be wanting not only in the methods of teaching but also in overall general administration of the literacy centres.
A look at the distribution of literacy teachers by category and according to the type of specific training received in adult literacy revealed that a higher proportion of full-time than part-time teachers had participated in them. For induction course, 9 out of 11 (82%) full-time teachers had participated compared to only 1 out of 10 (10%) part-time teachers. This was also true for the correspondence course where 7 out of 11 (64%) of the full-time teachers and 2 out of 10 (20%) of part-time teachers had participated. This may explain why Tigania division, which had a higher proportion of part-time teachers, ranked low as far as the attendance of these two courses was concerned.

(v) Teachers' Teaching Experience

Like in any other profession, experience in teaching is very important. As a teacher goes through the syllabus(es) with several groups of learners he/she polishes his/her instructional techniques and modifies his/her instructional materials to suit his/her learners. It was with the recognition of this fact that we sought information on teachers’ teaching experience.

On the whole we found that most of the literacy teachers had taught for over five years (71% or 15 out of 21). In actual fact, a good proportion of these teachers had over twelve years teaching experience as they were, as earlier indicated, recruited at the beginning of the 1979-1983 national literacy campaign. However, 29% (6 out of 21) of
the teachers were relatively young in the profession, some having taught for less than five years. Nevertheless, none of the teachers had taught for less than two years.

In general, there was no notable relationship between the teaching experience that the teachers had and the category in which they belonged or division in which they came from. It was however difficult to understand why some teachers had not attended most of the literacy courses if they had been consistently teaching for all that length of time. This could be taken as a pointer to the effectiveness of the supervision that is done in the literacy programme.

(vi) Remuneration and Terms of Service for the Literacy Teachers

The literacy teachers are remunerated according to their category and the qualifications that they have. Full-time teachers are the best paid with their salaries depending on their individual qualifications. This ranges from Kshs. 1,130 to Kshs. 2,600 per month.

The teachers get these payments in form of monthly salaries like other civil servants. Those who pass in the Kenya Adult Education Teachers Examination will enjoy the scheme of service currently being worked out for them. Nevertheless, those who may not qualify have an uncertain future as their employment is temporary.
However, this category of teachers enjoy such benefits as housing allowance and are contributors to the National Social Security Fund.

The part-time category of teachers does not enjoy as many privileges as the full-time category. At the time of this study the teachers in this category were getting a monthly honorarium of Kshs. 300 every month for eleven months in a year. They are not paid for the month of December when the learners are supposed to be on holidays. However, part-time teachers are required to teach for two days in a week, each day having a two-hour session. They are expected to do this at their free time, especially in the afternoons. On the other hand, the full-time teachers are to be involved in various adult literacy activities for five days in a week (for example literacy teaching and coordinating various projects that are carried by literacy learners in the community).

Since every literacy centre is staffed with one teacher, as this study established, who could either be full-time or part-time, and since all the literacy centres use a common curriculum, it then follows that we would not expect similar results, levels of literacy and even job satisfaction for those who teach in the various centres. Although the part-time teachers are expected to be engaged in other money generating activities, including getting another paid job, most of them argued that they rely on the honorarium for their daily subsistence.
In the study I also sought information on how teachers feel about their terms and conditions of service. In all, 48% (10 out of 21) indicated that they were comfortable or satisfied with their terms and conditions of service while 52% (11 out of 21) said that they were not. The main cause of dissatisfaction was low or poor salaries with 4 out of 11 teachers who were dissatisfied giving this as the cause. Although this may look a small figure, a close look at it revealed two important things. First, 3 out of the 4 teachers dissatisfied with their salaries were in the part-time category. This shows that only 1 out of the 4 teachers was from the full-time category. The second thing to note about this dissatisfaction with poor salaries is that it was the only dissatisfaction mentioned by part-time teachers. This may be expected given that they have no future in the job they could possibly not complain about such things like poor attendance by the literacy learners, lack of training or even job insecurity which was already there. The fact that they never complained about poor attendance and lack of training may in a sense help one to assess their feelings towards the success of the literacy programme.

As mentioned above, only a small percentage of full-time teachers complained about poor salaries. However, about 14% (3 out of 11) of the teachers who were dissatisfied with their terms and conditions of service were full-time teachers and they were uncomfortable because of job insecurity. This is understandable given the fact that these teachers are not employed under permanent and pensionable terms by the civil service.
In all, only 2 teachers (all full-time) indicated they were uncomfortable because of low levels of literacy class attendance by the learners. One of the conditions for employment as a literacy teacher is the availability of literacy learners. When there are no learners to teach, the teacher’s job is at risk. For this reason, a teacher has to constantly encourage the illiterate adults to enrol in his/her literacy class. This explains why some teachers become uncomfortable when their learners fail to consistently attend the literacy classes.

As far as training is concerned, only 2 out of 11 teachers complained about lack of/or poor training. The two were full-time teachers. Such complaints are not completely unexpected given that literacy teachers are civil servants who would wish to grow in the profession.

4.4. THE LITERACY PROGRAMME SUPERVISORS

Supervision is one of the important aspects in the implementation of any instructional programme. In the Kenya national literacy programme, supervision is decentralized from the district to the divisions. At the divisional level it is done by the AAEOs. These officers are answerable to the DAEO and they have several duties, some of which include paying regular visits to the literacy centres so as to monitor and ensure proper conduct of the literacy programme, holding meetings with literacy teachers who are under them to discuss matters related to the conduct and promotion of the
literacy programme in their respective areas and organising in-service courses for teachers, particularly those newly recruited. Some of the AAEOs are involved in the training or preparation of the adult education teachers for the Kenya Adult Education Teachers Examination. The first such examination was done in 1991.

Our fourth research question addressed itself to the issue of the qualifications of the AAEOs in view of their responsibilities which are described above. The question sought to establish whether the academic and professional qualifications of these officers could influence their effectiveness in carrying out their professional duties. The relevant research question was: Are the AAEO's academically and professionally qualified to supervise the adult literacy programme?

Before I discuss the findings of our study for this question, I shall first describe what would be considered as the minimum qualifications for the AAEOs. To be able to effectively carry out their responsibilities, that is, the general administration of the literacy programme, training of the literacy teachers and the assessment of these teachers during their practical teaching, the AAEOs would require certain minimum academic and professional qualifications. Since the teachers they train and supervise have a minimum of Division Three in the KCE and are awarded a certificate equivalent to a PI certificate, the AAEOs would need to have higher academic and professional qualifications than this. A minimum of a Division Two in KCE and a of diploma in education (adult education)
would be adequate qualifications to enable them effectively train and supervise the literacy teachers.

The three AAEOs had a minimum of four years of secondary education. They had all sat for the East Africa Certificate of Education (EACE) which is equivalent to KCE. Two of them passed in Division Two while one passed in Division Three. None of them had any further formal schooling.

This was an interesting finding given that the AAEOs, as mentioned earlier, are charged with the responsibility of training, supervising and even assessing the literacy teachers. Some of these teachers, as we have seen in the previous section, have the same level of formal schooling with these supervisors. Worse still, some of the literacy teachers had better academic attainments than the AAEOs (some teachers had Division Two while one of the AAEOs had a Division three in KCE). I therefore question the competence and confidence of such supervisors in carrying out their duties. In the next sub-section we discuss the AAEOs professional qualifications.
(ii) The Supervisors Professional Qualifications

The three AAEOs had been trained as primary school teachers. Two of them were P1 while one had been approved on merit to the level of S1 (Secondary One) teacher. However, such training would not be considered as it was not in the area of adult education.

At the time of their recruitment into the area of adult education, none of the AAEOs had undergone any form of training in this specific area. However, immediately after their recruitment they were given a two-week induction course. This course was aimed at initiating the newly recruited AAEOs into the literacy programme. Through this short course, they gained general knowledge on adult education and on the activities they were to carry out in future. It was therefore a basic course for the AAEOs.

In view of the many professional duties that the AAEOs are charged with, I strongly feel that two weeks could not have been an adequate period for preparing these supervisors. This is particularly so when we consider the high level of competence that may be required in teaching adults as compared to children. It was therefore, quite surprising to find that one of the AAEOs had not attended even that short induction course.
As mentioned earlier, the AAEOs are supposed to in-service the literacy teachers on various aspects of teaching. One important area of supervision is the preparation of teaching aids or materials. To prepare the AAEOs for this particular duty, the DAE organized a two weeks' course on low-cost material production. These courses were organized in every province and by 1985 the course had been held in every province in Kenya. The study found that only one of the three AAEOs had attended this course. We therefore question the effectiveness of the AAEOs who never attended such a course when it comes to the in-servicing of their teachers with respect to the preparation of teaching aids or advising teachers on how to prepare or produce low-cost teaching materials.

It was however, appreciable to note that each of the three AAEOs had attended the adult trainers course which had been organized in Machakos in 1990. This two weeks' course was aimed at equipping the AAEOs with skills that would enable them to train and prepare the literacy teachers for the adult education teachers examination. I can therefore presume that although this course was quite short, the fact that all the AAEOs attended it means that they all attained the relevant skills and so are able to effectively train or prepare their teachers. However, we still feel that such training was inadequate in view of the AAEOs academic and professional qualifications and the short duration of the courses.
Another course that was prepared for the AAEOs was the integrated rural health and family planning course. This was a one month course that was held at Ahero Multi-purpose District Training Centre in 1986. It was aimed at preparing some AAEOs so that they could in turn prepare training courses for other AAEOs and literacy teachers. One of the AAEOs had attended this course. In turn, this AAEO organized a course for the other AAEOs. It was surprising to find that none of the other two AAEOs included in this study attended this course. However, the course organized for the AAEOs and teachers was fairly well attended by teachers from Nithi and Tigania divisions but no one from Tharaka division attended (see Table 4.10). We therefore question the effectiveness of such AAEOs in supervising the literacy teachers in this aspect of the literacy programme that they are ignorant about.

The study also sought information on the courses the AAEOs attended in the last two years. It was established that all the AAEOs attended the training of trainers course which was a two weeks' course. However, only one AAEO attended the teacher assessment course which was organized by the DAE in 1990.

Since the AAEOs are involved in the assessment of the literacy teachers during their practical teaching, it is rather surprising to note that two of the three AAEOs did not attend that important course. The effectiveness of such supervisors in the assessment exercise is again questionable.
4.5. PROBLEMS FACING THE ADULT LITERACY LEARNERS, LITERACY TEACHERS AND SUPERVISORS IN MERU DISTRICT.

This study also addressed itself to the problems that literacy learners, their teachers and supervisors face. It was felt that such information would be useful in establishing the factors that affect the implementation of the literacy programme. Such information would be of help to those wishing to improve the functioning of the literacy programme in Kenya. The research question used to solicit relevant data here read as follows: What are the problems that face the adult literacy learners, literacy teachers and supervisors when performing their respective roles in the Kenya national literacy programme?

(i) Problems Related to Enrolments

For the objectives of the Kenya functional literacy programme to be attained all the illiterate adults would need to enrol in the literacy classes and continuously attend classes for at least one and half years. Before the illiterate adults enrol in the literacy classes they have to be sensitized on the importance of literacy skills in the modern world. The publicisation of the adult literacy programme is therefore very important if many illiterate adults have to enrol. Such publicisation can be done by the literate members of the society, the government and non-governmental organizations. Even after they have enrolled, the literacy campaign would need to continue so that more and more
illiterates enrol and regularly attend the literacy classes. This study established that enrolment in the literacy programme in Meru district is low and that attendance is poor despite the fact that there exists a large proportion of illiterate adults in this district.

I sought information on the enrolment patterns in the three divisions in the last one and half years. This information is presented in Table 4.11. As is clear from this table, 52% (11 out of 21) of the twenty one literacy centres that were visited had recorded decreased enrolments. Such decrease in enrolments could be taken to mean that most of the illiterates and learners had become literate. However, the teachers who were interviewed argued that there were many illiterates who had not enrolled or had stopped

Table 4.11

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Increased</th>
<th>Decreased</th>
<th>Remained the same</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nithi</td>
<td>1(11)</td>
<td>8(89)</td>
<td>0(0)</td>
<td>9(100)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>2(50)</td>
<td>0(0)</td>
<td>2(50)</td>
<td>4(100)</td>
</tr>
<tr>
<td>Tigania</td>
<td>4(50)</td>
<td>3(38)</td>
<td>1(12)</td>
<td>8(100)</td>
</tr>
<tr>
<td>Total</td>
<td>7(33)</td>
<td>11(52)</td>
<td>3(14)</td>
<td>21(100)</td>
</tr>
</tbody>
</table>
attending the literacy classes because learners were too busy with domestic chores; had
left their homes to and work for money in distant places; had eye-sight problems; were
ignorant of the importance of literacy; showed lack of interest in attending classes; were
not highly motivated; lacked writing materials; and suffered from poverty.

Although many of the centres recorded decreased enrolments, a few experienced
increased enrolments, while in a few others enrolments had remained the same. In all,
33% (7 out of 21) centres had recorded increased enrolments. Out of the seven centres,
four were from Tigania, two from Tharaka and one from Nithi. Many of those that had
recorded decreased enrolments had come from Nithi (8 out of 11). Tigania division had
three centres that had recorded a decrease in enrolments. These are rather interesting
findings given that Tharaka division is characterized by relatively poorer learning
facilities compared to the other two divisions. However, this may be reflection of the
importance that is attached to the attendance of literacy classes by illiterates in this
division. This is understandable given that the division has been lagging behind in
formal education (as earlier explained).

This study further sought information on the distribution of learners by age in
the three divisions. The data that were obtained is shown on Table 4.12. It is clear that
a majority of the learners were over thirty six years old (65% or 66 out of 102).
However, a fair proportion of the rest were either in their late twenties or early thirties
(31% or, 32 out of 102). The number of learners aged below twenty five years was quite small (4% or 4 out of 102).

Table 4.12.

Distribution of Literacy Learners by Age in the Three Divisions.

<table>
<thead>
<tr>
<th>Division</th>
<th>AGE Categories</th>
<th>(In years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16 - 25</td>
<td>26 - 35</td>
<td>36 and over</td>
</tr>
<tr>
<td>Nithi</td>
<td>1(2)</td>
<td>14(25)</td>
<td>41(73)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>3(15)</td>
<td>10(50)</td>
<td>7(35)</td>
</tr>
<tr>
<td>Tigania</td>
<td>0(0)</td>
<td>8(31)</td>
<td>18(69)</td>
</tr>
<tr>
<td>Total</td>
<td>4(4)</td>
<td>32(31)</td>
<td>66(65)</td>
</tr>
</tbody>
</table>

The low percentage of young persons in the literacy programme could be an indication that there are few illiterates in that age group. It is also clear that majority of the learners are in their prime age. This is the age at which most of them are busy trying to lay foundation for their families and future careers. It is a stage in life that is very demanding particularly in terms of time. This may help explain why there may be a decrease in enrolments, irregular class attendance or even incidence of dropping out by the learners. This could be expected if the literacy learners fail to get sufficient motivation and also if they fail to acquire literacy skills as fast as they had thought.
There were no major differences in terms of learners’ age and the division where they came from. The majority of the learners from Nithi and Tigania divisions were over thirty six years old. In general Tharaka division had the highest proportion of learners who were relatively young. This could be attributed to the fact that learning opportunities in the formal education have not been adequate for all learners in this division in the past. This could mean that many people were not able to attend formal schooling. On the other hand, both Nithi and Tigania divisions have had nearly adequate learning opportunities for some time.

The study also found out that a very higher percentage of these learners were married (90% or 92 out of 102). Which means that most of them have family responsibilities which compete with the attendance of literacy classes. About 7% (7 out of 102) of the learners were widowed. In such cases, the demand on the learners’ time is even more given that such a learner has to carry out parental responsibilities alone. These learner characteristics show that the learners have a heavy demand on their time. The implications of this is that if the literacy programme fails to compete favourably with the learners’ other demanding responsibilities, some of the learners will result to attending classes irregularly while others may even drop-out of the classes altogether. This therefore calls for proper promotion of the literacy programme.
Problems Related to Attendance

The study solicited information on the duration that literacy learners had attended literacy classes in the three divisions. The findings revealed that about 76% (78 out of 102) learners had completed the official period required for certification, that is, 18 months (Republic of Kenya, 1987). This clearly showed that majority of the learners attending the programme had been doing so for a long period. However, despite their long attendance of the literacy classes, these literacy learners had not yet acquired adequate literacy skills or sustainable levels of literacy.

To be able to understand why such a high percentage of learners had not yet left the literacy classes after completing their official term, one would need to look at the attendance patterns in these literacy classes. Out of the 102 learners who were interviewed, 60 (59%) indicated that they had regularly attended the literacy classes from when they enrolled. However, the remaining 42 (41%) learners indicated that they had not been attending classes regularly.

A closer look at the attendance patterns revealed that although 76% of the learners had enrolled for over 18 months before, 82% of these had not attended classes continuously for even six months while only a mere 8% had attended classes for over 18 months. Such poor attendance rates could affect the literacy programme in a number of ways. First, since only one class can be taught during any one time at a given literacy
centre and given that illiterates can enrol at any centre at any time of the year, it follows that the literacy centre may have learners who joined the programme at different times and so are bound to be at different attainment levels even though they are in the same class. The literacy teacher is then left to cater for the individual differences in their learners. As a result literacy teachers resort to repeating the same content over time which frustrates the regular learners. Such learners are likely to either drop-out of the programme or resort to irregular class attendance.

Second, poor and irregular class attendance tends to have a negative effect on the level of enrolments. Those who exhibit poor attendance levels or those who discontinue class attendance are likely to influence the potential learners from enrolling. Poor and irregular class attendance may also discourage the literacy teachers who may be eager to see their learners master basic literacy skills as quickly as possible.

Concerning the reasons for this poor or irregular class attendance, 42(41%) learners indicated that they were too busy with other duties and so could not get time to attend the literacy classes. This may not be surprising owing to the fact that most adult learners have to forego many pressing commitments to participate in the literacy programme.

Despite the poor and irregular attendance by a good number of the literacy learners, those already enrolled indicated their determination to complete the literacy
programme. As to whether they have ever felt like dropping out of the literacy programme, only 9% of the learners answered in the affirmative. Most of the learners indicated that factors such as being literate, being disinterested in acquiring literacy skills, teachers' style of teaching, the content of what is taught, mixing of men and women in the same class, and being taught by a teacher of the opposite sex, among others, did not influence their participation in the literacy programme to any remarkable degree.

In general, the literacy learners from all the three divisions of Nithi, Tharaka and Tigania gave an impression that the literacy programme was generally good. It should however be noted that the learners may have been afraid that if they gave any negative impression about the literacy programme their teachers may be victimized.

(iii) **Problems Related to Learners' Occupations**

The study solicited data on the learners' occupation to establish whether it could be a factor that influenced their participation in the literacy programme. The data are presented in Table 4.13 which shows the distribution of literacy learners by occupations. From the table, it is clear that most of the learners are subsistence farmers (83 or 81%). About 6(6%) of the learners are subsistence cash crop farmers and grow cash crops such as tea, coffee, cotton, *miraa* (Khat), and tobacco. Another small number (6 or 6%) are self-employed.
Some of them own kiosks and others are carpenters. Only one learner indicated that he was a large-scale cash crop farmer. This learner who came from Tigania division indicated that he had joined the literacy programme so that he could improve his farming skills.

Some of the literacy learners practice pastoralism. About 2(10%) of the learners from Tharaka and 2(8%) from Tigania division indicated that they practised this type of farming. It should be noted that this method of farming involves movements from one place to another with the animals.

### Table 4.13.

Distribution of Literacy Learners by Occupation in the Three Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Learners' First Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Nithi</td>
<td>1(2)</td>
</tr>
<tr>
<td>Tharaka</td>
<td>2(10)</td>
</tr>
<tr>
<td>Tigania</td>
<td>2(8)</td>
</tr>
<tr>
<td>Total</td>
<td>5(5)</td>
</tr>
</tbody>
</table>

Key:  
P - Pastoralism  
SF - Subsistence Farmer  
U - Unemployed  
SCCF - Subsistence Cash Crop Farmer  
LSCCF - Large Scale Cash Crop Farmer
in search of pasture. This means that such learners are bound to miss literacy classes or drop-out of their classes. On the other hand, poor learners may drop-out of the programme, particularly during periods of famine and drought, as they have to keep on searching for food for their families from either rich relatives or through other means.

The learners' occupations are also likely to influence their learning habits. Due to their busy daily schedules, particularly in the farms; 6(6%) of the learners indicated that they could not read or do any assignments in the evenings due to fatigue. Still a large number of the learners 19(19%) indicated that they are normally very busy in the evenings - milking, working in the shop, cooking - to get time to read or do assignments at home. However, about 4(4%) of the learners indicated that they could not read in the evenings due to poor eye-sight.

(iv) Problems Experienced by AAEO's

One of the main problems that the AAEOs complained about was that of having to supervise too many unqualified teachers. As we saw in Section 4.3, most of the literacy teachers have very low formal education and little training in the area of adult education. In 1991, Meru district had 23 teachers who sat for the Kenya Adult Education Examination. As mentioned in the preceding section, this examination is only done by the full-time teachers who undergo a DAE-sponsored correspondence course.
The 1991 examination results that were obtained from the Meru District Adult Education Office were not very good, particularly for teachers from this district. Out of the 23 teachers who had sat for this examination, only 4 (17%) passed which is extremely poor given that the national percentage pass rate for the same year was 54 per cent. The distribution of those who passed was also very interesting. Two of the four who passed came from Nithi division while the other two came from North Imenti division. All the other six divisions never got any teacher qualifying. These variations in examination performance could possibly reflect the seriousness with which the literacy teachers and the AAEOS take the literacy programme in general and the teachers’ examination in particular. One gets the impression that the teachers were either not well taught during the residential courses or that they never took their studies seriously. Since all the teachers attended the same residential courses, it is possible that these literacy teachers were not taking their work seriously or they were not getting the necessary assistance from their respective AAEOS. This may explain why all the teachers who passed came from only two divisions.

The second problem that the AAEOS complained of was the inadequacy of literacy teachers. One of the AAEOS felt that if the literacy centres could get at least two literacy teachers each it could be possible to organize two classes - one for beginners and another one for those who have mastered some basic literacy skills. The AAEOS also felt that the literacy teachers who teach on self-help basis should be recruited as either full-time or part-time teachers so as to boost their morale. They felt so
particularly because the classes taught by such teachers close down when the teacher get
very busy with his or her personal commitments. This affects the learners who get
discouraged from continuing in the programme.

The third problem that the AAEOs complained of was that of learning/teaching
materials. One of the AAEOs indicated that these materials were in very poor supply
in his division and this highly affected both the learners and the teachers.

The problems described above were however, not common to all AAEOs. However, there was one major problem that all the three AAEOs indicated require urgent attention if the literacy programme is to be a success. This was the problem of transport. AAEOs are usually allocated a motor cycle with which to visit the centres under their jurisdiction. However, all the AAEOs interviewed told us that their motor cycles have been out of order for the last two years. They also indicated that when the motor cycles are in working condition, they usually have no fuel. This means that they are unable to visit the literacy centres as often as they would wish or as expected for they have to use other means such as going on foot to nearby centres, using other government vehicles if they happen to be following the same route or use public transport.

The AAEOs regretted that the promotion of the literacy programme appear to have been left to the DAE. This is to say that it is the responsibility of the literacy
teachers to go to the villages in search of adult learners. This is rather pathetic since the
literacy teachers risk their jobs if they do not recruit enough learners for their classes.

All the three AAEOs argued that the majority of the illiterates in their divisions had not enrolled into the literacy programme. They complained that despite their efforts and that of their literacy teachers to encourage these illiterates to enrol into the literacy classes, they were unsuccessful as there was very little support from the provincial administration. Since the latter plays a very important role particularly in the mobilization of the various resources, lack of support from this end would mean that the learners motivation to join the literacy classes will remain low. This will bring about continuous poor and irregular attendance in the literacy classes.

**Summary.**

In this chapter I started by enumerating the objectives of the national functional literacy curriculum. I have also described the subjects taught, the duration of the literacy programme and the languages used for instructional purposes. I found no major difference in the three study divisions as far as these aspects of the curriculum are concerned.

Our findings revealed that primary school classrooms are the most widely used facilities for literacy classes. Church and mosque premises are also used, but by a few
centres. There was no evidence of a classroom constructed specifically for adult literacy purposes. Benches and tables are the most widely used sitting/writing surfaces. Chalkboard and chalk were the most widely available/used teachers' aids.

Literacy learners seem to have a good supply of primers, posters, cards and calculating aids. However, the distribution of primers amongst the learners was rather poor due to lack of sufficient copies of each type of primer. Literacy learners buy writing materials although there were isolated cases where the DAE had provided such learning aids. In general, the suitability of the various physical facilities varied according to the social economic status of the community in which the centres are located.

Three categories of teachers are recruited to teach the Kenya adult literacy programme. These are full-time (the majority), part-time and self-help (volunteer) teachers. The ages of these teachers range from 21 to slightly over 36 years. The great majority of them have secondary level education and have not had adequate or any professional training. Most of the literacy teachers are generally very poorly remunerated. No wonder more than half of them claimed to be dissatisfied with their working conditions. The answer to our research question as to whether the adult literacy centres are staffed with academically and professionally qualified teachers who are well motivated and remunerated can thus only be answered in the negative.
The three AAEO's interviewed for this study all had four years secondary education. Two of them had passed in Division two while the third had passed in Division three in the EACE examination. None of them had any further formal schooling. The three AAEO's were trained P1 teachers. One of them had been promoted to S1 status. Although none of them had any training in adult education the AAEO's had attended some courses that had been organized by the DAE. Since the AAEO’s are assigned the duty of preparing and supervising the adult literacy teachers for the Kenya Adult Teachers Examination among other duties, we feel that they (the AAEO’s) are not academically and professionally qualified.

Despite the fact the there exist a large pool of illiterates in the Meru district, enrolments in the literacy programme have continued to drop in the last few years. The main reasons given for these trends were: learners are too busy with domestic chores; ignorance; poverty; and low levels of promotion of the literacy programme. Other major problems that face the adult literacy programme in Meru district include: poor attendance, low academic and professional qualifications of the literacy teachers, inadequate number of literacy teachers and lack of transport facilities for the AAEO’s. This answers our last research question that sought to establish problems that implementors of the national functional literacy curriculum face.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, a brief statement of the problem and a description of the procedures used in the study will be presented. A summary of the findings and conclusions will also be given. The final section of this chapter will address itself to recommendations for action and further research.

5.1. RESEARCH APPROACH

The introduction of the national functional literacy programme was aimed at eradicating illiteracy amongst the adults in Kenya. This study was aimed at investigating the factors that have affected the successful implementation of the national functional literacy programme in Meru district.

Five research questions were formulated and the relevant literature was reviewed in regard to these questions. The research questions were used to develop the research instruments that solicited the data that helped to answer the questions. Three research instruments were developed. The first was an interview schedule that was used to solicit information from literacy learners. The other two research instruments were structured.
questionnaire. One questionnaire solicited information from the adult literacy teachers and the other solicited information from the AAEO's.

Through stratified random sampling, three administrative divisions were selected from the eight administrative divisions in Meru district. Twenty one literacy centres were randomly selected for study. A total of twenty one literacy teachers (a teacher from each centre) and one hundred and two literacy learners (from the selected centres) were included in the study. The three AAEOs who were incharge of the three divisions were too included in the study.

5.2. MAIN FINDINGS AND CONCLUSIONS

The literacy programme is organized such that learners meet at a literacy centre. Each literacy centre is assigned one literacy teacher, something which has made the work of the teachers very difficult because they are often forced to repeat the same content over and over again to cater for the newly enrolled adult learners.

The adult learners meet for the literacy classes for between two and five days in a week depending on the availability of the teacher. Full-time teachers meet their learners for up to five days in a week for two hours each time. Part-time teachers meet their learners twice in a week for approximately two hours each time.
The main subjects taught in the functional literacy curriculum are reading and writing in vernacular, kiswahili and numeracy. The medium of instruction is usually the language of the catchment area. Kimeru is the language used in the literacy centres covered by this study.

The physical facilities used in the literacy programme are usually borrowed premises. The most commonly used are primary school classrooms. Where such premises are used, the adult learners have to use the tables and benches meant for children in the lower primary school as these are the facilities that are normally not in use in the afternoons when the adults attend their classes. Such an environment may not be very conducive for adult learning, particularly when we note that parents may feel embarrassed in front of their own children. The sitting and writing facilities are also not particularly comfortable.

Although the teaching/learning materials and the literacy primers were generally available, their distribution was rather poor. In general learners, buy all the writing materials, something which many of them felt that needed to be looked into by both the DAE and other bodies involved in the promotion of adult literacy. In general, the availability and suitability of the various physical facilities varied according to the social economic status of the community. Nithi and Tigania divisions had relatively better physical facilities compared to Tharaka division where the social economic level of the people is rather low.
The literacy teachers have varied educational backgrounds. Some have only primary school certificate whereas others are trained primary school teachers. In general, the level of formal schooling of the majority of the teachers is low.

The training literacy teachers receive in the area of adult education is also varied. Full-time teachers have received some training whereas most part-time teachers have not had any training. It is important to note that some full-time teachers have also not undergone any training.

In terms of remuneration, the salaries and honorarium paid to the teachers are not attractive. Their terms and conditions of service are also not always well specified as they are often informed that their conditions of employment is subject to availability of learners at their centres. This makes them feel quite insecure. Such working conditions negatively affect the teacher’s effectiveness in the implementation of the literacy programme.

All the three AAEOs included in this study had a minimum of secondary education. They were also trained primary school teachers possessing P1 certificates. However, none of them had any training in adult education before they took up their present positions. Most of the AAEO’s received in-service training in the various aspects of adult education. Nevertheless, the training received may not be taken to be adequate when we consider the incidence of non-attendance to such courses, the low level of
formal education attained by most AAEO's and the nature of the teachers they supervise not forgetting their professional duties. These tasks demand high formal Educational qualifications and good training, preferably at least a diploma in the area of adult education.

The various persons involved in the adult literacy programme experience many obstacles that make their participation in the literacy programme difficult. Despite the fact that there exist a large pool of illiterates in the three divisions, enrolments in the literacy programme have continued to fall. At the same time, those who have continuously attended the literacy classes have not been able to attain sustainable levels of literacy due to the fact the teachers keep on repeating this same content because of new enrollees. This makes some of the learners to lose interest in pursuing the literacy programme. It is equally unsatisfying to the literacy teachers who would love to have large classes (a condition for job security), and to their see their learners acquire sustainable levels of literacy to enable them pass the proficiency examination.

The problem of training and in-servicing of the literacy teachers was indicated by the AAEOs as one area that needs urgent attention. Most of the teachers are unable to competently translate the educational goals into instructional objectives. Other problems highlighted by AAEO's included limited or no transport facilities which had made it impossible for them to visit and inspect the literacy classes as required. Lack of a strong will to promote the literacy programme in order to increase the enrolments
is also a major problem. It is felt that the provincial administration and NGOs are not participating in the literacy programme the way they should. This has left the work of recruiting literacy learners and maintaining their motivation the responsibility of the literacy teachers and their supervisors. These factors have continued, (and will continue if not addressed), to hinder the successful implementation of the national functional literacy curriculum in Meru district and Kenya at large.

5.3. SOME POLICY OPTIONS

In view of our study findings, I would like to make four main recommendations which I feel have the potential to have a positive impact on the Kenya adult literacy programme. First as Ralph W. Tyler (1949:126) has argued teachers can only promote the aims of the schools, if they clearly understand both the objectives and the learning activities Which should be used to attain these objective. This calls for a reasonable level of formal educational attainment and professional training. It is therefore necessary to ensure that all the three categories of teachers involved in the implementation of the Kenya national functional literacy curriculum get good training in the area of adult education if they are to be effective literacy teachers. Similarly, the AAEOs would require more advanced training than is currently the case to prepare them for the challenging job of training and supervising the literacy teachers, as well as promoting literacy in their respective areas.
Second, since adult learners are different from school children, the methods and facilities used in teaching children are inappropriate for their needs. However, if no other facilities are available, these should be modified to suit the needs of the adult learners. The idea of adult learners meeting in primary school premises is at times embarrassing and makes some of them feel rather uncomfortable. The use of primary school tables and benches makes the adult learners get tired rather quickly. Although this issue did not come out as a major problem in this study, a good number of adult learners who were interviewed indicated that a literacy class constructed specifically for literacy purposes could go a long way in motivating many illiterates into joining the literacy programme. Such a centre could also serve as a place where new literates could meet with literacy teachers to plan post-literacy projects in their areas aimed at further developing their literacy skills.

Third, the problem of low enrolments and poor/irregular attendance of the literacy programme is an issue that requires the attention of individuals, governments and non-government organizations. I recommend that the government should sensitize the adult literate population on the importance of promoting literacy amongst the illiterates. This will require mobilization of more resources by both governmental and non-governmental organizations. Such a mobilization should be well organized to ensure that it is sustained over a long period of time.
Finally, if we expected the literacy teachers to perform their roles effectively, their interests should also be addressed. The honorarium given to part-time teachers is too little. Although these teachers are expected to engage in other income generating activities, it should be remembered that the job of teaching illiterates if well organized is not only demanding but also time consuming. Thus part-time teachers are likely to spend a little more time than the official two hours for two days in a week. The full-time teachers also need to be better motivated through better terms and condition of employment. As of now, these teachers are not sure for how much longer they will continue teaching. This makes them opt for any other jobs which come their way. The result has been that many have left literacy teaching for greener pastures. I therefore recommend a review of their terms and conditions of service so that the qualified teachers can be attracted and retained in the literacy programme. Since the newly introduced scheme of service for Adult Education Teachers does not apply to: unqualified full-time teachers, part-time teachers, and self-help teachers, we recommend that the review of terms and conditions of service for literacy teachers recommended above, be particularly addressed to these groups of teachers.

5.4. FUTURE RESEARCH IN THE AREA

This research project was confined to Nithi, Tharaka and Tigania divisions of Meru district due to lack of adequate time and monetary resources. The results of this study cannot therefore be generalized to the rest of Meru district. There is thus a need
for further research in the area leave alone the country. I see five research areas as being the most critical. First, there is a need to replicate our study in other parts of Kenya including the urban and pastoral districts. Such studies would give us some idea of the disparities which may exist with regard to supervision, provision of teaching/learning materials, and other factors in the different regions of the country. It would also give us an indication of whether a common curriculum is followed and is suitable for the different regions.

Second, there is a clear need for research focussing on new literates with the aim of gauging the extent to which they continue to apply the literacy skills as well as identifying the post-literacy learning opportunities which are available to them.

Third, studies which address themselves to the issue of teacher training for adult education programme and remuneration are needed. Such a study would reveal the specific areas that require improvement particularly those that relate to instructional methods for adult learners and the nature and amount of remuneration for the teachers.

Fourth, there is need for studies which would address themselves to the related issues of community and societal mobilization for literacy and literacy class attendance. These studies should be useful in highlighting the role played by various organizations in the promotion of adult literacy and would give some indications on what needs to be done in order to retain learners until they acquired sustainable levels of literacy.
Finally, I see an urgent need for studies which focus on the provision and supply of physical and teaching/learning materials to the literacy centres and impact of the materials on learner’s participation in the literacy programmes. Findings of such studies could help policy makers and others with a vested interest in the Kenya adult literacy programme to plan future campaigns more effectively.
BIBLIOGRAPHY


-------(1988) "Adult Literacy for Development in Zimbabwe: The Third Phase of Revolution Examined" Adult Education and Development (German Adult Education Association No. 31 September).


Carceles, G. (1990) "World Literacy Prospects at the Turn of the Century. Is the Objective of Literacy for all by the Year 2000 Statistically Plausible?" Comparative Education Review Vol. 34 No.1 February


Elsdon, K.T. (1987) "Teaching Methods in Adult Education" Perspectives in Education Vol. 3 No. 4 October


-----------(1987) National Functional Literacy Curriculum. 5th draft, Nairobi, Kenya Institute of Education.


Mwandia, David (1972) "The Teaching of Literacy" in Roy Prosser and Ron Clarke (eds.) *Teaching Adults: A handbook for Developing Countries*, Nairobi, Kenya Literature Bureau.


Tyler, Ralph W.,(1949) *Basic Principles of Curriculum and Instruction*. (Chicago, University of Chicago).


----------(1975) National Committee for World Literacy Programme, Paris, UNESCO.


APPENDIX A

QUESTIONNAIRE FOR LITERACY LEARNERS

INTERVIEWER:

Before carrying out this interview first introduce yourself. Then explain the objective of your visit to the interviewee and inform him or her about the objective of this research. Ask for his/her kind cooperation in this exercise and assure him/her that responses will be treated in confidence. Put a tick (√) where choices are provided and fill in the blank spaces where necessary.

Name of Centre ........................................

Division ..................................................

1. Indicate the learner's:

a) Age  
   16 - 25 ( )
   26 - 35 ( )
   36 and over ( )

b) Sex  
   Male ( )
   Female ( )
2. a) What is your mother tongue?

Kimeru ( )

Kiswahili ( )

Other ( ) specify ......................

b) How well do you speak

<table>
<thead>
<tr>
<th>Cannot speak</th>
<th>little</th>
<th>well</th>
<th>very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>English</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

3. a) Did you have any formal schooling before joining adult literacy programme?

Yes ( )

No ( )

b) If yes, up to what level?

Class I - IV ( )

Class V - VIII ( )

Secondary ( )
4. a) What is your occupation? (Ask the learner and indicate what he/she does most of the time to earn his/her livelihood?

- Pastoralist ( )
- Subsistence farmer ( )
- Subsistence cash crop farmer ( )
- Large scale cash crop farmer ( )
- Unemployed ( )
- Petty trader (e.g. running kiosk). ( )
- Big businessman/woman ( )

b) Do you have any other source of income?

- Yes ( )
- No ( )
- If yes, specify ......................

5. For how long have you been attending literacy classes?

- Last 6 months ( )
- 7 - 12 months ( )
- 13 - 18 months ( )
- For over 18 months ( )
6. What time do you meet for your classes?
   Morning ( )
   Afternoon ( )
   Evening ( )

7. For how long do you meet?
   One hour ( )
   Two hours ( )
   Three hours ( )
   Other (specify) .........................

8. How many times do you meet per week?
   One ( )
   Two ( )
   Three ( )
   Four ( )
   Five ( )

9. a) When did you enrol in literacy classes for the first time?
   Before 1991 January ( )
   Between January and June 1991 ( )
   Between June and December 1991 ( )
   In 1992 ( )
12. Which of the following reasons best explain why you joined literacy classes?

To learn how to read, write and do simple arithmetic ( )
To know how to sign bank statements ( )
To help me perform better in my occupation ( )
Others(s) (specify) .................................................................
............................................................................................
............................................................................................

13. What other subjects would you want to learn apart from reading and writing, numeracy and Kiswahili?

Agriculture ( )
Health Education ( )
Home Economics (Science) ( )
All subjects taught in our primary schools ( )
Vocational subjects (carpentry, masonry, metalwork, etc) ( )
Other(s) (specify) ...........................................

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

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

14. What language(s) does your teacher use when teaching?

   English ( )
   Kiswahili ( )
   Mother tongue ( )

15. a) Which of the following facilities or combinations of facilities do you use at your literacy centre?

   Benches ( )
   Chairs ( )
   Desks ( )
   Tables ( )
   Chairs/tables ( )
   Chairs/desks ( )
   Benches/tables ( )
   Benches/desks ( )

b) How comfortable are the following sitting/writing surfaces

   Poor good very good
   Benches/Chairs ( ) ( ) ( )
   Desks/Tables ( ) ( ) ( )
c) Specify other physical facilities available at the literacy centre (if any)

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

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

16. How many primers do you have for

a) Reading and writing (vernacular)

   None ( )
   One ( )
   Two ( )
   More than two ( )

   Give their names ......................

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

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

b) Numeracy:

   None ( )
   One ( )
   Two ( )
   More than two ( )

   Give their names ......................

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

..............................................................
c) Kiswahili:

None ( )

One ( )

Two ( )

More than two ( )

Give their names..........................

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

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

How much do you like the content of the literacy programme?

Not much Much Very much

Reading and writing ( ) ( ) ( )

Numeracy ( ) ( ) ( )

Kiswahili ( ) ( ) ( )

a) For how long have you been taught by your present literacy teacher?

Less than six months ( )

More than six months ( )

b) How would you rank your teacher on the following grade?
<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Clarity</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Commitment</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Punctuality</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Teacher/learner relationship</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Use of teaching aids</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

15 What problems do you encounter in the literacy programme?

- Lessons are boring ( )
- Laxity of the teachers ( )
- Low enrolments discourages those attending ( )
- Poor teaching ( )
- Poor learning/teaching materials ( )
- Uncomfortable sitting/writing surfaces ( )
- Unsuitable teachers ( )
- Too much work that makes one miss classes ( )
- What is taught is irrelevant/not useful
- No motivation for learners ( )
- Poor involvement of the community in the programme ( )
- Other(s) (specify) ...............................................................
APPENDIX 'B'

QUESTIONNAIRE FOR LITERACY TEACHERS

This research project is designed to investigate the factors affecting the functional literacy programme in Meru district. You are therefore kindly requested to answer the following questions by putting a tick(✓) where choices are provided and filling in the blank spaces where necessary. Your responses will be treated in great confidence.

Name of the centre...............................
Division ............................................

1. What is your
   a) Age? ...........

   Below 20 years ( )
   Between 21 and 25 years ( )
   Between 26 and 30 years ( )
   Between 31 and 35 years ( )
   Over 36 years ( )

   b) Sex?

   Male ( )
Female ( )

c) Marital Status?
Married ( )
Single ( )
Divorced ( )
Widow/widower ( )

2. To which category of teachers do you belong?
Full-time ( )
Part-time ( )
Self-help (volunteer) ( )

3. a) What was your highest level of formal education?
Primary school not completed ( )
CPE/KPE holder ( )
KJSE holder ( )
EACE/KCE/KCSE holder ( )
EAACE/KACE holder ( )

If you are a EACE/KCE/KCSE holder specify the grades

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

.................................................................
b) Do you have other qualifications (specify)


4. What training for literacy teaching have you received or are you presently undergoing?

<table>
<thead>
<tr>
<th>Course</th>
<th>Yes</th>
<th>No</th>
<th>No. of times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-cost materials production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other courses attended (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. When did you start teaching literacy classes?

Last six months ( )

Last twelve months ( )

Over the last eighteen months ( )

Other (specify) ( )
6. What is the approximate distance from your literacy centre to the Divisional Headquarters?
   - Less than 5 kms
   - Between 5 and 10 kms
   - Between 10 and 20 kms
   - Over 20 kms

7. a) How many times were you visited by your A.A.E.O. during the last one year?
   ........................................................
   b) When were you visited last? (specify the date)
   ........................................................

8. What did the AAEO inspect?
   - Schemes of work and lesson plans
   - Teaching notes
   - Records of work
   - Attendance register
   - Teacher teaching
   - Teaching/learning materials
   - General organisation of the literacy centre
   - Other(s) (specify) ....................................
   ........................................................
9. During/after the inspection the A.A.E.O.

Wrote a confidential report ( )

Discussed what he had noted with me ( )

Talked to the learners ( )

Gave me some good guidance on how to run the literacy centre ( )

Complained about the centre and left ( )

Never said anything ( )

Other(s) (specify) ........................................

10. (a) Was the building you use for the literacy classes originally built or renovated for that purpose?

   Yes ( )

   No ( )

b) If no, what is/was the original or common use of the building?

   Church/mosque ( )

   Primary/nursery school building ( )

   Community hall ( )

   Open air ( )

   Other(s) (specify) .................................

   ...................................................
11. Classify the following conditions of the teaching/learning environment on the basis of the criteria that is given

<table>
<thead>
<tr>
<th>Environment</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td>Space available</td>
<td></td>
</tr>
<tr>
<td>Ventilation</td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
</tr>
<tr>
<td>Sitting facilities</td>
<td></td>
</tr>
<tr>
<td>Sitting arrangements</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**

Space available = Poor: learners overcrowded

Good: plenty of space

Ventilation = Poor - very little ventilation except through the door

Good: Enough ventilation

Lighting = Poor - too dark or too bright for easy reading

Good: enough light for easy reading
Cleanliness = Poor: room not swept,
Good: room swept, no litter around

Sitting Facilities = Poor: most learners standing/sitting on the floor
Good: learners have sitting facilities and tables/desks

Sitting Arrangements = Poor: learners cannot clearly see the teacher/chalkboard and the
teacher cannot move freely within the class.
Good: learners can see the teacher/chalkboard and teacher can move
freely.

In all cases, average = situation between poor and good.

12. Teaching/learning aids

<table>
<thead>
<tr>
<th>Items</th>
<th>Availability/Source</th>
<th>Yes</th>
<th>No</th>
<th>Teacher</th>
<th>Learner</th>
<th>DAE</th>
<th>Other(s) Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters/papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting paste up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counting/calculating aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalkboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: DAE = Department of Adult Education
13. Aids for the learners

<table>
<thead>
<tr>
<th>Items</th>
<th>Proportion of learners provided with the particular learning aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Primers</td>
<td></td>
</tr>
<tr>
<td>Pencils</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>Rubber</td>
<td></td>
</tr>
</tbody>
</table>

14. (a) What were you doing to earn a living before you started teaching literacy classes?

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

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

b) Besides literacy teaching what else do you do to earn your living?

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

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

15. For how long do you teach in a day?

One hour ( )

Two hours ( )

Three hours ( )

More than three hours ( )
16. Which of the following statements best explains what you feel about your job?

I really like teaching my literacy class ( )
I do not mind teaching my literacy class ( )
I am not comfortable with my salary ( )
I am not comfortable with our terms and conditions of service ( )
If I got an alternative job with a similar salary I would quite literacy teaching ( )

17. Do you think that the terms and condition of your job affect you in the way you carry out your duties?

Yes ( )
No ( )
If yes, how ..................................................
..................................................

18. a) How many learners do you have at your literacy centre presently? ------
..................................................

b) In the last 18 months have the enrolments at your centre:
Increased ( )
Decreased ( )
or Remained the same? ( )

c) What do you think are the possible reasons for that level of enrolment?
..................................................
19. Have there been drop-outs from your centre in the last 12 months?

Yes ( )

No ( )

If yes, which one of the following best explains the reasons for dropping out?

Learners dropped:

- After gaining some basic literacy ( )
- Due to lack of interest ( )
- Due to lack of motivation ( )
- Due to change of place of residence ( )
- Due to domestic responsibility ( )
- Other(s) (specify) ..................................................

20. Do you think the literacy teacher can play an important role in solving the problem of drop-outs?

Yes ( )

No ( )

If yes, suggest how ..................................................

21. Which of the following problems do you experience when carrying out your duties in the literacy programme?
Problems related to materials

Teaching/learning materials not available ( )
Teaching/learning materials not adequate ( )
Teaching/learning materials unsuitable/irrelevant ( )
Teaching/learning materials outdated ( )

Problems related to learners

Learners lack interest/motivation ( )
Negative attitude towards learning ( )
Too occupied with other responsibilities ( )
literacy ranks low in their priorities ( )
low enrolments in the literacy classes ( )

Problems related to teachers Remuneration

Teachers not well remunerated and so do not concentrate on their teaching work ( )
Teachers disappear after getting their salaries/honorarium ( )
Teachers spent much time, going to collect their remuneration ( )
Teachers’ remuneration irregular ( )
Other(s) (specify) ..................................................
..............................................................
..............................................................
APPENDIX 'C'

QUESTIONNAIRE FOR ADULT EDUCATION OFFICERS

This research is an investigation of the factors affecting the implementation of the functional literacy programme in Meru district. Please put a tick (✓) where choices are provided and fill in the blank spaces where necessary. All the responses will be treated in great confidence.

Name of officer ............................................

Division ....................................................

1. a) Academic qualifications

What did you attain in E.A.C.E/K.C.E.

Division 1 ( )
Division 2 ( )
Division 3 ( )
Division 4 ( )
Other (specify) ( )
b) Professional qualifications

What is your highest professional qualification?

P2 ( )
P1 ( )
S1 ( )
ATS ( )
Graduate ( )

2. What training had you undergone before joining adult education?

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

3. What training have you undergone in the field of literacy education? (Specify the training/course attended and the duration)

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

4. a) How many re-fresher courses did you attend in the last one year?

None ( )

One ( )

Two ( )
More than two ( )

b) What courses did you attend in 4(a) above?

Weekend seminars ( )
Two weeks/one months workshops ( )
Low cost materials production ( )
Educational tour ( )
Other (s) specify) ......................

5. How many of the following do you supervise?

a) literacy centres .........................

b) Literacy teachers .......................

c) literacy learners.......................

a) What are the qualifications of your teachers?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained teachers</td>
<td>( )</td>
</tr>
<tr>
<td>Untrained teachers</td>
<td>( )</td>
</tr>
</tbody>
</table>

b) For the untrained teachers, how many have:

Primary education ( )
K.J.S.E. ( )
K.C.E./E.A.C.E. ( )
Division 3 and 4 ( )
Division 1 and 2 ( )
KACE/EAACE ( )

6. How often do you visit each of the literacy centres? At least:
   Once a month ( )
   Once every two months ( )
   Once in twelve months ( )
   Once in eighteen months ( )

7. What do you inspect when you visit a centre?
   Schemes of work and lesson plans ( )
   Teaching notes ( )
   Teaching/learning aids ( )
   Class organisation ( )
   Records of work ( )
   Class attendance register(s) ( )
   General running of the literacy centre ( )
   Other(s) (specify) ........................................
   ............................................................

8. What means do you use when visiting the literacy centres?
   Vehicle ( )
9. What transportation problems do you experience?

Vehicle/motor cycle broken ( )

Lack of fuel for the motorcycle/vehicle ( )

Poor roads ( )

Centres scattered over large areas ( )

Other(s) (specify) ..........................

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

10. Do you think most of the illiterate adults in your divisions (zone) have enrolled in the literacy classes?

Yes ( )

No ( )

If no, why?

Lack of interest on the part of illiterates ( )

Illiterate adults are too busy to get time to attend literacy classes ( )

Lack of enforcement by the provincial administration ( )
Illiterate adults do not see the need for literacy skills ( )
Low motivation on the side of learners and so drop out ( )

11. What are the major problems that you experience in carrying out your supervisory work?
Too busy to attend to all the literacy learners in my region (zone) ( )
Too many learners in my zone to be catered for ( )
Unqualified literacy teachers ( )
In adequate teaching/learning materials ( )
Non-availability of transport ( )
Other(s) (specify) .............................................
..............................................................

12. What solutions do you suggest for the problems mentioned in (11) above?
Increase the number of supervisors ( )
Primary school teachers should be used to teach the literacy classes ( )
Primary school headteachers should carry out the daily supervision of the literacy classes ( )
Terms and conditions of service for literacy teachers should be improved so that most of them can be retained ( )
More teaching learning materials should be provided to the learners/teachers ( )
More funds should be made available for transport purposes ( )

Other(s) (specify) ........................................

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

13. Suggest a general recommendation that in your opinion would make functional literacy more successful in your division (zone). ........................................

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

KENYATTA UNIVERSITY LIBRARY