

**AN INVESTIGATION OF IMPACT OF PUBLIC FINANCING OF ADULT
LITERACY PROGRAMME ON PARTICIPATION RATES IN MURANG'A
SOUTH DISTRICT, KENYA**

BY

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**THIS PROJECT HAS BEEN SUBMITTED TO THE SCHOOL OF EDUCATION
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DECLARATION

This is my original work and has not been submitted for award of degree or any other study programme in any university.

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DEDICATION

This research project is dedicated to my beloved wife Betty Kanyua and children Brenda, Enid and Ben for their support, patience and understanding during my studies.

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ABSTRACT

This study sought to assess the impact of public financing of adult literacy programmes on participation rates in adult education centres in Murang'a South District by examining the adequacy of public financing, sources of public financing and priority areas of public financing, challenges facing adult education centres and their influence on participation rates in adult education centres. The study adopted the descriptive survey design and targeted (1) District Adult Education Officer, four (4) Divisional Adult Education Officers, sixty (60) adult literacy teachers and six hundred and fifty (650) learners from which 1 District Adult Literacy Officer, 3 divisional adult literacy officers, 30 adult literacy teachers and 48 learners making a total of 82 respondents were sampled for the study. This was done using simple random sampling technique and the Krejcie and Morgan (1970) table for determining Sample Size for Research Activities. The study findings revealed that most adult education centres in Murang'a South district had not received direct funding from the government in the last three financial years and that the funds given to a few centres were not adequate making these centres unable to acquire adequate and suitable physical facilities as well as teaching and learning resources. The financing agencies of adult education programmes had imposed conditions for qualification for funding which were prohibitive making only a few centres to benefit from funding. Priority was given to the provision of basic adult education facilities paying little attention to learners' needs and aspirations through programmes such as income-generating projects. All this has led to learners having little interest to join and remain in the programme due to lack of conducive learning environment and lack of incentives. The study recommends that the government and other public financing agencies of adult education programmes should increase their allocations to adult education to ensure that there are adequate funds to finance adult education programmes. Conditions imposed before allocation of funds should also be relaxed so that many deserving adult education centres benefit from public financing. Adult education financing agencies and providers should also give priority to programmes that promote enrolment and retention such as income-generating projects instead of emphasising on literacy.

ABBREVIATIONS

ACE:	Adult and Continuing Education
ADA:	Average Daily Attendance
AET:	Adult Education and Training
AIDS:	Acquired Immunodeficiency Syndrome
ALE:	Adult Learning Programme
BAE:	Board of Adult Education
CDF:	Constituency Development Fund
CIDA:	Canadian International Development Agency
CLRC:	Community Learning Resource Centres
CONFINTEA:	CONFérence INTernationale sur l'Education des Adultes
CSG:	Community Support Grants
CSOs:	Civil Society Organizations
DACE:	Directorate of Adult and Continuing Education
DAE:	Department of Adult Education
DPM:	Directorate of Personnel Management
EACE:	East African Certificate of Education
ECD:	Early Childhood Development
ERSWEC:	Economic Recovery Strategy for Wealth and Employment Creation
FBOs:	Faith-Based organizations
FTE:	Full-Time Equivalent
GTZ:	German Technical Cooperation

HIV:	Human Immunodeficiency Virus
IGA:	Income Generating Activities
KESSP:	Kenya Education Sector Support Programme
KNALS:	Kenya National Adult Literacy Survey
KNBS:	Kenya National Bureau of Statistics
LATF:	Local Authority Transfer Fund
LGM:	Learner Generated Materials
MDTIs:	Multi-purpose Development Training Institutes
MGSCSS:	Ministry of Gender Sports, Culture and Social Services
MOE:	Ministry of Education
MPET:	Master Plan on Education and Training
PRSP:	Poverty Reduction Strategy Paper
REFLECT:	Regenerated Frerian Literacy and Empowerment Community Techniques
TIQET:	Totally Integrated Quality Education and Training
TIVET:	Technical, Industrial and Vocational Education and Training
UNDP:	United Nations Development Programme
UNDPA:	United Nations Department of Political Affairs
UNESCO:	United Nations Scientific and Cultural Organisation
UNICEF:	United Nations International Children’s Fund
UNIFEM:	United Nations Entity for Gender Equality

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to World Bank (2006), literacy and other basic skills imparted to adults and out-of-school youths through non-formal programs not only directly improve family income generation, but also have strong positive impacts on family health status, children's educational attainment, and sustainable management of local natural resources. Effective Adult Literacy Programs contribute directly and powerfully to poverty reduction. By definition, they target the poor, especially women and girls. They deliver crucial basic literacy and numeracy skills that equip disadvantaged individuals to improve their livelihoods and quality of life. Adult basic education complements primary schooling, not only giving a second chance to those who have missed primary schooling, but because parents who take adult basic education become more supportive of primary education for their children. Responding to demand for adult basic education in communities where parents are illiterate has been shown to improve the conditions for community involvement in formal schools (World Bank, 2006).

Behrstock (1991) notes that literacy of rural adults is receiving renewed attention nationally in USA with the level of concern over adult literacy in rural areas varying with economic, social, and political changes witnessed in the country. Many policymakers believe high rates of adult literacy to be a condition of rural economic development. Their concern therefore logically addresses the literacy of citizens with the most visible need to improve their economic well-being of the poor. In United States, many poor

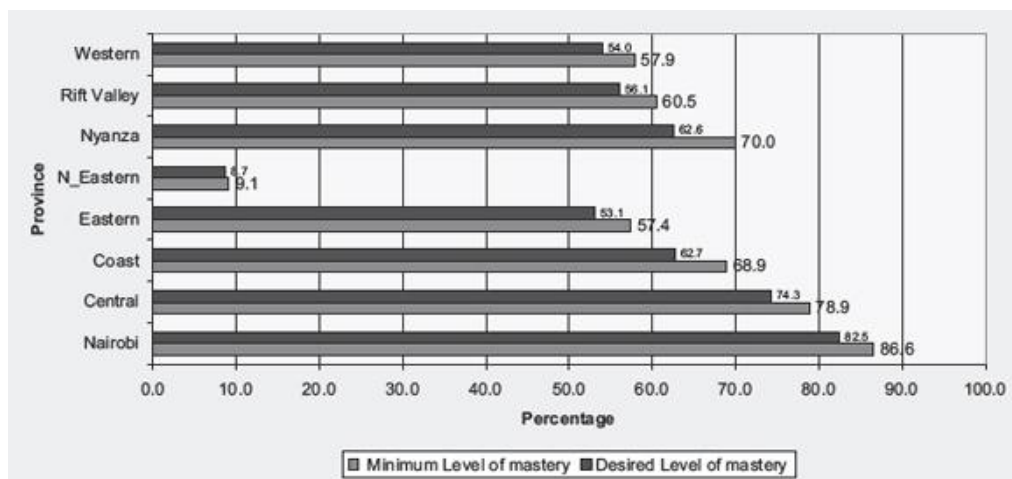
citizens live in remote rural communities. Moreover, throughout the world the rates of both poverty and of adult illiteracy are highest in rural areas (Behrstock, 1991).

According to Aitchison and Alidou (2009) a few Sub-Saharan African countries have specific, ratified, national adult education policies – Benin, Burkina Faso, Chad, Cape Verde, Eritrea, Ethiopia, Guinea, Madagascar, Namibia, Niger and South Africa. Zimbabwe has a lifelong education policy. In some, the right of adults to education is enshrined in the constitution (for example, Benin, Burkina Faso, Côte d'Ivoire, Eritrea, Gambia, Ghana, Mali, Mozambique, Namibia, Senegal, South Africa, Uganda and Zimbabwe). Many other countries see adult education as a right but in practice this may be unenforceable, and some constitutional rights to adult education are 'subject to resource availability.'

According to Republic of Kenya (2007), the Government of Kenya places Adult and Continuing Education (ACE) on its development agenda as part of the country's general policy of bringing about accelerated and sustainable socio-economic development. It recognizes the important role played by ACE in maximizing the human resource potential. The Kenya National Adult Literacy Survey (KNALS) which was conducted between June and August 2006 by the Kenya National Bureau of Statistics (KNBS) in collaboration with the Department of Adult Education, UNESCO Nairobi Office and other key partners showed that the country had a national adult literacy rate of 61.5 % and a numeracy rate of 64.5 %, indicating that more people were knowledgeable in computation than reading. The critical finding was that on average 38.5 % (7.8 million) of the Kenyan adult population was illiterate, which is a major challenge, given the

central role literacy plays in national development and the empowerment of individuals to lead a fulfilling life. Another critical finding was that the age cohort 15 to 19 years recorded a literacy rate of 69.1 %. This implies that within this age group 29.9 % are illiterate (Republic of Kenya, 2007). The regional disparities confirm the trend where areas that are economically well-off have a head start in terms of academic achievements compared to poor areas (Republic of Kenya, 2007) as indicated on Figure 1.1.

Figure 1.1: Percentage of population reaching the minimum and desired mastery numeracy level by province



Source: Republic of Kenya (2007). Kenya National Adult Literacy Survey (KNALS) – 2006.

Financing education programmes presupposes that there are benefits that can be obtained either by the individual or by the community. Thus, financing adult education programmes is based on certain consideration, as identified by Ubeku (1975), Akilaiya (1999) and Obanewa (2000). These include:

- i.) Whether the money spent on educational programme is producing the results needed by the individuals and organizations.
- ii.) What improvements can be made to the training/educational procedures in order to reduce the costs and improve efficiency?
- iii.) Whether the type of training given or educational programme provided is necessary to improve individual and organizational effectiveness, whether the money, if spent on another activity, will lead to the attainment of individual and organizational goals.

Mechanisms for comparing costs of a function or programme with its outcomes have been described by a variety of terms, such as cost-benefit analysis, cost utility analysis operation research, operation analysis, cost quality analysis and cost effectiveness analysis (Hassan, 1994). The terms that appear to have achieved popularity and widest acceptance however, are cost-benefit analysis and cost effectiveness analysis. Meanwhile, cost-benefit analysis according to Akilaiya (1999) implies a systematic comparison of the magnitude of the cost and benefits of some form of investment in order to assess its economic profitability; it is used in education because of its investment nature which yields returns. The uses of cost benefits analysis identified by this scholar include:

- i.) To point the way for allocation of resources, especially financial and human resources available for education.
- ii.) To provide answer to the question as to who or which body should finance education.

- iii.) To help find a way of increasing the cost of education so as to increase rate of returns or decrease the cost and increase rate of returns.

Cost-effectiveness analysis is different from cost-benefit analysis, according to Hassan (1994) citing Okedara (1979). For benefit is measurable in money unit called a return. However, effectiveness may not be measurable in money unit except in some objective criteria of the programme. As such using cost-effectiveness strategy for evaluation of educational programmes involves paying attention to the following elements of analysis: the area of study; the objectives of the educational programmes stated in behavioural terms; both the cost and alternative costs of the programme must be known; and valid and reliable measures of the attainment of the objectives must be available (Hassan, 1994).

In practical terms according to Hassan (1994), financing adult and non-formal education takes into account the following cost categories:

- i.) The personnel costs incurred at different levels.
- ii.) The instructors/ facilitators' costs.
- iii.) Course fees (tuition, examination, instructional materials, etc).
- iv.) Equipment and materials.
- v.) Building and facilities used for classes.
- vi.) Administration, especially fuel, subsistence and other transport costs.
- vii.) Learners cost (opportunity costs /earning forgone).

According to Carr-Hill (2001) California's adult education system is financed through three major funding streams: state apportionment to adult schools, state apportionment to

community colleges, and federal WIA Title II funds to a variety of eligible providers including adult schools and community colleges. State apportionment funds are distributed to adult schools through average daily attendance (ADA) and to non-credit programs through full-time equivalent (FTE) formulas. CDE receives the federal funds and then distributes them to adult schools, community colleges, library/literacy providers, CBOs, and state agencies for institutionalized adults through a competitive grant process. Historically, state funds for adult education programs have been distributed unevenly throughout the state. Revenue limits on adult schools were capped in 1979 following the voter passage of tax-cutting Proposition 13. As a result, the funding for California adult schools reflects California's needs as they were more than 20 years ago. Today, we see areas of the state where demand may either exceed or fall well below these "caps" (Carr-Hill, 2001).

Voss (2007) who reported on the Danish government effort in boosting financing of adult education through enactment of Act of Parliament in 2006 noted that more than 125 million Euro was set aside for adult education, especially job related aspect, between 2007 and 2012, in order to make Denmark more competitive and able to cope with the conditions of a globalized world. In other words there was political will on the part of government to fund adult and non formal education. However, in a study by Ayinde (2009) the respondents were unanimous in their view on the presence of some other problems facing financing of adult and non-formal education in Nigeria. These include inadequate information on sharing of fund and funding by the individuals; double counting of grants by donors and non-governmental organizations and problems in

identifying budget meant for adult and non-formal education. This finding is in line with what Woodhall (1989) found out in some developing countries.

Appiah-Donyina (2004) found out in Ghana and Okech (2004) reported in Uganda on the challenges of adult education financing. According to the adult education carried out in the sections of health, agriculture, commerce, industry and others is not referred to as adult education and the budget dedicated to education is often not specify the percentage meant for adult education. Okech (2004) also found out that in Uganda, both government and non-governmental organizations were usually reluctant to reveal information on their finances. In the same vein, Appiah – Donyina (2004) found out in Ghana that civil servants who play advocacy roles for the allocation of money to adult education do not understand the concept of adult education. The result is low budget for adult education. This contradicts the first aspect of the finding here on political will in Nigeria.

In Kenya, adult learning and education is a shared responsibility with different providers being responsible for financing their own operations. The providers include central and local governments, the private sector, NGOs, development partners and donors (such as German Technical Cooperation (GTZ), UNICEF, UNESCO, the Germany Adult Education Association (DVV-IIZ), communities and even individuals. It is therefore difficult to determine the actual level of resources that get invested in adult learning in any one year (Republic of Kenya, 2003). The government, through the Directorate of Adult and Continuing Education (DACE) in the Ministry of Education and the other line ministries and local authorities, is the main source of funding of ACE in Kenya. The average government spending on ACE over the last five years since Fifth International

Conference on Adult Education held in Belem in 1997 are as indicated on Table 1.1 (Republic of Kenya, 2010).

Table 1.1: Trends in Government Allocations for Development and Recurrent Expenditure to ACE and MOE between 2006 to 2010 in billions (Kshs)

TYPE	2006/7		2007/8		2008/9		2009/10		2010/11	
	DACE	MOE	DACE	MOE	DACE	MOE	DACE	MOE	DACE	MOE
Recurrent	0.54	92.95	0.55	97.28	0.82	98.68	1.22	117.1	1.08	131.48
Development	0.19	6.04	0.20	3.63	0.20	8.22	0.20	17.66	0.2	9.51
Total	0.73	99.99	0.75	100.9	1.012	106.9	1.42	134.8	1.28	140.9
DACE share from total MOE budget in %	0.73		0.74		0.95		1.06		0.90	

Source: Directorate of Adult and Continuing Education

Table 1.1 indicates that the funds Directorate of Adult and Continuing Education receive on average is less than 1% of the total education sector budget. While it is unfair to compare a ministry with several sub-sectors and a department, it is worth noting that Adult and Continuing Education as a sub-sector of education is inadequately funded taking into consideration the magnitude of adult illiteracy and the need to encourage adults to keep learning through post literacy and other continuing education programmes. The funds allocated to ACE are used for activities such as: development of learning materials, training of personnel and payment of salaries among others. This study therefore sought to establish the extent to which provision of these facilities influences participation rates in adult literacy centres in Murang'a South District.

1.2 Statement of the Problem

According to Otieno and Colclough (2007) an emphasis on lifelong learning gives opportunities to those who have missed out on mainstream education. Generally,

enrolment of adult learners in Kenya is low. This is mostly due to the low status of adult education, lack of teachers, poor provision of requisite services, lack of own facilities and resources, etc. Cumulatively, these have led to little enthusiasm among learners in enrolling for adult education classes (Otieno and Colclough, 2007). Adult education teachers are also poorly remunerated; they lack essential teaching skills and are mostly volunteers. In a majority of cases, they are retired teachers or Ordinary Level/Form Four school leavers without any form of teacher training. Another reason for the low levels of adult education development is the lack of a direct vote within the MoE. Not being a mainstream activity of the MoE results in a natural disadvantage. It benefits neither from MoE's professional support services nor from its leadership, that has played a crucial role in improving formal primary and secondary education (Otieno and Colclough, 2007). All the mentioned reasons for low enrolment point to financing of adult education as either a direct or indirect contributing factor and it was on this that this study sought to establish the extent to which public financing of adult education programmes has influenced participation rates in adult education centres in Murang'a South District.

1.2.1 Purpose of the Study

The purpose of this study was to assess the impact of public financing of adult literacy programmes in enhancing participation rates in adult literacy programmes in Murang'a South District.

1.3 Objectives of the Study

The study sought to achieve the following objectives:

1. To establish adequacy of public financing of the adult education programme and its influence on enrolment and retention rates in adult education centres in Murang'a South District.
2. To establish other sources of public financing of adult education programmes and their influence on enrolment and retention rates in adult literacy centres.
3. To establish the priority areas of public financing of adult education programmes and their influence on enrolment and retention rates in adult education centres.
4. To identify challenges facing adult education centres and their influence on participation rates.
5. To find out ways through which enrolment and retention rates in adult education centres can be enhanced through public financing.

1.4 Research Questions

The study sought to answer the following research questions:

1. To what extent does adequacy of public financing of the adult education programme influence enrolment and retention rates in adult education centres in Murang'a South District?
2. To what extent do other sources of public financing of adult education literacy programmes influence enrolment and retention rates in adult education centres?
3. In what ways do the priority areas of public financing of adult education programmes influence enrolment and retention rates in adult education centres?

4. What are the challenges facing adult education centres in Murang'a South District?
5. In what ways can enrolment and retention rates in adult education centres be enhanced through public financing?

1.5 Significance of the Study

This study may provide vital information to the Ministry of Education on the levels of public financing of adult literacy programmes and how they have impacted on participation rates in adult literacy programmes. It may also provide the Ministry of Education with information on the various sources of public financing of adult education programmes. This will go along way in promoting the Ministry's collaboration with these sources for the betterment of the adult literacy programmes. The study may also inform the Ministry of Education on the areas of adult literacy programmes that need funding and also help the Ministry when requesting for budgetary allocations and also its engagement with other donors towards adult literacy programmes. The study may lastly provide information to learners and the society in general of the existing financial support from the government and other sources of public funding which will go along way in encouraging them to join the programme.

1.6 Delimitation of the Study

This study was conducted in adult literacy centres in Murang'a South District. Most centres in this country were predominantly rural with some in very remote locations. The conditions in the district could be unique and different from those other districts within the country (Kenya) and therefore generalization would only be done with a lot of caution. Enrolment, retention and completion ratios were limited to tangible records in

the centres under study. However, from the admission records, learners appeared to have withdrawn from the system prematurely, only to have moved to other centres due to various reasons.

1.7 Limitation of the Study

The study was limited to Murang'a South District and therefore for a more conclusive result, all Districts in Kenya would have been targeted. This however was not possible due to financial, time and other logistical factors. It was also not possible to get opinions of all adult education financing agencies as getting them and gathering information from them would have required considerable time, resources and other logistics.

1.8 Assumptions of the Study

The study was based on the following assumptions:

1. All respondents were knowledgeable of public funding of adult literacy programmes.
2. All respondents were knowledgeable of the extent to which public funding enhances participation rates.
3. All adult literacy centres in Murang'a South District were receiving public funding.

1.9 Theoretical Framework

This study identifies the theoretical framework related for the wholesome adoption of education and development policies known as human capital theory. Based upon the work of Schultz (1971), Sakamoto and Powers (1995), Psacharopoulos and Woodhall (1997), human capital theory rests on the assumption that education is highly instrumental and even necessary to improve the production capacity of a population. In

other words, the human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings. The provision of adult education is thus seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital. According to Babalola (2003), the rationality behind investment in human capital is based on three arguments:

- i) That the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations;
- ii) That new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services; and
- iii) That people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches.

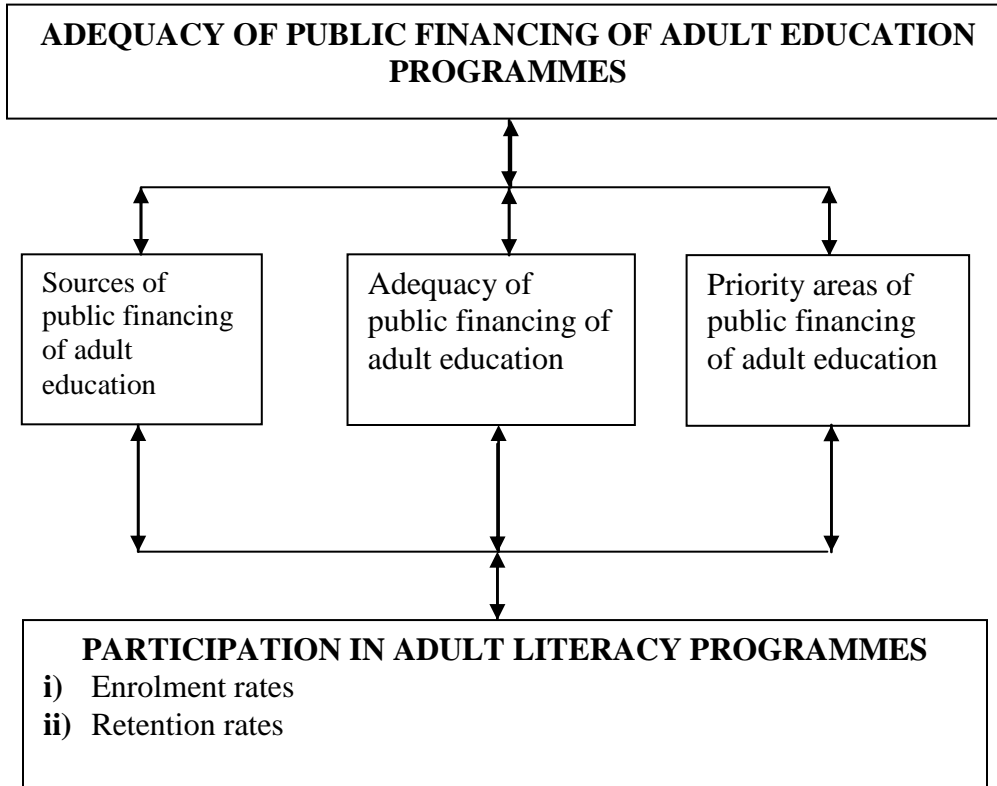
According to Fagerlind and Saha (1997), human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory was consistent with the ideologies of democracy and liberal progression found in most Western societies. Its appeal was based upon the presumed economic return of investment in education both at the macro and micro levels. Efforts to promote investment in human capital were seen to result in rapid economic growth for

society. For individuals, such investment was seen to provide returns in the form of individual economic success and achievement.

Most economists agree that it is human resources of nation, not its capital nor its material resources that ultimately determine the character and pace of its economic and social development. Psacharopoulos and Woodhall (1997) assert that Human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development. This theory was relevant to this study as it provides a justification for public expenditure on adult education programmes by highlighting the benefits of the programme and therefore provides a basis on which participation in adult education programmes should be encouraged by all stakeholders.

1.10 Conceptual Framework

Figure 1.2 Conceptual Framework of the Study



Source: Researcher (2011)

Figure 1.2 presents the conceptual frame of the study. The study examines public financing of adult education programmes and how it influences participation rates in the programmes which is determined by adequacy of public financing which determine the levels of provision of facilities in adult education centres which influence participation rates. It also presents sources of public financing of education which also determine the adequacy of funds available for adult education programmes and also through the conditions attached to funding influence activities at the adult education centres and then

priority areas of public financing which in this case are based on the areas where funds are channelled in the programme and that this areas also determine participation rates in adult education programmes. The outcome is participation rates which are measured in terms of enrolment and retention rates which also determine provision of adult education programmes and in the end determines the public financing of adult education programmes as a result of increased national income from more productive adult education graduates.

1.11 Operational Definition of Significant Terms

For the study to be appreciated, the sense in which some terms have been used needed to be clearly understood.

Adult Education: This is the entire body of organized educational process whatever the context, level and method or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as vocational which makes a person to be regarded as an adult, effective individual in his role in life. In this process, persons regarded as adults by the society to which they belong develop abilities, enrich their knowledge, improve their technical, professional qualifications and bring about changes in the attitudes or behaviours in the two fold perspective of full personal development and participation in balance and independent social, economic and cultural development.

An Adult: Is a person aged eighteen years or over or in other words, a person who has attained the age of legal majority.

Development: This is proper use of the resources around and individual to yield a better standard of living and be able to participate fully in the development process. It also

means socio-economic growth to allow individuals to participate fully in political and social changes

Education objectives: In this study, education objectives means those clearly expressed ways in which learners are expected to change their behaviours by means of education system. It is a desirable ways, whereby students change their mode of thinking, feelings and their actions towards a given set of educational process.

Illiteracy: Is simply the state of inability to read and write. It is the state of inability to read one's thoughts, activities and plans. It is a state of inability to communicate one's ideas to other people in a written form. To be illiterate is to lack some of the basic means for knowing and understanding the world and benefiting from it. One would be a non-participant in the world of changes if he/she cannot sign his/her name.

Interested parties: These are the people in the society who by the virtue of their position are concerned with educational issues e.g. local politicians.

Literacy: Ability to read and write in such a way that when a person sees a word or a group of words he/she has the competency and efficiency of recognizing, understanding and interpreting the meaning likewise he/she has skills and knowledge to put a word or group of words heard in writings because he/she has an aptitude to visualize the word so as to be able to express them in writing.

Neo-literate: An Adult learner who has acquired simple ability to read, write and makes use of simple calculations and may relapse into illiteracy if the acquired skills and knowledge are not put into practice.

Post-literacy: It is a higher level of learning whereby measures are taken to enable the new literates to put into practice the skills and knowledge acquired. The new literate will

be able to make decisions and take an active part in continuing the process of development and improve his/her environment.

Process: In this study process means progress and advanced progress of the adult literacy programme, services of actions leading to some meaningful results. It also means the projection and growth of adult literacy programme.

Random sampling: It is a method of sampling whereby each possible sample of 'n' units forms a population of 'N' units that has equal chance of being selected in the sample. It does not have any bias.

Stakeholder: Any person or individual, group or institution with common interests in one way or the other with adult literacy or education in general.

Theory: is an assumption which has undergone verification and which has potential for explaining and predicting events for the production of new knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The literature was discussed under the following sub-headings: Concept of adult and continuing education, classification of costs of ACE, Financing of adult literacy programmes, economics of adult learning, general challenges facing adult literacy programmes and summary of the literature review.

2.2 Concept of Adult and Continuing Education

According to Manjeet (2006), the scope of adult education in China was defined as peasant workers' education. It was also known as spare time education and included civil and political education apart from literacy. In early years it was for national reconstruction and meant to serve the socialist state. Since 1978, there has been a shift in the scope of adult education by opening of the Chinese economy to the world. Science and technology was adopted for economic construction and for raising the quality of workforce in a marketing economy. Manjeet (2006) also reveals that Thailand provides an excellent example of integration of adult education as a whole into its main stream of national development along with its education policy and has been successful in integrating it with primary education as well. Adult education programmes are planned in such a way that they include basic literacy, post literacy and continuing education. Basic literacy is to be immediately followed by post literacy so that neo-literates do not lapse

into illiteracy and the learnt skills were not lost. Continuing education is needed so that they could become independent in learning.

Adult learning and education (ALE) in Sub-Saharan Africa is framed within the context of global development and change and in particular with the policy agendas of the Millennium Development Goals (MDGs) and Education for All (EFA). The role of ALE is explicitly or implicitly addressed in these initiatives and to foster and develop democracy, communities, societies and human rights through adult learning (Aitchison and Alidou, 2009). According to Aitchison and Alidou, (2009) adult education tends to be conceptualised and defined as literacy, basic education, and livelihood-related skills training. Thus, for example, Eritrea's *National policy on Adult Education* (2005) defines it as "literacy and continuing education that embraces literacy and post-literacy, advocacy and civic education, life skills and follow up vocational training programmes." Cape Verde, Uganda and Zambia are rare examples of broader, more comprehensive, and conceptions of adult education as adopted by Fifth "CONFérence INTernationale sur l'Education des Adultes", (CONFINTEA V). The general focus in policy is towards the literacy-basic educational end of the adult learning continuum (Aitchison and Alidou, 2009).

ACE in Kenya is provided by various stakeholders under the auspices of the Board of Adult Education (BAE). The Board was established in 1966 through an Act of Parliament, Cap 223 Laws of Kenya, as the statutory body mandated to co-ordinate, advice and regulates promotion of Adult and Continuing Education (ACE) in Kenya. ACE is also catered for in the Education Act Cap. 211 Laws of Kenya which governs the

overall provision of education in Kenya (Republic of Kenya, 2008). The core responsibility for ACE rests in the Ministry of Education. However, its provision is provided for within the legislative and policy framework which guides the general education sector. Due to its heterogeneous and diverse nature, ACE is aligned to policies in other sectors beyond the mainstream education (Republic of Kenya, 2008).

According to Kenya Country Team (2008) since (CONFINTEA V), the Government of Kenya has consistently recognized the important role played by ACE in bringing out the maximum potential of the human resource for individual, community and national development. Government recognition and commitment to promotion of adult learning is evident in policy statements and pronouncements made in the last ten years. Some of the important policy documents and initiatives which demonstrate Government commitment to promotion of adult learning since include: Master Plan on Education and Training (MPET) 1997–2010 report which recommended strengthening and expansion of the Adult Basic Literacy Programme (ABLP) to cater for adults and out of school youth and links education with the national development goal of industrialization by the year 2020; The report on Totally Integrated Quality Education and Training (TIQET) of 1999 which recognized the heterogeneity and diverse nature of ACE provision in the country and recommended for strengthened partnerships between the Government and other Stakeholders with a view to enlisting them into effective and expanded delivery of ACE programmes for adult learning (Republic of Kenya, 1999); Poverty Reduction Strategy Paper (PRSP) 2001-2003 report which recognizes that education for adults plays an important role in human resource development and is an important strategy for poverty

reduction and economic recovery (Republic of Kenya, 2001) and Sessional Paper No. 1 of 2005 on A Policy Framework for Education, Training and Research which recognizes ACE as a vehicle for transformation and empowerment of individuals and the society. The paper calls for integration of adult and continuing education into a national qualifications framework (Republic of Kenya, 2005).

2.3 Classification of Costs of Adult Literacy Programmes

According to Tsang (1993) the costs of adult literacy programmes refer to the economic value of the various inputs used in the production of adult literacy. The economic value or cost of an input is measured in terms of opportunity cost, that is, the value of the input in its best alternative use. The total cost of an adult literacy programmes is the sum of the costs of the inputs to the program. This definition of cost implies that the costs of adult literacy programmes include not only the actual expenditures on inputs by the provider of training, but also the opportunity costs associated with ‘free’ inputs (such as donated equipment or free facilities), as well as the participants’ time and expenditures related to the training.

Blomberg (1989) notes that no one standard scheme for classifying the costs of ACE exists across countries, because of the great diversities of ACE programs, in terms of objectives, methods of financing, sponsorship, mode of training, and method of delivery. For most applications in ACE, however, three cost classification schemes can be considered. The first one is a one-dimension classification scheme by input categories, such as personnel inputs, supplies and materials inputs, equipment inputs, facilities inputs, and other expenses. Each of these categories can be divided into sub-categories or

items. For example, the personnel category includes instructors, administrators, other staff, participants/ trainees, outside consultants, etc (Blomberg, 1989).

According to Levin (1983), the equipment category includes rental of equipment and maintenance of equipment. The other-expense category may include meals, travel and incidental costs for participants and for other personnel. These input-based cost categories may be rearranged in different ways. For example, input costs may be grouped according to the source of expenditures (institutional costs and private costs), or the length of service of inputs (recurrent costs and capital costs). This scheme provides basic information for costing and planning of ACE. The second scheme is a two-dimensional method in which a cost matrix classifies costs by both input categories and sources of finance (Levin, 1983).

The common sources of finance include the government (or different levels of government), the sponsor, the employer-private sector (which may be different from the sponsor), the participants, and the community. Compared to the first scheme, this scheme provides additional information which is useful for financial management of adult literacy programmes. The third scheme is also a two-dimensional method in which a cost matrix classifies costs by both input categories and function of inputs (Phillips, 1983). The functional categories may include needs assessment, development of program, delivery of program, and evaluation of program. This scheme is useful for program evaluation purposes. The second and third schemes are obviously superior to the first scheme in terms of understanding the financing aspect and functional aspect of resources devoted to AET respectively. In practice, variations of the first scheme are more

commonly adopted because of their less-stringent information requirements (Blomberg, 1989).

According to Tsang (1993), the total cost of adult literacy programme consists of institutional costs and private costs. Institutional costs are divided into recurrent costs and capital costs. Recurrent costs are measured in terms of the expenditure by providers on both personnel and non-personnel items. Capital costs are measured in terms, of annualized expenditures on buildings. Private costs consist of direct private costs and indirect private costs. Direct private costs refer to participants' own expenditures related to training (such as fees, and spending on writing supplies, transportation, etc.). Indirect private costs refer to the opportunity costs of participants' time (Tsang, 1993). The current study thus seeks to identify key priority areas of public funding of adult literacy programmes in Murang'a South District.

2.4 Public Financing of ACE

In China the Chinese State Council in 1987 approved and reissued the Decision on the Reform and Development of Adult Education by the State Education Commission, in which it was provided that the account of adult education should be included into the revenue and expenditure of the state budget. In the allocation of local finance, the fund for adult education should be included in the budget and should increase along with the growth of economic development and financial revenue. Along with the rapid economic development and steady growth of gross national product in China over the past few years, the educational fund has also been increasing very fast. For example, the educational fund allocated for adult schools had increased from 8.176 billion yuan in

1997 to 17.431 billion yuan in 2006. During the period of 1997-2003, the yearly growth rate had been kept above 10%, except the growth rate of 5.7% in 1998 (Chinese National Commission for UNESCO & Chinese Adult Education Association, 2008).

According to Aitchison and Alidou (2009), in Sub-Saharan Africa, public funding is the major source for literacy, adult basic education and alternative schooling (non-formal education), though foreign aid or other donor funds may subsidize it. Clearly large but unquantified amounts of money go into a broad range of communication and development activities sponsored by various government ministries and other institutions. Decentralised local government funding is poorly documented. Government is also the provider of facilities used by adult learners (in Kenya about 41 per cent of adult learning facilities are government-owned and 73.5 per cent of learning centres are government-sponsored). Countries without a national policy or coordination institutions, such as Cameroon and Central African Republic, understandably have difficulty harnessing such funding. Sometimes a small fund for a non-formal and adult education component comes as part of education sector development programmes as in Ethiopia (Aitchison and Alidou, 2009).

Aitchison and Alidou (2009) further notes that Government budgets for adult education are sometimes not fully released for expenditure (suggesting that adult education funding is seen as an optional extra grafted on to the normal education budget – and that when there is a shortfall in the school sector the funds are redirected there). Funding is also often erratic which makes long-term planning and implementation difficult. Some states fund some ALP through tuition fee exemption or scholarships schemes for individuals,

particularly for post-secondary vocational and academic training (for example, in Seychelles). Some ministries and other organisations have in place a tuition refund scheme for employees who successfully complete courses, or provide salary increments on completion. In addition subsidies may be paid to education and training institutions to cover the shortfall between income from fees and actual costs. Thus, for example, the Seychelles Adult Learning and Distance Education Centre (ALDEC) receives subsidies ranging from 19 per cent to 29 per cent of the cost of its academic and modular courses for which students pay tuition fees (Aitchison and Alidou, 2009).

Most of Kenya government functions and funds are centralized. However in recent years some functions and funding have been decentralized and ACE has been a beneficiary as below. Some communities have also invested in ACE (Republic of Kenya, 2008). Through the CDF, a total of Kshs 1,260,000,000 (US dollar 16.4 million) was released to the constituencies during the 2002/2003 financial year. Some of these funds have been used to develop social sector infrastructure including facilities for ACE (Republic of Kenya, 2008).

The Local Authority Transfer Fund (LATF) which is a decentralized fund from the central government to the local authorities has also been used to promote ACE. An example is payment of adult education teachers and support for development of Learner Generated Materials (LGM) by Narok County Councils (Republic of Kenya, 2003). Other funds include AIDS Fund that is mainly used for HIV/AIDS awareness creation and other related activities (Republic of Kenya, 2008). Many communities are also involved in supporting of ACE activities. Apart from mobilization communities also

provide infrastructure for Community Learning Resource Centres (CLRC) and offer learning materials (Republic of Kenya, 2008).

Non-governmental organizations have been instrumental in supplementing and promoting innovative approaches to literacy education. They have established literacy centres, initiated new strategies and mobilized citizens for participation in ACE. Examples include ACTIONAID, Plan International, Literacy and Evangelism, and Bible Translation and Literacy among others. The Kenya Adult Education Association and Kenya Adult Learners Association have made significant contributions over the years in promoting ACE (Republic of Kenya, 2008). The development partners have given both technical and financial support for the programmes and activities geared towards ALP. The key UN agencies networking with the government include UNESCO, UNDP, UNIFEM, UNICEF and UNDPPA. Other development partners include IIZ-DVV, CIDA Canada, DFID, GTZ among others (Crepaz, and Moser, 2004).

Many companies in the private sector organize and sponsor their members of staff for training programmes at various levels. Some of these have directly sponsored ACE activities and programmes in several districts through their corporate responsibility initiatives. Examples of such initiatives include procurement of teaching and learning materials by Safaricom Limited and a community literacy programme by Magadi Soda Company limited among others. However, expenditure in this crucial component of ACE is not readily available to the public (Republic of Kenya, 2008).

ALP is one of the fields in which non-governmental and civil society organizations (CSOs) as well as Faith-Based organizations (FBOs) have played a major role for a long

time. They are actively involved in campaign, initiation and implementation of ACE. To this end they have secured funding for target groups and activities. Due to heterogeneous nature of this sector, it is difficult to capture the actual expenditure on ACE from the sector (Republic of Kenya, 2008). Individuals within communities have also made their own contribution to ACE in various ways. Some have formed national and district adult learners' associations, offered their facilities for use as ACE centres, volunteered as ACE facilitators and provided learning materials and funds. Investment in these activities is difficult to quantify (Republic of Kenya, 2008). This study therefore sought to identify sources of public financing of adult literacy programmes as well as adequacy of this funding and its impact on enhancing participation rates in ALP.

2.5 Economics of Adult Learning

There are several sets of problems associated with the economics of adult learning: what are the incentives and constraints on adult education; what are the current financial systems and what has been the impact of the Structural Adjustment Programme. Classically the utility of investments is assessed through net present value or rate of return analysis. Based on human capital theory, estimates of the rate of return to different levels of education have been made both in developing and Over Serviced Countries since the early 1960s. They have been subjected to controversy for almost as long! For example, a recent review by Hough (1992) enumerates sixteen sets of difficulties and then goes on to refer to authors who suggest others. Apart from whether analysis should be carried out from the perspective of the individual or the society; the problems he enumerates with the rate of return approach can be grouped into five types. These are

identifying and including all costs and benefits where there are several problems such as non-monetary costs such as capital depreciation and income foregone by the individual are difficult to assess and secondly, how to translate into monetary terms some benefits which may be very difficult to quantify. Whilst universally recognized, this latter is one of the mysteries where further evidence is needed.

2.5.1 Validity of Using Earning Differentials as a Measure of Productivity

Similarly, there are several sub-problems here such as labour market imperfections/rigidity specially in well established occupations, the available data is weak - for example, income statistics nearly always exclude fringe benefits; age earning profiles should be based on time-series which will only be available for a limited number of occupational careers and how to allow for the probability of unemployment or of labour market participation rates (Hough, 1992).

2.5.2 The Screening Hypothesis/the Diploma Disease/Credentialism

Although developed from within different theoretical frameworks, the common proposition is that the observed association between education and earning may not reflect the added value of education. Different levels of education may supply recruits to the labour markets by serving as a screening device for employers to identify employees with different levels of ability or the appropriate personality. This is a form of credentialism in which certification rather than useful knowledge is the valued outcome, and hence the paper-chase after ever higher diplomas or the diploma disease. The latter is exacerbated by the tendency of those with higher levels of education not to accept 'lower status' occupations even though they might be better rewarded than those with the level

of education appropriate to their occupation (Kiker et al, 1997). It seems clear that this is partly true when one compares the qualification required for the same jobs over time. Associated with this is the problem that several other factors such as home background and social class are associated with earnings which may or may not be taken into account by employers (Rorres, 2003).

2.5.3 Distributional Effects

Most analyses ignore the distributional effects (Leslie 1996); those who are already better educated (and, in general, wealthier) receive more adult education. Much of the argument about the ‘equity’ or otherwise of student loans relies on these arguments.

2.5.4 Externalities

There can be several ‘externalities’ depending on how widely the net of cost and benefits is cast. For example, it is argued that one of the major reasons for promoting universal schooling is to establish the conditions for good governance, on the assumption that an educated citizenry will prefer good governance to bad. Obviously, the argument of Bowles and Gintis (1976) that education (including adult education) serves merely to reproduce the capitalist social order is relevant here, but unfortunately they, like many sociologists of that era failed to distinguish successfully between authoritarian and libertarian socialism.

2.6 Common Challenges Facing Adult Literacy

The world over, adult literacy faces challenges of diverse magnitude. According to Duke (2003), in many countries in the world adult literacy is given little support and it is

ascribed a marginal role in development. He has also observed that many governments that commit themselves to support it rarely honours these commitments. There is so much lip-service to literacy and lack of sustained political will on the part of the many governments causing the sad state of affairs as is currently being experienced in ALPs (Chiba, 1996). Torres (2003) observes that there is very poor attention accorded to adult literacy in the 1990s as reflected by lack of commitment towards Adult Education in Jomtien during an international forum on EFA. The main challenges facing adult literacy are related to the low level of enrolment caused by the stigma associated with illiteracy and lack of education (Adieri, 2004; Openjuru, 2004). Other challenges are related to the low recognition given to some of the potential learners from marginalized groups such as women, the disabled and those living in remote areas (Soto, 2000). There is also irrelevance in some literacy programmes, lack of clear definition of the very notion of literacy, lack of separation of levels, shallowness and scarcity of variety of books and other resources (Audi, 2005; Torres, 2003). Content is also shallow and of poor quality leading to high dropout rates. There is also use of poor teaching methods (school approach), use of unsuitable materials, laxity in monitoring and follow up, lack of direct relationship between literacy and improvement in living conditions (Adieri, 2004; Torres, 2003; Soto,2000). Fal (2004) equally observes that there is lack of real application of acquired skills and knowledge in the daily life activities of the beneficiaries. In essence, there exists very minimal relationship between literacy and improvement in living conditions and this has resulted in very many cases of relapse into illiteracy, even after having acquired a considerable level of literacy (Soto & Kuper, 2001). Chiba (1996) observes that professional expertise in formal education which is so often attempted in

adult literacy is often not transferable to literacy because of different motivations and complicated language issues to be surmounted as compared to formal education. He further notes with concern that professional expertise in literacy and NFE is scarce and often scattered.

In Kenya the programme lacks appropriate learning facilities which would otherwise meet the learners' needs. Most of adult literacy centres are government sponsored. Most of Literacy centres have their venues in the churches, primary schools, mosques, nursery schools while others are held under the trees especially in ASAL areas (Kebathi, 2004). Oluoch (1998) lamented that learning environment for adult learners has generally been unfriendly as demonstrated by unsuitable furniture and other learning resources. Most of adult learners could be discouraged from participating in the programme if learning environment is not conducive. The programme experiences many difficulties among them are, inadequate finances, lack of equipment including learning and teaching facilities, the need to persuade more adults to register, and punctuality; many learners and teachers find it difficult to arrive in time for classes. This is perhaps due to many problems and responsibilities peculiar to adults (Mungai, 1985: 385).

In Kenyan adult education centres, teachers' lacks teachers' guides and teaching aids due to lack of materials to make aids. Teaching and learning materials are inadequate or not at all available in some instances. Wafula (2001:8) asserted that learners' primers and text books available to teachers had been used for too long and could be described as obsolete by the advanced learners. Centres, especially those whose venues are not within the primary schools lack chalks and chalkboard. Dondo (1980) and Fal (2004) suggested that

primary schools desks are too small for many adults and that they should be independent adult centres fully equipped with furniture suitable for adults. Learners should be encouraged to construct their own classrooms, and this can be done through Government giving out Community Support Grants (CSG). The CSG can be used to improve the learning environment, procure adequate teaching and learning materials and hence improve the quality and enhance access to adult literacy programme.

Audi (2005) observes that in Kenya, besides all the above that affect adult literacy programmes world wide, there are also issues of untrained staff, scarce and poor resources/facilities. Others are deplorable learning environments, ineffective monitoring and supervision mechanisms and high wastage rates. All these have been major setbacks in the effort to achieving desired success in the ALP (World Bank, 1980). There also exists weak collaboration and networking mechanisms among the stakeholders. This has resulted into poor community support for literacy programmes (Adieri, 2004).

The population of illiterate adults in Kenya seems to be increasing at a high rate every year (Audi, 2005). Factors which contribute to this include low completion rates of primary education pupils estimated at 50%, low transition rates from primary to secondary schools leading to low acquisition of sustainable literacy skills. This makes pupils who drop out of school to relapse into illiteracy (Muiru, 2003; Audi, 2005). These dropouts eventually mature only to join the ranks of illiterate adults (Knox, 1987). As Kenya ushers in the 21st century the country is faced with new challenges of meeting the public demand for education and training, both as a human right and as an eventual investment in an effort to attain the status of a newly industrialized country. These

challenges point to the need for the educational sector to play its role in developing needed skilled human resource (UNESCO, 2004b).

Another major constraint of the government's literacy programme is that it is severely under-funded and despite the supplements realized from donor agencies, the number of learners enrolled is not able to reduce the rates of illiteracy substantially. Other constraints include lack of skilled instructors and lack of suitable teaching materials, lack of adequate learning facilities and unsurprisingly high dropout rates (UNESCO, 2004a&b; Mwangi, 2004; Audi, 2005). Kebathi (2004) noted that, things such as; poor image and stigmatization of those involved in adult literacy as well as the illiterates, lack of continuation of programmes, unreliable data, weak monitoring and evaluation system, lack of relevance of the curricula and lack of clear policy guidelines pose a challenge effectiveness of ALP.

It has also been observed that an acute shortage of teachers and lack of suitable scheme of service and low morale among teachers are to blame for the declining enrolment in adult education (KAEA, 2002). It is important to note that adult literacy centres do not have premises of their own. Most adult literacy sessions are held in the church premises, primary schools, and nursery schools and in some cases under the trees. These facilities are inappropriate for use by adults and only available for their use when the church and school children are not in need of them (Muiru, 2003). Nyong'o (2002) observes that, at individual level, poverty has been identified as the single most important underlying cause of illiteracy and non-participation in literacy programmes. He also argues that you

cannot teach a hungry, homeless person to read and write and plan for his family. The programme ignores the worries of basic needs such as food, shelter and clothing.

Oluoch (2009) in his study conducted in Kisumu Municipality, Kenya, realized that illiteracy was a serious obstacle to development and in 1979 the Government set the eradication of illiteracy as a priority. This led to a huge resource commitment to the programme, resulting into very high learner enrolment. Over the years however, there has been concern that the programme that once thrived was doing very badly. It has become low-keyed and ineffective and characterized by poor participation, making it impossible to achieve the goals of adult literacy. The study also revealed that the programme is operated without a curriculum to guide the teachers, who single-handedly decide on the content in disregard of the learners' needs.

The 3Rs and language skills are the most taught, but some teachers teach primary school subjects to adult learners. While the method used should always focus on learning rather than teaching, and be geared towards problem-solving rather than information-giving, teachers use the primer (whole word) approach rather than REFLECT or whole language, which are more innovative and involve the learners in the learning process. Teachers therefore oppose instructional innovations that give learners control over the subjects they learn and over their classrooms (Oluoch, 2009).

The study further tried to document the supporting environments at home, conditions of the centres and kinds of materials available. It found that learners lacked literacy support materials at home, except for the primary books for their children, which were irrelevant to their needs. Hence they learned only at the centres, which were not purpose-built for

adults. The seats could not be used to ensure concentration in class. Even the posters adorning the walls were meant for nursery school pupils. The lack of toilets in many centres also posed a health risk (Oluoch, 2009). According to Oluoch (2009) learners were also found to be travelling fairly long distances to the centres (200m – 2 km), causing low participation. Teachers had no guides, curriculum or reference materials to guide them. They therefore had great difficulties determining the starting point for learners. This led to lack of detailed content, sequence, uniformity and standardized teaching. The primers used by the learners were obsolete, and learners generally lacked relevant reading materials in all the centres. Teachers were found to be comfortable teaching the 3Rs only. There is therefore a special manpower problem in the areas of socio-economic skills as teachers have serious inadequacy in vocational skills areas that learners need most. The fact that learners were providing their own writing materials was a disincentive (Oluoch, 2009).

According to Oluoch (2009), financial constraint was found to be the most obvious disincentive in adult literacy; however, its alleviation has to be accompanied by the solution to various educational problems. The convergences of conditions that discourage the able and motivated teachers like lack of promotion and training, poor remuneration and lack of facilities and instructional materials that impose a harsh burden on teachers, need to be urgently addressed. He recommends that strategies that promote learners' access should be encouraged. There should be men-only centres to encourage more men to attend as most illiterate men shy off if they are to share centres with women. Literacy centres should also be operated away from primary schools and there should also be

campaigns to encourage more learners to attend. Besides offering skills-based subjects, there is also need to have sufficient teaching/learning materials at the learning centres. All these point to the level of funding of adult literacy programmes thus making this study relevant.

According to Karanja (2008), the quality of the output is determined by the input and process measures of educational quality. In his study on the implementation of adult literacy programmes in Kiambu district, it was revealed that there are not enough teachers to run the literacy programme, and of those in post, half were not yet trained and therefore not qualified. Many lacked proper formal education and could not provide quality education. Highly qualified facilitators for adult literacy are still very scarce. Sufficient and relevant reading materials for learners that are important input variables in educational attainment and quality were lacking in the literacy programme. To enhance quality, the officers and supervisors visited the centres simply to check on the teachers' performance, but it was not specified what this entailed. This falls below what is expected of them, so they cannot stimulate staff, or be resource persons to give direction on instructional activities and on how to improve the quality of the centres' operation for quality education (Karanja, 2008).

2.7 Summary of the Literature Review

This chapter has reviewed literature published on adult literacy. Adult literacy is important for any country's economic and social development. For various reasons not all adults in any community are literate. All over the world the problem of illiteracy has not been solved despite major improvements made in the education sector. In Kenya, the

government has an elaborate structure to tackle the problem of illiteracy but enrolment figures have continued to be low despite statistics showing there are over 7.8 million adults and out-of-school youth who are illiterate. This is attributed to lack of adult education facilities due to inadequate funding. Public funding is the major source of funding to adult education programmes with a number of governmental and non-governmental agencies providing financial support to the programme.

The reviewed literature provides proof that most studies done in Kenya and other parts of the world on adult literacy have concentrated on the issue of poor participation of adult learners and its causes. Rarely have researchers taken time to look at and analyze the relationship between adult learners' participation in the adult education programmes and the funding of the programmes. This study therefore exposed, discussed and analyzed the adequacy of funding of adult education programmes in enhancing adult learners' participation rates in Murang'a South District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology employed in the study. The following areas are discussed: research design, research variables, population and sample, instrumentation, data collection techniques, pilot study and data analysis

3.2 Research Design

The study sought to investigate adequacy of the public funding of adult literacy programmes and its effect on participation rates in Murang'a South District. The researcher employed descriptive survey design which is a process of collecting data from members of a population in order to determine the current status of the subject under study with respect to one or more variables (Frankel and Wallen, 2000). It also assisted in identifying standards against which the existing conditions could be compared and be used to determine the relationships that existed between specific events.

3.2 Research Variables

The independent variables for this study were levels of public financing of adult literacy programmes in Murang'a South District. These levels were expected to influence participation rates in adult literacy programmes which are the dependent variables.

3.3 Location of the Study

Murang'a South District is one of the thirty seven (37) districts of central province. The district covers an area of 1,065 sq Km² (including the Gatara Forest). It is bordered by Murang'a North, Thika District to the south, Nyandarua District to the west, Machakos to

the east and by Kirinyaga and Mbeere districts to the northwest. The district lies between latitudes $0^{\circ} 45'$ south and It is $1^{\circ} 07'$ south and longitudes 36° East and $37^{\circ} 27'$ East. The district is divided into four (4) administrative divisions namely Maragua, Kigumo, Kandara and Makuyu. There are seventeen (17) locations and seventy (70) sub-locations. It has however three (3) Members of Parliament. The land rises gradually from an altitude of 914m in the East to 3,353m above sea level along the slopes of the Aberdares. More than 95% of the land is generally mountainous landscape. Murang'a South District is a unique one because it has different geographical regions. It has high potential agricultural region, urban region where business dominates and also the ASAL region. It is therefore a replica of most part of the Country. The District has sixty (60) adult literacy centres with a total of six hundred and fifty learners.

3.4 Target Population

The target population of this study consisted of one (1) District Adult Education Officer, sixty four (64) adult literacy teachers and six hundred and fifty (650) learners. This meant that the target population of this study was seven hundred and fifteen (715).

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

The study used 1 District Adult Education Officers serving in the district. The researcher then used simple random sampling technique to select thirty (30) adult literacy teachers out of the sixty (60) who were involved in the study. At the initial stage, the researcher used the Krejcie and Morgan (1970) table for determining Sample Size for Research Activities (See Appendix Five) where a population of 650 learners yielded a sample of

242 learners. According to Gay (1976), a sample of 10% of the larger population is considered minimum while the sample of 20% may be required to be for smaller populations. The researcher therefore using simple random sampling technique selected 20% of 242 learners which meant that 48 learners were selected to participate in the study. Simple random sampling technique involved the researcher writing the names of individuals on pieces of paper and placing them in a box. The researcher then had to shake box to ensure that the pieces are well mixed. The researcher then proceeded by picking a piece of paper with replacement and records the name written on the paper. In case a name was picked twice it was returned without being recorded. This was repeated until the required sample size was selected.

3.5.2 Sampling Size

The sample size for the study therefore comprised on 1 District Adult Education Officer, 33 adult literacy teachers and 48 learners making a total of 82 respondents.

3.6 Instrumentation

The research instruments used in this study were interview schedules for the district adult education officer, the division adult education officer and adult education learners. Also questionnaires for adult education teachers and an observation schedule were used. Questionnaires were used because according to Carter and Williamson (1996) they enable one to collect as much information as possible in a short time. Besides, use of questionnaires enables respondents to feel free to note down their responses without inhibition since they are not being observed. An interview schedule on the other hand gives the researcher discretion to ask additional questions arising from the responses

provided by the respondents. An observation schedule/guide will enable the researcher to obtain additional information as well as seek confirmation to the responses given by respondents (Carter and Williamson, 1996).

3.7 Pilot Study

A pilot study was conducted before the actual study commenced. One adult literacy centre was selected for the purpose of pre-testing the instruments. The selected centre did not participate in the actual study as the respondents had already acquired prior information of the study and therefore were likely to give subjective information. The purpose of the pilot study was to pre-test the research instruments in order to validate them and assess their reliability. Through the pilot study, major problems and instrument deficiencies were identified and improvements made. The pilot study also elicited data from the instrument that was checked to see if it could be meaningfully analysed in relation to the stated research questions. It was also used to check the appropriateness of the language used and contextualize the items for predictability besides being instrumental in identifying ambiguous items and reconstructing them.

3.7.1 Instrument Validity

This refers to whether an instrument is measuring what it is intended to measure. The instruments used in this study were standardized instruments whose content validity was established at the design stage (Edwards and Smillie, 1994). For the purpose of this study, content validity of the instruments was checked through the pilot study where the responses given by respondents were evaluated and ambiguous items rephrased while

irrelevant ones were removed all together. Threats to internal validity were checked through administration of the research instruments by the researcher.

3.7.2 Instrument Reliability

According to Frankel and Wallen (2000) reliability of a measure refers to its reproducibility i.e. the measure's consistency in producing similar results in different but comparable conditions. At the design stage, internal reliability of the instruments was estimated at Cronbach's alpha, $\alpha = .94$ (Edwards and Smillie, 1994). Reliability analysis was carried out on the data obtained from the pilot study. Using Kuder-Richardson formula 20, the pre-test estimated internal reliability at $\alpha = .94$.

3.8 Data Collection Techniques

The researcher personally distributed the questionnaires to the respondents, carried out interviews and observed adult literacy centres. This was done during working and learning hours. The researcher thereafter collected the questionnaires. This kind of administration of the instruments enabled the researcher to explain and clarify any ambiguities to the respondents. It also minimised chances of respondents referring to their friends or books for information. Finally, this nature of administration of the instruments maximised on their return rate in addition to assuring respondents that their responses would be treated in confidence. The respondents were given ten minutes to go through the instructions and ask questions where they could not understand.

3.9 Data Analysis Techniques

Data was processed by conducting three major activities namely; data editing, data coding and tabulation. The data was edited to identify and correct wrong entries, errors in responses, omissions and other inconsistencies. The final data was then coded and tabulated. Data analysis was done with the help of the Statistical Package for Social Sciences (SPSS). Closed items were analyzed using statistical analysis while open-ended items were analyzed using descriptive statistics. Data was presented using frequency and percentage tables, pie-charts and graphs.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the results of the research findings and analysis of the data collected in view of the stated research objectives. The analysis of the data has been presented under different headings grouped together according to the research objectives of the study for descriptive and inferential statistics in narrative, graphical and tabular form.

The purpose of this study was to assess the adequacy of public funding of adult literacy programmes in enhancing participation rates in adult literacy programmes in Murang'a South District. Responses were received from 62 respondents (29 adult education teachers, 29 adult education learners, 3 divisional adult education officers and 1 district adult education officer) making a return rate was 75.6%.

4.2 Methods of Data Analysis

The raw data obtained from the questionnaires was coded and scored appropriately. Both descriptive and inferential statistical procedures were employed. Scored raw data was presented through percentages and frequency tables. In presenting the findings of this study, this chapter has been organised into five sections. The first section looks at the demographic information of the respondents, the second section presents findings on adequacy of public financing of adult education programmes in Murang'a South District, the third section presents data on the sources of public financing of the adult education programmes, the fourth section presents data on the priority areas of public financing of adult educations while the fifth section presents challenges facing financing of adult

education programmes and their solutions. All these sections are analysed in relation to how they influence enrolment and retention rates in adult education centres in Murang'a South District.

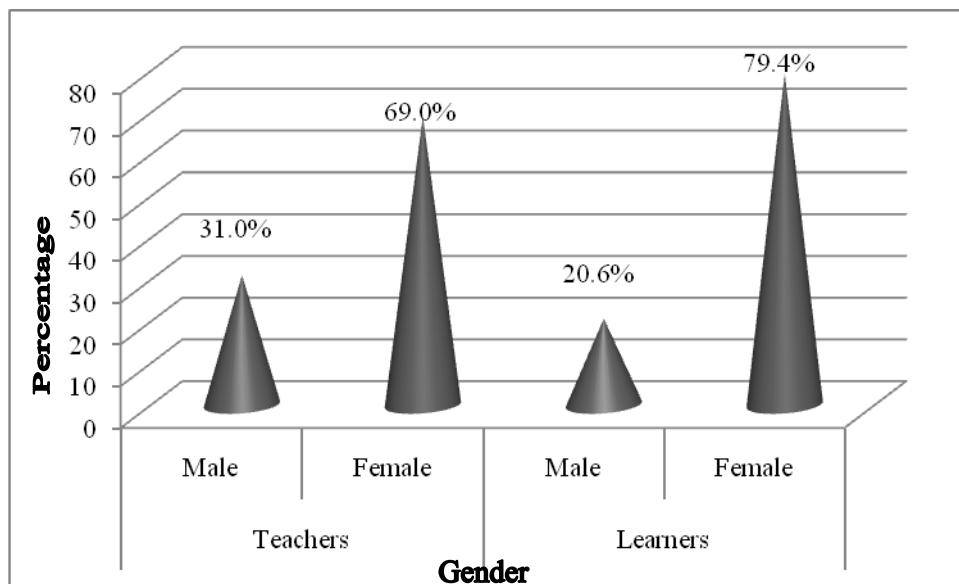
4.3 Demographic Information of Respondents

This section presents the demographic information of respondents and the adult education centres sampled for this study. The findings are as presented in the successive sub-sections.

4.3.1 Gender of Adult Education Teachers

The researcher asked adult education teachers and learners to indicate their gender. The findings are as presented on Figure 4.1.

Figure 4.1 Gender of Adult Education Teachers



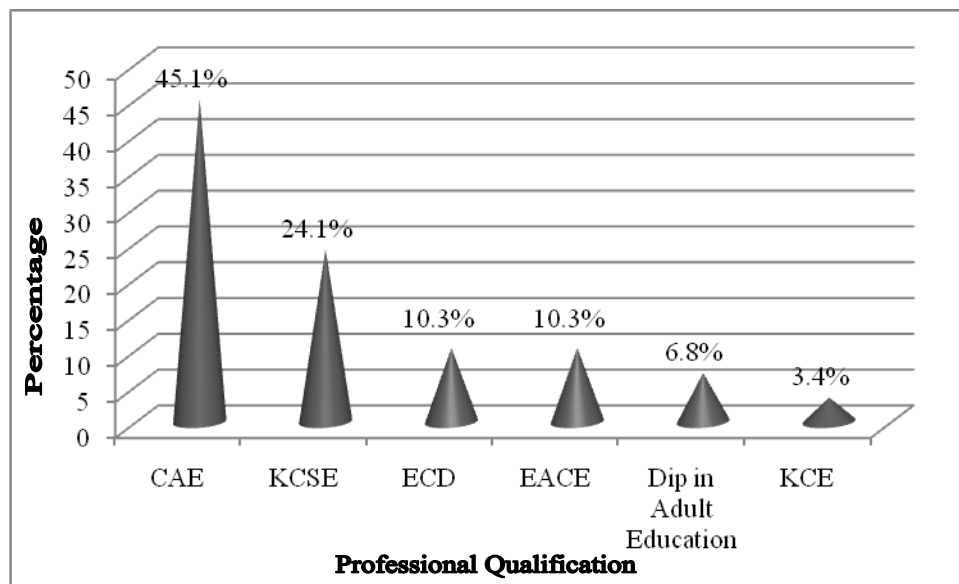
The findings presented in Figure 4.1 showed that majority of teachers (69.0%) and learners (79.4%) were female while 31.0% teachers and 20.6% learners were male. These

findings were an indication that the adult education programme seem to be more attractive to females both as teachers and learners than to their male counterparts. It might also point to the fact that males shy away from enrolling into the programme given that majority of teachers were female. These findings contradicts Soto (2000) who stated that challenges facing adult education were related to the low recognition given to some of the potential learners from marginalized groups such as women, the disabled and those living in remote areas.

4.3.2 Professional Qualifications of Adult Education Teachers

The researcher asked adult education teachers to indicate their highest professional qualifications. The results are as shown in Figure 4.2.

Figure 4.2: Professional qualifications of adult education teachers



The results on Figure 4.2 showed that a higher number of adult education teachers (45.1%) were holders of certificate in adult education. This followed by 24.1% who said

they were holders of KCSE certificate, then 10.3% who said they were holders of Early Childhood Development (ECD) certificates and East African Certificate of Education (EACE) respectively. These findings were an indication that adult education teachers in Murang'a South District had attained the required minimum qualification to teach in adult education programme. This contradicts the findings by Audi (2005) who observed that in Kenya there were issues of untrained staff which was a challenge to the adult education programme.

4.3.3 Category of Adult Education Teachers

The researcher sought from adult education teachers the category under which they have been employed. Their responses are as presented in Table 4.1.

Table 4.1: Category of adult education teachers

Category	Frequency	Percentage
Full-time	17	58.7
Part-time	12	41.3
Total	29	100.0

The findings on Table 4.1 indicate that majority of adult education teachers (58.7%) were employed on full-time basis while 41.3% were employed on part-time basis. According to the District Adult education officer, teachers employed on full time basis were paid full salaries by the government of Kenya. Those employed on part-time basis were paid by the government honorarium of 2,000/= per month. These findings are an indication that although majority of adult education teachers were employed on full-time basis, a

substantial number of adult education teachers were working on part-time and the amount paid to them was barely enough which might impact on their motivation levels.

4.3.4 Teaching Days in a Week

The researcher sought from adult education teachers the number of days they teach in a week. Their responses are as presented in Table 4.2.

Table 4.2: Teaching Days in a Week According to Adult Education Teachers

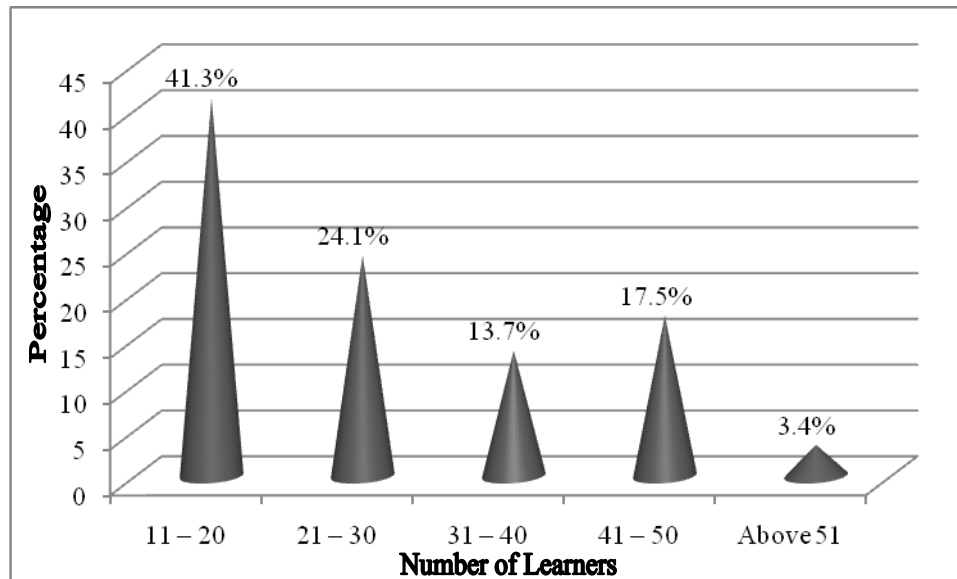
Number of days	Frequency	Percentage
Three	13	44.8
Four	0	0.0
Five	16	55.2
Total	29	100.0

The results shown in Table 4.2 show that a higher number of adult education teachers (55.2%) indicated that they taught five days in a week followed by 44.8% who said they taught three days in a week. This is an indication that in most adult education centres in Murang'a South District, teaching was done throughout the week.

4.3.5 Number of Learners

The researcher sought from adult education teachers the number of learners enrolled in their centres. The results are presented in Figure 4.3.

Figure 4.3: Number of Learners

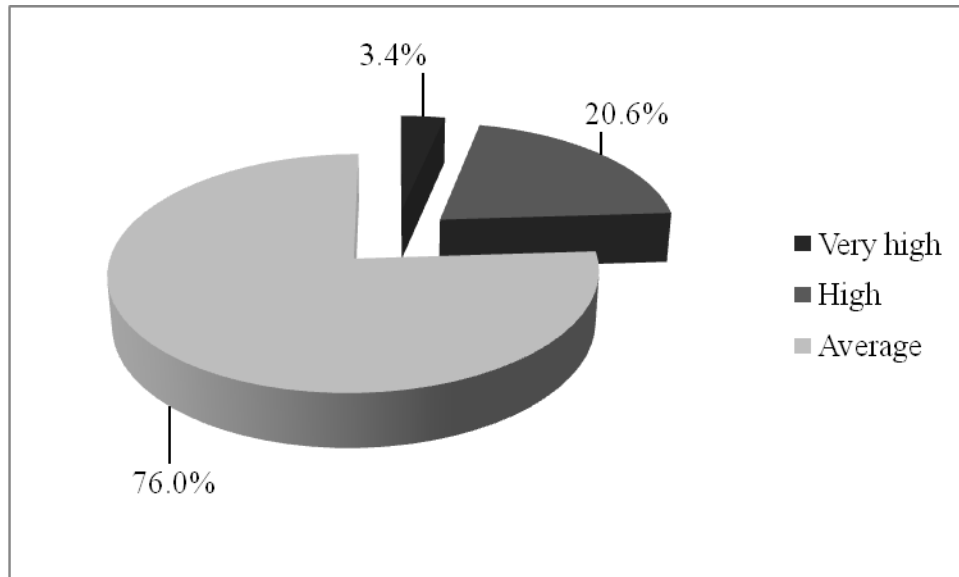


The findings presented in Figure 4.3 show that a higher number of adult education teachers indicated that they had between 11 to 20 learners in their centres. This is followed by 24.1% of those who said they had between 21 to 30 learners while 17.5% said they had between 41 to 50 learners. These findings are an indication that a substantial number of centres 12 (41.3%) centres had enrolment rates below 30 learners which makes them ineligible for public funds channelled directly to centres.

4.3.6 Levels of Enrolment

The researcher asked adult education teachers to give their assessment of the levels of enrolment in their centres in respect to the population of residents who require adult education. The findings are as presented in Figure 4.4

Figure 4.4: Levels on Enrolment

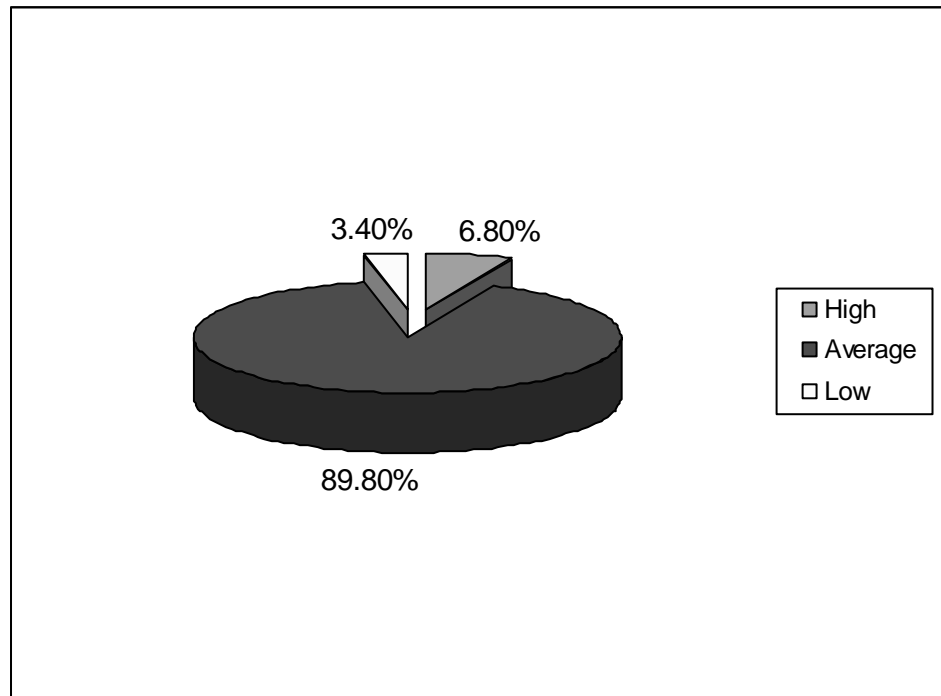


The findings in Figure 4.4 show that majority of adult education teachers (76.0%) viewed the levels of enrolment in their centres as average while 20.6% of them felt it was high while 1 (3.4%) felt it was very high. The District Adult Education Officer also said that the levels of enrolment were average. These findings were an indication that enrolment rates in majority of adult education centres in Murang'a South District were average.

4.3.7 Levels of Attendance

Adult education teachers were asked to rate the levels of attendance in adult education programmes in their centres. The results are as presented in Figure 4.5.

Figure 4.5: Levels of Attendance

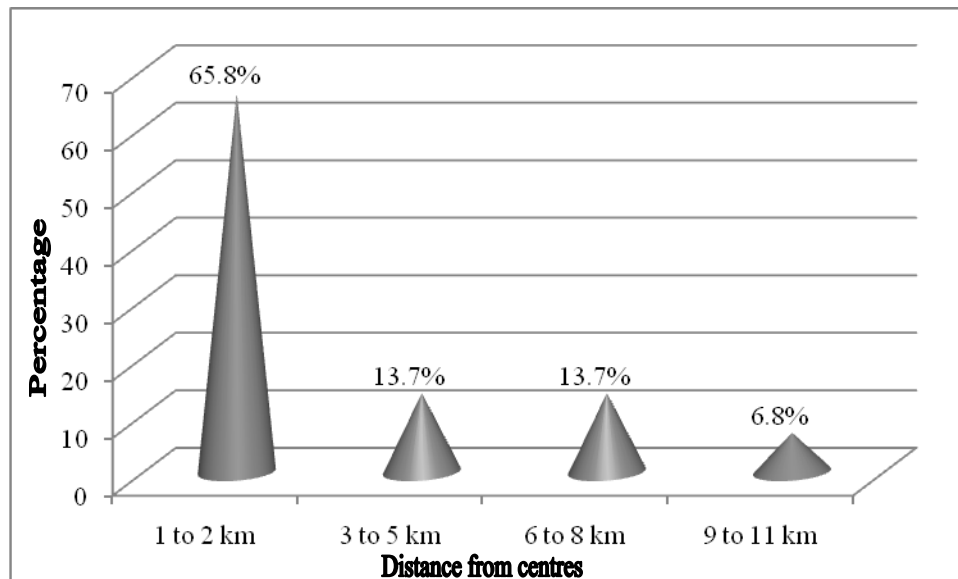


From the findings presented in Figure 4.5 majority of adult education teachers (89.8%) stated that the level of attendance of adult education learners in their centres was average. This is followed at distance by 6.8% of those who said that it was high and then 3.4% of those who said it was low. The District Adult Education Officer also said that the levels of attendance are average. This shows that rates of attendance of adult education programmes in adult education centres were average.

4.3.8 Distance of Centres from Learners' Residence

The researcher asked adult education learners to indicate the distance from their homes to adult education centres. The results are as presented in Figure 4.6.

Figure 4.6: Distance of Centres from Learners' Residence



The results on Figure 4.6 show that majority of adult education learners (65.8%) live within 1 to 2 kilometres from the adult education centres followed by 13.7% who said they live between 3 to 5 and 6 to 8 km from the adult education centres. This was an indication that majority of adult education learners live near adult education centres and therefore establishing more centres is not a key priority although measures should be put in place to address the plight of those who live very far. Learners who live more than six kilometres tend to attend learning once a week and others drop out of learning due to many hours of trekking.

4.4 Adequacy of Public Financing of the Adult Literacy

The study sought to establish adequacy of public funds to adult education programmes and how this had impacted on enrolment and retention rates. The findings are as presented in the successive sub-sections.

4.4.1 Allocations and Expenditures of Adult Education Centres

The researcher asked adult education teachers from centres that have benefited from public funding of adult education programmes to indicate the amount allocated to them against the total expenditures of the centres. The findings are as presented on Table 4.3.

Table 4.3: Allocations and Projected Expenditures of Adult Education centres

Area financed	GOK(kshs)	Other sources	Projected expenditure	Variance (Kshs)
Centre One	30,000	10,000	78,246	-38,246
Centre Two	55,000	-	120,672	-65,672
Centre Three	56,000	150,000	194,786	11,214
Centre Four	50,000	20,000	115,671	-45,671
Centre Five	60,000	82,000	106,500	35,500
Centre Six	30,000	-	97,344	-67,344
Grand total	281,000	262,000	713,219	-170,219

The findings on Table 4.3 show that in majority of centres (4 out of 6; 66.7%) that received public funding, the amount allocated fell below the projected budgets of the centres. For instance Centre One had a deficit of Kshs 38,246, Centre Two Ksh 65,672, Centre Four: Ksh 45,671 and Centre Six: Ksh 67,344. Only 2 centres out of 6 (33.3%) received public funds above the projected expenditure where Centre Three had an excess of Ksh 11,214 and Centre Five an excess of Ksh 35,500 (Names of centres withheld for confidentiality purposes). These findings were an indication that public funds channelled directly to centres are inadequate in financing the operations of adult education programmes. These findings concur with UNESCO, (2004a & b), Mwangi, (2004) and

Audi (2005) who observe that another major constraint of the adult education programme is that it is severely under- funded.

Teachers who said that the funds were adequate indicated that they used the funds to construct classrooms in the case of CDF funds and purchase furniture and teaching and learning materials in the case of K.E.S.S.P making learners comfortable unlike before where they did not have the furniture which has promoted enrolment and retention. Funds from the National Aids Control Council were used to initiate testing and counselling the community while women enterprise fund was used to assist learners to start income generating projects which encouraged them to continue with the programme.

Those with inadequate funds felt that the chairs and tables purchased were not enough. The money was also not enough to fit the windows in the classrooms. They added that the classrooms were half-complete thus dusty and uncomfortable to use them. Due to inadequate public funds teachers also felt that there was lack of adult education teaching and learning materials, they had not been able to construct their own centre and therefore the centres were situated in primary schools so that when schools were closed, the gates were locked and adult learners were denied access. The centres also lacked enough funds to finance daily operations and that adult learners were using furniture meant for children. This made adult education programmes unattractive leading to low enrolment and retention rates. The District Adult Education Officer also said that the public funds were inadequate making their operations to be very much affected by the budget constraints.

4.4.2 Availability of Buildings set a Side for Adult Education

The researcher asked adult education teachers to indicate whether they had their own buildings set a side for adult education. Their responses are as presented in Table 4.4.

Table 4.4: Availability of Buildings set a side for Adult Education

Response	Frequency	Percentage
Available	8	27.5
Not available	21	72.5
Total	29	100.0

The findings on Table 4.4 show that majority of adult education teachers (72.5%) indicated that they did not have special buildings set aside for adult education and were relying on school buildings, churches as well as conducting their activities under trees. This was an indication that public funds allocated to adult education programmes were not adequate to construct buildings to be used for adult education. This made most adult education centres to be located in schools which affected their operations leading to low enrolment and retention rates.

4.4.3 Condition of the Buildings

The researcher asked adult education teachers from centres with buildings the conditions of those buildings. The findings are as presented on Table 4.5.

Table 4.5: Condition of the Buildings

Response	Frequency	Percentage
Are in good conditions	4	50.0
Are in fair conditions	4	50.0
Total	8	100.0

The results in Table 4.5 show that half the number of adult education teachers (50.0%) felt the conditions on their buildings were good and fair respectively. This was an indication that adult education centres with special buildings had adequate funds to maintain buildings in fairly good conditions therefore attracting learners thus promoting enrolment and retention rates. This contradicts Oluoch (1998) who lamented that learning environment for adult learners has generally been unfriendly as demonstrated by unsuitable furniture and other learning resources.

4.4.4 Facilities where Adult Education Sessions are Conducted

The researcher asked adult education teachers from centres that do not have buildings of their own to indicate where they conduct adult education sessions. The findings are as presented in Table 4.6.

Table 4.6: Facilities where Adult Education Sessions are Conducted

Facilities	Frequency	Percentage
Nursery schools	19	90.4
Primary schools classrooms	16	76.1
In churches	12	57.1
Social halls	3	14.2

N = 21

The findings in Table 4.6 show that majority of adult education teachers said they conducted sessions from nursery school classrooms followed by 76.1% who indicated that they conducted sessions from primary school classrooms, then 57.1% said they used churches and lastly 14.2% said they used social halls. Nursery school classrooms were preferred because they were in most cases available in the afternoon. This was an indication that due to inability of adult education centres to acquire buildings of their own, they had resorted to using nursery school and primary school facilities which meant that they were forced to use furniture designed for young children which made their learning uncomfortable leading to high cases of dropout and non-enrolment. These findings were in agreement with Kebathi (2004) who observed that most of Literacy centres have their venues in the churches, primary schools, mosques, nursery schools while others are held under the trees especially in ASAL areas.

4.4.5 Availability of Furniture in the Centres

The researcher asked adult education learners if there is furniture in their centres. The results are as shown in Table 4.7.

Table 4.7: Availability of Furniture in the Centres

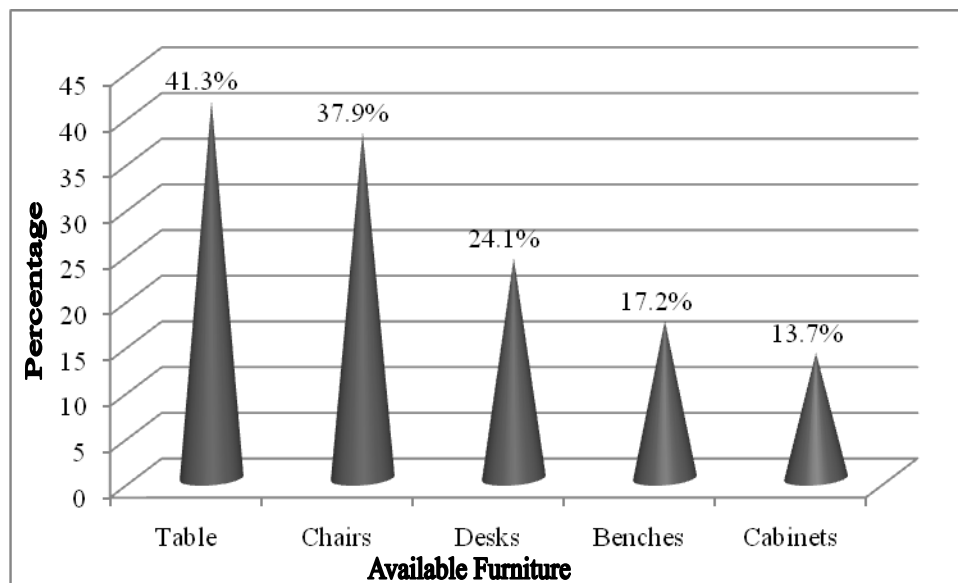
Response	Frequency	Percentage
Available	29	100.0
Not available	0	0.0
Total	29	100.0

The findings on Table 4.7 show that all adult education centres had furniture. However, it was noted from majority of adult education learners that most of this furniture was not conducive as it was meant for nursery pupils and therefore not ideal for adults. This was an indication that adult education centres in Murang'a South District had furniture either purchased by funds allocated to them or were using school furniture which means that these centres had inadequate funds to purchase adequate and appropriate furniture. This made adult education sessions in most centres be uncomfortable leading to low enrolment and retention rates.

4.4.6 Type of Furniture Available

The researcher carried out an observation exercise to establish the furniture available in the adult education centres. The findings are as presented on Figure 4.7.

Figure 4.7: Type of Furniture Available in Centres



The results presented in Figure 4.7 show that a higher number of teachers (41.3%) indicated that they had tables in their centres followed by 37.9% who indicated that they had chairs, and then 24.1% said they had desks, 17.2% had benches and 13.7% had cabinets. This was an indication that most adult education centres had some furniture. However, it was noted from adult education learners that these furniture especially desks were those designed for small children and therefore not suitable for adults. This was in agreement with Dondo (1980) and Fal (2004) who observed adult learners are using primary schools desks which are too small for adults and that there should be independent adult centres fully equipped with furniture suitable for adults.

4.4.7 Availability of Teaching and Learning Materials

The researcher asked adult education learners whether they have teaching and learning materials in their centre. Their responses are as presented in Table 4.8.

Table 4.8: Availability of Teaching and Learning Materials

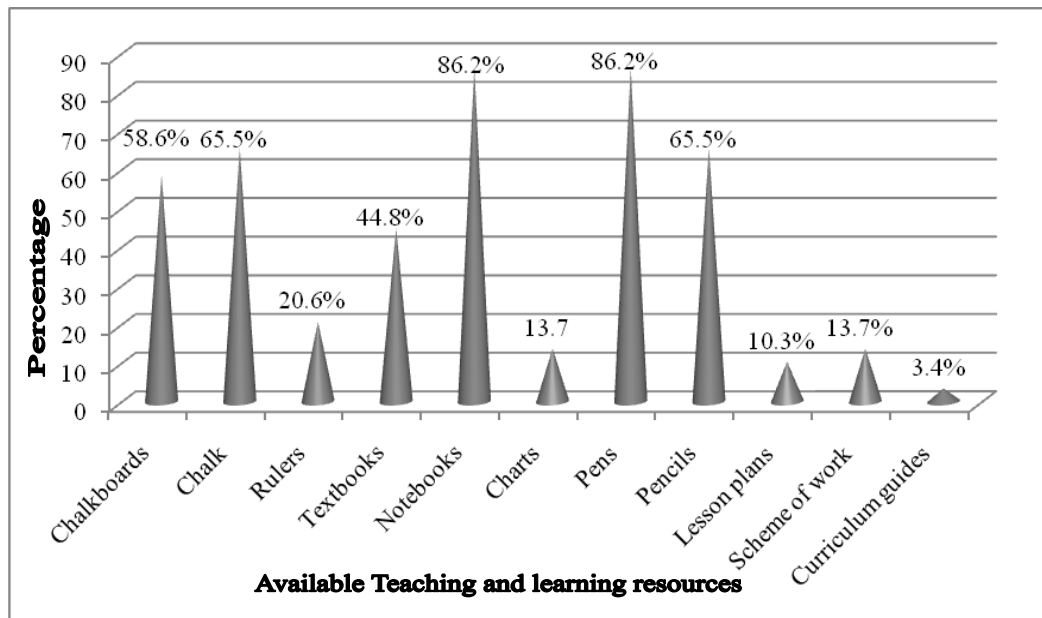
Response	Frequency	Percentage
Available	29	100.0
Not available	0	0.0
Total	29	100.0

The findings on Table 4.8 show that all adult education centres had teaching and learning materials. However, all learners (100.0%) said that these materials were not adequate and included old Kikuyu books as well as primary school textbooks that were not suitable for learners. This was an indication that adult education centres in Murang'a South District lacked adequate funds to enable them acquire adequate and appropriate teaching and learning materials which impacted negatively to enrolment and retention rates. Adult education teachers observed that the materials were not adequate because the primers for the basic literacy were not easily available in bookstores and that materials were not enough especially textbooks. These findings were in line with Wafula (2001) who noted that in Kenyan adult education centres, lacks teachers' guides and teaching aids due to lack of materials to make aids. Teaching and learning materials were inadequate or not at all available in some instances.

4.4.8 Type of Teaching and Learning Materials Available

The researcher carried out an observation exercise in the adult education centres to determine teaching and learning resources available in the centres. The findings are as presented on Figure 4.8.

Figure 4.8: Type of Teaching and Learning Materials Available in Centres



The results presented in Figure 4.8 show that a higher number of adult education centres (86.2%) had notebooks and pens which were provided by ACE providers or learners provided for themselves. This was followed by 65.5% who had chalk and pencils and 58.6% that had chalkboards. The least available teaching and learning resources were curriculum guides available in 3.4% of centres, lesson plans available in 10.3%, and charts and schemes of work available in 13.7% of the centres. This was an indication that most adult education centres lacked a higher number of teaching and learning resources.

4.4.9 Sources of Teaching and Learning Resources

The researcher asked adult education teachers to indicate where they get teaching and learning materials from. Their responses are as presented on Table 4.9.

Table 4.9: Sources of Teaching and Learning Materials

Source	Frequency	Percentage
Directorate of Adult and Continuing Education	27	93.1
From schools	10	34.4
Procured using public funds allocated to the centre	6	20.6

N = 29

The results on Table 4.9 show that the Directorate of Adult and Continuing Education was the leading source of teaching and learning materials provided to adult education centres as revealed by 93.1% of teachers. This was followed by schools as indicated by 34.4% of teachers and lastly that the materials were procured from public funds allocated to centres. This is an indication that provision of teaching and learning materials was majorly shouldered by the government through the Directorate of Adult and Continuing Education.

4.4.10 Motivation for Adult Education Learners

The researcher asked adult education learners whether they receive any motivation while undertaking adult education programmes. Their responses are as presented in Table 4.10.

Table 4.10: Motivation for Adult Education Learners

Response	Frequency	Percentage
They receive motivation	7	24.1
Do not receive motivation	22	75.9
Total	29	100.0

The findings on Table 4.10 show that majority of adult education learners (75.9%) had not been receiving incentives while undertaking adult education programmes with 24.1% saying they had been receiving incentives for example when they were invited to public functions to entertain visitors and when visitors visit their centres which made them feel privileged as they encouraged them to continue with the programme, when their teacher through NGOs organised tours for them to other centres and gave them food and through income generating projects. From the findings it was clear that most adult education centres did not have adequate funds to enable them offer incentives to learners to join the programme and remain in it. According to Oluoch (2009), financial constraint was found to be the most obvious disincentive in adult literacy.

4.4.11 Advocacy Strategies

The researcher asked adult education teachers to indicate the advocacy strategies employed to ensure that adult education learners join the programme and remain in it.

The findings are as presented on Table 4.11.

Table 4.11: Advocacy Strategies According to Adult Education Teachers

Advocacy strategies	Frequency	Percentage
House to house	29	100.0
Public meetings	28	96.5
Learners initiatives	12	41.3
Church announcements	8	27.5
Self-help groups	4	13.7
Announcements in schools	4	13.7
Opinion leaders	2	6.8

N = 29

According to the results on Table 4.11, all adult education teachers (100.0%) indicated that they conducted house to house campaign. This was followed by 96.5% who said they used public meetings then 41.3% who said they used learners to inform others. This was an indication that adult education centres in Murang'a South District lacked adequate funds to carryout campaign programmes that involved spending of money and instead opted for ways that did not involve spending of money. This made it hard for campaigners to reach many potential learners and those already enrolled thus lowering enrolment and retention rates.

4.4.12 Adequacy of Public Financing and Enrolment and Retention Rates

The researcher sought from adult education teachers how adequacy of public financing of adult education programme influences enrolment and retention rates in the programmes in Murang'a South District. The findings are as discussed in Table 4.12.

Table 4.12: Adequacy of Public Financing and Enrolment and Retention rates

Response	F	%
Adequacy of public funds determines availability of start-up capital for income generating projects which makes learners to enrol and remain in the programme.	22	75.8
Adequacy of public funds determines the provision of teaching and learning materials thus enrolment and retention.	20	68.9
Adequacy of public funds determines provision of physical facilities enrolment and retention.	19	65.5
Adequacy of public funds determines adult education advocacy making learners to enrol and remain in the programme.	17	58.6
Adequacy of public funds determines the provision of adequate adult education teachers thus enrolment and retention.	17	58.6
Adequacy of public funds determines the provision of incentives to adult education learners thus enrolment and retention.	16	55.1
Adequacy of public funds determines the provision of adult education supervisory services thus enrolment and retention.	8	27.5

N = 29

The results in Table 4.12 show that majority of adult education teachers (75.8%) indicated that adequacy of public funds determines availability of start-up capital for income generating projects which motivates learners to enrol and remain in the programme. This was followed by 68.9% of those who were of the opinion that adequacy of public funds determines the provision of teaching and learning materials which influence enrolment and retention then 65.5% who said that adequacy of public funds determines provision of physical facilities which influence enrolment and retention rates

in adult education programme. The list cited was that adequacy of public funds determines the provision of adult education supervisory services which influence enrolment and retention rates in adult education programmes. These findings show that adequacy of public funds to adult education programmes play a major role in enhancing enrolment and retention rates as it enhances the provision of facilities needed by the programme, facilitation of awareness campaigns and provision of incentives for learners which motivate them to join and remain in the programme. Most of adult learners could be discouraged from participating in the programme if learning environment is not conducive (Kebathi, 2004).

4.5 Sources of Public Financing of Adult Education

The study sought to establish the sources of public financing of adult education programmes in Murang'a District and the extent to which these sources of financing influence enrolment and retention rates in adult education programmes. The findings are as presented in the successive sub-sections.

4.5.1 Centres that have Received Public Funding

The researcher asked adult education teachers whether their centres have received direct public funding in the three financial years 2008/2009, 2009/2010 and 2010/2011. The results are as presented in Table 4.13.

Table 4.13: Centres that have Received Public Funding

Response	Frequency	Percentage
Have received	6	20.6
Have not received	23	79.4
Total	29	100.0

The findings on Table 4.13 show that majority of adult education teachers (79.4%) said that their centres had not received direct public funding in the last three financial years while only 6 (20.6%) said they had received the funding. These findings indicated that majority of adult education centres had not been receiving direct public funding. According to the District Adult Education Officer, adult education centres had been receiving teaching and learning materials from the government instead of being given direct funding. This had had a negative impact on adult education programmes since the programmes go beyond teaching how to read and write by also teaching as well as initiating income generating programmes for learners which require funds. This was so because adult and out of school youths required functional literacy rather than 3R. With Income Generating Activities (IGA) learners earn while learning. Absence of IGA made it hard to market the programme to potential learners as well as retaining those already enrolled as they did not see immediate returns. It also furthered the stigma that adult education is for those who cannot read and write.

4.5.2 Other Sources of Public Financing of Adult Literacy

The researcher asked adult education teachers who had indicated that their centres received public funding to name the sources of those funds. The results are presented in Table 4.14.

Table 4.14: Other Sources of Public financing of adult Education and the amount

Sources	Frequency	Percentage
CDF	1	16.6
LATF	0	0.0
K.E.S.S.P	4	66.8
Women Enterprise	1	16.6
Total	6	100.0

According to the findings on Table 4.14, majority of teachers whose centres received public funding (66.8%) indicated that they had received funding from K.E.S.S.P while 16.6% said they received public funding from CDF and Women Enterprise Funds. These findings were an indication that K.E.S.S.P was the major financier of adult education programmes in Murang'a South District. According to Republic of Kenya (2005) Kenya Education Sector Support Programme (KESSP) 2005-2010 is a government and donor initiative for funding programmes in the education sector to fulfil the MDGs and EFA goals in Kenya. The adult literacy programme is one of the 23 investment programmes in this initiative.

4.5.3 Mode of Disbursement

The researcher asked adult education teachers to indicate the mode of allocation of public funds for adult education programmes used by the sources of public funding. Their responses are as presented in Table 4.15.

Table 4.15: Mode of Disbursement

Mode of disbursement	Frequency	%
Allocation per learner	25	86.2
Allocation per centre	20	68.9
Allocation based of the success of previous sessions	14	48.2
Allocation based on gender	10	34.4
Allocation based on special needs of centres	8	27.5
Allocation based of programmes offered	6	20.6

N = 29

The results in Table 4.15 indicate that majority of adult education teachers (86.2%) indicated that allocation of public funds was made per learner. This was followed by 68.9% who said it was allocated per centre while 48.2% said it was allocated based on the success of previous sessions. Only 8 (27.5%) teachers said it was based on special needs of centres with 20.6% saying it was based on the programmes offered. This was an indication that before public funds were allocated to adult education centres, sources of funding expected them to have a certain number of learners enrolled in them as allocations were done per learner. This means that most centres had to do without public

funding at the time of inception and during the time before they were able to meet all conditions for public funding.

4.5.4 Conditions of Allocation

The researcher sought from adult education teachers the conditions imposed by sources of public funding that must be fulfilled by centres before they qualify for public funding.

Their responses are as shown in Table 4.16.

Table 4.16: Conditions of Allocation

Conditions	Frequency	%
Based on levels of enrolment atleast 30	24	82.7
Must have a structure (classroom)	23	79.3
Based on levels of attendance above 25	22	75.8
Must have management committee	21	72.4
Based on projects initiated	16	55.1
Based on accountability of those running the centres	13	44.8
Ability to pay back	10	34.4

N = 29

The findings presented in Table 4.16 show that majority of adult education teachers (82.7%) said that for a centre to qualify for public funding especially from K.E.S.S.P it must have a certain minimum number of learners enrolled in the centres. This is followed by 79.3% who said it must have a structure (classroom), then 75.8% who said the centre must show record showing a required minimum daily attendance of learners and 72.4% who said a centre must have put in place a management committee. According to the

District adult education officer, a centre must have enrolled a minimum of 30 learners with attendance rates of more than 25 learners per day and must have a structure (building) and a management committee in place. The centres are also required to write a proposal highlighting areas to be funded and the proposal must satisfy the panels before allocations are made. Other sources of public funding like the Women’s Enterprise Fund is gender based with a requirement that a centre must demonstrate the ability to repay the loan.

4.5.5 Sources of Public Funding and Enrolment and Retention Rates

The researcher asked adult education teachers to indicate ways through which sources of public funding of adult education programmes influence enrolment and retention rates in adult education programmes. Their observations are as presented in Table 4.17.

Table 4.17: Sources of Public Funding and Enrolment and Retention Rates

Response	Frequency	Percentage
Provide incentives for learners to join	23	79.3
Provide employment opportunities for learners	21	72.4
They conduct adult education sensitisation campaigns	16	55.1
Sets benchmarks for adult education providers.	15	51.7
Provide conducive learning environment	14	48.2
Provide the adult education curriculum	13	44.8
Help in provision of adult education teachers	11	37.9
Provide teaching and learning materials	8	27.5
Organise seminars for adult education providers	9	31.0
Conducts needs assessment programmes	7	24.1

N = 29

According to Table 4.17, majority of adult education teachers (79.3%) indicated that sources of public funding provide the incentive for adult education learners to enrol in the programme and remain in the programme through funds provided for income generating projects. This followed by 72.4% who said they provide employment opportunities for learners through funding of income generating projects, then 55.7% who said that these sources sometimes conduct sensitisation campaigns about adult education programmes and 51.7% who said some especially the Ministry of Education set benchmarks as conditions for funding which make adult education providers to put in place measures to ensure high rates of enrolment and retention.

4.6 Priority Areas of Public Financing of Adult Education

The study sought to establish the priority areas of public funds of adult education programme and how this influenced enrolment and retention rates in the programme. The findings are as presented in the successive sub-sections.

4.6.1 Reasons for Joining the Adult Education Programme

The researcher asked adult education learners to indicate the reasons why they joined the programme. Their responses are as indicated on Table 4.18.

Table 4.18: Reasons for Joining the Adult Education Programme

Reason	Frequency	Percentage
To be gainfully employed	18	62.1
To be able to read and write	15	51.7
To be able to run the business	13	44.8
To be able to communicate in Kiswahili and English	7	24.1
To be able to tutor the children	6	20.6
To be able to operate phones	5	17.2
To be exposed to knowledge	3	10.3
To be able to transact in the bank	2	6.8
To participate in women group activities	1	3.4
Self-fulfilment	1	3.4

N = 29

The findings on Table 4.18 indicated that majority of adult education learners (62.1%) joined the adult education programme so as to acquire skills that would enable them be gainfully employed followed by 51.7% who would like to be able to read and write and 44.8% to be able run their business in a better way. This was an indication that majority of adult education learners joined the programme so as to improve their economic status and therefore public funding should be channelled towards this course.

4.6.2 Priority Areas of Public Funding According to Teachers

The researcher asked adult education teacher from the six adult education centres that had received public funding to show the areas in which the funds were spent. Their responses are as presented on Table 4.19.

Table 4.19: Priority Areas of Public Funding According to Teachers

Priority areas	Frequency	Percentage
Purchase of furniture	5	83.3
Purchase of teaching and learning materials	1	16.6
Start-up capital for income-generating project	1	16.6
Construction of classroom	1	16.6

N = 6

The results in Table 4.19 show that majority of adult education teachers whose centres received public funds (83.3%) channelled funds towards acquisition of furniture followed by 1 (16.6%) who said funds were used to purchase teaching and learning materials, used as start-up capital and construction of a classroom respectively. These findings were an indication that the centres which received direct public funding were compelled to acquire basic facilities for the programme such as buying of furniture which when compared to findings in Table 4.18 show that learners' needs and interests were not being given priority when utilising public funds for adult education. In essence, there exists very minimal relationship between literacy and improvement in living conditions and this has resulted in very many cases of relapse into illiteracy, even after having acquired a considerable level of literacy (Soto & Kuper, 2001).

4.6.3 Factors behind Identification of Priority Areas

Adult education teachers were asked to indicate the factors that influenced them to allocate public funds in the priority areas identified in Table 4.19. Their responses are as presented in Table 4.20.

Table 4.20: Factors behind Identification of Priority Areas

Response	Frequency	%
Identification of the needs of the centres.	5	83.3
Directives from the funding agency.	4	66.6
Teachers' own decisions.	4	66.6
Socio-economic conditions of the catchment areas.	3	50.0
Identification of individual learners' socio-economic needs.	2	33.3

N = 6

The findings in Table 4.20 show that majority of adult education teachers (83.3%) indicated that they identified the needs of their centres before deciding on how to use the public funds. This was followed by 66.6% who said they used the funds according to the directives of the funding agency and according to their own decisions and then 50.0% who said they considered the socio-economic conditions of their centres' catchment area before deciding on how to use the funds. The list cited was that utilisation of funds was based on learners socio-economic needs. These findings were an indication that adult education teachers who received public funds put more consideration on the state of their centres as well as the need to impress the funding agencies rather than consider the

individual interests of their learners. This might impact negatively on enrolment and retention rates.

4.7 Suggestions for Enhancing Public Funding of Adult Education

The researcher sought from the District Adult Education Officer to highlight the challenges facing public financing of adult education programmes in Murang'a South District and to suggest ways of alleviating these challenges. The findings are as presented in the following sub-sections.

4.7.1 Challenges Facing Public Financing of Adult Education

The researcher asked the District Adult Education officer to indicate the challenges that were facing public financing of adult education centres in Murang'a South District. According to the district adult education officer, the challenges included the inadequate funds allocated by the government for adult education. This led to a situation where the amount of funds reaching the centres was inadequate and hardly left any impact. It also meant that only a few centres benefit from these funds. The DAE also observed that second challenge facing public financing of adult education were that the conditions imposed by the financing agencies on centres are prohibitive. There is a requirement that a centre must be having atleast 30 learners enrolled in the centre and that there should be a daily attendance of atleast 25 learners. It is also a requirement that a centre must have a structure and a management committee in place. This made many centres that were in need of funds not to benefit from public funding with funds in some cases being given to less deserving centres just because they were able to meet the conditions.

The District Adult Education officer thirdly observed that the emphasis by the Ministry of Education that adult education centres should instead of being given funds be provided with materials and facilities is another challenge. This is because the arrangement does not put into consideration the needs of individual centres and learners. For example centres may be having projects in place which barely require the teaching and learning facilities. This has reduced the programme to be only for those who cannot read or write thus further perpetuating the stigma that it is a programme for illiterates and therefore made many not to join or those in it to drop out.

Fourthly, some public financing agencies dictate to centres the areas in which the funds should be utilised. For example CDF funds in most cases may be provided specifically for construction of buildings and should therefore not be diverted to other projects. This has led to a situation where buildings have been constructed but adult education programmes cannot be conducted in them due to lack of furniture and teaching and learning materials. The study also established from the District Adult Education officer that in most cases there are delays in the disbursement of public funds for adult education programmes. This causes delays in the implementation of projects as well as lowering the yield especially in agricultural-related projects initiated by adult education learners.

4.7.2 Solutions to Challenges Facing Public Financing of Adult Education

The researcher asked the District Adult Education officer to highlight solutions to the challenges facing public financing of adult education centres in Murang'a South District. It was suggested that the government of Kenya should allocate more funds towards adult education programmes to ensure that there are sufficient funds available to support adult

education. The District Adult Education officer also suggested that conditions imposed for qualification for public funding must be relaxed so that deserving centres can also access public funding.

Another solution according to the District Adult Education Officer is that the government should directly give funds to centres to decide on how to spend the funds rather than provide them with teaching and learning materials even when programmes initiated by the centres hardly require these materials. The District Adult education officer also suggested that adult education centres should be left to decide on areas to invest the funds rather than funding agencies dictating on where the funds should be utilised. The study also suggested that public funds to adult education programmes should be released on time so as not to disrupt the implementation of projects identified by respective centres.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter summarises and gives conclusions of the results reported in chapter four. Implications of the results and recommendations are also provided in this chapter.

5.2. Summary of the Findings and Implications

This study sought to assess the impact of public financing of adult literacy programmes on participation rates in adult education centres in Murang'a South District by examining the adequacy of public financing, sources of public financing and priority areas of public financing and their influence on participation rates in adult education centres. The study adopted the descriptive survey design and targeted (1) District Adult Education Officer, sixty (64) adult education teachers and six hundred and fifty (650) learners from which 1 District Adult Literacy Officer, 30 adult education teachers and 48 learners making a total of 82 respondents were sampled for the study. This was done using simple random sampling technique and the Krejcie and Morgan (1970) table for determining Sample Size for Research Activities.

As revealed by the study, the fact that majority of adult education centres (79.4%) have not received direct public funding in the last three financial years and instead supplied with teaching and learning materials from the government has had a negative impact on adult education programmes since the programmes go beyond teaching how to read and write by also teaching as well as initiating income generating programmes for learners which require funds. This has made it hard to market the programme to potential learners

as well as retaining those already enrolled as they do not see immediate returns of adult education. It has also promoted the stigma that adult education is for those who cannot read and write making many to decline to join.

The revelation by the study that the allocation of public funds is made per learner, per centre, based on the success of previous sessions, based on special needs of centres or based on the programmes offered means that most centres have to do without public funding at the time of inception and during the time before they are able to meet all conditions for public funding. This reduces their ability to attract and retain learners due to their inability to initiate and successfully implement projects as a result of lack of adequate funds.

From the findings, the conditions imposed by public financing agencies such as the requirement that a centre must have a certain minimum number of learners, must have a structure (classroom), must show records showing a required minimum daily attendance of learners, must have put in place a management committee or are also required to write a proposal highlighting areas to be funded and the proposal must satisfy the panels before allocations are made makes it hard for adult education to receive public funding as most centres may not be able to meet all the conditions. This makes many centres to be deprived of public funds which negatively affect their operations leading to low enrolment and retention rates.

According to the results sources of public funds promote enrolment and retention rates in adult education programmes through providing incentives for adult education learners to enrol, remain in the programme through funding income generating projects, providing

employment opportunities for learners, conducting sensitisation campaigns and through setting benchmarks as conditions for funding which make adult education providers to put in place measures to ensure high rates of enrolment and retention. Also given that the public funds channelled directly to centres are inadequate in financing the operations of adult education programmes, the adult education centres are unable to purchase physical facilities, adequate teaching and learning facilities, offer incentives to learners as well as effectively conduct sensitisation campaigns. This has made adult education programmes unattractive leading to low enrolment and retention rates.

The fact that the findings revealed that few adult education centres which received direct public funding used the funds acquire basic facilities for the programme such as buying of furniture is an indication that adult education teachers put more consideration on the state of their centres as well as the need to impress the funding agencies rather than consider the individual interests of their learners. This relegates the needs of learners which impacts negatively on enrolment and retention rates.

From the findings, challenges facing public financing of adult education centres in Murang'a South District include the inadequate funds allocated by the government for adult education. This has led to a situation where the amount of funds reaching the centres is inadequate and hardly leaves any positive impact on enrolment and retention rates. It has also meant that only a few centres benefited from these funds. The conditions imposed by the financing agencies on adult education centres are prohibitive. This has made many centres that are in need of funds not benefiting from public funding with

funds in some cases being given to less deserving centres just because they are able to meet the conditions. This has impacted negatively on enrolment and retention rates.

The emphasis by the Ministry of Education according to the findings that adult education centres instead of being given funds be provided with facilities does not put into consideration the needs of individual centres and learners. For example centres may be having projects in place which barely require the teaching and learning facilities. This has reduced the programme to being only for those who cannot read or write thus further perpetuating the stigma that it is a programme for illiterates and therefore made many not to join or those in it to drop out. Some public financing agencies dictating to centres the areas in which the funds should be utilised has led to a situation where buildings have been constructed but adult education programmes cannot be conducted in them due to lack of furniture and teaching and learning materials. The findings also show that there are also delays in the disbursement of public funds for adult education programmes which causes delays in the implementation of projects as well as lowering the yield especially in agricultural-related projects initiated by adult education learners. This discourages many adult education learners from participating in the programme.

5.3 Conclusion

The findings of this study point to the conclusion that public funds channelled directly to centres are inadequate in financing the operations of adult education programmes. This has made adult education programmes unattractive leading to low enrolment and retention rates. There are also a number of sources of public funding of adult education the Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF),

KE.S.S.P and women Enterprise Fund which promote enrolment and retention rates in adult education programmes through providing incentives for adult education learners to enrol remain in the programme by funding income generating projects, providing employment opportunities for learners, conducting sensitisation campaigns and through setting benchmarks as conditions for funding which make adult education providers to put in place measures to ensure high rates of enrolment and retention.

It was revealed that adult education teachers put more consideration on the state of their centres as well as the need to impress the funding agencies rather than consider the individual interests of their learners which impacts negatively on enrolment and retention rates. Adult education centres are also facing challenges in that inadequate funds allocated by the government for adult education has led to a situation where the amount of funds reaching the centres is inadequate and hardly leaves any positive impact on enrolment and retention rates. It has also meant that only a few centres benefit from these funds. The conditions imposed by the financing agencies on adult education centres are prohibitive and has made many centres that are in need of funds not benefiting from public funding with funds in some cases being given to less deserving centres just because they are able to meet the conditions. This has impacted negatively on enrolment and retention rates.

The emphasis by the Ministry of Education that adult education centres be provided with facilities instead of being given funds has reduced the programme to being only for those who cannot read or write thus further perpetuating the stigma that it is a programme for illiterates and therefore made many not to join or those in it to drop out. Some public

financing agencies dictate to centres the areas in which the funds should be utilised leading to a situation where funds are channelled to less crucial priorities. Delays in the disbursement of public funds for adult education programmes is also a challenge which causes delays in the implementation of projects discourages many adult education learners from participating in the programme.

5.5. Recommendations

The findings of this study point to the following recommendations:

1. The government and other public financing agencies of adult education programmes should in addition to funding conduct adult education campaigns through advertisements through the media and public fora so as to sensitise members of the public on the crucial role of adult education to individual and national development thus leading to increased enrolment and retention rates.
2. The government together with other adult education financing agencies should provide funds directly to centres rather than providing them with materials so as to ensure that individual needs and interests of centres are catered for. This will go along way in attracting learners to the programme.
3. The government, adult education teachers and other financing agencies should make individual learners' needs in deciding on the priority areas of public funding of adult education programme by contacting proper learner needs diagnosis so as to make the programme learner-friendly thus promote enrolment and retention rates.
4. The government should increase budgetary allocation towards the adult education programme and also solicit for more donors and encourage them to allocate adequate

- funds so as to ensure that adult education programmes have adequate funds to finance their operations thus enhancing enrolment and retention.
5. The government and other financing agencies should give adult education management committee in centres a free hand in identifying areas to use public funds rather than dictate to them how and where to use the funds. This will enable these committees to put money in much deserving areas thus promoting enrolment and retention rates.
 6. The government and other financing agencies should ensure that disbursement of public funds for adult education programmes is done in time; this will avoid delays in the implementation of projects thus encouraging many adult education learners to participate in the programme.
 7. Adult education teachers, learners and community leaders should mobilise members of the community to provide support for the programme through financial support and provision of facilities such as land for constructing centres as well as provide buildings.
 8. Adult education learners should express the spirit of cost-sharing by offering to provide for themselves some of the learning facilities and funds for specific projects so as to ensure that centres have adequate facilities to support the programme.

5.6. Further Research

The following suggestions are offered for future research as a result of this investigation:

1. A similar study should be conducted involving the financing agencies so as to get their views on the adequacy of public financing of adult education programmes.

2. A similar study should be conducted in other districts in Kenya given that the current study was confined to Murang'a South District so as to find out the adequacy of public financing of adult education programmes in these districts.

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APPENDICES

APPENDIX ONE

INTERVIEW SCHEDULE FOR THE DISTRICT ADULT EDUCATION OFFICER

The information you will provide here is intended for the purpose of this research and will be treated in strict confidence.

1. What is your highest academic qualification?
2. For how long have you been working in the current position?
3. How many teachers and supervisors are there in your District?
4. What is the current enrolment in your district?
5. Has the government allocated funds to finance adult literacy programmes in your district in this financial years (2010/2011)?
6. How much money have you received for the programme?
7. Has there been any increase or decrease in the amount allocated to your district in this financial year in comparison to the previous financial year (2009/2010)?
8. What was the amount allocated in the financial years (2009/2010)?
9. What is your opinion on the changes in the allocations in relation to running of adult literacy programmes in your district?
10. Is the budgetary allocation to adult literacy programmes adequate to finance the adult literacy programme and to what extent?
11. If there is a deficit, how do you deal with it?
12. What about in case of a surplus?
13. Are there other sources of public financing of adult literacy programmes in your district? If yes, name them?

14. How do you alert the donors and the partners to come on board in financing your budget?

15. Which areas of adult literacy programmes in your district do they finance?

16. What is your overall assessment of the donor and partners' contribution and its impact on adult literacy programmes in your district?

17. In which area of adult literacy have the funds received been channelled to?

Area financed	GOK(kshs)	Other sources	Total expenditure
Monitoring and evaluation			
Furniture			
Advocacy			
Remuneration			
Teaching/ Learning materials			
Capacity building			
Income generating activities			

18. Have you been carrying out any sensitization campaigns for potential learners to join the adult literacy programmes?

19. Which campaign strategies do you apply to compel learners to join the adult literacy programmes?

20. What amount of funds have you used in adult literacy campaign in the last three years?

Year	Total money available	Funds used for campaigns
2008/09		
2009/10		
2010/11		
Total		

21. How has this impacted on the enrolment rates into adult literacy programmes in your district?
22. In your opinion, to what extent have the public funds allocated to your district influenced the participation and retention of learners in adult literacy programmes?

APPENDIX TWO

QUESTIONNAIRE FOR ADULT EDUCATION TEACHERS

Please read the questions below and answer them honestly. The information you will provide here is intended for the purpose of this research and will be treated in strict confidence.

1. Please indicate your gender: Male Female
2. What is your highest educational qualification?
Kenya Certificate of Primary Education (KCPE)
Kenya Certificate of Secondary Education (KCSE)
Kenya Certificate of Education KCE
Certificate in Adult Education
Diploma in Adult Education
Bachelors Degree in Education
Any other please specify.....
3. Which category of adult education teacher are you?
Full-time teacher Part-time teacher Self-help teacher
4. For how long have you been an adult education teacher?
Below 5 years 6 to 10 years 11 to 20 years
Above 21 years
5. How many days do you teach in a week
Three Four Five Six
6. How would you describe the enrolment in your centre?
Very High High Average
Low Very low

Levels of public financing and sources

7. Did your centre receive CSGs and/or any other public funds in the last three financial years? Yes No

8. If yes indicate the amount of the funds in each case.

Source	2008/09	2009/10	2010/11

9. Was the total amount of funds received adequate to finance adult literacy programmes in your centres? Yes No

If Yes, Explain.....

If no how did this affect operations at your centre?.....

.....

Public financing and enrolment rates

10. How many learners do you have in your centre(s).....

11. What strategies do you use to mobilize learners to participate in the adult literacy programmes?

Approaching individual learners (House to house)

Through public meetings

Advertisement in the local media

Learners' self-initiatives

Provision of material incentives

Any other specify.....

12. What amount of funds did you use in adult literacy campaign in the last three years?

Year	Total expenditure for campaign	Source of funds
2008/09		
2009/10		
2010/11		
Total		

13. What is your assessment on attendance in your centre(s)?

Very High High Average Low
 Very Low

14. In your opinion, to what extent has availability of public funds influenced enrolment in your centre(s).....

Public financing and retention rates

15. How many centres do you manage?

One Two
 Three More than three

If more than one centre, how far are these centres from each other?.....

Do you think this has an effect on retaining learners in the programme?

Yes No

16. Do you have buildings or a building set a side for adult literacy centres

Yes No

If yes, what is the condition of the building(s)?

Very good Good Fair
 Poor Very Poor

If No, where do the learners attend the adult literacy programme?.....

17. Do you have furniture in your adult education centre(s)? Yes No

If yes Tick the furniture you have in your centre(s).

Chairs Tables

Desks Shelves

18. How did you acquire the physical facilities available in your centre(s) (Tick more than one where applicable)

Donated by an organization

Bought from the public funds received

Acquired on credit

Donated by learners

Using school facilities

Using church facilities

Any other please specify.....

19. Do you have teaching and learning materials at your centre(s) Yes No

20. Comment on the adequacy and relevance of these materials to the learners' needs?.....

.....

21. Where do you get these materials from?

DACE

NGOs

Procured using Public funds allocated to the centre

Schools

Religious organizations

Multinational organizations

Any other specify.....

22. How has the availability and state of facilities impacted on retention of adult learners in adult literacy programmes?.....

.....

.....

APPENDIX THREE

INTERVIEW SCHEDULE FOR ADULT EDUCATION LEARNERS

The information you will provide here is intended for the purpose of this research and will be treated in strict confidence.

1. When did you join the adult literacy programme?
2. Why did you join the adult literacy programme?
3. How did you get the information about adult literacy programme?
4. How far is the adult literacy centre from your home? How do you feel about this distance?
5. How many adult education teachers do you have in your centre?
6. In your opinion, is your learning environment conducive?
7. Do you have desks, chairs and tables in your centre? If yes are they enough and comfortable for all learners?
8. Do you have books for reading and writing? If yes are they adequate?
9. Do you pay any money before you are allowed to join adult literacy programme? If yes, how much?
10. If yes, what is the reason given for such payments?
11. Do you receive any motivation whether monetary or material when attending adult learning? Explain.

APPENDIX FOUR

OBSERVATION SCHEDULE/GUIDE

	Facility	Available	Not available
Physical facilities	Buildings		
	Desks		
	Tables		
	Chairs		
	Resource rooms		
Teaching and learning facilities	Chalkboards		
	Chalk		
	Rulers		
	Textbooks		
	Notebooks		
	Charts		
	Pens/ Pencils		
	Admission register		
	Lesson plans		
	Scheme of work		
	Curriculum guides		
	Attendance register		

APPENDIX FIVE

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3500	346
85	70	440	205	4,000	351
90	73	460	210	4500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	364
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	50,000	382
210	136	1,000	285	100,00	384

Note: N is population size
S is sample size

Source: R.V. Krejcie and D. Morgan, "Determining Sample Size for Research Activities: Educational and Psychological Measurement, Vol. 30 No. 3 1970 P. 688.

APPENDIX SIX
RESEARCH AUTHORISATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/SS-011/846/4**

Date: **6th July, 2011**

James Maina Ndonga
Kenyatta University
P. O. Box 43844 - 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Adequacy of public financing of adult literacy programme in enhancing participation rates in Murangá South District Kenya"** I am pleased to inform you that you have been authorized to undertake research in **Muranga South District** for a period ending **31st August, 2011**.

You are advised to report to **the District Commissioner & the District Education Officer, Murangá South District** before embarking on the research project.

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Murangá South District

The District Education Officer
Murangá South District

APPENDIX SEVEN
RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RR/12/1/55011/846

THIS IS TO CERTIFY THAT: **Date of issue: 6th July 2011**

Prof./Dr./Mr./Mrs/Miss/Institution **fee received: KSHS.1000**

James Maina Ndonga

of (Address) Kenyatta University

P.O. BOX 43844, Nairobi

has been permitted to conduct research in

Location: Murang'a South District Central Province

on the topic: Adequacy of public financing of adult literacy programme in enhancing participation rates in Murang'a South District.

Applicant's Signature: [Signature] **For Secretary, National Council for Science and Technology**

for a period ending 31st August, 2011

