

**DETERMINANT OF GENDER DISPARITIES IN ADULT LITERACY  
CLASSES IN KENYA. A CASE STUDY OF MAGUMONI DIVISION, MERU-  
SOUTH DISTRICT**

**BY**

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**A Research Project Submitted in Partial Fulfilment of the Requirement for the  
Award of the Degree of Master of Education in Educational Foundations.**

**University of Nairobi**



**October 2012**

## DECLARATION

This research project is my original work and has not been presented whether in part or whole for the award of degree in any other university.

Signature...  .....

Date... 8.11.12...

Mutegi Enid Wanja

This research project has been submitted for examination with my approval as the University Supervisor.

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## DEDICATION

This research project was dedicated to the creator the almighty God who gave me the physical and mental strength to undertake and accomplish it. I also dedicate this study to my dear husband Alex Njeru and my children Emis, Davis and Elvis.

## ACKNOWLEDGEMENTS

I wish to acknowledge the contributions of individuals who assisted me in production of this research project. First and foremost, my gratitude goes to the my supervisor Mr. Mukathe and my course coordinator Julius Edalia. I am very grateful

I wish to acknowledge contribution made by my husband Alex R, Njeru for his continuous support, advice and encouragement, my sister Evelyn for her moral support and my children Emis, Davis and Elvis.

My gratitude also goes to my head teacher Pharis, Nthambo primary teachers for their spiritual support offered throughout my course work. Also to my parents Beatrice and Silas for their contribution towards my early education. I thank God for enabling me to go through my project and may he be praised forever by his people who recognized his favour, mercy and the great things He does to them. Amen

## ABSTRACT

The research was carried out in Magumoni Division of Meru-South District Eastern Province in Kenya. Its purpose was to examine the determinants of gender disparities in adult literacy classes. The study adopted simple random survey design to collect accurate data through the use of questionnaire and also interview schedule. The research was conducted using an ex-post-facto research design which is mainly used when data is being classified by major sub-groups of the population. Four research questions were formulated to assist in the development of research instruments. Four questionnaires were developed as the data collection instruments and a pilot study was conducted to establish the validity of the research instruments.

The specific objective of the study were to find out whether the following factors influenced gender disparities in adult literacy classes, first variable was to investigate the effect of gender based discrimination, the effects of government policies, effect of learning environment, teaching and cultural background .The target population of seventy six respondents was expected in division. Out of that target population the actual response was sixty four respondents representing 84%. In addition four adult education centers were sampled and their teachers were also interviewed to support the information obtained from the respondents.

The major findings of the study were that gender-based discrimination was mainly due to poor government policies, bad learning environment, unequipped teachers, environment and general lack of support across the board. However, the study established that gender disparities should be looked at.

The Department of Adult Education should provide the literacy centres with facilities that will cater for the adult learners to stop gender disparities, more male teachers should be employed in order to attract men to join adult literacy class.

The study established that gender disparities should be looked at. Men separated with women for learning of men to take place. The study established that there were more female learners than their male counter parts. The study also established that Age factor also played a factor towards disparities. Another finding was that stigmatization and language barrier played a big role towards gender disparities. However, most learners claimed to have benefited from the programme despite the challenges faced and strongly posed that they still attend adult literacy classes.

However most adult learners claimed to have benefited from the programme despite the challenges they faced.

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## LIST OF ACRONYMS AND ABBREVIATIONS

ACE	-	Adult and Continuing Education
DAEO	-	District Adult Education Officer
GPI	-	Gender Parity Index
ECD	-	Early Childhood Development
BAE	-	Board of Adult Education
DAE	-	Department of Adult Education
NGO	-	Non-governmental Organization
AEAC	-	Adult Education Advisory Committee
ILD	-	International Literacy Decade
IGA	-	Income Generating Activities
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the study

The conception of what is literacy has varied over the time, places and those involved in defining it. However, the notion that literacy means working with written language and calculations has remained as a core definition of literacy in many fields. However, in different countries the definition of what is literacy differs, for example in China a literate person is defined as “somebody who can read and a certain number or word but he or she should be efficient to his/her job and especially in life skills and with good manner of behavior and the required morale” (Person, 2007).

In South Africa literacy is defined as “developing qualitative competencies and knowledge to be able to resolve vital problems, improve the quality of life and ensure a better future for self and society. However, regardless of many available definitions of literacy, this study will take literacy has defined by Mwiria (1989), as the ability to decode and encode written text and do arithmetic’s that is reading, writing and numeracy. The core function of literacy is considered as the ability to use reading, writing and calculation skills to carry out daily tasks in society without any problem.

However, gender refers to socially constructed roles and relations between men and women Cortter (2000). These include the different responsibilities given to each in a given culture or society. Thus gender disparity simply means a disparity between individuals due to gender. Gender disparities stem from distinctions empirically grounded or socially constructed (Pearson, 2007).

From early 1960s the Government of Kenya identified ignorance, poverty and disease as the major obstacles to development. Education was premised to play the key role in fighting the three vices. The biggest challenge was to get the large number of illiterates from different regions of Kenya whose educational tread had been affected by the state of emergency back to class. Mweria (1998) further observes that after independence Kenya was faced with a huge social demand for education from both the young and the old and further coupled with poor inherited colonial education policy which was segregative and lacked infrastructure.

However, the government appointed the first board responsible for adult education back in 1966 known as the Board of Adult Education (BAE) through an act of parliament. The following year 1967, the Department of Adult Education (DAE) was created to implement the policies of BAE Dondo (1980). Since 1960s adult education tread had taken a slow phase. Fifteen years from independence the government realized that literacy was becoming a serious obstacle to development. In the year 1979 the government prioritized illiteracy eradication. The prioritization of 1979 resulted into a very high enrolment rate at 415,074 adult learner's, 11,766 adult literacy centers, 13,204 registered adult teachers, CBS (1979).

However, the enrolment rates started to drop in mid 1980's when only 398,877 were enrolled. Ten years later in 1990, the rate of enrolment had dropped to 147,939 which was less than half of what it was in 1979. After 1990s, adult literacy enrolment continued to fall and reached 93,052 in the year 2000 CBS (2001). Enrolment in adult literacy classes consistently continued to declining. Male enrolment rates remained

low and dropout rate has been very high (UNESCO, 2008) The gender parity index (GPI) of female and male literacy rate in 2008 was at 78.9% and 88.2% respectively.

### **1.1 Statement of the Problem**

From the background of the study gender disparities in adult literacy classes is evident all along for some years. The first identified problem was the gender factors cultural context in one way or the other might have contributed to gender disparities in adult literacy classes. Another notable problem is the role of the governments concerned. Poor government policy towards adult literacy programme might be the cause of the disparities.

Another predicted factor is the learning environment, most of the class don't have owned classes. All these are assumed to have psychological effects on learners who are mature people and deserve some respects. There is also issue of poverty in some areas especially the dry pruned areas which contribute to disparities. Also in areas where there is cultural imbalance on decision making classes attendance favor men (Ngau, 1997) However, this research project wished to identify the determinants of gender disparities in adult literacy classes in Magumoni division literacy classes.

### **1.2 Purpose of the study**

The main purpose of this study was to investigate the determinant of gender disparities in adult literacy classes in Magumoni Division in Meru South District, in Kenya. The study investigated, assessed and determined the degree of effects of various variables of the study to provide a clear picture to the policy makers and other actors with interest in the areas of adult literacy learning.



### **1.3 Objectives of the Study**

The following are the specific objectives of this study:

- i. Identify the gender based discrimination that lead to disparities in literacy classes.
- ii. Assess the effects of government policies on disparities in adult literacy classes.
- iii. To determine the of learning environment and teachers capacity in adult literacy classes.
- iv. Determine the effects of cultural background context in class attendance that lead to gender disparities.

### **1.4 Research Questions**

The research sought to address the following questions:

- i. What are the effects of gender- based discriminations that lead to disparities in literacy classes?
- ii. What are effects of government policies on disparities in adult literacy classes?
- iii. What are the effects of learning environment and teaching that lead to gender disparities in adult literacy classes?
- iv. What are the effects of cultural background that lead to gender disparities in class attendance?

### **1.5 Significance of the Study**

The research was carried out with the hope of assisting the ACE policy maker and implementers, curriculum developers in recognizing gender disparities.

This research was important for it tried to come out with a better way of mobilizing adults learners especially men to join literacy classes. The study also contributed to the existing body of knowledge in adult education programmes. The study also assisted policy makers and other actors to formulate clear policies on gender disparities in adult classes. The study contributed towards suggesting possible ways of creating harmony between men and women to come up with home grown solution towards gender disparities in adult classes.

### **1.6 Assumption of the study**

The study assumed that:-

- An assumption was made up that the adult literacy classes within the study area of Magumoni would be satisfactorily used for wide representation.
- It's also assumed that the findings of the research captured the clear picture of the objectives and can be referred for comparison with other areas.
- The respondents targeted are knowledgeable and would give accurate responses.
- That all ACE centres in Magumoni Division are operational and offer literacy programme.

### **1.7 Limitations of the study**

The main limitation was that most of the respondents in adult education classes could not read or write thus consuming a lot of time when explaining and elaborating. Another limitation is that there were few adult classes available. Absenteeism was high forcing the researcher to prolong research period. All the same the research was a success.

### **1.8 Delimitations of the study**

The study was confined to the ACE Magumoni Division in Meru South District. Magumoni Division was chosen due to financial status of the researcher who is self-sponsored.

### **1.9 Organization of the study**

The study was divided into five chapters: Chapter one consist of background information on the problem, statement of the problem, purpose, objectives, research questions, significance, assumptions, limitations and delimitation of the study. The chapter also consists of organization of the study and definition of significant terms.

Chapter two consists of literature under the following sub – topics: Literacy Globally, Gender disparities in Adult literacy class in Kenya, gender based discrimination, effects of government policy, effects of learning environment and social cultural factors.

Chapter three describes the research methodology used in the study with the topic, research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

Chapter four consists of data analysis and discussions of the findings: Chapter five gives a summary of the research findings, conclusion, recommendations and suggestions for further research in the area. The last section of the project consist bibliography and appendices.

## **Definition of Operational Terms**

**Adult:** A person who fulfills set criteria based on age, legal status and in Kenyan law an adult is a person aged 18 years and above.

**Adult education:** A planned process of learning for adult learners.

**Enrolment:** A state of being registered in an organized group.

**Gender:** A socially constructed roles and relations between man and woman.

**Gender disparities:** Unequal representation between individuals due to gender.

**Gender roles:** socially assigned roles and responsibilities based on gender.

**Gender bias:** Any kind of discrimination based on disadvantage of gender.

**Gender specific** Use of male only or female only

**Illiteracy:** The status of being unable to read, write and compute.

**Literacy:** Ability to decode and encode written text and do simple arithmetic.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

According to Mugenda (1999) literature review involves the systematic identification and analysis of documents containing information related to the problem being investigated. In this chapter one literature review focused on the following issues:- Literacy globally, gender disparities in adult literacy class in Kenya, gender based discrimination, effects of government policies, effects of learning environments and social cultural factors.

#### **2.1 Literacy Globally**

Worldwide, 3.6 billion adults are literate; 82% of the adult population are able to read and write simple statements. Here adults include people aged 15 years and over UNESCO, (2008). The percentage of literate adults is lower than that of literate youth in every region of the world. The biggest differences are 17% in Northern Africa, 13% in Central Africa, and 11% in South eastern Africa. The smallest difference between youth and adult literacy rates is 1% in Japan Hurst (2007). The largest populations of literate adults live in China, India and the United States. India has a literacy rate of 61%, the other two territories have rates of 91%.

However, defining literacy is difficult. Getting any group of people working on literacy to agree to a definition is hard (Monroe, 2002) globally literacy, is all about acquisition and use

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However, defining literacy is difficult. Getting any group of people working on literacy to agree to a definition is hard (Monroe, 2002) globally literacy, is all about acquisition and use

of reading, writing and numeracy skills. There are various definitions of literacy, but this definition differs from countries as per how they interpret literacy. However, many scholars define literacy as the ability to decode and encode written texts and to do simple arithmetic i.e. reading, writing and numeracy.

According to Mwiria (1989) literacy is the ability to identify understand, interpret, create, communicate and compute where necessary using printed and written materials. Mwiria (1989) further posits that literacy involves continuous learning to achieve knowledge and potential to participate fully in the community and the society in general. A Functionally literate person is perceived as a person who can engage in any given activity in which literacy is required (Friedman, et al, 2004). Adult education is the practice of teaching and educating adults. In the Kenyan context an adult is a person over 18 years of age (MOEST, 2003)

Despite the concerted efforts to promote adult literacy in Kenya, still the policy makes grapples with large number of illiterate and semi-literate both young and old Dondo (1980). it was estimated that in 2004, over 4.2 million adults Kenyans were illiterate (UNESCO, 2003/2004), but the UNESCO figures by 2008 showed that the percentage of illiterate persons continued to grow worldwide, thus in 2008, 769 million adults aged 15 years or older at 17% lacked basic reading and writing skills, out of that number, 64% of them were women. In comparison 24% of all adults were illiterates in 1990 ( UNESCO, 2008) However, the gender parity index (GPI) between 1990 and 2008, evolved with female literacy overcoming that of men at 78.9% female and 88.2% men. At the global level both the adult literacy rate and gender parity improved over the past 20 years.

The literacy rates grew from 70% in 1990 to 83% in 2008 GPI findings. By the same time the lowest literacy rates were observed in Southern Asia and Sub-Saharan Africa, with 62% and 63% respectively. In most of MDG'S covered regions in world, GPI showed female literacy levels being below the men literacy rates Hurst (2007). In most Islamic covered or fundamentally nations, mostly in Western Africa male literacy rates were generally at a higher level, While in Lesotho in Southern Africa, female literacy rates are above male literacy rates with 90.3% of all women aged 15 years and older being literate compared to men at 73%.

However, literacy was one of the key priority area out of (EFA) Education For All. An international framework for action in Dakar Senegal in 2000. The gender focused upon achieving a 50% improvement in levels of adult literacy by 2015 and more specifically targeting women. Ngau (1997) Attributed the disparities from minor trait factors such as religious beliefs, attitudes and perception, poverty, lack of role models, HIV/AIDs calamities, poor curriculum planning, pedagogy, poor government incentives out of poor policy, learners attitude among others. Another identified factor, (UNESCO, 2008) was lack of gender parity at both primary and secondary schools which creates a transaction to adult hood. The gender gap widened as transition towards higher parity index for Africa, women made up less than 20% of the literate population. Boy's participation rate in education was more superior to those of girls.

Muller (1990) assets that more male and especially in less industrialized economies of African countries go to school and work up their educational ladder than female, while UNESCO states that more than half of humankind constitute of women at  $\frac{2}{3}$  of



the world's illiterates. Indabawa (2003) asserts that literacy for women is another powerful means to contribute to economy in developing countries. According to the African union 2002 women were the backbone of African rural economy accounting to over 70% of food producers. Regardless of that, fewer women than men were involved in literacy classes.

## **2.2 Gender disparities in Kenya Literacy Adult Classes.**

Kebathi (2006), Kenya's education system and the government policies does not discriminate on the bases of gender, and essentially showing gender neutrality in its outlook the education system is characterized by significant gender disparities Indabawa (2003). In general girls tend to have limited access to education and dropout is more frequent than boys. The scenario continues up to adult literacy classes.

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Adult literacy for both women and men has continued to be unproportional despite the concerted efforts to bridge the gap in learning and continuing education Mweria (1989). Adult literacy levels for women are consistently lower than those of men although there are regional variations. The lowest level being in North Eastern and Coast provinces at 15% Ndono (1980). Cultural traditions which define the role and status of women, as well as limiting access to social services in some of these areas are believed to have contributed to the factor of variations.

The gross enrolment Ratio (GER) for central province was higher than that of North Eastern province and Coastal provinces. This was attributed by previous historical background of neglect, lack of social services, poor productivity, traditional and religious practice i.e. Islam Wafula (2001). However, the gender enrolment rates in

these regions either favored men or women alike. In central province, the gross enrolment ratio of men and women was at 1:4 ratio which translated to 46% men and 66% for women respectfully. This is due to many men migrating to urban areas while majority of women were left at homes. This dictated the adult literacy classes in this province, while in Coast Province regardless of being a low economic area, more women attended adult classes than men. This was attributed by high immigration rate to coastal tourist endowed towns out of the immigration factors

Indabawa (2006) assets that the HIV/Aids pandemic become prevalent and the adult classes become affected. In addition women are more affected by HIV/Aids pandemic since they often become the caregivers for the sick children and the family at large, thus affecting their classes' attendance. The government policies also have a nice to cut in gender disparities in adult classes in this area. The inability of the parent ministries to recruit adequate teachers, poor incentives for teachers and lack of clear curriculum for adult classes in this area makes many learners especially those from ASAL areas to abstain from class (MOEST,2003 ).

### **2.3 Gender Based Discriminations**

Gender based discrimination, refers to a host of factors that contribute to the vice. Gender based discriminations are caused by gender inequalities, which literally refers to disparity between individual due to gender. Gender is constructed both socially through social interactions as well as biologically. These constructed gender stereotypes are engrained in both men and women and are a possible explanation for gender disparities in adult classes. Sangtin et al, (2006) argues that women have traditionally been viewed a being caring and nurturing and are designated to

occupations which requires such skills. While these skills are culturally valued, they are typically associated with domesticity. Pearson (2007) argues that the culturally valued domesticity chores have denied women enough time to attend adult literacy classes as would be desired. On the other hand, men have traditionally been viewed as the breadwinners or the worker. Men have taken their value with pride and majority have ended up immigrating to urban mining areas or any other places to look for jobs and small manual jobs to feed their families. This factor of immigration has reduced men adult classes attendance in big numbers.

Smith (2002) in Lesotho and Swaziland over 56% of women are literate while only 36% of both countries combined are literate. This is due to high immigration in big number by both countries men forks to South African labor market. In both countries the GPI (gender parity index) favors women a fact which is very different from other countries in Africa.

Gender disparities in adult classes can be viewed through gender sexism point of view. Gender sexism takes place in a manner such as men and women are subjected to prejudicial treatment on basis of gender alone, In Asia especially many Malay Muslim communities believe that women have more sexual passion than men and that men are more logical Sangtin, (2006). A good example is the existence of gender inequality in some countries in Asia, Sangtin (2006) Agues that due to undervaluation of baby girl in some parts of Asia and Asia Minor, Over 100 million males are living as a result of the infanticide of female children and sex selection for boys is the order of the day. This has led to gender disparities in adult classes since in some cases men are more than women.

Another notable factor of low enrolment rate in some areas is due to social economic and political negligence of some these areas. These are Islamic coast and north Eastern provinces which somehow had been under prioritized by the previous government (Mweria, 1989). These areas have the highest gender disparities in educational. Gender disparities and enrolments rates in Kenya adult literacy classes continued to downfall from 1990s and 2000s (Kebathi, 2006). However, women have gone beyond questions of gender subordination and equal right with men. Feminists argue that factors such as increasing poverty have contributed immensely towards low enrolment of women in adult classes.

#### **2.4. Effects of Government Policies**

Despite a lot of effort to promote adult literacy classes in Kenya the country still grapples with a large number of illiteracy and semi-literacy. In Kenya there is an estimated 4.2 million adult who are illiterate UNESCO (2003/2004). However, two thirds of this population consists of women. (UNESCO (2003/2004) enhancement of adult literacy classes in Kenya is in line with various international commitments, first the world forum on education for all (EFA), famously referred as Dakar framework for action, which came up with the framework of action and set up 2015 as the headline for EFA. The programme targeted achieving a 50% improvement in levels of adult literacy by 2015 and more specifically targeting women. To underscore the Kenyan government commitment to provision of literacy, Kenya was a signatory of United Nations set period between 2003 to 2012 as International Literacy Decade (ILD).

However, adult literacy programmes have been in existence since independence in Kenya. These programmes have been run by both the government and other stakeholders. The two government bodies responsible for adult learning in Kenya are the Board of Adult Education (BAE) and the Department of Adult Education (DAE). BAE was established in 1966 through the act of parliament with a mandate of advising and reporting to the mother ministry on developments regarding adult learning, to coordinate adult education, identify and assess the development needs in adult education.

Mweria, (1989) argues that at the inception, the board of adult education did not have any organizational structure at the grassroots levels to implement the specific tasks and functions as per BAE mandate. Due to more centralization at the apex the district adult educational officer coordinates the learning, recruitments of part time teacher and supervision of both full time and part time literacy teachers. At the community level Adult Education Advisory Committee (AEACs) are the managers of literacy programmes. Oluoch (2002) argues that the decentralized management strategy applied before was not effective due to lack of role clarity between the central government and district levels. Oluoch, also posits that inadequate resources for implementing the programme at the districts levels was inadequate. The adult literacy survey of 2007, found out that the AEACs are un-operational, thus there is little community participation in adult literacy classes.

The other touchy issues concerning DAE, is that the department don't seem to have a mother ministry. The department has immigrated from ministry of education, home affairs and national heritage culture and social services, Ministry of education science

and technology, youth affairs, cooperative and lack of permanent ministry location for DAE presents an image and an identity problem for the programme and for DAE officials. DAE location in the ministry of either social services cooperative or youth affairs which are associated with women and children creates bigger problem for adults who are still caring the crochets of traditions. This ultimately reduced the enrolment rates due to lack of clear policy framework at government level Kibathi (2001).

Owing to the widespread illiteracy among women and particularly in the rural areas, adult literacy policy and practice in Kenya seemed to favour women .and this continuity seems to attract more women than men, thus creating disparities in enrolment. Men tend to consider the programmes as “women activity” in which they have no role play Kibathi (2001). Thus male adult class enrolment rates have remain low and drop out high.

Adult education and literacy has been marginalized. The department continued to be under funded since 1980s and the government seemed to have lost interests and commitment to adult literacy which lead to underfunding. In 1997 to 2001 National development plan as an example no budgetary allocation was made for adult education (Kibathi, 2006).

## **2.5 Effects of Learning Environment**

Different locales and grouping of people tend to have a different approach towards specific issues Cotter (2000). However, in a world with shrinking opportunities people tend to continue with education to satisfy their needs. However, when people

with different viewpoints, reasons and cultures clash in an adult literacy classroom their hybrid environment create imbalance which might impair learning. The strength or weakness of the specific classroom is dependent upon the educator, programmes and overall personal trait. The first identified problem in adult literacy classes in Kenya was the choice of a common language. Choice depended on over forty mother tongue, Kiswahili or English Monroe (2002). The main problem was at what level to introduce another language. In formal primary education the policy and practices is to teach in three languages simultaneously.

The language policy in adult literacy was to teach in mother language or the language of the area .English was to be taught when demanded. Wafula (2001) argues that many literacy teachers found it difficult to teach in mother tongue which lacked orthographic, and compounded by lack of teaching and learning materials. Thus, the factor of language lead to many interred adult teachers to withdraw Ngau (1997). Due to problem of teachers, leaning materials and teaching materials many adults also withdrawal from adult learning classes causing disparities. Muya (1998) posits that adult learners were required to reject their own languages to learn in English and Kiswahili which was difficult to many, and on the other hand to reject their cultural knowledge and their ways of knowing things to fit in the new system. The tread was rampant in areas which mostly are fundamentally Islam.

Freire (1998) further argues that educating adults is different from educating children in several ways. One of the major difference is that adult have accumulated knowledge, work experience which can add up to their learning experience. Another difference is that adult literacy class attendance is voluntarily therefore abstinences is

unquestionable and this contribute a lot towards classes disparities. Another notable factor in environment is that adults frequently apply their knowledge in more practical form, but if the application is against the set criteria, one will feel humiliated and might ignore class for ever.

Monroe, (2001) argues that this happens when the adult teachers are not adragogically well prepared. Some researchers suggest that situational circumstances constitute an environment that promote or discourage learning. Some of the factors are created by organizational structures, positive or negative environments, time constrains, or forced to “unlearn” what they know and learn something new Hurst (2007). Although there are teachers who are fully paid by government in Kenya, majority of these teachers are self-help teachers or part-time teachers who are given a token for volunteering to teach adults. Morale at work is generally low due to low motivational levels, lack of social recognition, lack of upwards mobility and general lack of professional prospects.

The programme is operated without a curriculum to guide teacher in most countries of Africa Monroe(2002 ) teachers single handedly decide on the contents to teach in disregard of the adult classes learners needs. The 3 Rs and language skills are the most taught, but some teachers teach primary school subjects to adult learners. While the methods used usually focus on learning rather than teaching and geared towards problem -solving rather than information- giving. Muya (1998) also notes that in adult classes there no group or class activities. So learners are not able to share views and experiences as learning in more purely teachers centered. The Income Generating



Activities (IGAs) in these classes lacks the capacity to generate sufficient funds to keep learners in classes.

There is generally no homework or co-curricular activities although it's recognized that learners open up during sporting activities than in class. The learning centers are also not conducive in most cases and were not purposefully built for adults and especially in religious conscious areas. This factor affected women Muslim since the Shelia laws prohibits men and women sitting together and this affected class's attendance in a big way. Even in these classes, seats are not very comfortable to ensure concentration or when they are not enough and adults are forced to share, this automatically leads to abstinence. Long distances to the learning centers might lead to disparities in classes especially for baby caring mothers. Also many teachers lack proper formal education to provide quality learning environment to keep learners in class. Jacob (1996) adult learners also stay away if the teachers don't treat them as adults as they hate being underrated and become disgusted with the use of desks meant for nursery classes or Sunday school desks.

## **2.6 Social Cultural Factors**

Jarvis (1987) defines culture as the way in which a society organizes and recognizes itself in order to exist. Culture is made up of such elements as language, historical skills, morals, values, arts, forms, folklore, religion, education, family structure and role in the community. Adult learners like the content of the lesson that does not interfere with their belief systems and values. They may not attend learning sessions out of their own cultural moral. It is important to understand the problem in order to

be able to identify them and take appropriate steps to deal with them before they actually hinder effective adult Education classes.

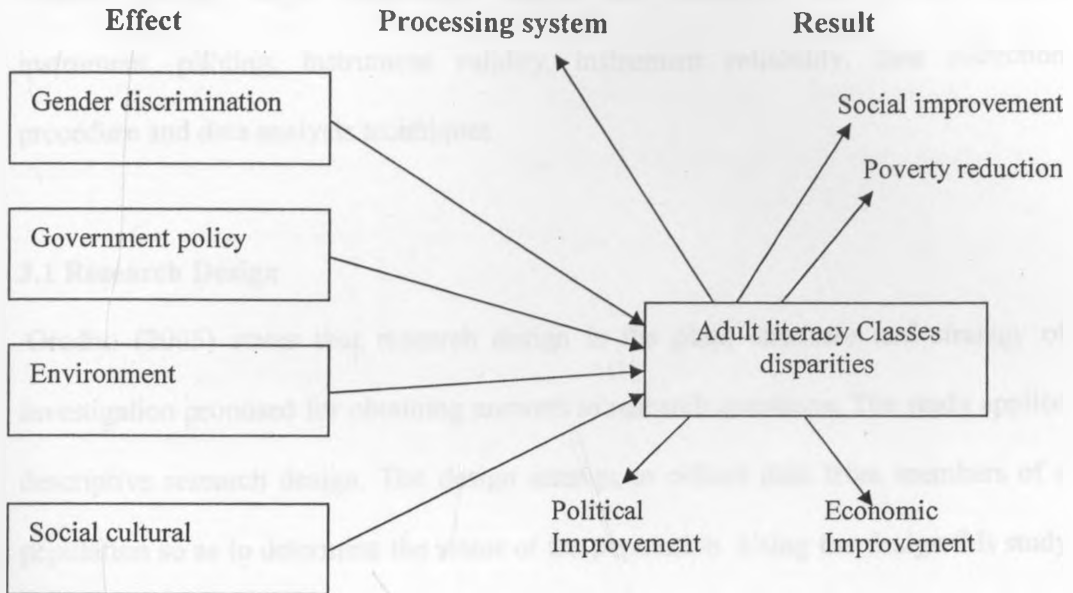
Knowles (1981) argues that the instilled cultural differentiation between male and female adults limits adult education in many parts of Africa and Asia. In Africa, men generally expect women to confirm, serve and please them. Women are physically abused and expected to submit to their men. Women spend more time working than men. This brings wider gender gap that needs to be filled. Chariana (1988) point out, the historical roots against the expansion of women's education in certain areas lay a basic conviction that there was something special about a woman's nature which would be destroyed by excessive pressure to education. Oxford dictionary defines poverty as the state of being poor.

Jarvis (1987) in his book *Adult Learning in social context* also argues that situational socio-economic obstacles are the main cause of classes disparities in African continent. Among the socio-economic obstacles are hunger, poor health and insecurity. Africa has become a home of 62% of the world's population of people suffering from HIV/AIDS. About 25 million people have died so far. Indabawa (2006) states that some learning institutions have been deserted due to HIV/AIDS associated problems. Most people require basic needs but cannot afford because of poverty. Thus poverty in Africa has been a major cause of adult literacy disparity. Lind (1990) argued that adult literacy is motivated by factors such as poverty, multiple responsibilities, conflicts, and all this conflicting with time to attend classes. The programme is also affected by the fact that it does not provide any immediate benefit.

## 2.7 Conceptual Framework

According to the conceptual framework adopted in this study there are a number of factors concerning gender that affect adult literacy class. These include gender discrimination, governmental policy, environment and social cultural.

**Figure 2.1: Determinant of gender disparities affecting Adult literacy classes**



According to Orodho (2003, p. 27) a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows relationship diagrammatically. Dramatically gender discrimination is disparities which emanates from created roles based on gender or male vices female. Gender discrimination in literacy classes is as a result of peoples view towards gender. Government policies are the planning, support and financing. The policies if not conducive they lead to gender disparities. Environmentally the learning environment which incorporates the structures, sitting arrangements, latrines among others also leads to gender disparities. Social cultural factors are issue which is the result of entrenched social cultural norms, religious, and backgrounds.

**CHAPTER THREE**  
**RESEARCH DESIGN AND METHODOLOGY**

**3.0 Introduction**

This chapter discusses the research methodology used in the study. It includes the research design, target population, sample and sampling procedures, research instrument, piloting, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

**3.1 Research Design**

Orodho (2005) states that research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions. The study applied descriptive research design. The design attempt to collect data from members of a population so as to determine the status of the population. Using the design this study suit to establish the effects of certain variables under investigation that is the effects are the independent variables and adult literacy classes disparities is the dependent variables. This design allows the researcher to gather information, summarize, present interpret and generalizes to a wider area, it is also suitable in clarification of issues (Orodho, 2002). Borg and Gall (1989:5) note that descriptive survey designs is intended to produce statistics information about aspects of education that interest policy makers and educators.

**3.2 Target Population**

The target population included all the adult learners in Magumoni division in Meru South district. The division has 22 centres for adult learning. Out of the 22 centres the total number of teachers are 16, 8 men and 8 women. They include 1 supervisor, 1 full

time teacher, 7 part time teachers, 6 self help teachers and volunteer. The number of literacy learners are approximately 60. The study targeted all the 16 teachers and the whole 60 learners, with a total of 76 as the target population.

### **3.3 Sample and Sampling Procedures**

The ideal sample should serve as an adequate representation of the population about which the researcher wanted to generalize and select in terms of both time and money and complexity of the data analysis. The sample size included the whole population of 76 which included both teachers and learners.

### **3.4 Research Instrument**

The instruments used in the study included questionnaires and report from ACE Division office. The questionnaire contains three sections one, two and three. Section one had detailed questions on the adult education teachers background, section two questionnaire for adult learners and section three questionnaire for adult education officer. Questionnaire had both open – ended questions and close – ended questions. The close ended refer to those questions which responded select the answer that satisfies them. The questions were easy to analyze since they did not need further synthesis. Open – ended questions give the responded freedom to respond in their own words.

### **3.5 Piloting**

Before using the questionnaire for generating data for the study, a pilot study was conducted in one adult literacy centre. The centre used for piloting was not used for

actual study. The target group was twenty literacy class learners who included both males and females and one facilitators in each of the pilot centres.

The purpose of pre-testing the research instruments was to verify whether the questionnaire is clear to the respondents, establish whether the questionnaire will provide data needed for the study and assess and identify any problems respondents would encounter in filling the questionnaires. The researcher went through the questionnaires and collected them after they were filled.

### **3.7 Instrument Validity**

Validity has been defined as the degree to which a test measures what it is intended to measure. Hence a questionnaire is said to be valid if the information from the respondents is correct. Borg and Gall (1998) also argue that the validity of all instruments may increase through review and repeated tests. To validate the instrument therefore a pilot study was carried out using ten adult learners from another division. After the pilot study, certain items, which seem ambiguous or not clear, will be eliminated.

### **3.8 Instrument Reliability**

According to Orodho (2005) reliability is the ability of the research instrument to measure consistently and dependably. Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated trials (Mugenda and Mugenda, 2003). The researcher attempted to minimize errors by using short, simple questions.

### **3.9 Data Collection Procedure**

The data was collected through the use of questionnaire after obtaining permission from the Ministry of Education and the Office of the President. The questionnaire was administered by the researcher to the adult educators, learners and Education officer. To avoid discussion among teachers and learners the researcher waited for the questionnaires to be filled and then collected them.

### **3.10 Data Analysis Techniques**

Descriptive statistics was used to analyze the data collected. According to Gay (1976) the commonly used method in reporting descriptive survey is the use of frequency distributions and tabulating them appropriately. Data collected was analyzed qualitatively and quantitatively. It was then presented using frequency and percentage, tables, bar graphs and pie charts.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATIONS

#### 4.0 Introduction

The purpose of this data analysis was to identify the determinants of gender based disparities in adult literacy classes in Magumoni Division. The data was collected between August and September 2012.

The findings of the research were reported in relation to the variables and objectives of the study. The researcher used sample size of 64 respondents. Supportive information was obtained from adult learners, education officers and teachers.

#### 4.1 Background Information

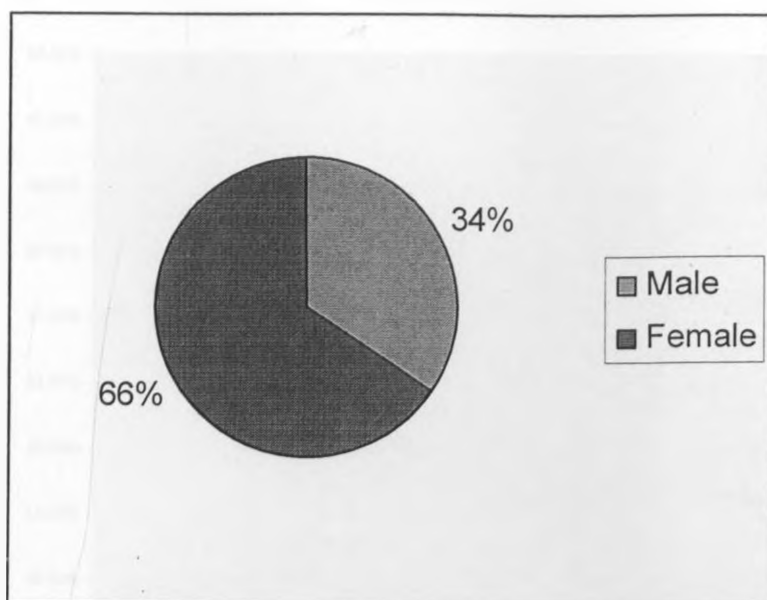
The respondents give their personal background as follows:-

**Table 4.1: Gender of the respondents**

<b>Gender</b>	<b>Expected response rate</b>	<b>Actual response</b>	<b>Response %</b>
Male	-----	22	28.9%
Female	-----	42	55.1%
<b>Total</b>	<b>76</b>	<b>64</b>	<b>84%</b>



**Figure 4.1: Marital Status**



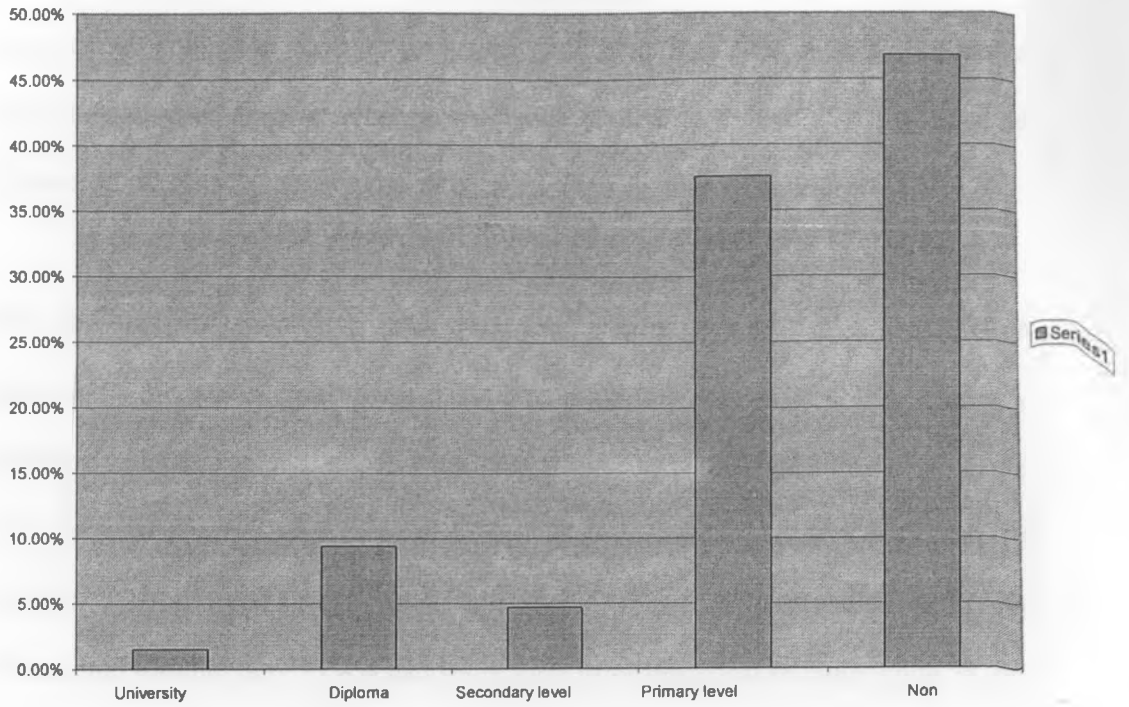
## 4.2 Demographic Details

### 4.2.1 Highest Level of Education

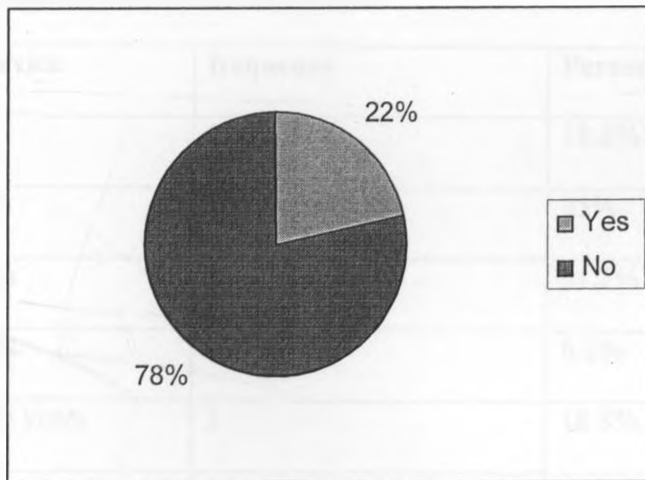
**Table 4.2: Highest Level of Education**

Level of Education	Frequency	Percentage
University	1	1.5%
Diploma	6	9.4%
Secondary level	3	4.7%
Primary level	24	37.6%
Non	30	46.8%
	<b>64</b>	<b>100%</b>

**Figure 4.2: Highest level of Education**



**Figure 4.3: Any Professional training**



From the analysis of figure 4.2 and 4.3 the expected responses rate was 76 respondents, but only 64 respondents responded representing 84%. The response rate was adequate enough to be relied on for data interpretation. The gender response rate was not equal since male response was at 34.4% compared with 65.6%. it was a good indicator that the adult literacy classes had more female than male counterparts.

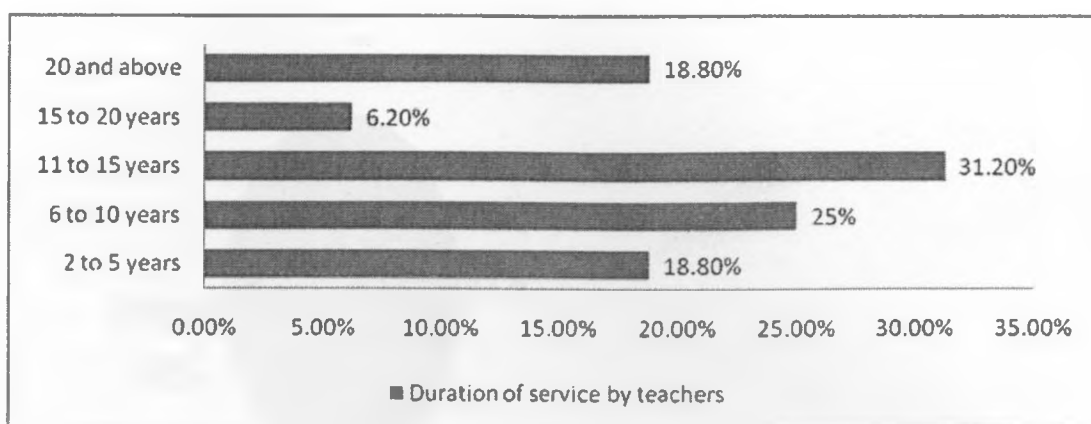
From the analysis on marital status 81.3% are married adults, while 12.4% were single and 6.3% others respectively. On educational levels only 1.5% had university education from the whole respondents, 9.4% had Diploma level of education and 4.7% had secondary education. Majority of respondents had primary level of education at 37.6% and 46.8% had no education background. On the grounds of any professional training only 21.8% had some form of professional training while 78.2% had no professional training at all.

#### 4.2.2 Duration of service of teachers

**Table 4.3: Duration of service of teachers**

<b>Years of service</b>	<b>frequency</b>	<b>Percentage ( %)</b>
2 – 5 years	3	18.8%
6 – 10 years	4	25%
11 – 15 years	5	31.2%
15 – 20 years	1	6.2%
20 and above years	3	18.8%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>

**Figure 4.4: Duration of Service of Teachers**



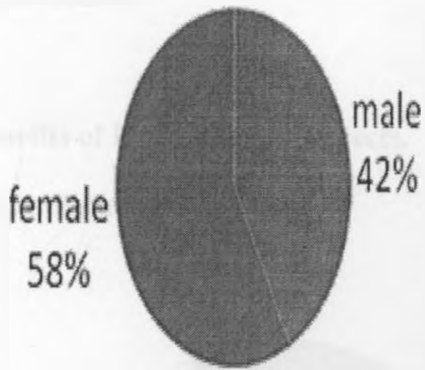
From the analysis majority of literacy classes teachers had served between six, ten, eleven and fifteen at 25% and 31.2% respectively. Those who had served between 2 – 5 years and 20 and above had equal representation at 18.8% both. Only 6.2% had served between 16 and 20 years.

#### 4.2.3. Number of Learners per class in average.

**Table 4.4: Number of Learners per class in average.**

Years	Male	Female	Total
2006	21	30	51
2007	18	24	42
2008	17	29	46
2009	19	31	50
2010	24	26	50
2011	21	24	46
2012	20	28	48
<b>Total</b>	<b>140</b>	<b>192</b>	<b>332</b>

**Figure 4.5: Number of learners per class in average**



From the analysis in 2006 there was only 21 male and 30 female giving the highest enrollment at 51 learners. The other years representing 50 learners per year was 2009 and 2010 respectively. Other years presented between 42 and 48 learners per year. From the analysis male give the smaller numbers between 17 and 21 for all the years, while female ranged between 24 and 31 for all the years. It was evident from the analysis that male represented 42% while female represented 58%.

#### 4.2.4. Learners registered for proficiency

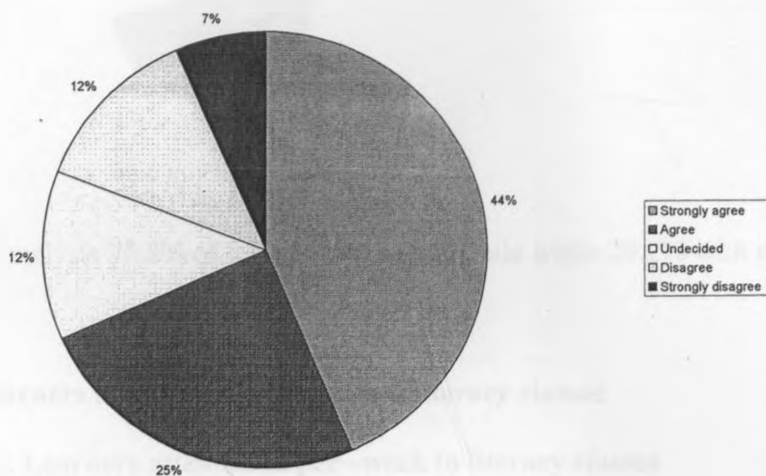
**Table 4.5: Learners registered for proficiency**

Years	Men	Women	Total
2006	8	17	25
2007	6	12	18
2008	5	11	16
2009	9	12	21
2010	10	13	23
<b>Total</b>	<b>38</b>	<b>65</b>	<b>103</b>

From the analysis a total number of 103 learners had registered for proficiency tests between 2006 and 2010. Out of that number 36.8% were male while female represented 63.2%.

#### 4.2.5 Benefits of Literacy class projects.

Figure 4. 6: Benefits of Literacy



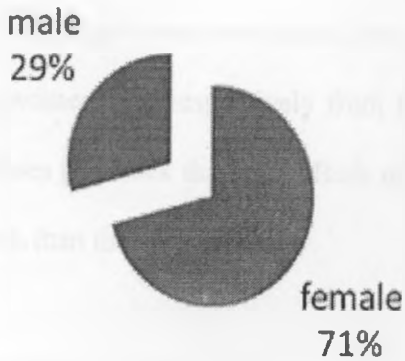
In this section the researcher wished to establish the perception of literacy class teachers of benefits class projects. The respondents were to answer at a five point value, of strongly agree, Agree, undecided, Disagree and strongly Disagree.

From the analysis, majority of respondent's teachers strongly agreed at 43.7 and 25%. 12.5% of the respondents were undecided while 12.5% Disagreed and 6.7% strongly Disagreed.

### 4.3 Interview for Adult Learners

#### 4.3.1 Gender representation of learners

Figure 4.7: interview for adult learners



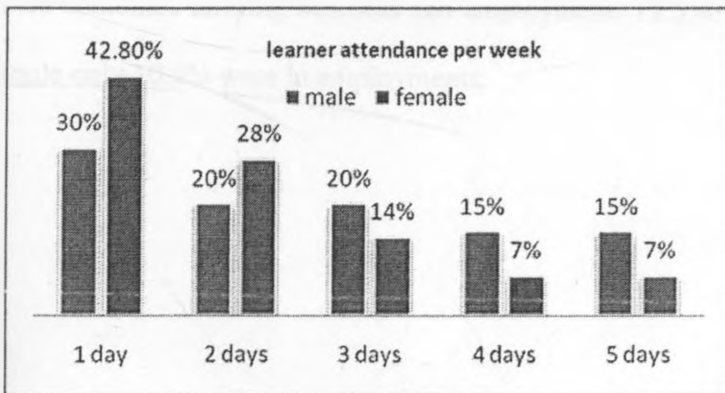
From the analysis 70.8% of interviewed were female while 29.2% with male.

#### 4.3.2 Learners attendance per –week in literacy classes

Table 4.6: Learners attendance per –week in literacy classes

Gender	1 day	2 days	3 days	4 days	5 days	Total
Male	6	4	4	3	3	20
Female	12	8	4	2	2	28

Figure 4.8: Learners attendance per –week in literacy classes

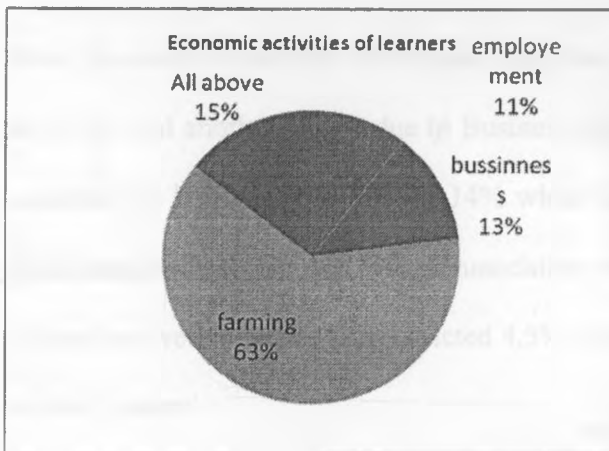


From the analysis, majority of learners attends classes in one day per week. Men attendance 5 per week was at 30% once per week while women were at 42.8%.

Those who attended two days per week were male 20% and women 28%. Those who attended 3 days per week were men 20% and women 14%. For the other days men 15% and women 7% respectively from the analysis. Women were more likely to attend classes per week than men. Both men and women attended the first three days of the week than the last 2 days.

#### 4.3.3. Economic activities of Learners

Figure 4.9: Economic activities of Learners



From the analysis majority of the respondents are in farming activities at 62.5%, while 14% combines farming business and employment. 12.5% were in business activities while only 10.5% were in employments.



#### 4.3.4 Causes of class absenteeism.

Table 4.7: Causes of class absenteeism

Activities	Percentage
Business / Employment	18.8%
Farming	16.6%
Household activities	14.5%
Restricted	4.9%
Sickness	6.2%
Time barrier	9%
Not interested	4.5%
Not accommodative	8.5%
Cultural / religious barriers	45%
<b>Total</b>	<b>100%</b>

From the analysis majority of learners would not attend classes due to time constrain at 22.9% and another 18.8% due to Business and Employment barriers. Others were occupied by household chores at 14% while farming restricted 16.6% of learners. 85% were that learning was to accommodative while 6.2% were affected by sickness, cultural and religious barriers restricted 4.5%, while another 4.5% were not interested in adult classes.

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#### 4.4.0 Adult Education Officer

##### 4.4.1 Bio-data

In the whole Division there was only one Adult education officer (DAO).The officer had served in that capacity for 20 years. He had served in the Division for only four years to the date of the research.

#### **4.4.2 Number of teachers under the jurisdiction**

There are sixteen adult literacy teachers of which 7 are men and 9 women in the whole division. out of 16 teacher 6 are government employed five are catered for by learners others are volunteers.

#### **4.4.3 Gender based discriminations**

From the analysis, since there was only one officer the findings were determined by his response. From the answers given by the officer was undecided for the first question in this section. However, some of discriminations were based on sitting arrangements, improper arrangements between the genders.

#### **4.4.4. Government support to teachers**

From this section the researcher wished to establish whether teachers are motivated enough as per their services rendered. Salaries, promotions and other motivational factors are not adequate. They responded strongly disagreed that teachers are motivated, salaries are not inadequate that is very small and not motivating while promotion and job grouping don't seem to exist.

#### **4.4.5. Learning Environments**

From the findings Adult literacy classes in the division did not have own building, tables or desks, chairs, writing boards etc. the classes only depended on the ones provided by the host institutions. The learning environment were not conducive for example where learners share. Some tables with nursery and class one tables are quite uncomfortable. Most of the classes are conducted in primary school classes, nursery

classes, church buildings. There was no learning under trees, rented premises or any other.

#### **4.4.6. Social factors**

From the analysis, the main factor that lead to gender disparities was lack of commitment by both the learners and the government. Lack of government friendly policies towards adult education was considered as the major drawback. The other identified factor was the unfriendly learning environment which are not conducive to adults since they are meant for children. Another factor was the perception that adult learning is associated with primary and nursery or baby class. The officer was proposing that if it can be possible for adult learning to be conducted in day secondary schools or normal secondary schools that perception of undermining would end. The other noted thing was that many adult learners are family bread winners who are occupied with other family chores which leads to disparities.

## CHAPTER FIVE

### SUMMARY OF THE MAJOR FINDING RECOMMENDATION AND CONCLUSION

#### 5.0 Introduction

The research was carried out in Magumoni Division, Meru south District. All the objectives of the study was to find out determinant of gender disparities in adult literacy classes.

#### 5.1 Summary of Major Findings

The main purpose of this project was to identify determinants of gender disparities in adult literacy classes. The project was divided into four main variables. First was gender determinants, government policies, learning environments and finally the social factors that lead to gender disparities in adult literacy classes.

From the analysis, the expected response of the respondent was not achieved. A total of 64 respondents was achieved which represented 84% with 55.1% and 28% male. The number was representative enough to be used for data analysis. On marital status of the respondents 81.3% were married, 12.4% singles and 6.3% other under classified status.

The levels of education showed that 46.8% had no education back ground while 37.6% had primary level of education, while 4.7% had secondary level of education, 9.4% had diploma while university level presented only 1.5% professionally 18.2% did not have any formal professional. While only 21.89 had a kind of professionalism on duration of service of the adult education learner 31.2% had served between eleven

and fifteen years, while 25% had served between six and ten years. Those who had served between two and five, twenty and above both represented 18.8% respectively.

On average the highest enrolment rate per year between 2006 – 2012 was witnessed in 2006 giving 21 male and 30 female with a total of 51. The lowest was witnessed in 2007 giving 18 men and 24 female with a total of 42 learners in average. In average the percentage of men was 42.2% compared with female at 57.8%. The number of learner registered for proficiency tests between 2006 – 2010 in average was 103 for all the years.

The highest enrolment was witnessed in 2006 with registered 25 learners and the lowest was in 2008 – respectively. In comparison female registration was at 63% and men at 37% respectively. From the findings 75% of teachers had classroom projects while 25% did not have any activities. In the same note 43.7% strongly agreed that literacy class project had benefits and are important and another 25% agreed respectively giving 68.7%. On the interview to adult learners the gender representation was with female 70.8% and male 29.2% respectively. Majority of learners attend classes one day per week with men representing 30% and female 42.8%. Others went for two days per week with men at 20% and female at 28%. The lowest was 5 days attendance with men 15% and female at 79%.

On economic activities of the learner 62.5% occupation was farming while 14.5% combined all other activities such as business, farming, employment and other activities. The main cause of literacy classes absenteeism was lack of time to attend classes which represented 22.99 on the higher side. The other causes were business

and employment barriers both representing 18.8% while farming posed 16.6% and household activities at 14.5% respectively. Lack of interest and accommodations represented 4.5% and 4% respectively. Division Adult literacy officer (DAO,S) is one in the whole Division. As per this study only one was interviewed. The numbers of teachers under his jurisdiction were sixteen where 7 are men and 9 women. Six are government employees and others being paid by learner's well wishers and volunteers.

The officer was not decided to give the cause of disparities. However, the officer argued that the government support was not adequate especially of providing the needed necessary support of salaries, promotions, trainings and teachers motivation. The learning environment was not considered conducive in the case of infrastructure, learning environments.

However the main factor which the officer gave for disparities was lack of commitment from both learners, teachers and the government side. Some of the identified factors were poor learning environments, lack of commitments, learner's perception of literacy classes learning and lastly the social constrains such as family issues, sickness, distance and lack of support from spouses.

## **5.2 Policy implication**

From the analysis of the research questions, it was clear that there is gender imbalance in both enrolment and even registration for proficiency tests, between 2006 and 2012 male represented 42% while female represented 58%. Regardless of imbalances class projects were taken seriously by the teachers of which 75% agreed that they

incorporate class projects and learning. On the same note 43.79% and 25% strongly had agreed respectively that class projects were important. This well concurs with Sangtin et al (2006) gender imbalances are evident and men are always few. From the interview 70.8% were female while 29.2% were men, showing a great difference proportional. From the same case men mostly attended classes once or twice per week. In the same notion majority of women attended class once or thrice per week. Reason (2007) argued that the culturally valued domestically chores denied women enough time to attend classes. From the same point majority of women strongly agreed that family associated factors hindered them from attending classes, while men at 18% were in business, employment and policies time barriers as the main constrain, this concurs with Smiths (2002) findings in Lesotho and Switzerland.

From the analysis it was evident that the government support towards adult literacy classes was very minimal. From the findings the whole division there was only one Division Adult learning officer who did not have any other staff or office. The DAO lived in rented premises. In the whole division there were only 16 learning centers out of estimated thirty six thousand population and an approximate of over 1 thousand people who can't read or write (DAO's report 2012). Out of 16 centers only six teachers are employed by the government. From the information given by the officer, learners take care for all the materials needed in class work. Promotions and other motivation incentives were not adequate or forth coming. Salaries are not adequate and forth coming. This is supported by Kibera (1997) who noted that unlike formal educational sector which has been managed by the ministry of Education at all levels. The DAE lacks such a leader of coordination, recruitment of teachers, and supervision among others.

From the analysis all the adult learning centers were in primary schools. The primary schools provides the nursery or class one room for learning. Only one center was in a church building. These environments as per learners were not conducive or accommodative. Majority of learners pointed that being taken to nursery class was degrading while men disliked church buildings Moya (1998) argued that learners stay away if teachers don't treat them as adults. The other social factor identified was customarily norms, this factor seriously affected the class attendance due to restriction by spouse through entrenched customary values and norms. Another factor was adult learning perception by both learners and community.

The valuation of adult learning is highly degraded such that it influences enrolment and sometimes attendance. Also identified factor was that majority of learners are bread winners with a lot of occupations. Jarvis, (1987) agrees that situational socio-economic obstacle is the main cause of class disparities. Lind (1990) also argues that adult literacy is motivated by factors such as poverty, multiple responsibilities all which conflicts with time to attend classes

### **5.3 Conclusion**

From the study, the enrolment rate of women has remained consistently higher than that of men. As per the findings between 2006 and 2012 men enrolment rate was at 42% compared with 58% female in the scope area. The findings differ with the national out look which is somehow higher. However, there was a bit of similarity which showed that the enrollment rates continued to go down. In comparison in 2002 men enrolment stood at 68% but in 2012 it stood at 42%. The other notable fact as per this study is that the government seems to have lost interest and commitment to adult



literacy learning. This is increased by the under funding and continues low budget or none. Also the department as inadequate resource allocation, unmotivated teachers and sometimes no payments. Also disparities are as a result of cultural backgrounds where many women posed that they were denied chance.

Another way of recapturing adult learners and maintaining them in adult literacy classes is to do serious campaign from door to door using the officers and politician's and through public barazas. The administrators like chiefs and politicians should be used to campaign against gender disparities. The churches and NGO's can also be used to help campaign against disparities in literacy classes.

Also the teachers should be encouraged to have income generating projects in their learning centre's, so that the learners will be more attracted. The cultural believes should be eradicated so that women and men will be able to share a common classroom without fearing one another.

The divisional officer should be given transport so that they will be able to supervise properly in their divisions. At the same time other ministries should be involved with adult education programmers so that they will be able to help in campaigning for these disparities in adult literacy classes.

#### **5.4. Recommendations**

It's the wish of this study that the government will take adult literacy classes seriously by formulating inclusive policy towards literacy programme such as teachers training, payment of teacher salaries and up grading those who have served for over ten years.

The other recommendation is that the learning environment should be reconsidered, instead of going to primary schools classes the adult learning environment should be substituted to Day secondary school classes so as the learners may feel important and valued.

### **5.5 Suggestions for Further Research**

Based on the findings of the study further research areas which would shed more light on the effect on gender disparities in adult literacy class have been recommend from the issues that arose and were beyond the scope of the study. The study found out that number of men failed to go through quality education. Women who attended formal schooling before joining adult literacy programme are better than those who did not attend. Replication of this study in other parts of the country in order to establish the actual state of gender disparities and come out with clear findings.

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7. How many learners registered for proficiency test? Men and Women.

Year	Men	Women	Total
2006			
2007			
2008			
2009			
2010			

8. Do you have class project for your learners?      Yes  No

9. If yes, do you agree literacy class projects benefit the learners

Strong agree

Agree

Disagree

Undecided

Disagree

Strongly disagree



## Appendix 2: Interview for Adult Learners

You are kindly requested to fill in this questionnaire. Please answer all the questions.

Do not write your name or the name of your centre in the questionnaire put a tick ( ✓ ) in the boxes and fill in the blank spaces provided. Also give your opinion as requested by the question.

1. Gender                      Female                       Male

2. For how many days do you attend literacy class per week ?

Male            1             2             3             4             5

Female            1             2             3             4             5

3. Name your economic activity

Employed             Business             Farming

All of the above

4. Why do you mostly absent yourself from classes?

Business/employment

Farming

Household activities

Sickness

Time barriers

Not interesting

Not accommodative

Cultural/religious barrier

### Appendix 3: Questionnaire for Adult Education Officer.

You are kindly requested to fill in this questionnaire. Please answer all the questions.

Do not write your name or the name of your centre in the questionnaire put a tick ( ✓ ) in the boxes and fill in the blank spaces provided. Also give your opinion as requested by the question.

Designation.....

1. (a) For how long have you served as an officer in the Division?.....

(b) For how long have you served in the area you are in?.....

2.(a) How many adult teachers do you have in the division?.....

(b) How many are employed full time?.....

(c) How many are employed part time?.....

(d)How many are volunteers or self help?.....

3. ( a)Are their gender based discriminations in adult literacy classes?

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

(b) Can you name some of discrimination?.....

4. Are adult teachers considered by the government in form of salaries, promotions and other motivational incentives?

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

5(a) Do adult classes have their own building and other infrastructures?

Yes

No

(b) Are these infrastructures conducive for learning?

Yes

No

(c) Where do you conduct learning?

Primary schools classrooms

Nursery classes

Church buildings

Outside/under tree

Rented premises

Own buildings / movement constructed

6. What are the main factors that lead to gender disparities in adult literacy classes?