FACTORS INFLUENCING THE IMPLEMENTATION OF ADULT LITERACY PROGRAMME IN GITHURAI DIVISION, KIAMBU COUNTY

BY

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DECLARATION

This research project is my original work and has not been presented for award of diploma or degree in this or any other university.

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DEDICATION

This project is dedicated to my family for their encouragement and moral support. My dear husband Joseph Wanyoike has been my financial pillar and my mother has given me all the strength to carry on during the research. My lovely children Ashford, Derrick and Beyonce have been very accommodative to my success.

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ABSTRACT

Adult education is the voluntary act of learning that is undertaken in some form of structured organized system by mature men and women. Adult education has enabled adults who have never had the advantage of any formal education a chance to education and remedial education to those who prematurely dropped out of the normal school system. It also provides further and continuing education to different categories of the formal education completers in order to improve their basic knowledge and skills, in service on jobs (vocational and professional). Adult education gives citizens necessary aesthetic, cultural and civil education for public enlightment. Through this any mature individual who is willing and needs education gets the opportunity to enhance his/her skills in different fields.

The study was to investigate factors influencing implementation of adult literacy in Githurai Division. Adult education tries to eliminate illiteracy from the out of school youths and middle age population. Despite all efforts in adult education sector, there is a worldwide problem of poverty which acts as a barrier since potential learners use all their time trying to earn a living. Therefore the problem of illiteracy has not yet been solved. In Kenya, adult literacy programme has multiple difficulties like half-hearted commitment by government, changing DAE to many low key ministries, low morale due to poor remuneration of adult educators, non-availability of appropriate reading materials, swelling number of illiterates due to wastage in the formal education, lack of follow-up materials and unfocussed language policy

This study was motivated by the high number of illiteracy adults in Githurai Division despite the establishment of ACE centres. The purpose was to investigate factors influencing the implementation of literacy programme within the division. Content analysis was then used to

analyze the qualitative data using descriptive statistics such as frequency distributions and percentages. Quantative data from questionnaires was equally coded and analyzed using the statistical package of social science (SPSS). The result and findings indicates that there were factors influencing the implementation of adult programme in Githurai division. These factors are, low sensitization of the population, few facilitators, lack of workshops and refresher causes for the implementers, lack of funds, different education levels of learners and lack of funds to implement literacy. The study recommends further study on this area and more so, on the intra institutional factors that can be noted after several supervision in the centres within Githurai.

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Abbreviations & Acronyms

ABE	:	Adult Basic Education
ACE	:	Adult and Continuing Education
AL	:	Adult Literacy
ALP	:	Adult Literacy Programme
BAE	:	Board of Adult Education
DAEO	:	District Adult Education Officer
DACEO	:	District Adult and Continuing Education Office
DVV	:	Deutsch Volkshochschul . Verbandes (German Adult Education Association)
EFA	:	Education for All
FBOs	:	Faith Based Organizations
FLEP	:	Functional Literacy Experimental Programme
FLP	:	Functional Literacy Programme
KESSP	:	Kenya Education Sector Support Programme
KNALS	:	Kenya National Literacy Survey
MDTIs	:	Multipurpose Development Training Institutes
MPET	:	Master Plan on Education and Training
NGOs	:	Non-Governmental organizations
UNESCO	:	United Nations Educational, Scientific and Cultural Organizations

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The provision of education and training to all is fundamental to the success of any country's overall development strategy. The Kenya Educational Commission Report (Republic of Kenya 1964) acknowledged that social economic progress of a country depends on a general rising of the standards of education among the masses of population. Mwaluko et al (2009) state that education is a tool for promoting social, economic and political development of any country. Many countries, Kenya not being an exception have signed international declarations on education and committed itself to the provision of quality education for every citizen for example Education For All (EFA) Jomtein Thailand (1990), and also the Dakar Framework for Action on EFA (Dakar, Senegal 2000). EFA seeks to promote learning and life skills for children, youth and adults by making education equitably accessible and to reduce adult literacy levels by 50% by the year 2015.

In the developed world, the problem of illiteracy was solved by the introduction of compulsory schooling. In these countries most adult education is provided by local authorities, businesses and industries. China for example realized that education is a powerful driver for poverty eradication and sustainable development by 1950's. They stressed education, industrialization and modernization of rural areas. This government is highly focused and committed. The greatest philosopher and practitioner of adult education in the 20th century Paulo Freire, stressed the importance of adult education to

the masses. Apart from china progress towards the halving level of illiteracy has been slow.

According to world bank (2003), Australia, Canada, Chile, Brazil and Malaysia now device financial schemes funded by the mortgage institutions, government and individuals to lifelong education. This encompasses non-formal education and literacy. Most literacy campaigns started in Nigeria were not closely linked to adults working life or their basic need. It was for economic and local development plus empowerment. Rather than provide adults with functional literacy skills which would have stimulated positive future perspectives, the programmes were reduced to basic literacy which failed to provide them with knowledge for self fulfilment and improved living standards. Besides poverty, ignorance and disease illiteracy was identified at Kenyas independence as an impediment to national development. Adults were therefore to be helped to acquire sustainable literacy skills that would enable them to fully participate in socio- economic development activities. UNESCO (2010) gives the latest estimates that 796 million adults in Kenya are illiterate.

Adult and continuing education (ACE) has been on Kenyas development agenda since independence. This is according to the National Adult and Continuing Education Policy Framework of 2008. In the 1960s and 1970s a series of three government led adult literacy campaigns were undertaken, that is in 1967, 1972 and 1979 Bunyi (2006). Adult literacy provision experienced considerable growth in this period. The goal of literacy campaigns was to get large numbers of illiterate people reading. The 1967 national literacy campaign for example was launched in a few pilot districts with the intention of national coverage by 1970. UNESCO on the other hand, sponsored

Experimental World Literacy Programme was implemented in 1972 which introduced the concept of functional literacy in Kenya. Within this programme functional literacy was perceived to be the acquisition of basic literacy and practical skills such as in agriculture, health and household management through income generating projects.

By 1980 there were 11,766 adult literacy centres and 13204 registered teachers. Similarly the enrolment in adult literacy centres increased to the peak at 415074 in 1979 Carron G, Mwiria K. and Righa G.(1989). However, in the 1980s and 90s literacy provision reverted back to basic literacy which got the endorsement of the Kamunge Report (Republic of Kenya 1988). In 1960s ACE in Kenya was provided by non-governmental organizations (NGOs), faith based organizations (FBOs) and also the government through the Board of Adult Education created by an act of parliament which formed a national conference on education and rural development at Kericho in1966. The board was formed during a National Conference on Education and Rural Development. The board was then mandated to coordinate, regulate and advise providers and policy makers on all that apertains to ACE. In 1972, the Functional Literacy Experimental Programme (FLEP) started on trial basis in six pilot districts to address the economic and functional needs of the target population. The programme failed due to financial constraints and the language used for instruction. It failed to use mother tongue as the medium of instruction (National Adult and Continuing Education Policy Framework of 2008). In Kenya, both government and a great majority of the population perceive education and training as factors that influence development. The experience in developed world bear the witness that education and training are positively co-related with development. The role of education can be summarized as

assisting the establishment of human resource base necessary for the generation of wealth and more importantly in its application to the creation of a higher standard of living.

Multipurpose Development Training Institutes (MDTIs) were established by BAE all over the country to train community members on development initiatives. The institutes continue to provide integrated education to date. A mass literacy campaign was launched in 1979, which resulted in the establishment of a full-fledged Department of Adult Education (DAE) in April, 1979. The department was to spearhead the presidential directive on eradication of illiteracy. Several documents that include reports of commissions of inquiry, working committees and working parties have been set up to examine and propose strategies of achieving the set goals in adult literacy programme in Kenya and their findings documented. Some of these documents include;

- The Kenya Education Commission of 1964 which regards ACE as an important ingredient of any programme for social progress.
- Sessional Paper No. 6 of 1988 which enunciated the objectives of ACE and called for renewed commitment to eradication of illiteracy.
- The Kenya National Literacy Survey (2007) indicating some policy implications and making recommendations for the strengthening of ACE; and
- Under Kenya Vision 2030qKenya will provide globally competitive quality education training research to her citizens for development and individual well being. The overall goal is to reduce illiteracy by improving access to education and achieving on 80% adult literacy rate.

The situation realized in Githurai literacy centres shows that nothing much has been done to realize this vision. If the national education goals are to be met by 2015, a tremendous mobilization of resources will be needed. This will require a massive expansion in the capacity of national and provision authorities to train and support the community in aspects of adult education.

The DAE is mandated to provide literacy and adult education to out-of- school youth in order to create a well informed human resource capable of impacting positively on the country's development. The co-functions of DAE are to:

- Promote acquisition of relevant knowledge, attitudes and skills among adults in order to facilitate adoption of new technologies;

- Provide education to out-of-school youth and adults through non-formal education approaches;

- Sustain and promote multiple literacy through post-literacy and continuing education programmes;

- Eradicate illiteracy among youths and adults by providing them with basic communication and numeracy skills;

- Promote self confidence, values and positive behaviour towards society through general adult education programmes and

- Collate, store and disseminate data on adult literacy levels.

Country wide there is evidence that adult education is more wide spread than it was forty years ago but still Kenyans on the average are still low income earners. Therefore the adult literacy programmes in our country have failed to achieve the DAE goals. The latest report by the Kenya national literacy report states that 65% of Kenyan population

is functionally illiterate and 38.5% still illiterate. Adult literacy programmes in Kenya have to grapple with multiple difficulties. The percentage must have increased by now due to the alarming high rate of schools dropout from primary and secondary levels and also the increasing levels of poverty. According to the district adult education officer (DAEO) in Ruiru the literacy programme in Githurai has not been effective as yet because of several problems. Among the problems are; age differences, different learnersqeducation levels, absenteeism, no implementation of the supposed curriculum, lack of proper planning, lack of resource books and very low enrolment. Reading materials in the centres are very few and sourced by learners cost sharing. Planning of the literacy programme is difficult because the funds are very meager.

Information from Githurai division ACE office shows that there are twelve ACE centres in the division and they also enrol non-formal learners both adults and out of school youths for non-formal secondary education. The facilitators of ACE in Githurai are of three categories, the full time government employed facilitators, the volunteers who are self sponsored and those employed by the church community. Currently the centres are under the DAEO in Ruiru.

1.1 Statement of the Problem

From the background it is evident that the government of Kenya is committed to the realization of EFA goals. Adult Literacy and education has been on Kenya's development agenda since independence. To achieve this, the Kenyan government has put in place policies that address various factors in order to create a well informed human resource capable of impacting positively on the country's social economic development. However a report by the Kenya National Literacy Survey Report of March 2007 which is the latest indicates that (38.5%) of Kenya's adult population is still illiterate with notable disparities between various regions and across gender.There is also evidence of relapsing into illiteracy of those who had earlier been through primary level of education. This state of affairs depicts a worrying trend especially on government policy towards implementation of adult literacy programmes. In some cases the youths and adults are opting to join formal systems of education instead of enroling in adult literacy programmes. This study therefore attempted to investigate the factors that influence the implementation of the literacy programme in Githurai Division of Kiambu County.

1.2 Purpose of the Study

The main purpose of the study was to identify the main factors that affect implementation and success of adult literacy programmes in Githurai division. The study also hoped to asses factors that should be considered in order to improve the adult literacy programme implementation process.

1.3 Objectives of the Study

The objectives of the study were to:

(i)   Investigate intra and extra institutional factors that influence the successful implementation of ALP at the grassroots level.

(ii)   Identify the completion rates of learners in the ALP.

(iii)   Determine how the ALP influence adult lifestyles.

(iv)   Come up with suggestions and recommendations that need to be considered so as to enhance the implementation of ALP.

1.4 Research Questions

The research addressed the following questions:

(i)   To what extent do intra and extra institutional factors influence successful ALP implementation process of ACE centres in Githurai division?

(ii)   What is the completion rate of ALP learners?

(iii)   To what extent has the implementation of ALP influenced adult lifestyles?

(iv)   What should be done in order to improve the ALP implementation process?

1.5 Significance of the Study

The study was carried out with the hope of assisting policy makers, programme planners, curriculum developers and implementers in recognizing the factors that influence the process of ALP implementation right from the grass roots. The study is hoped to provide information to all interested parties especially the providers and

financiers of the programme as they work towards the realization of the goals in adult literacy. Consequently, information in this study will provide basis for discussion on the strategies that are needed by the government to improve successful implementation of ALP. It will also form a basis for future research.

1.6 Basic Assumptions

The study assumed that:

(i)   There are both intra and extra institutional factors that influence implementation of adult literacy programmes ALP in Kenya.

(ii)   The population targeted by this study would give genuine responses.

(iii) The respondents whom the study targets would give accurate responses.

(iv)   That all the ACE centres in Githurai division are operational and implementing literacy programme.

1.7 Limitations of the Study

The choice of a single division in Kenya,(Githurai) may not give the actual state of adult literacy programme implementation in the whole nation. It was likely that the respondents did not disclose all the relevant information needed especially about their failures for this may be used against them by administrators. The officers especially may have withheld information in that they were suspicious about what the study intended to do with the results.

1.8 Delimitations of the Study

The research was confined to the ACE district office and twelve of ACE centres in Githurai division of Kiambu county. This is due to the financial status of the researcher who is self sponsored and resides within the division.

1.9 Organization of the study

The study is divided into five chapters. Chapter one consist of background information on the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, limitations and delimitation of the study. The chapter also consists of organization of the study and definition of significant terms. Chapter two consist of literature reviewed under the following sub topics: importance of adult literacy, different views on literacy, provision of adult literacy programmes, availability of physical facilities and other learning resources, participation, coordination, retention and time management. Chapter three describes the research methodology. Chapter four consists of data analysis and discussion of the findings. Chapter five is a summary of the study, research findings, conclusion and recommendation for further research.

1.10 Definition of Significant Terms

Adult   :   A person who has attained the age of maturity (18 years) as

             specified by Kenyan law.

Adult Education   :   The planned process of learning for adults and

             out of Schools youth

Adult Literacy Centre: A centre specifically set for the

             education of the illiterate adults that offer basic literacy.

Facilitator   :   One who assist s adults and out of school youth in the

             learning process by teaching, guiding and giving advice

Literacy   :   The ability to read, write and enumerate.

Literacy rate   :   The total percentage of the population of an

             area at a particular time aged above seven years who can

             read and write with understanding.

Out of school youth :   Any individual who has attained 5 years and above and has

             been out of school for about one year, due to certain

             reasons.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review provides the background and context for the study and at the same time establishes need for the research Wiersma (1995). According to Mugenda and Mugenda (1999), literature review involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated. Literature related to this study will focus on the following:

- Importance of adult literacy;

- Different views on literacy;

- Provision of adult literacy programmes;

- Availability of physical facilities and other learning resources;

- Participation;

- Coordination;

- Retention;

- Time management in adult literacy.

2.1 Importance of Adult Literacy

Mural (1985) and Lind (1990) state that all adult educationists believe that adult education is an important instrument for social- economic change and that it should be accounted for when national development plans are prepared.

The provision of education and training to all Kenyans is fundamental to the success of the country's overall development strategy. The Kenya educational commission report of 1964 acknowledged that social economic progress of a country depends on a general rising of the standards of education among the population.

Sessional paper No.1 of 2005 on a policy framework for education, training and research stated that education is necessary for the development and protection of democratic institutions and human rights. Friere (1970) is even more precise in articulating the positive use to which NFE can be put in the political process. Introducing the concept of education for "conscientisation" a process of consciousness development, he argues that formal education is oppressive. To him the process of conscientisation through channels as literacy will bring about change and end class stratification. Fasokun (2005) posits that immediately after Second World War, major reconstruction of the economy began to take place in India. Literacy and basic skills of education acquired significance and industrial development necessitated the growth of trained, literate and skilled manpower. It is not literacy rates that are ultimate importance but what people do with literacy. This makes the engagement with adult learning valuable, meaningful and essential thus in spite of all the institutional apathy facing literacy programme in India, literacy remains a powerful force of inspiration, hope empowerment for hundreds and thousands of Indians citizens.

According to Kenya National Bureau of Statics (KNBS 2007) literacy is the starting point and the key to education and further learning. Lind (1990) further stresses that illiteracy is more than violation of human rights since it stultifies the effective exercise of other human rights. It subverts the free choice of work because an illiterate person

thrown into the requirements of modern society will find himself strangely unable to cope with the demands of the most jobs. Bhola (1983) shows the need for adult literacy in the development needs of the third world. He states that literacy has to be taught if adults, men and women, farmers and workers, have to become independent consumers of information and more importantly, if they have to participate in the process of codification of their own realities and definitions of their means and ends.

The values that adult education must convey are freedom of movement, economic development, maintenance of peace and cultural variety. It will not be possible for AE to perform its whole range of functions, i.e. social, economic and cultural, without making the masses literate first.

Literacy is regarded as potent. It is said to be able to:

- Empower individuals (give the voiceless a voice);

- Promote rural and national self reliance;

- Hasten modernization;

- Narrow the gap between rich and poor countries; and make individuals more confident, able and assertive.

Hinzen (1994) observes that discussions on the relationship between literacy and development indicate or point to the fact that literacy comes first then followed by the development while underdevelopment is primarily caused by illiteracy. This can however be disapproved by the fact that majority of people in Europe were illiterate at the start of industrial revolution. Apart from a small group of important scientists and highly qualified artisans, the majority of the representatives of development were illiterate.

Literacy and education are linked to modernization through the notion of investment in human capital. Literacy is also used as a tool to organize and empower people to understand the causes of their oppression and to act in order to change their situations. However, literacy may not automatically lead to development or economic improvement on a national or individual level, but it helps when related to other structural changes in the wider society. Therefore adult literacy should not only lead to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life and a better understanding of the surrounding world. It should ultimately open the way to basic human culture. Jones sites a UNESCO document in 1988 which stresses that literacy ultimately opens the way to basic human culture. To address these, literacy campaigns around the world have included programmes to increase the level of adult literacy. This serves several purposes: equipping adults with basic literacy skills that can enable them to be more proactive when it comes to their childrens education, campaigning for education as a fundamental human right and promotes improvement of political conditions.

Fasokun (2005) writing for DVV argues that low female literacy rate in India has had a dramatically negative impact on family planning and population stabilization efforts in the country. Effective learning and communication in this computer age is difficult without literacy, which helps in acquisition and sharing of knowledge and information. Literacy empowers the people with weapons of rational thinking, liberty and mutual understanding. It is a big force in alleviating forces and social economic problems. Etiquettes are also closely related to literacy because one is likely to behave in an organized and decent manner.

The government of India launched campaigns and schemes to accelerate the process of literacy after independence. A project called Farmers Training and Functional Literacy was launched to popularize high yielding varieties of seeds among farmers through adult education. Another scheme called Functional Literacy for Adult Women was also started in 1975 to 1976 to boost the literacy rates among women. The government of India has decided to follow an integrated approach to literacy i.e. total literacy campaigns and post literacy Programme which operate under one literacy project. This has resulted in increased literacy rates from 18.38 percent in 1951 to 65.38 percent in 2001, Lauglo (2001). According to Brunchhaus (1984), people wanted to become literate because of pride, status, practicalities (like getting a driving licence), economic necessity (like learning how to keep accounts), communication with family members far away, and getting a job.

Federal states and government in Nigeria place high premium on education. They recognized it as a weapon against ignorance, disease, squalor and poverty and as a means of raising an enlightened, lively and industrious citizenry and of producing a prosperous nation.

In his address to the nation on adult education and development in Tanzania in 1967,Nyerere stressed that literacy is a tool. It is a means by which we can learn more easily. Literacy enables us to read the instructions that come with a bag of fertilizers, read about new methods so that we do not have to rely on a teacher all the time. Nyerere urges that the function of education is the liberation of man from restraints of ignorance, poverty, disease and dependency. A liberated man is aware of his manhood and the power he has to use circumstances rather than to be used by them. In his

words, man must overcome any ingrained feelings of inferiority in order to be able to co-operate with other men on the basis of equality for their common purposes. The man who believes he is inferior to others will remain inferior to them in the organization of society. He felt that illiterate people in the society may feel inferior to others and therefore shy away from airing their views and opinions in public for fear of being ridiculed or labelled.

According to former UN Secretary General Kofi Annan, literacy is a bridge from misery to hope. It is a tool for daily life in modern society. Literacy is a platform for democratization and a vehicle for the promotion of cultural and national identity especially for girls and women. It is an agent of family, health and nutrition.he further stated that literacy is the road to human progress as the means through which every man; woman and child can realize his or her full potential UNESCO 2010.

The latest estimates from (UNESCO 2010) state that 796 million adults are illiterate. Apart from China, progress towards the target of halving the level of illiteracy has been slow. On current trends, the world will be less than halfway towards this goal by 2015. The International Literacy Day is marked on September 8 every year under the aegis of UNESCO. The day is marked as a reminder to governments and to all stakeholders of the world of the central role literacy plays in education and also in human development and advancement in general.

2.2 Different Views on Literacy

Conceptions about what is literate behaviour have varied over time and place. However the notion that literacy means working with written language and calculations has remained core to definitions of literacy. Bunyi (2006) states that, at its most basic,

literacy is the ability to decode and encode written text and do arithmetic i.e. reading, writing and numeracy. Functional literacy is the ability to use reading, writing and calculations skills to carry out everyday tasks in one's society that require possession of such skills.

According to Hutton (1992), the Persepolis 1975 meeting of International Symposium For Literacy, considered literacy to be not just the process of learning the skills of reading, writing and arithmetic but a contribution to the liberation of man and to his full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims, it also stimulates initiative and his participation in the creation of projects capable of acting upon the world, of transforming it and defining the aims of an authentic human development. It should open the way to a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right Bataille (1976). UNESCO (2005) defines literacy as the ability to indentify, understand and interpret, create, communicate, compute and use printed and written materials associated with varying contexts.

Hutton (1992) suggests that definitions of literacy and standards also vary from country to country according to the literacy demands of that country and also according to resources available for adult education. One seen in USA as functional literate would pass as literate in a poor country which is struggling to improve very basic literacy levels. He observes that countries which have high illiteracy levels displays other indicators of poverty like lowered life expectancy, high rate of malnutrition, poor health services and weak educational provision and sparse communication systems. Fagerlind and Shah (1983) argue that literacy is a basic human right which expands personal

choice, control over one's environment and allows collective actions not otherwise possible.

According to UNESCO (2005) literacy is a right. It is implicit in the right to education. It is recognized as a right explicitly for both children and adults in certain international conventions. UNESCO (2000) states that literacy rates are an important measure of a country's human capital since literate people can be trained less expensively, generally have a higher social economic status and enjoy better health and employment prospect. KNBS (2007) emphasis that literacy is a tool that equips citizens in a nation with the knowledge and competencies to enable them engage in income generating activities. It empowers citizens to participate in social political decision making process; helps them enjoy their fundamental rights; and enables them to lead a dignified life.

Gillette (1983) asserts that illiteracy is an extremely relative concept: it may mean different things in different countries. An individual can be literate but not functionally literate. A functionally literate person is someone who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to use reading, writing and calculation for his own and community development

2.3 Availability of Physical Facilities and Other Learning Resources

Most adult literacy learners use public facilities such as churches, social halls, primary schools and nursery classrooms. Ngau (1997) stresses that literacy centres run by the government mainly operate in facilities some of which are inappropriate for the

adult use. For example some adult classes are poorly lit and ventilated. There is need to provide accessible, adequate and appropriate infrastructure that are conducive for adult learning in order to deliver effective programmes. As Njerenga (2001) points out, in case these facilities are needed by the owners while the adults are on, then the adult classes are closed or postponed. He also reveals that adult literacy facilitators do not have teaching aids apart from the portable chalkboard and the adult learners provide their own writing materials such as exercise books, pencils and rubbers. He also observes that most learners use one exercise book for all the subjects and that text books are not enough.

Murai (1985) and Ayot (1995) observed that adults use small and uncomfortable desks, especially in classes held in nursery school buildings. There are improvised low level benches with no backs and no flat form for writing on. A report published by UNESCO Nairobi office in 2006 cited some barriers to participation in adult literacy programmes as: lack of relevant teaching materials, cost of learning materials, lack of centres within reach of most adults, and curricular that are not relevant to learnersq needs. According to Kenya National Adult Literacy Survey Report (2007) participation in literacy programmes is low and it is surprising that only 31% of adult population was aware of the existence of literacy programmes. Karani (1996) states that all discussions about literacy should have the literacy learners and potential learners at the centre. However, their voices are rarely heard with scholars and planners only paying lip-service to the lives and felt-needs of literacy learners. To assure participation in literacy programmes, there must visibly be introduction of more literacy classes as opposed to the present situation of just a few located far apart and publicity and advocacy

campaigns started through politicians, FBOs and civil society. The participation of people with special needs in the literacy programmes is greatly hampered by long distances to the centres that are far and wide apart.

2.3.1 Facilitators

Dubois 1960 argues that whether one functions as a learning facilitator, consultant, counselor, programme designer or administrator the more one understands the developmental process the greater the likelihood of being able to relate better to a spectrum of learners.

Lauglo (2001) says that there should be recruitment of qualified assurance officers to supervise the implementation of ACE programmes. Participants groups should first be taught skills that help their work and they may progress to literacy only when they decide that they need it. Income generating projects are attractive to participants and may help keep them in classes. Central to effective administration of any adult education programme, literacy inclusive, are qualified educators at all levels, both fulltime and part time. Each needs relevant and if possible tailor-made training programmes (Lind 1990).According to Karani (1996), decline in adult literacy enrolment in Kenya can be attributed to inability to recruit adequate and qualified teachers, social factors, lack of adequate classes and physical facilities and non-availability of reading materials.

Fordham at el (1995) noted that the training of adult literacy facilitators should be done before a literacy programme starts. This gives them confidence to manage literacy classes. Titmus (1989) points out that adult learners may drop out due to poor

competence of instructors. On the same Ngau (1997) notes that there are constant complaint about teachers inability to handle adult learners appropriately. This implies lack of training and experience to teach adults. Njerenga (2001) asserts that the teachers whom majority were school leavers between 18 and 22 years of age had received little or no training in teaching adults. These teachers lacked confidence in themselves and adult learners looked down upon them. Guteta (1973) points out that part time teachers, most of who were drawn from professional primary school teachers, found it difficult to change from their child- oriented approach when teaching adults. The facilitators in adult education are not well remunerated and have no structure for upward mobility in terms of promotion and salary scales. The problem of untrained and inadequate number of adult literacy teachers has been established by studies done by Gakuru et al (1976), Rooth (1979), Murai (1985), Reche (1990), Ayot (1995) among others. They have observed that inadequate and untrained adult educators are a hindrance to both the individual learning and the adult literacy programme in Kenya. Governments face difficulties in setting aside the necessary funds for teacher training, buildings, equipment and materials for formal schooling let alone adult literacy. Implementation of ALP has been hampered by both financial and human resource required to meet the needs of over 70% of adult population who require literacy.

2.3.2 Learning Resources

Ulzen (1978) observes that adult education and literacy in particular has always been starved of funds. UNESCO (1997) states that a history of inadequate financing is a crucial aspect of adult education. Munene (1994) highlights that the budget allocation to the ACE sector has been negligible in relation to its requirement. Odhiambo and

Macharia (1985) indicate that in Kenya literacy programme is largely to be resourced by the government in terms of materials with limited support from local organizations, private firms, international agencies and friendly governments. Being the main source of funds for adult literacy, the government of Kenya has been struggling with competing priorities for the meager resources. Due to this reason, adult literacy programme has not been receiving enough allocation for the planned activities Njerenga (2001).

Coles (1969) indicates that funds available for education in Nigeria are limited and are allocated to formal schooling for children leaving adult education to pick up the scrap from under the table. Heribert (2009) also states that finances allocated for adult literacy programmes in Africa are quit inadequate. DVV international (2009) reveals that in Uganda, functional literacy is mainly financed through government poverty action fund to the amount of 3 trillion Uganda shillings divided in equal parts between central government and the district administrators. Resources have to be allocated to literacy under adult education, but there is a tendency in poor countries for governments to economize on money for adult education, thus denying this department supply of teachers, materials and equipment. The inadequate resource allocation by the government affects the wages of the full time teachers and the given equipment and facilities. Governments should increase financial allocation to support adult literacy programmes to promote and access quality and equitable distribution of services. Working with communities and individuals would help to mobilize more resources. The government should also tap onto existing or new funding mechanisms like community development fund (CDF) and local authority transfer fund (LATF) to support adult youth literacy programmes.

2.4 Participation and Co-ordination

Lind (1990) reveals that the key to adult literacy success is, more than in other forms of education, motivation due to the nature of adult illiterate conditions. Without various forms of mobilization, awakening or creating motivation, response for literacy among the illiterate adults is weak, but once initial mobilization has been carried out in appropriate way, literacy often attracts a fair number of enrollees. The enrolment is followed by a high dropout rate and poor attendance caused by de-motivation factors such as poverty. Dubois (1960) urgues that each individuals physical and neurological conditions, cognitive and intellectual structures, psychological disposition and characteristic, social roles and attributes all interact and influence his/her capacity for and involvement in learning.

The Kenya National Adult Literacy Survey Report of 2007 asserts that participation in literacy programme is low. The survey interviewed adults eligible for these literacy classes and 6.2% were not interested as some were not confident about the quality of the programme offered. Lind (1990) sees poverty as the strongest barrier to motivation since the potential learners need to use all their time earning a living and cannot spare enough time to attend classes. The programmes also do not provide any immediate benefit or any clear prospect for future. Lind recommends a situation to be created where the need of literacy becomes evident. Other reasons for low participation and barriers to participation include:

- Lack of relevant teaching learning materials;
- HIV AIDS pandemics;
- Gender disparities;

- Lack of centres within the reach of adults;

- Absence of literacy environments; and

- Traditions and culture.

Therefore there is need to offer in-service training for adult literacy teachers in order to equip them with skills and knowledge required to offer quality teaching and motivate the learners. There is also the need to regularly revise and update the literacy programmes curriculum to make them relevant and attractive to learners. DAE (1992) highlights factors that inhibit adult literacy activities as lack of co-ordination and collaboration with district educational officers, unavailability of data, negative attitude and laxity among the officers and teachers. In Kenya, the director and other professionals at national level, develop policy guidelines, provide administrative and professional support and co-ordinate field services throughout the country. Provincial adult education officers on the other hand co-ordinate the literacy and adult education of the districts in their respective provinces and train adult education teachers whereas the district adult education officers are responsible for the implementation of the literacy programmes, recruitment of a part time literacy teachers and supervision of both full-time and part time literacy teachers. At the community level, adult education advisory Committees (AEACs) are the managers of literacy programmes. Macharia, Kebath and Righa 2001) posit that the decentralized management strategy has not been effective due to lack of clarity of functions between central government and district, inadequate resources for implementing programmes at district level and inadequate capacities of implementing officers.

Ayot (1995) says that AEACs are un-operational, thus there is little community participation in adult literacy programmes. He asserts that provincial adult education officers hardly visit the district adult education office for supervision; and the district adult education officers hardly visit the provincial adult officers and facilitators. Lack of visits and consultation, supervision and feedback have made literacy education programmes suffer a lot since it causes laxity among implementers. There is need for co-ordination by stakeholders in order to streamline the programmes.

2.5 Financing of Adult Literacy Programmes

Shas et al (1980) assert that finance is not the most important factor in success of adult education programme implementation but human factor is all that matters. According to Ulzen (1978), policy makers over the world neglect adult education and favour child education. The state financial allocation for both adult literacy has never been adequate.

The launch of Literacy Initiative For Empowerment (LIFE) by UNESCO covering the period 2005-2015 provided a ray of hope for the development of a strategic framework for literacy education in Nigeria. Today the greatest challenge facing adult literacy education in Nigeria is inadequate funding by federal state and local governments. The federal government needs to support public awareness campaigns and supportive policies to ensure accessibility to literacy and numeracy skills training to the masses. Coles (1969) indicates that in Nigeria by 1939 funds were limited and were allocated to formal schooling for children.

DVV international (2009) reveals that in Uganda functional literacy is mainly financed through government poverty action fund. Okech (2004) identifies a number of problems involved in financing adult education. These problems are similar in most African countries. In Nigeria, the Kano State Agency for Mass Education established in 1980 made tremendous progress in adult literacy winning UNESCO literacy award in 1983 and 1990. UNESCO (1997) states that a history of inadequate financing is a crucial aspect of adult education. The providers of literacy programmes in India include: government, NGOs, Faith Based Organization (FBOS) like mission India, Rotary Club and Lions Club. Mission India provides volunteer teachers working 2hrs a night, 5 nights a week. The programme of Social Education inclusive in literacy was introduced as part of the community development programme in 1952. Gram Shikshan Mohim a programme initiated in 1959, was one of the successful mass campaigns on literacy. Services were provided by primary teachers and middle schools. The campaign suffered from lack of follow up due to financial constrains and its good work ended.

According to the Republic of Kenya (1972) adult literacy programme in Kenya was to be provided by the government in the sense that participants were not to pay any fees. Odhiambo and Macharia (1985) indicate that in Kenya literacy programme is largely financed by the government with limited support from local organizations, private firms, international agencies and friendly government. Njerenga (2001) stresses that the government is the chief financier of adult literacy, and although commitment to adult education and literacy has been reiterated in many documents and declarations, this commitment has not been matched with funding. Adult education and literacy programmes have been the lowest funded among the government funded education sub-sector according to Republic of Kenya (1997).

2.6 Providers of Adult Literacy

The provision of adult literacy encompasses, funding, planning, organization, teacher training, methodology, materials and the teaching process. The following are the main providers of adult literacy: the government, Non-Governmental Organizations, Faith Based Organizations and the industrial and commercial sector. According to Lind and Johnson (1986), the national states have played the greatest role in providing adult literacy education in form of mass campaigns or literacy programmes. Governments usually have the power to mobilize and organize the necessary resources for mass campaigns in ways that other agencies cannot. Mass campaigns are defined as a mass approach that seeks to make all adult men and women in a nation literate within a particular time frame.

In Britain and Brazil adult literacy campaigns were used to hasten the process of modernization, to maintain prevailing order or uplift the population. Non-Governmental Organizations have played a major role in promoting literacy worldwide. Agencies like UNESCO has been to co-ordinate literacy experiences worldwide by promoting network and exchanges, publishing journal and books about research findings and case studies and providing funding and personnel for specific initiatives. NGOs within a country take specialized tasks like developing courses and training teachers. They also publish materials for instructions. The NGOs providing literacy programme in Kenya include: Goal, forum for african women educationist Kenya (FAWEK), action aid Kenya and Kenya adult education associations. The commercial sector provides training programmes for a considerable amount of literacy provision in the world. The classes often provided are such as basic skills training and part of a person's power

development plans will additionally require a correspondingly large increase in multilateral and bilateral funding from external sources. Additional external human resources including those from professional volunteer organizations will undoubtedly be required to assist in financing adult education in developing countries. Non-governmental agencies in the fore front of implementing adult literacy will need to expand their programmes.

2.7 Time Management

Implementers should consider that adult learners have multiple engagements and therefore the programme should not completely remove them from their social and economic environment Fujisawa (2001). The wish, the inner need and readiness of the people to want to learn, read, count and participate in literacy programmes depends on the historical situations of their people, their cultural situations and living conditions. The adults in this context should be taught skills about time management and programmes should be made to suit them. Adults need a longer period to complete a literacy course which sometimes leads to learners dropping out of the programme (Lind 1990). According to Njerenga (2001) more absenteeism in adult literacy classes is experienced during busy times of the seasons like harvesting time, market days, planting time and campaign times.

2.8 Learning Situations

Johnston et al (1983) emphasize that it is important that adult facilitators make learners aware of their own capacities for continued learning. The facilitators should

apply all the good tenets of teaching adults. They should also pay attention to the provision of an informal welcoming environment, adjusting the pace of learning to suit individual circumstances, building on past achievements and interest of the learners, using every opportunity to relate learning activities to daily living patterns of the learners, creating the right acceptable classroom setting. They further stress the ALP facilitators should make the centres or the classroom a pleasant and stimulating environment. Lighting of the class, ventilation and storage of equipment and duration of learning activities should be adequate for adults. Lind (1990) suggests that chosen learning activities should reach out and enrich the whole life of the learner. The facilitator should ensure contribution of every learner in the classroom, and consider every learner's disability during the learning situation in order to give them appropriate assistance. The choice of language for literacy teaching is very important if the learner's and facilitators goals are to be achieved. According to Dubois (1960) as educators, it is also imperative that we be able to recognize those learners whose development extend beyond the educator, acknowledging that one's perception remains limited by one's own developmental stage and issues.

Bown (1979) states that trust between teacher and learner is crucial to the creation of a genuine learning experience. The same kind of relationship of mutual respect and confidence among the learners themselves should be cultivated. It is often remarked that in an adult class both the student and the facilitator are learners and they learn from each other. The facilitator should only play the role of a guide through the programme while at the same time learning from experience of the learner. The facilitator should simplify complex matters in learning situations and make the whole

process of learning as painless and enjoyable as possible. Dialogue with the members of the target group offer insights based on the feelings and experience of those concerned. Experience and knowledge of local people should be valued in practical implementation of literacy work. Their participation is useful and desired in the planning, implementing and evaluation of activities.

2.9 Summary and Conclusion

The chapter reviews literature on the factors influencing effective implementation of adult literacy programmes worldwide and in Kenya. Nine selected areas related to the subject content are discussed. They are importance of adult literacy, different views on literacy, availability of physical facilities and other learning resources, participation, coordination, retention, time management and learning situations. Many reviewed studies highlights the existence of adult literacy programmes and a lot has been researched on adult literacy programmes but none has been done on factors affecting the implementation of adult literacy programme in Githurai division. To fill this knowledge gap, the researcher found it necessary to embark on this study.

2.10 Conceptual Frame Work

A conceptual framework is a formal way of thinking about a process of system under research study. This study is based on the concept that in order to achieve the goals of adult literacy programme, various factors affecting its achievement and implementation must be understood and addressed.

Figure 1.1: Factors Influencing Implementation of Adult Literacy Programmes in Kenya

Factors ⟶ **processing system** ⟶ **results**
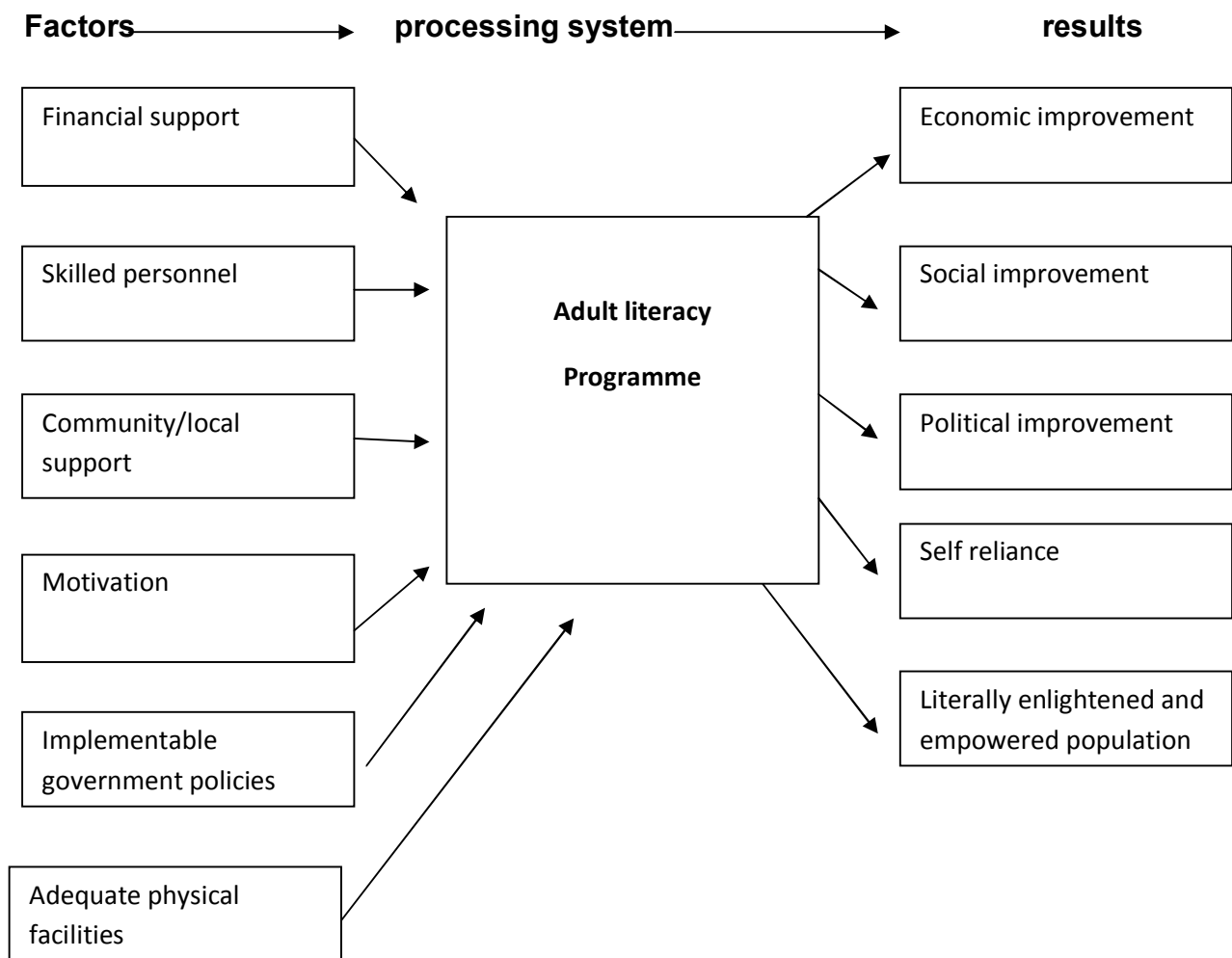
In the conceptual framework, the factors indicated are taken as input, the adult literacy programme as the processing system and the result as the output (positive gains). In case of inadequate input, the system is crippled and the results may not be satisfactory. The framework clearly shows that there are many factors that affect effective implementation of adult literacy programmes in Kenya. The figure 1.1 shows an overview of valuables that are manifested in this relationship. These intra and extra are also clearly stated in the literature reviewed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that will be used in conducting the study. It describes the methodology used in carrying out the research. It is organized in the following sub- headings:, location of the study, research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedure and analysis techniques.

3.1 Location of the Study

The study was carried out in Githurai division of Kiambu county. Majority of the people in the District are low income earners with small business like retail shops, food kiosk, Juakali sheds and so many selling food stuffs in Githurai market. The rationale for choosing Githurai division is because of the relatively low levels of literacy and the low rates of enrolments in ALP within Githurai division.

3.2 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 will be conducted using a descriptive survey design. Survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2005). Descriptive survey is mostly used in studying attitudes, opinions,

preferences and perceptions so as to determine the actual status of population (Gay, 1976). Using the design, this study seeks to establish the effects of certain valuables like the age of learners, problems the learners are facing among others under investigation. Such factors are independent variables and the implementation of the literacy programmes is the dependent variable. The rationale for using this research design is because the research would cover a large population from varied socio-economic status who are expected to give opinions and perceptions regarding ALPs.

3.3 Target Population

According to Mugenda and Mugenda (1999) a target population refers to the population which the researcher would like to generalize his/her results. The population of this study consists of all adult and out of school youth learners in the ACE in Githurai division, the literacy programme facilitators and the officers in charge.

3.4 Sample Size and Sampling Techniques

A sample size is the number of items to be selected from the target population. The sample size selected for any study should fulfil the requirements of efficiency, representatives, reliability and flexibility. It is a subject of a particular population whose characteristic are representative of the entire population (Kothari, 2003). Resources and time tend to be the major constraints in deciding on the sample size to a researcher. The proximity between the researchers place of residence and study sample is a factor of consideration Mugenda and Mugenda (1999). Musula (1990) states that one third target population is representative enough to make estimate of the characteristic being investigated. In this study, 6 of the literacy centers in the Division will be randomly

sampled and used. 50 % of the learners will randomly be sampled. The heads from all the centres participated in the study because they were the core stakeholders in planning, management and implementation of ALP. The officer in charge of adult literacy was selected and he was for a greater depth of response which was of great use to the researcher. The centres have ten fulltime and twenty part time facilitators. Ten fulltime and part time facilitators participated in the study. They were adequate representation in this study and useful because they were the implementers and they understood the factors affecting the implementation of ALP in the division.

3.4.1 Research Instruments

The study utilized questionnaires and interview guides. Data and information was administered to learners, administrators and facilitators. The questionnaires were easily administered and they saved time. The information collected gave useful quantitative data. The questionnaires had open ended and close ended questions. They were divided in two sections, section A and B.

3.4.2 Reliability of Instruments

The study utilized questionnaires and an interview guide. Reliability being a measure of the degree to which a research instrument yields consistent results, is influenced by random errors. As random errors increase, reliability decreases Mugenda (1999). The researcher attempted to minimize errors by using accurate coding of questionnaires, clarifying instructions on the questionnaires, not using too long questionnaires and using non-biased questions.

3.4.2 Validity of the Instrument

Validity is the extent to which a research instrument measures what it has been designed to measure Wiersma (1985). In most cases, the validity of an instrument is ensured through testing it in a pilot study. Any item found to be ambiguous in eliciting relevant information was modified and restructured after piloting.

3.5 Piloting

Before using the questionnaire for generating data for the study, a pilot study was conducted in one ACE literacy centre and one centre offering secondary education. The centres used for piloting were not used for actual study. The target group was literacy class learners both males and females and a facilitator in each of the pilot centres.

The purpose of pre-testing research instrument was to: To verify whether the questionnaire is clear to the respondents, to establish whether the questionnaire will provide data needed for the study, to asses and identify any problem respondent would encounter in filling the questionnaires that may not have been observed when constructing the questionnaire.

3.6 Data Collection Procedure

The researcher visited the officer in charge of the ACE in Githurai division with a letter of introduction. She also visited the ACE literacy centre heads, introduced her topic and explained the assistance she would need from them. The questionnaires were distributed to the selected facilitators and learners to fill after a brief explanation by the researcher. She also came to a consensus with the respondents about time limit for

filling the questionnaires. The researcher made sure that the explanation she gave to all the respondents from different centres was consistent. Once the questionnaires were filled the researcher collected them from all the selected centers for data analysis.

3.7 **Data Analysis Techniques**

Statistical package for social science (SPSS) software programme was used to analyze the data. Percentages and proportions were used to establish the factors that influence effective implementation of adult literacy programme. Data was analyzed using descriptive statistics such as frequency distributions and percentage. To enhance a clear picture of the findings, tables and pie charts were used to analyze data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

The purpose of this study is to present and analyze the data collected by means of questionnaires and interview based on the research objectives.

4.1 Nature and characteristics of respondents

4.1.1 The respondents by gender

Of the sampled population of learners who participated in the study 30 were females while 15 were males. The ratio of females to males who participated in the study was therefore 67% to 33%. This reflects the actual ratio of females to males who attend learning in adult educational centres in Githurai division which stands at 2:1. This data is captured in the Table 4.1. and Figure 4.1.1.

Table 4.1: Respondents by Gender

	Actual Number	Percentage (%)
Males	15	33
Females	30	76
Total	45	100
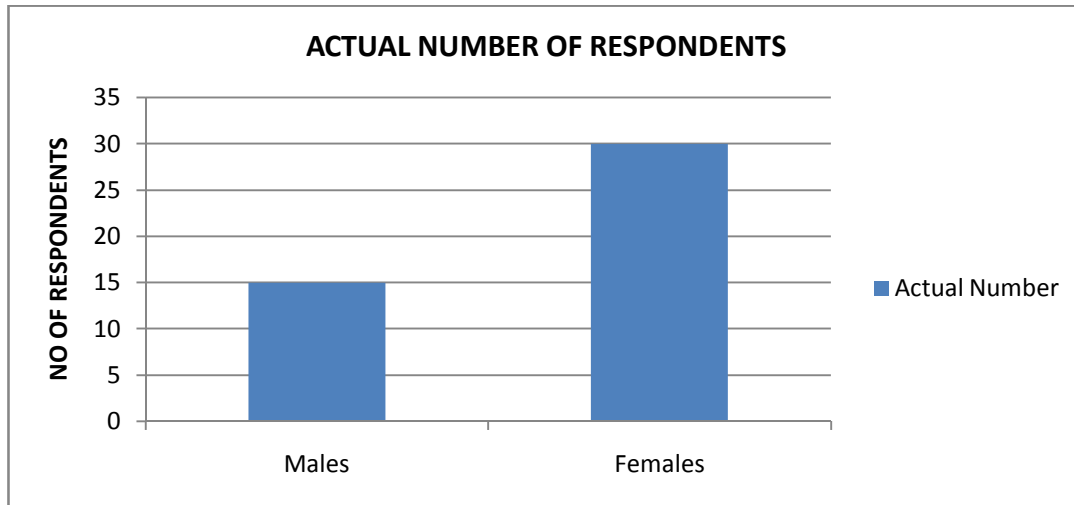
Figure 4.1.1: The number of learners by gender

4.1.2. Respondent male learners by age

Of the males who participated in the study: 3 were below 20 years, 6 were aged between 20-30 years, 4 were between 30-35 years and 2 were above 35 years. Thus the males who participated in the survey 20% were below 20 years 40% were between 20-30 years, 27% were between 30-35 years while 13 were above 35 years. This information is summarized in Table 4.2 and Figure 4.1.2.

Table 4.2: Male respondents by age

AGE	Number of participants	Percentage %
Below 20 years	3	20
20-30 years	6	40
30-35 years	4	27
Above 35 years	2	13
TOTAL	15	100
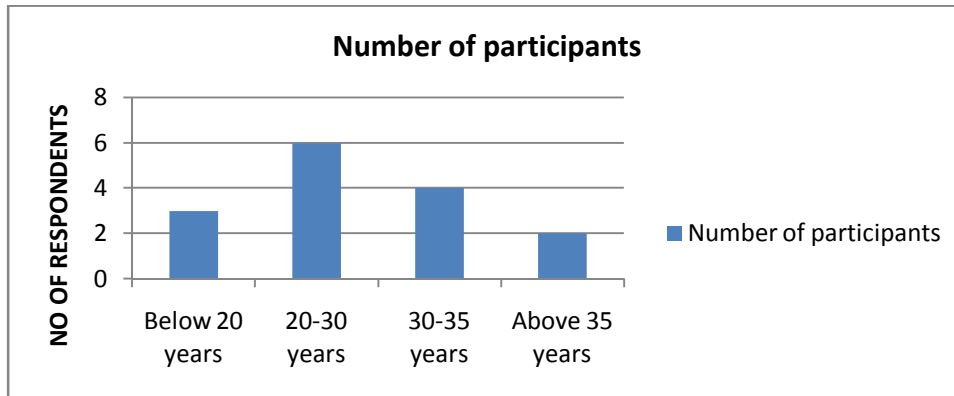
Figure 4.1.2: Male Respondents by age

4.1.3 Respondent female learners

Of the female who participated in the survey: None (0) were below 20 years of age, 4 were 20-25 years of age, 4 were between 20-25 years, 11 were 30-35 years while 15 were above 35 years. Therefore, of the female respondents 0% were below 20 years, 13% were between 20-25 years, 37% were between 30-35 years while 50% were above 35 years. This level of return was affected by several factors among them length of the instrument and the mood of the female recipients. This information is captured in the table 4.3 and figure 4.1.3

Table 4.3 Female Respondents by age

Age	Number of respondents	Percentage
Below 20 years	0	0
20-30 years	4	13
30-35 years	11	37
Over 35 years	15	50
Total	30	100
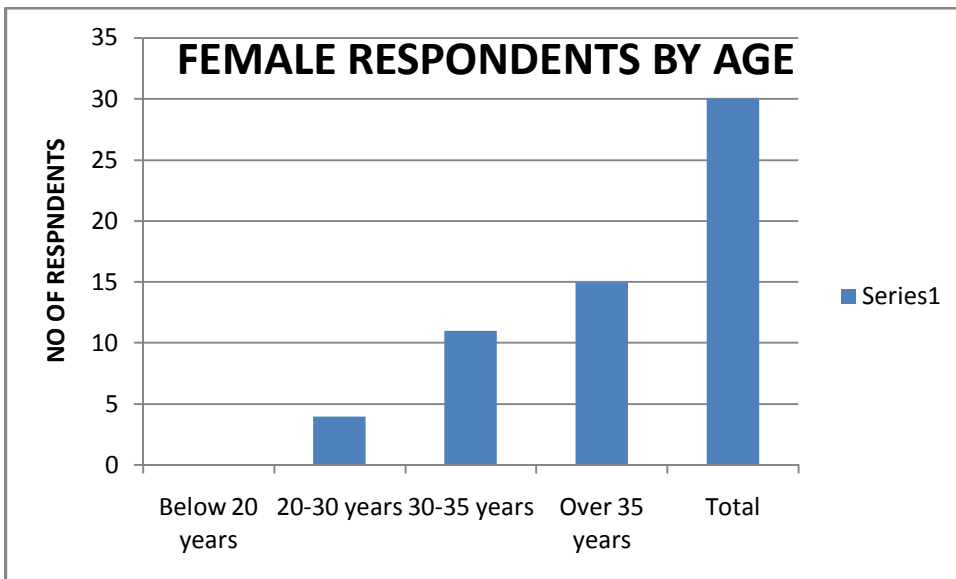
Figure 4.1.3 Age of female learnerøs respondent

4.1.4 Comparison of the ages of respondent learners

Table 4.4 Comparative analysis of male and female respondents

Age	Males	Female	Variance of males to female
Below 20 years	3	0	+3
20-30 years	6	4	+2
30-35 years	4	11	-7
Over 35 years	2	15	-13
Total	15	31	-15
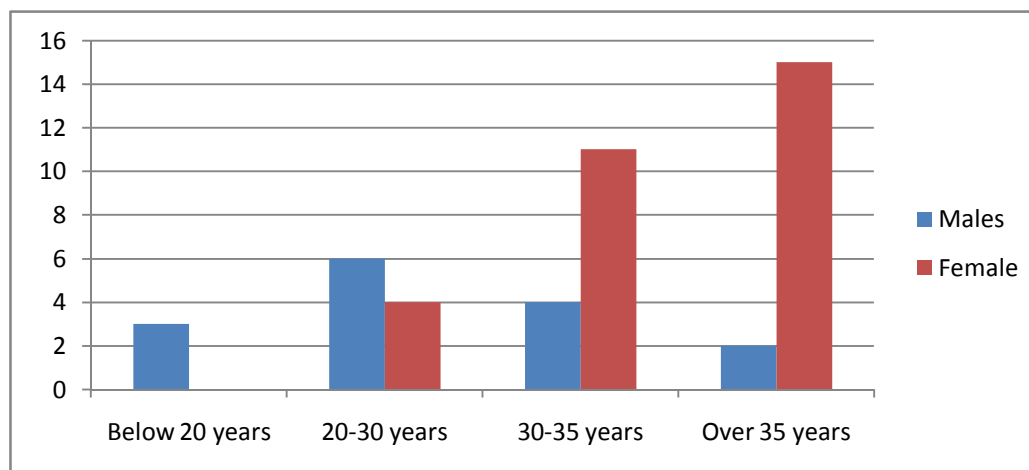
Figure 4.1.4 Comparison of the age of respondent learners

As Table 4.4.and Figure 4.1.4 indicates, 3 males were below 20 years, 6 were aged between 20-30 years while 4 females were in the same age bracket. 4 males were in the 30-35 years range with 11 females falling in the same range. 2 males were aged over 35 years with 15 females falling in the same range this implies that more females than males in the sample embraced ALP.

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4.1.5 Marital status of respondent learners

The respondent learners were asked to state their marital status. Of the 45 learners 15 were single, 25 were married, 2 were divorced, and 2 were separated while 1 was widowed

This data is captured in Table 4.5 and further illustrated in Figure 4.Table 4.5 Marital status of respondents.

Marital status	Number of respondent	Percentage
Single	15	33
Married	25	56
Divorced	2	4
Separated	2	4
Widowed	1	2
Total	45	100
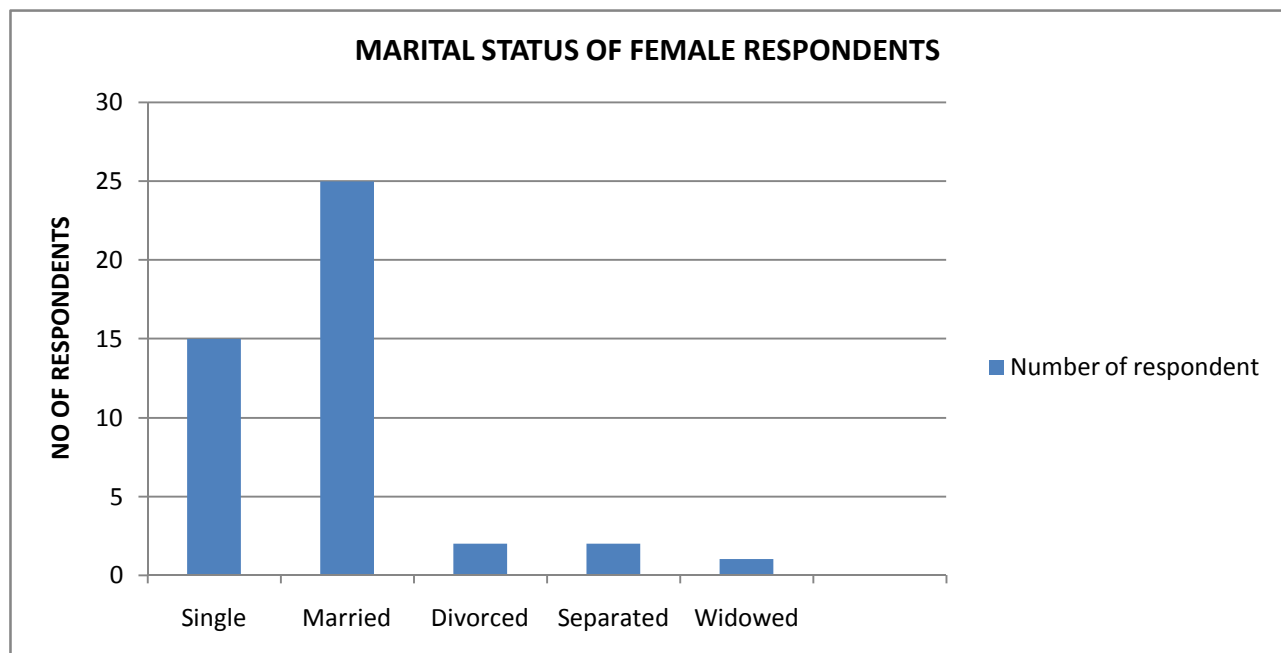
Figure 4.1.5 marital status of female respondents

The findings show that majority of the adult learners were married (56%) while 33% were single either by choice, divorced or separated. The study reveals that married couples were likely to embrace ALP compared to the other categories.

4.1.6 Marital status of male learners

Of the male learners who were sampled in the study, 9 were single, 5 were married while 1 was divorced. Therefore 60% of the male learners were single, 33% were married while 7% were divorced. This data is capture in table 4.6 and Figure 4.1.6. The findings from interviews confirm the questionnaire results and the revealed that majority of adult male learners were single.

Table 4.6 Marital status of respondentsø male learners

Marital status	Number of respondents	Percentage
Single	9	60
Married	5	33
Divorced	1	7
Total	15	100

MARITAL STATUS OF MALE RESPONDENTS
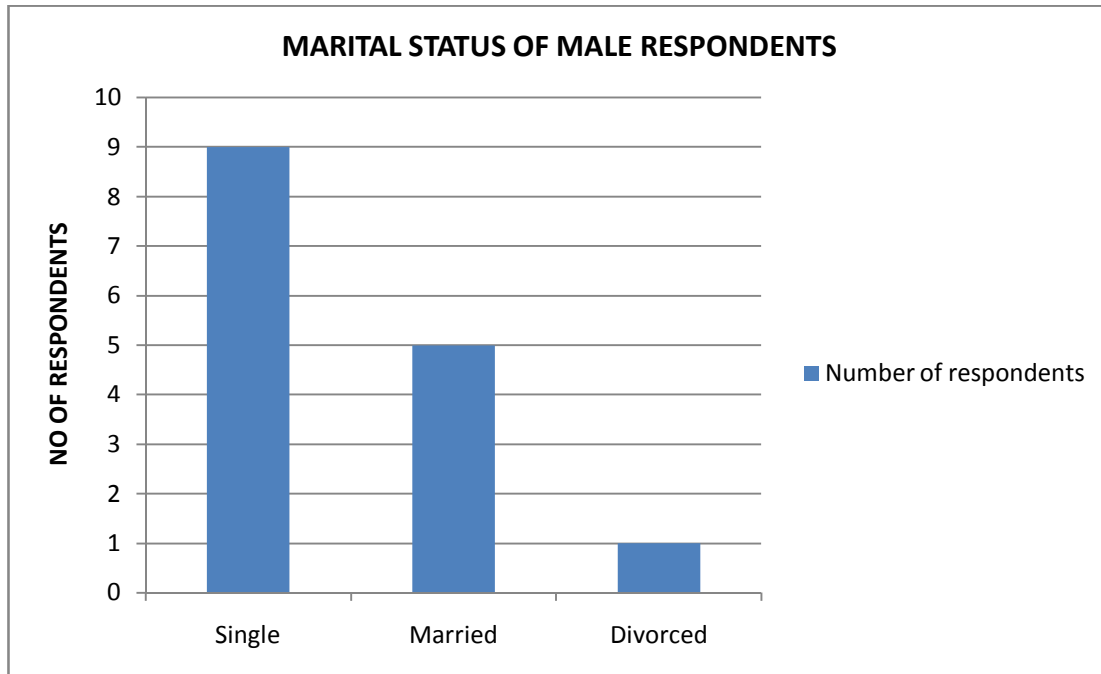
Figure 4.1.6 marital status of respondent male learners

4.7 Marital status of respondent female learners

Of the female learners who were sampled in the study 6 were single, 20 were married, 1 was divorced, 2 were separated and 1 was widowed. The data is captured in Table 4.7 and Figure 4.1.7

Table 4.7 marital status of respondent female learners

Status	Number of respondents	Percentage
Single	6	20
Married	20	67
Divorced	1	3
Separated	2	7
Widowed	1	3
Total	30	100
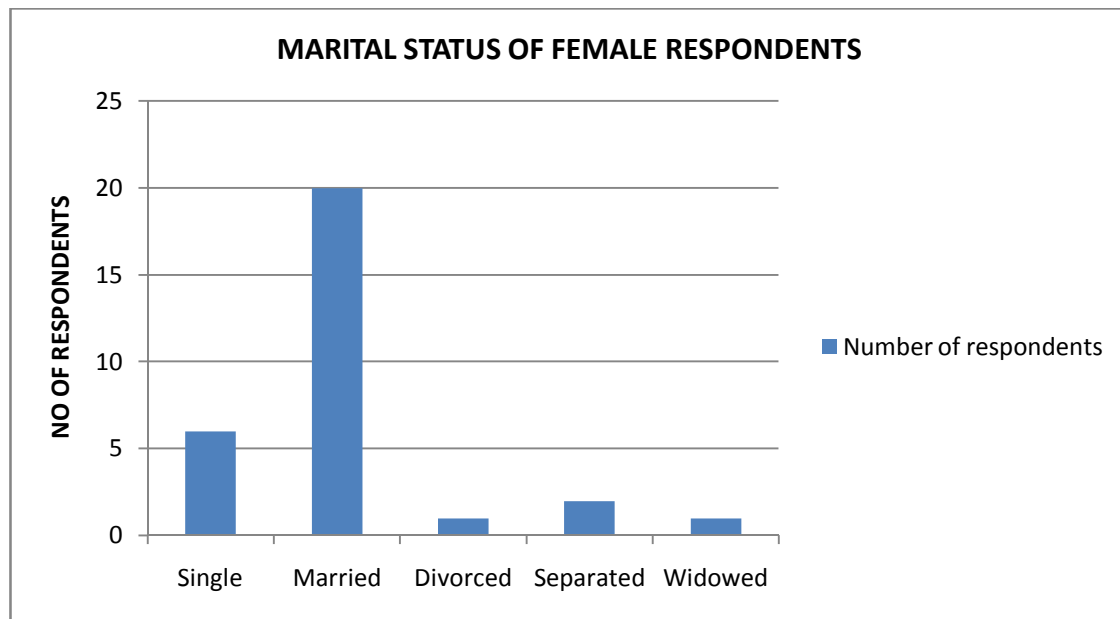
Figure 4.1.7 Marital status of female respondents

4.1.8 Respondent learners by religious affiliation

All the respondent learners were asked to state their religious affiliations. Of the 45 respondents 87% of them were Christians while 13% were Muslims. The data is shown in the Table 4.8 as and further illustrated in Figure 4.1.8

Table 4.8 religious affiliations of the respondent learners

Religious affiliations	Number of respondents	Percentage
Christianity	39	87
Islam	6	13
Total	45	100
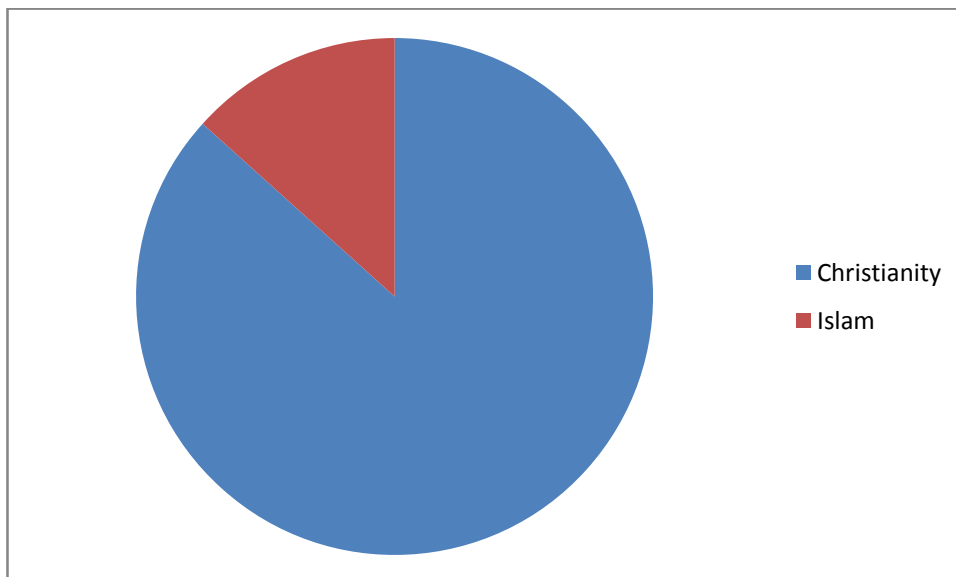
Figure 4.1.8 religious affiliations of respondent learners

4.1.9 Religious affiliations of male respondents

Of the male respondents all 15 were Christians. None reported another religious affiliation.

4.1.10. Religious affiliations of female respondent's learners

Of the female respondents 24 of them were Christians while 6 were Muslim. This was reflected as 80% of female learners were Christians while 20% of the female learners are Muslims. This data is shown in Table 4.9 and Figure 4.1.9

Table 4.9 religious affiliation of female respondents

Religious affiliations of female respondents	Number of respondents	percentage
Christianity	24	80
Islam	6	20
Other	0	0
Total	30	100
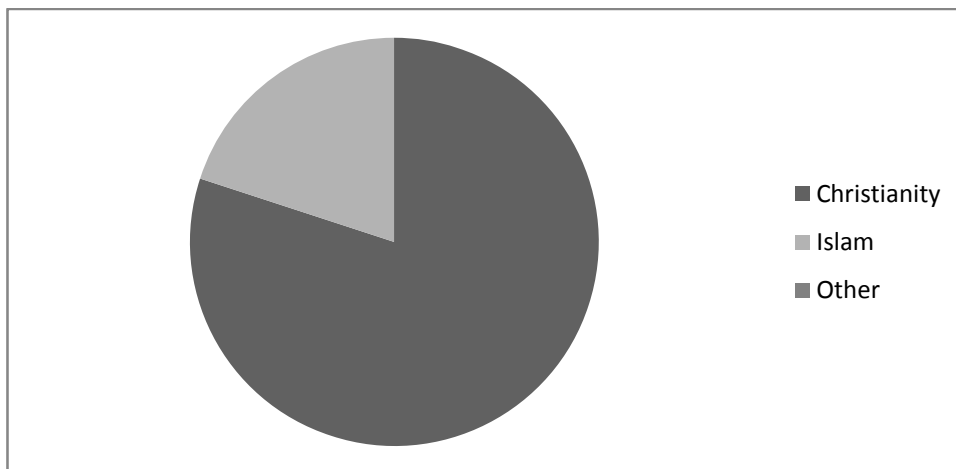
Figure 4.1.9 Religious affiliations of female respondents

4.1.11 Educational status of the respondent learners prior to joining ALP

All the respondents were asked to state their educational status prior to joining ALP programme. Of the 45 respondents 31 had attended formal schooling before dropping out while 41 had never attended formal schooling. This is reflected as 69% of the respondents attended formal schooling while 31% of the respondents never attended formal schooling. This data is captured in Table 4.10 and Figure 4.1.10.

Table 4.10 Educational status of the respondent learner prior to joining ALP

Educational status	Number of respondents	Percentage
Attended formal schooling	31	69
Never attended formal schooling	14	31
Total	45	100
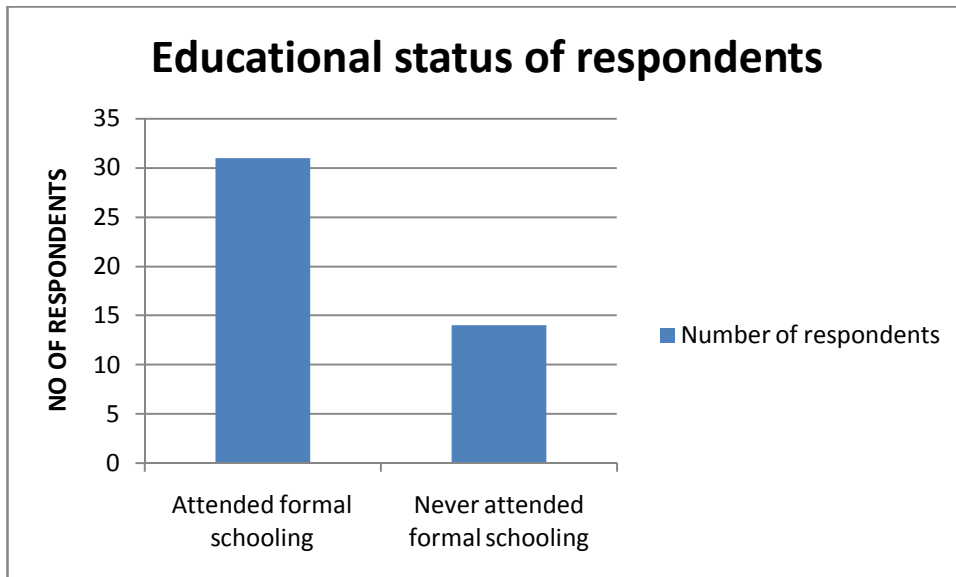
Figure 4.1.10 Educational Status of respondents

4.1.12 Educational status of female in formal school

Of the respondent female learners 16 attended formal schooling up to certain grade while 14 of them never attended formal schools at any given time in life. This data is reflected as 53% of female respondents attend formal schooling while 47% of them never attended formal schooling. This data is captured in table 4.11 and further illustrated in Figure 4.1.11

Table 4.11 Educational status of female respondents

Educational status of females	Number of respondents	percentage
Attended	16	53
Never attended	14	47
Total	30	100
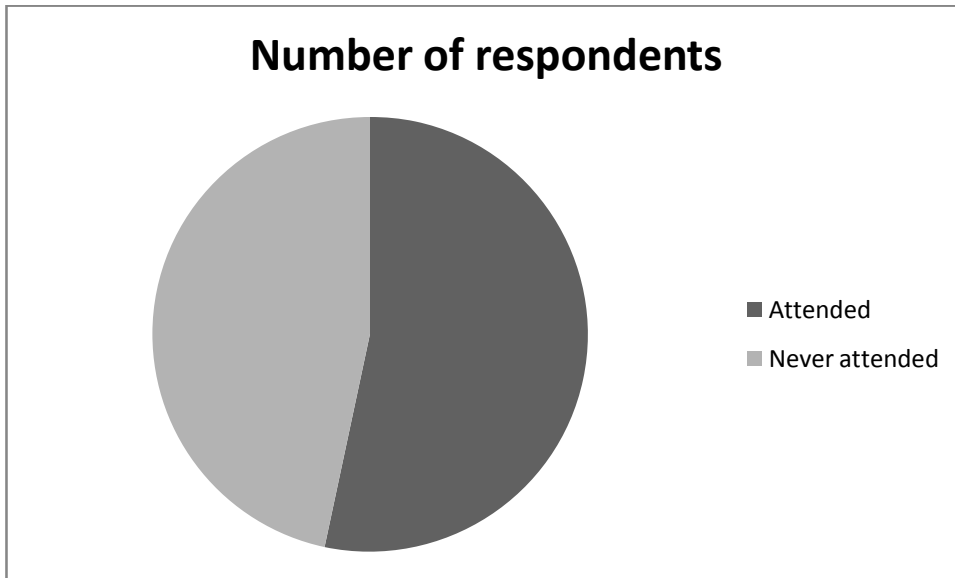
Figure 4.1.11 Female respondents attendance in formal schools

4.1.13 Male respondents attendance in formal schools

All the respondents attended formal schools up a certain grade. This data is captured in Table 4.12 and Figure 4.12. The findings seem to suggest that the society is still gender biased because all male respondents had attended formal school before joining ALP unlike their female counterparts.

Table 4.12 Attendance of male respondents in formal schools

Male respondents attendance in formal schools	Attended	Never attended
Number of respondents	15	0
Percentage	100	0
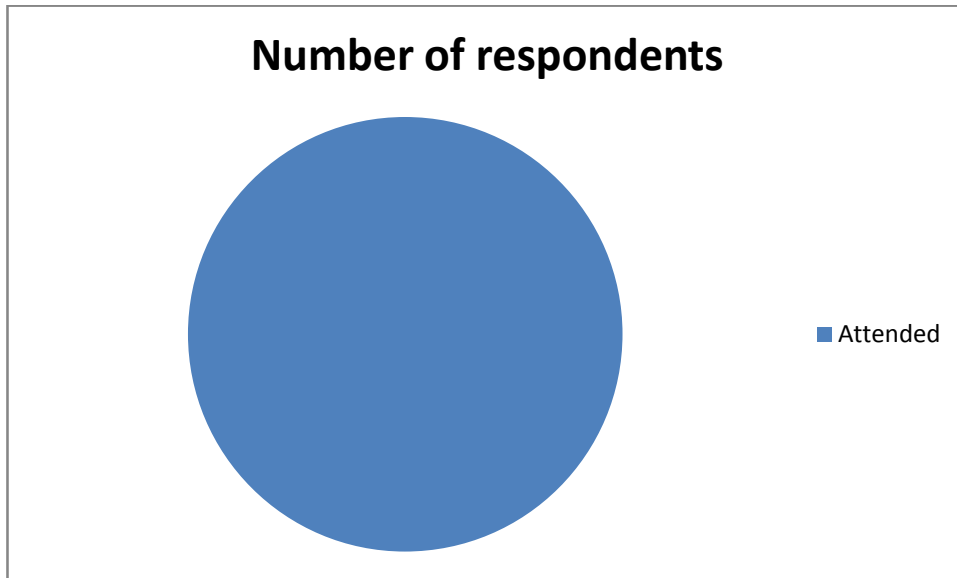
Figure 4.1.12 Attendance of male respondents in formal schools

The respondents who had attended formal schooling were asked the levels where they dropped out. Of the 34 respondents who had attended formal schooling, 6 dropped out at standards 2, 7 at 5,4 dropped out at standard 7,11 dropped out at standard 8, 1 dropped out at form 1 while 1 dropped out at form 2. This data is captured in table 4.13 and further illustrated in Figure 4.1.13.

Table 4.13 levels at which respondents dropped out of formal schooling

Highest class in formal schooling	Number of respondents	Percentage
Std 2	6	18
Std 5	7	20
Std 7	5	15
std 8	12	35
Form 1	2	6
Form 2	2	6
Total	34	100
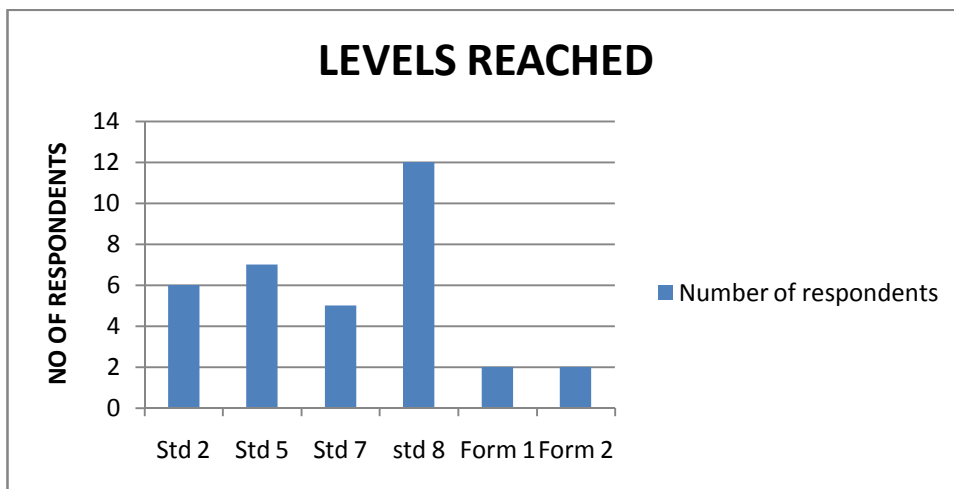
Figure 4.1.13 the levels at which respondents dropped out of formal schools

The respondents were also asked to state the person who pays for their adult educational needs. Of the 45 respondents 21 were self-sponsored wile 23 receive sponsorship to attend adult education programmes. This data is captured in Table 4.14 and further illustrated in Figure 4.1.14.

Table 4.14 the means with which respondents pay for the AL programme

Means of payment	Number of respondents	Percentage
Self	21	47
Sponsor	24	53
Total	45	100
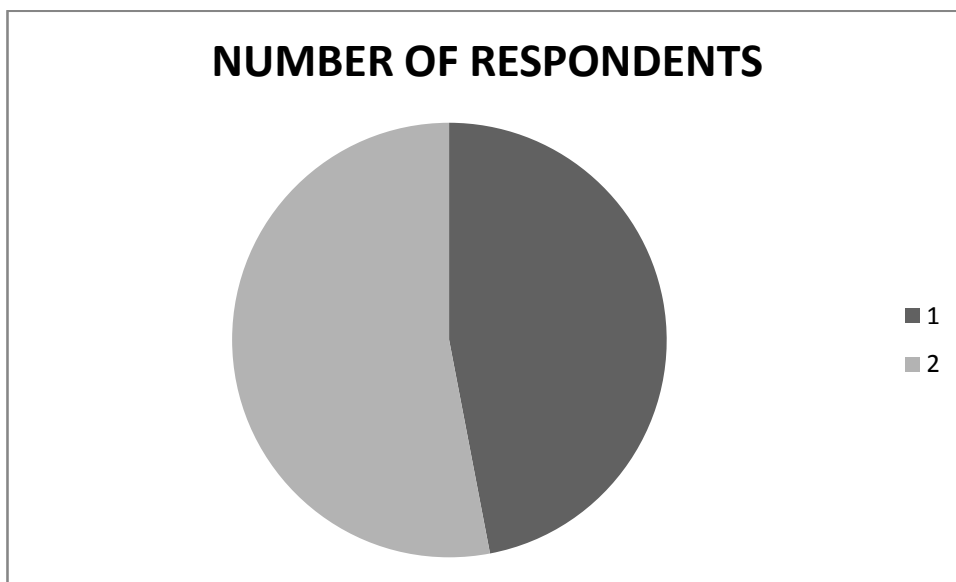
Figure 4.1.14 the means with which respondents pay for their ALP programmes

The respondent learners were then asked to state the duration they had pursuing the programme. Of the 45 respondents 10 had been in the programme for 6 months, 12 had been in the programme for 1 year while 23 had been in the programme for more than one year. This information is shown in the table 4.15 and illustrated in Figure 4.1.15.

Table 4.15 Duration for which the learners have been in the programme

Duration in the programme	Number of respondents	Percentage
6 months	10	22%
1 year	12	27%
Over one year	23	51%
Total	45	100%
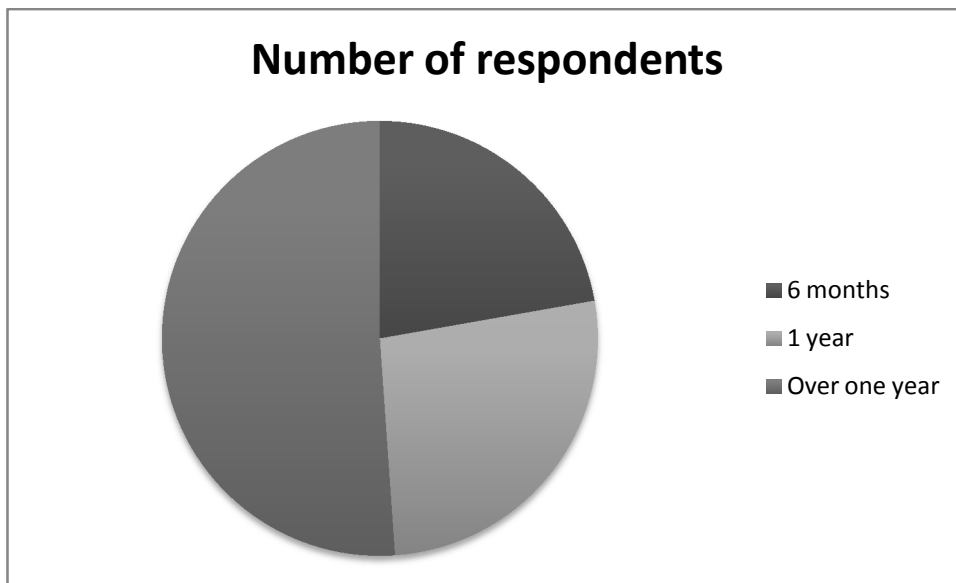
Figure 4.15 Duration for which the learners have been in the programme

4.2 Motivations for attending adult education classes

The respondents were then asked to state factors that motivated them to join ALP. They were given several options to select. They had freedom to select multiple options. These options included: to get a certificate, to know how to read, to get a job, for prestige, to be able to keep accounts at my business, to be able to help my children with home work, to enable me further my education. Each of these options will be weighed according to the number of respondents who selected it. The responses from the respondents are captured in the table 4.16 and illustrated further in Figure 4.1.16

Table 4.16 Motivation for attending adult education programme

Motivation	Score (number of respondents who selected)	Percentage
Certificate	15	33
To read	33	73
Job	9	20
Prestige	15	33
Accounts	3	7
To help children	5	11
Further education	39	87
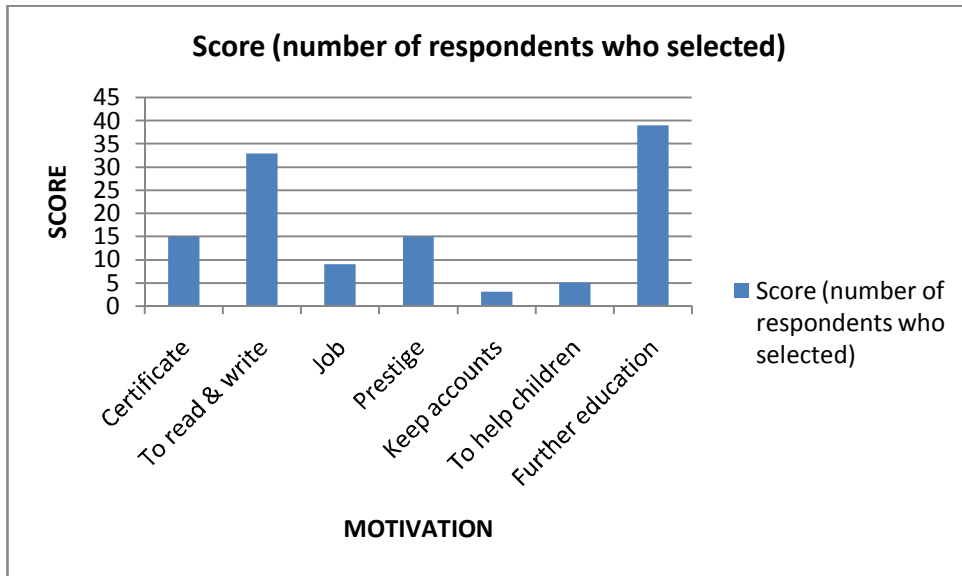
Figure 4.16 Motivation for attending adult education programme

4.3 Challenges facing the adult learners

The respondents were also asked the challenges they faced as learners. They were given a selection of challenges to choose from. These challenges included: time, long distances covered to learning centres, inadequate reading materials, lack of space and facilities, lack of finances, lack of community support, poor modes of delivery by teachers, wide contents to be covered in the syllabus. The respondents were also given an option of including any other challenge they face. The respondents were allowed to select multiple option as the options would be given scores as to which challenge was faced by the most respondents. The responses from the respondents are captured in Table 4.17 and Figure 4.1.17

Table 4.17 Challenges faced by adult education learners

Challenge	Score	Percentage
Inadequate time	32	71
Long distance	21	47
Inadequate reading materials	18	40
Lack of space and facilities	12	27
Lack of finances	25	56
Lack of community support	12	27
Poor modes of delivery by teachers	15	33
Others	0	0
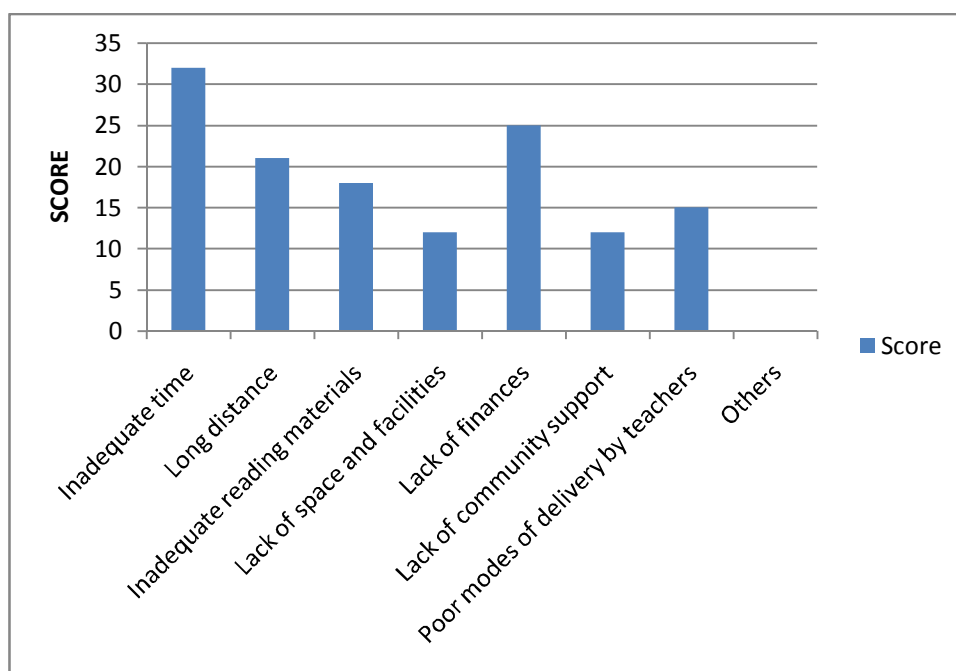
Figure 4.1.17 Challenges faced by adult learners

4.4 Influence of ALP in adult life and lifestyle

The respondents were also asked to state how the programme affected their lives both positively and negative. They were given options to select from and were free to select multiple

options as these would be scored according to the number of respondents selecting them. The options included: frictions with spouse, financials pressure, time pressure, employment opportunities, improved social status, better families in terms of nutrition, health and finances and opportunities for further education and others. The responses from the respondents are captured in table 4.18 and Figure 4.1.18

Table 4.18 Effects of pursuing adult education

Effects	Score	Percentage
Friction with spouse	14	31
Financial pressure	32	71
Time pressure	38	84
Increased employment opportunities	26	58
Improved social status	23	51
Better families	12	27
Opportunities for further education	32	71
Others	0	0
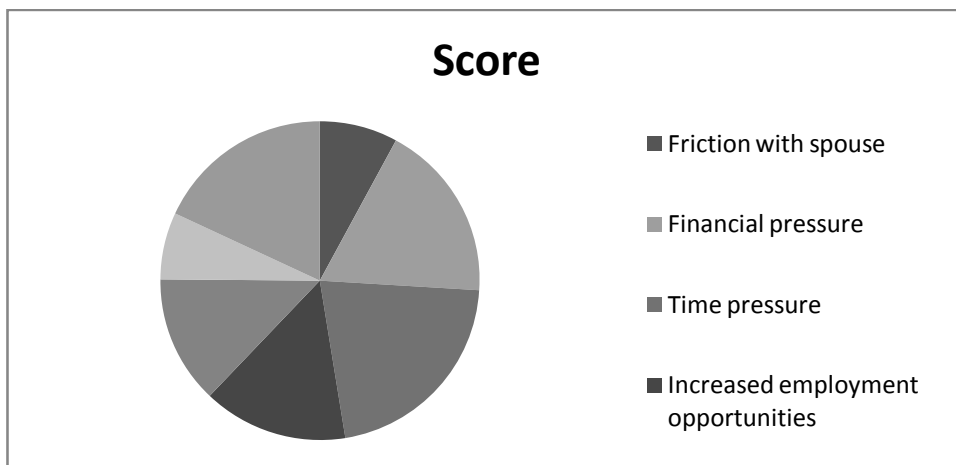
Figure 4.18 Effects of attending adult education programme

4.5 pragmatic interventions to improve the ALP

Finally the respondents were asked to suggest on ways to improve adult learning. They were given several suggestions to pick and were free to pick multiple suggestions. These suggestions included: employment of more teachers, putting up of more centres, better equipment in the existing centres and others. The responses from the respondents are captured in Table 4.19 and Figure 4.1.19

Table 4.19 Suggested remedies to improve implementation of adult education programme

Suggested remedies to improve implementation	Scores	Percentage
Employment of more teachers	29	64
Putting up of more centres	23	51
Better equipment for existing centres	38	84
Others(improve sensitizations of the public)	32	71
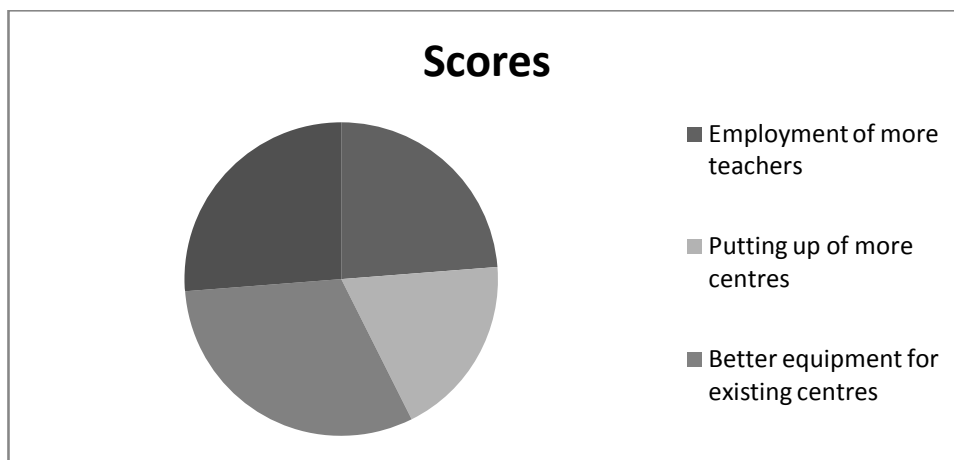
Figure 4.1.19 suggested remedies to improve implementation of adult education programme

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4.6 Response by facilitators (teachers)

The study also targeted the facilitators that provide adult literacy learning. In Githurai division there are 34 facilitators involved in adult literacy teaching. Of these 11 are permanent and pensionable while 23 are volunteer part time teachers. Therefore, of the facilitators involved in adult literacy programmes in Githurai division 32% are permanent and pensionable while 68% are volunteer and part time facilitators. The study randomly sampled 10 facilitators for the study. This sample represents 30% of the total population of facilitators. In this analysis the gender of the facilitators, the marital status and their highest levels of education will not be analyzed because the study feels that these do not have any statistical significance to the outcome of the study.

Of the facilitators who participated in the study 6 were permanent and pensionable employees while 4 were part time volunteers. Therefore 60% of the respondents were permanent employees of the adult education department while 40% were volunteer part time employees of the department. It is noted that the respondents who participated in the study did not reflect the actual proportions of the facilitators who are involved in adult literacy in Githurai division. This is because the part time volunteers had other responsibilities and only involved themselves in adult literacy work on part time basis. They spend most of their time pursuing their other work and only attend adult literacy classes when they are free. The above percentage of sampled facilitators can actually reflect the amount of time the two categories of facilitators spend in adult education programmes. It can thus be safely concluded that the full time facilitators conduct 60% of all adult literacy instructions while the volunteers only provide 40% of the instructions. This data is captured in Table 4.20 and further illustrated in Figure 4.1.20

Table 4.20 Contribution by facilitators to adult literacy programme

Contribution by Each Category of Facilitators	Number of Respondents	Percentage
Permanent facilitators	40	6
Part time facilitators	60	4
Total	100	10
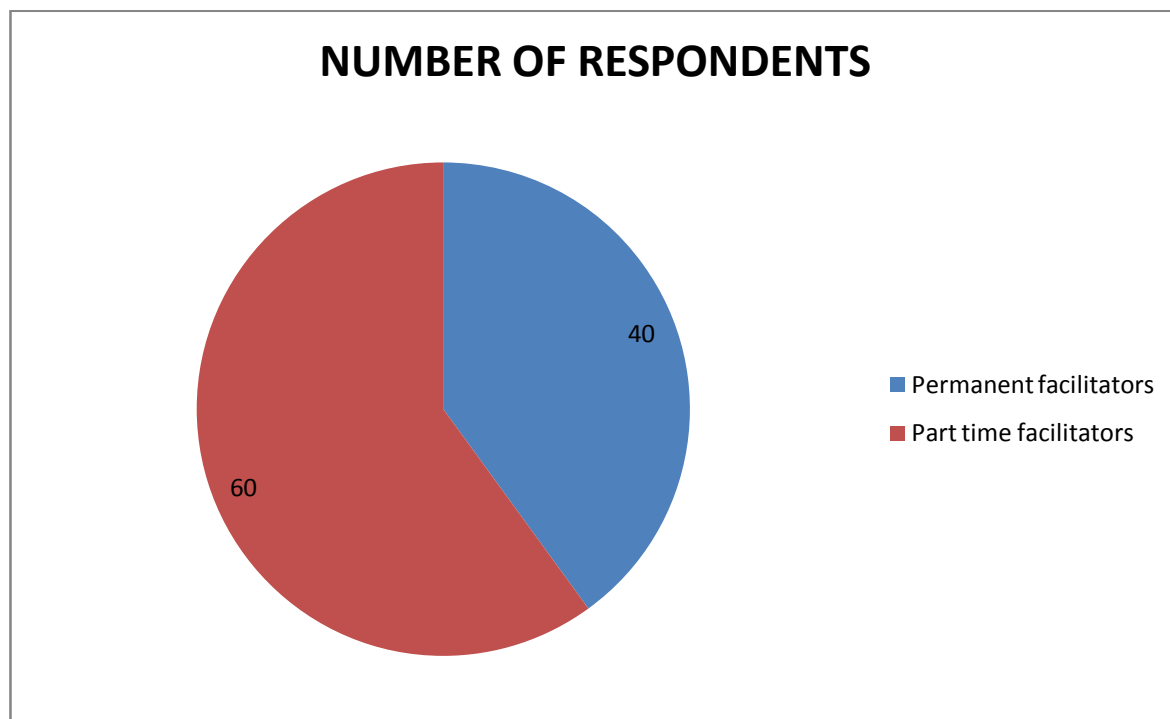
Figure 4.1.20 Contribution by facilitators in adult literacy programmes

4.6.1 Professional training of the facilitators

Of the respondents facilitators the 6 permanent employees have had professional training in adult literacy while the 4 volunteer facilitators did not have professional training. This data is captured in Table 4.21 and figure 4.1.21

Table 4.21 training status of respondent facilitators

Status of training	Number of respondents	Percentage
Trained	6	60
Not trained	4	40
Total	10	100
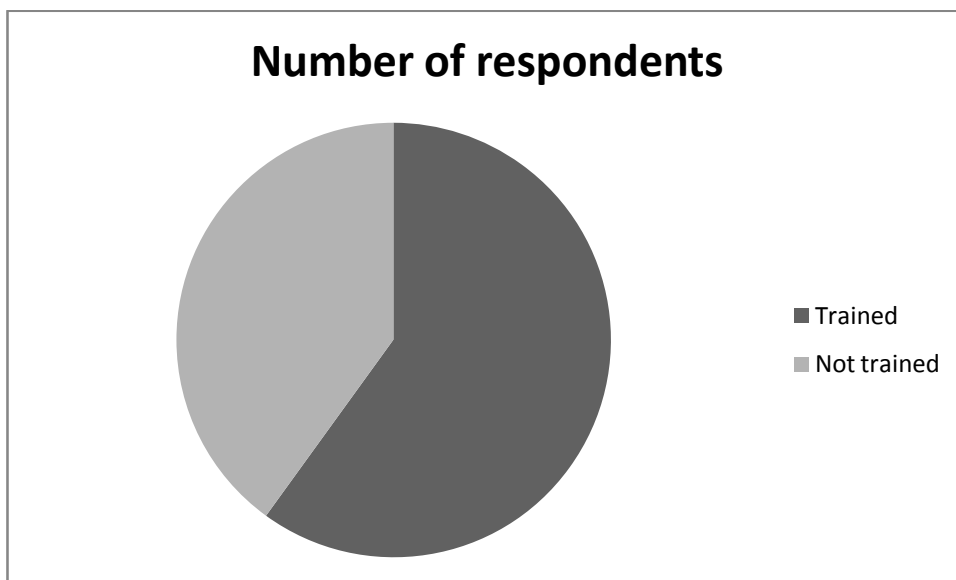
Figure 4.1.21 Training status of respondents facilitators

4.6.2. Training status of permanently employed facilitators

All the respondent facilitators who are permanently employed in adult literacy programme are professionally trained as adult educators.

Table 4.22 training status of permanently employed facilitators

Training status of permanently facilitators	Number of respondents	Percentage
Trained	6	100
Not trained	0	0
Total	6	100

4.6.3 Factors that affect successful implementation of adult literacy programme

The respondents were asked to select the factors that affect successful implementation of adult education programme. They were given several factors to select from and were free to select multiple factors as these would be ranked according to the number of respondents who selected each. These factors and their rankings included: inadequate teachers selected by 6 respondents, inadequate teaching and learning facilities selected by 6 respondents, lack of community support selected by 1 respondents, inadequate trained personnel selected by 5 respondents, lack of motivation selected by 7 respondents and any other factor the respondents may have felt was crucial but was not selected by any respondent. This data is captured in Table 4.23 and illustrated in Figure 4.1.22.

Table 4.23 Factors that influence successful implementation of ALP.

Factors that affect implementation	Number of respondents	Percentage of respondents
Inadequate teachers	6	60
Inadequate teaching/ learning	6	60
Lack of community support	1	10
Inadequate trained personnel	5	50
Lack of motivation	7	70
Others	0	0
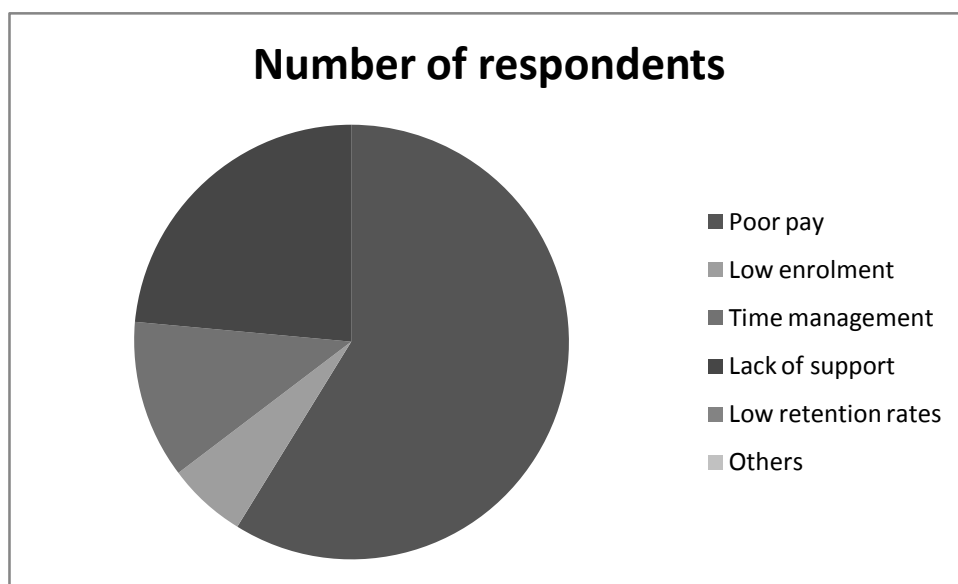
Figure 4.1.22 Factors that affect successful implementation of adult literacy programme

4.6.4 Challenges faced by adult educators

The respondents were also asked to state the challenges they faced as adult educators. They were given several options to select from and were free to select multiple options as these would be ranked according to the number of respondents who selected them. These were the options and the number of respondents who selected them: poor pay selected by 6 respondents, low enrolment selected by 1 respondents, time management selected by 2 respondents, lack of support selected by 2 respondents, low retention rates and others were not selected by any respondent. This data is captured Table 4.24 and illustrated in Figure 4.1.23

Table 4.24 challenges faced by adult educators

Challenges faced by educators	Number of respondents	Percentage of respondents
Poor pay	10	100%
Low enrolment	1	10%
Time management	2	20%
Lack of support	4	40%
Low retention rates	0	0%
Others	0	0%
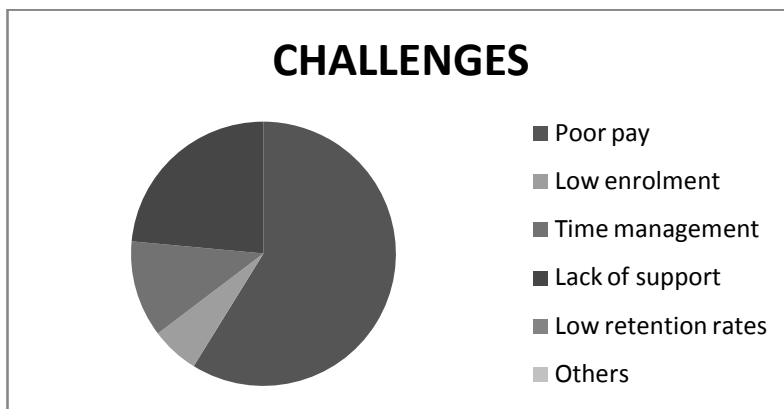
Figure 4.1.23 Challenges faced by adult educators

4.7. Response by the district adult and continuing education officer

The district adult and continuing education officer was also recognized as a crucial source of information and was interviewed for information. According to her there are intra institution and extra institutional factors that influence successful implementation of adult literacy programme. The biggest intra institutional factor that affects ALP is the introduction of free primary education that challenged the ALP in terms of the number of learners who now opt to attend formal schools even when they are mature age. Other factors that affect the successful implementation of ALP include lack of adequate qualified teachers, inadequate teaching and learning materials, low morale among adult education teachers due to stagnation at one job group for many years and lack of support from other stakeholders. Her suggestions for improved of the implementation of ALP included employment of more qualified teachers, ensuring teachers are promoted on merit, provision of adequate learning and teaching materials, and allocation of more funds to the department.

CHAPTER FIVE

SUMMARY, CONCLUSSIONS AND RECMMENDATIONS

Introduction

This chapter represents summary of the findings, discussions and conclusions drawn from the finding of the study. The conclusion drawn focuses on the objectives of the study.

5.1 Summary of the study

The purpose of the study was to examine the factors that influence the implementation of the adult literacy programme in Githurai Division. Four objectives were formulated to guide the collection of data. The research used descriptive survey design where the questionnaire was the major research instrument used and supplemented by interview guide. 45 learners filled in and returned the questionnaire while the DACEO was interviewed using the guide. The review of related literature covered eight areas which include: different views on literacy, importance of adult literacy, provision of adult literacy programme, availability of facilities and other learning resources, participation ordination, , retention and time management in adult literacy. The research findings were analyzed using SPSS software. The secondary purpose of the study was to investigate the gender difference on attitude towards adult educations programme. Thirdly the combined and independent contribution of each variable to adult education achievement and the relationship among the variables in the study were investigated and the major causes for negative attitude towards adult education programme were identified. Finally facilitators of adult education instructions and the District Adult and Continuing Education officer were also targeted in the study to analyze their inputs.

5.2 Summary of the major findings

5.2.1 On intra and extra institutions

The study found out that that female attendance in adult education programme was significantly different from that of males and the effect of gender on attitude towards adult education was significant.

5.2.2 On the Relationship between age attendances in adult education programme

Negative relationship between learnersø age and attitude towards adult education programme was evident as the age dropped among female learners. Those learners who had reached the age of over 35 years had positive attitude towards adult education programmes indicated by the high number of respondents in this age bracket who attend adult education programmes. These were followed by those in the age bracket of 30-35 and the number of those attending adult education classes continued to drop as the ages of the respondents dropped. The finding is congruent with some available foreign studies.

The most significant explanation for this phenomenon may be that adult education is perceived by the public to be just that, education for adults. Young females are mainly concerned with attending formal schooling in primary schools, secondary schools and tertiary institutions. But the observation for male learners indicate a break from this observation. While there were no data for male learners under the age of 20 years captured, the number of male learners in the age bracket of 20-30 was higher than for those in the age bracket 30-35 and the two were higher than those for learners above 35 years. Why are those in the age bracket 20-30 years more than those in age brackets above them? And why does the number of males in adult education classes progressively

drop as their ages increase? This again calls for further research to explain this phenomenon. The most ready explanation may be on account of different attitudes towards adult education programmes between males and females. It can also be observed that majority of the male respondents in the age bracket 20-30 attend the adult literacy classes in the district prison. This means that the most of them convicts who due to their conviction have all the time to pursue adult education programmes and as part of their rehabilitation.

5.2.3 On the relationship between marital status and attendance in adult literacy programme.

Generally the marital status of an individual determines many different outlooks in life. Marriage gives the individual, added responsibilities which are compounded when children are born. This study observed strange phenomenon from the data captured. Of the 45 respondents who participated in the study, majority who attended adult literacy programmes are married and marriage did not act as a deterrent to pursuing adult literacy. Respondents who were single also had scores in terms of attending classes.

While this was the general trend the picture is different in specific groups of respondents. Among the males those who were single had higher scores. The female respondents backed the trend where 67% of them were married while only 20% of the female respondents were single. Again further studies need to be conducted to explain this phenomenon.

5.2.4 on the relationship between religion and attendance in adult literacy programme

The religious affiliation of the respondents was surveyed to determine whether religion affected attendance in adult literacy programmes. This is in taking cognizant of the fact that some religious in Githurai division. These are Christianity and Islam.

The analysis of the data distinguishes between religious affiliations of males and females respondents in this study are majority Christians. This reflects the dominance of Christian religion in Githurai division. All the male respondents are also Christians. Apparently Muslim males do not attend adult literacy programmes. This calls for further studies to determine why this is the case. So religion is not a factor that affects attendance in adult literacy programmes among women.

5.2.5 on the relationship between attendance in formal schools and attendance in adult literacy classes

Generally it was previously assumed that adult literacy classes are meant for those people who have never attended formal schools. But currently literacy programmes are meant for any person who would like to pursue education in a non formal setting. This study intended to find out how this factor has affected the attendance of learners in adult literacy centres. The female respondents generally were not affected by that fact that they had either attended formal schooling or not because the attendance in adult literacy programmes reflected almost a 50-50 ratio of those who had attended formal school previously and those who had never attended.

But for the situation is radically different. All those who had attended adult literacy programmes had also previously attended formal schools up to a certain grade.

5.2.6 On the means of paying for educational needs

The study also analyzed whether the means of paying for the adult literacy programme among the respondents has any bearing on implementation of adult literacy programme. The results shows that the respondents were evenly divided between those are self sponsored in the programme and those who receive sponsorship. This is true of both male and female respondents. Statically this proves that means of paying for the programme has not affected the implementation of the adult literacy programme in Githurai division because of the high percentage of the sponsored learners.

5.2.7 On the time the learners had been in the programme

The respondents were also asked to state the duration in the programme. This was to measure whether the learners had the staying power to see the programme through. The conclusion that can be drawn from this observation is that majority of adult education learners see the programme through. But there is a drop in new learners joining the programme. Ideally the scores for those who had been in the programme for over one year and those who had been in the programme for less than 6 months should both be high. Statistically when one of them is higher and others are lower then there is a cause for alarm as it shows that there is a constant reduction in the number of new learners in adult education programme.

5.2.8 On the relationship between motivation and attendance in adult literacy programme.

The learners were also asked to score on the factors that motivated them to join adult education programmes. The biggest motivation for joining the adult literacy programmes among the majority of learners was further their education. Most of the learners are mature people who have seen the importance of education and would like to further theirs. The second motivation for joining the adult learning programmes among the respondents was to learn how to read and write. These two motivations are what drove the majority of the respondents to join the adult literacy classes. The rest were received less than 40% and were statistically insignificant.

5.1.9 On the relationship between challenges and implementation of adult literacy programme.

The respondents were asked to list various challenges that they face in their pursuit of the adult learning. The challenge mentioned by most respondents would receive the necessary score. It was interesting that majority of the respondents mentioned lack of time to pursue the programme effectively. This gives an impression of the seriousness the learners place on the adult learning programme. But being adults with other responsibilities they find it difficult to divide time among the different responsibilities and still have time to pursue their learning. The analysis shows the importance of having sponsorship programmes for adult education learners and the danger of the programme failing if these sponsorships are going to miss.Another challenge that is significant although mentioned by few people is that of inadequate reading materials. This challenge was mentioned by 18 respondents scoring 40%. Long distance covered to access the adult

learning centres was also mentioned by 21 respondents scoring 47%. In fact when analyzing these responses the biggest worry among the learners were the threats that would derail their pursuit of learning.

5.2.10 On how the ALP affect the learner's lifestyle

The study aimed to analyze the effects adult education programmes has on the learners. The analysis was for both the positive effects to determine the strength and opportunity of the programme as well as the negative effects to determine the weakness and the threats on the programme.

The respondents were asked to score various effects the programme had in their lives. The biggest score was 71% for opportunities for further education offered to the learners by the programme. This positive effect was mentioned by 32 respondents. As stated in previous analysis, the majority of the respondents attend adult literacy programmes in order to further their education. This is the biggest strength the programme has and which can be exploited to ensure that the programme is successful. Successful implementation of the programme goes hand in hand with availability of learners for the programme. It is apparent that when this opportunity offered by the programme is lost or in any way threatened the implementation of the programme of the programme will fail. This was followed by increased employment opportunities offered by further education as offered by the programme. This was mentioned by 26 respondents giving this effect a 58% score. The other effect was improved social status among the learners as a result of being educated and was mentioned by 23 respondents giving the opportunity a score of 51%.

The other effects received less than 30% score making them statistically irrelevant to our study.

Of the negative effects of the programme on the learners, time pressure mentioned by 38 respondents giving it a score of 84%. Financial pressure was mentioned by 32 respondents giving it a score of 71%. These showed that what occupies the minds of the learners most was how best they could benefit from the programme. Other effects received less than 40% and were statistically insignificant to our study

5.3 Conclusion

Adult literacy programmes face quite a big amount of goodwill from those who are mostly affected by it namely the learners and facilitators. As for any enterprise any lack of goodwill from the most concerned parties will result in the enterprise failing to achieve its objectives. Fortunately this threat to the adult literacy programme is not in existence. The success of any enterprise, be it profit making or service enterprise, is highly dependent on the customers or consumers perception and acceptability. The same case is true of the adult literacy programme in Kenya. Its success is dependent on its being acceptable by those it was meant to serve. Immediately the programme has been accepted by the citizens then its success is almost assured. It is for this reason that this study allocated a large amount of its time to interviewing the respondents learners to gauge what their attitude towards ALP was. As a result of this effort, what clearly came out as areas of concern to the learners were the threats that may endanger the successful implementation of the programme. So it can safely be concluded that the programme receives a lot of good will from the respondents learners. The biggest threat to adult literacy programme from the point of view of the learners is the lack of interest shown by the youth and the issues of prestige associated with adult education programme.

As far as the facilitators were concerned, their main areas of concern were motivational issues. These must be addressed as a matter of priority for the programme to succeed otherwise there is danger that the facilitators may find the work as less rewarding and may look for opportunities elsewhere. The work of adult education teaching may then be

associated with negative perceptions which would discourage other people from choosing it as a career.

5.4 Recommendations

The study recommends that ALP campaigns be enhanced to the youths and more so they be invited to the adult literacy day celebration. The male Muslims need to be given the importance of ALP in the Mosque when they attend their daily prayers as the study realized that none attends the ALP. A credit goes to the prisons where majority of the young men started their ALP classes. Time for classes should be made flexible especially for the older men who appeared to be few in the programme. Most likely they get so busy trying to make ends meet in providing for their families and lack time for class

The government ought to release funds that can support the ALP in a better way because the study found out that the respondents readily accept the programme despite its current mishaps. Education alone is not enough to solve the problem of under development and poverty according to studies done in the 1990øs. Therefore the government is required to shun off other barriers like corruption and political disability. Education in Kenya today has been wide spread than it was in the 70s and 60s but Kenyans today on the average are low income earners

5.5 Areas for further study

The study found out that a number of women failed to go through quality primary and secondary education unlike the males who attended formal schooling before joining ALP. The study did not dig deep to find out why the women never attend formal schooling in such large numbers. According to plan international report (2012) a woman who has attended school is likely to understand her rights and be a force to change. She is also more likely to be literate,

healthy and survive into adulthood as are her children. The study therefore leaves a gap for scholars to study on the issues that may have caused some women in Githurai division not to attend formal schooling.

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APPENDICES

APPENDIX A: Introduction Letter to the Adult Education Officer, Ruiru District

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL FOUNDATION

P.O BOX 30197

NAIROBI

Dear Madam.

PERMISSION TO CARRY OUT RESEARCH

I am a student at the university pursuing a masters degree (MED) and majoring in adult and continuing education. I am requesting your office for permit me to carry out a research in the ACE centres in Githurai Division.

This information will be used for no other purpose than academic and the responses will be treated as confidential.

Yours faithfully,

Wanjiku M. Wambui

APPENDIX B: QUESTIONNAIRE FOR THE FACILITATORS (teachers

This questionnaire is prepared for collecting information about what affects the successful implementation of literacy programme. All responses will be accorded strict confidentiality. In your responses do not indicate your name or anything that could give any clue of identification. Please give honest answers to the following questions by ticking the appropriate responses. For the structured questions, use the space provided. Respond to all items. Thank you.

Selection A- Background

1. Whatøs your gender?   Male   ( )

                              Female   ( )

2. What is your age?

   Below 20 ( )   20-30 ( )   30-35 ( )   above 35 ( )

3. What is your marital status? (tick against the appropriate response)

   Single   ( )

   Married   ( )

   Divorced   ( )

   Separated   ( )

   Widowed   ( )

4. What is your highest level of education?

   Kape   ( )
   Cpe   ( )
   Kjse   ( )
   Eace/Kce/Kcse   ( )
   Diploma   ( )
   Bachelors degree   ( )
   Master degree   ( )
   Others (specify)í í í í í í í í í í í í í í í .

5. What is your employment status?

Permanent and pensionable   ( )

Part time   ( )

6. Who is your employer?

Government ( )   NGO ( )   others (please specify)í í í í .

7. Among the following groups of workers, where do you belong?

Full time worker   ( )   Self- help   ( )

Part time worker   ( )   Volunteer   ( )

8. Do you have any training as an adult educator?

Yes   ( )

No   ( )

If yes, indicate the category

Induction ( ) certificate ( ) diploma ( ) degree ( )

9. Have you attended any in-service course, seminar or workshop in the recent past?

Yes   ( )

No   ( )

If yes, for how long?

Less than six month ( ) 1 year ago ( ) 2 years ago ( )

SECTION B

10. How long have you been an adult educator?

Below 5 years   ( )

5-10 years   ( )

10-15 years   ( )

Over 15 years   ( )

11. What factors influence successful implementation of ALP? Consider the alternatives given below.

Inadequate teachers   ( )

Inadequate teaching/ learning facilities   ( )

Lack of community support   ( )

Inadequate trained personnel   ( )

Lack of motivation   ( )

If there are others (please state)íííííí

12. What is the completion rate of adult learners in your institution?

Below 20% ( )   40% ( )   60% ( )   80% ( ) 100 ( )

13. What do you think motivates adult learners to join these programme?

To learn how to read and write   ( )

For prestige and status in the society   ( )

To get certificates   ( )

For promotion   ( )

To get jobs   ( )

14. What are some of the challenges you face as an adult educator

Poor pay   ( )

Low enrolment   ( )

Time management   ( )

Lack of transport   ( )

Low retention rates   ( )

In case of others (please specify)íííí

15. What should be done in order to improve the ALP?

Employ more teachers to fill the gap   ( )

Improve terms of services in order to retain and attract qualified teachers   ( )

Create public awareness to inform community of the existence of the programme ( )

Increase centres to attract nearby learners   ( )

Put in proper certification in order to attract more learners   ( )

Other (please specify)íííííííííí

Thank you, for participating in this study.

APPENDIX C: Questionnaire for the adult learner

This questionnaire is prepared for collecting information about what affects the successful implementation of literacy programme. All responses will be accorded strict confidentiality. In your responses do not indicate your name or anything that could give any clue of identification. Please give honest answers to the following questions by ticking the appropriate responses. For the structured questions, use the space provided. Respond to all items. Thank you.

Selection A- Background

1. What's your gender?   Male   ( )
                          Female   ( )

2. What is your age?
   Below 20 ( )   20-30 ( )   30-35 ( )   above 35 ( )

3. What is your marital status? (tick against the appropriate response)

Single   ( )

Married   ( )

Divorced   ( )

Separated   ( )

Widowed   ( )

4. Number of children   Boys ( )   girls ( )

5. What is your religion?
   Christian ( )
   Islam   ( )
   Other (please state)… … … … … … … … … … … …

6. Have you ever been to a formal school   yes ( ) No ( )
   If yes, at what level did you drop out?

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Std 2 ( )   std 5 ( ) std 8 ( )

Any other (please state)í í í í í

7. Who provides for your educational needs?

Self   ( )

Sponsor   ( )

Employer ( )

Any other (please note)í í í í í .

SECTION B

8. How long have you been in this programme?

6 month   ( )

1 year   ( )

Over 1 year   ( )

9. What factors motivated you to join AlP?

To get a certificate   ( )

To know how to read and write   ( )

To get a job   ( )

For prestige   ( )

To be able to keep account for my business   ( )

To be able to help my children with homework   ( )

To enable me further my education   ( )

10. What challenges do you face as an adult learner?

Inadequate time   ( )

Long distance   ( )

Inadequate reading materials   ( )

Lack of space and facilities   ( )

Lack of finance   ( )

Lack of community support   ( )

Modes of delivery by teacher

    Teacher very fast   ( )

    Too wide content covered   ( )

  Poor instruction methods   ( )

  Others (please specify)í í í í í í í í í í í í ..

11. How does the programme affect your life? Both positively and negatively.

Consider the alternative give below

Friction with spouse or family	( )
Employment	( )
Improved social status	( )
Better families in terms of nutrition, health and finances	( )
Opportunities for further education	( )

Others (please specify)í í í í í í í í .

12. Give suggestion on what should be improved in ALP.

Employment of more teachers	( )
Putting up of more centres	( )
Better equip the already working centres	( )

Any other (please specify)

Thank you for participating in the study

APPENDIX D: interview guide for the District and continuing Education Officer (DACEO)

This interview guide is prepared for collection information about what affects the successful implementation of literacy programme. All response will be accorded strict confidentiality. Please give honest answers to the following questions. Thank you.

1. What is adult literacy?

2. Are there intra and extra school factors that affect successful implementation of ALP? (please explain)

3. Are there adult education policies? (if yes, please explain)

4. Do you have factual data on learnersøenrolment and completion rates in your district?

5. What are the challenges you encounter in the ALP?

6. Do you have a follow up programme of those who have dropped out? (Please explain)

7. Is there any success information?

8. What are your suggestions on how best to improve the programme?