

**FACTORS INFLUENCING THE IMPLEMENTATION OF ADULT  
LITERACY PROGRAMMES IN MURANG'A EAST DISTRICT,  
MURANG'A COUNTY**

**BY**

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## DECLARATION

### Student's Declaration

This project is my original work and has not been presented for a degree in any other University.

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Date:.....

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### Supervisor's Declaration

This project has been submitted to the university with my approval as University supervisor.

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## **DEDICATION**

This project is dedicated to Mrs. Purity W. Manyeki for her encouragement, financial and moral support. She is a mother, a friend and a counsellor. She has been a pillar of strength and gave all she could to help me succeed in this project and in life.

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## **ABSTRACT**

Adult education broadly refers to continuing education later in life. This can include learning in direct relation to a new or ongoing career of an individual, or studies that are completely unrelated such as languages. With the development of online learning, adult education is becoming increasingly accessible, and although the general process of teaching and learning is similar between children and adults, there are additional factors that can be seen to affect those who continue their studies into adulthood. Adult literacy is important for any country's economic and social development. For various reasons not all adults in any community are literate. All over the world the problem of illiteracy has not been solved despite major improvements made in the education sector. In Kenya, the government has an elaborate structure to tackle the problem of illiteracy by putting up more centres and hiring of facilitators but enrolment figures have continued to be low despite statistics showing that there are over 4 million adults who are illiterate. The purpose of this study was therefore to investigate factors influencing the implementation of adult literacy programmes in Murang'a East District. The study investigated how age and gender of the learners influence the implementation of the programmes and what motivates the adult learners among others. The study was motivated by the high number of illiterate adults in Murang'a East District despite the presence of ACE centres. There was also the need to find out why adults enroll but do not attend classes in the ALPs. Other areas included different views on adult literacy, importance of adult literacy and provision of adult literacy. The study was conducted in Murang'a East District of Murang'a County. Data was collected from the adult learners, adult educators and the District Adult and Continuing Education Officer (DACEO) by use of questionnaires and interview guide. The data was then analyzed using SPSS software programme and presented in tables and pie charts.

The findings revealed that there are several intra and extra institutional factors that influence the implementation of ALPs in Murang'a East District. Provision of free primary education, inadequate teaching/learning facilities, lack of motivation among the educators and lack of funds are among the factors that influence the implementation of these programmes. In view of these, the study recommended further study on this area and especially on the intra institutional factors which could be easily identified with regular supervision and visits to the adult literacy centres.

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## LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
ALPs	Adult Literacy Programmes
DACEO	District Adult and Continuing Education Officer
EFA	Education For All
DAE	Department of Adult Education
DVV	Deutsch Volkshochschul-Verbandes (German Adult Education Association)
KNALS	Kenya National Literacy Survey
KNBS	Kenya National Bureau of Statistics
NGOs	Non-Governmental Organisations
FBOs	Faith Based Organisations
TLC	Total Literacy Campaign
NLM	National Literacy Mission
UNESCO	United Nations Educational, Scientific and Cultural Organization
FAWEK	Forum for African Women Educationalists Kenya
KAEA	Kenya Adult Education Association
IIEP	International Institute for Educational Planning
MDGs	Millennium Development Goals
UNIVA	University Village Association
ICTs	Information and Communication Technologies
FLP	Functional Literacy Programme
KNEC	Kenya National Examinations Council
KIE	Kenya Institute of Education
AEACs	Adult Education Advisory Committees
FLEP	Functional Literacy Experimental Programme

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is a tool for promoting social, economic and political development of any country (Mwaluko et al 2009). Many countries, Kenya not being an exception have signed international declarations on education and committed to the provision of quality education for every citizen–(Education For All (EFA), Jomtien Thailand, 1990) and also the Dakar Framework for Action on Education For All (Dakar, Senegal 2000).EFA seeks to promote learning and life skills for children, youth and adults by making it equitably accessible and to reduce adult illiteracy levels by 50% by the year 2015.

According to the National Adult and Continuing Education Policy Framework of 2008, Adult and Continuing Education (ACE) has been on Kenya’s development agenda since independence. Efforts towards this can be seen in the strategies laid down since 1960s to fight poverty, disease and ignorance through literacy.

In the 1960s and 1970s a series of three government-led adult literacy education campaigns were undertaken, that is in 1967, 1972 and 1979 (Bunyi, G. 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. On the other hand, UNESCO 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 generation projects. By 1980 there were 11766 adult literacy centres and 13204 registered teachers. Similarly the enrolment in adult

literacy centres increased to 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).

ACE was provided by Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs) and also the government through the Board of Adult Education created in 1966. The board was charged with co-coordinating, regulating and providing advice to the providers and policy makers on ACE. In 1972, the Functional Literacy Experimental Programme (FLEP) started on trial basis in six districts but due to various factors it failed. Among these factors was the language used for instruction. It failed to use mother tongue as the media of instruction (National Adult and Continuing Education Policy Framework of 2008).

The Department of Adult Education (DAE) was established in 1979 to spear head the presidential directive on eradication of illiteracy. With it came a mass literacy campaign to eradicate illiteracy through massive mobilization of resources. Since then several 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;

- Sessional Paper No.6 of 1988 which enunciated the objectives of ACE and called for renewed commitment to eradication of illiteracy;
- Gender Policy in Education (2007) that underlines the need to increase participation of illiterate adults, especially women and out-of -school youth in gender equitable basic literacy and continuing adult education programmes;
- The Kenya National Literacy Survey (2007) indicating some policy implications and making recommendations for the strengthening of ACE; and

- Under ‘Kenya Vision 2030’ Kenya will provide globally competitive quality education training and research to her citizens for development and individual well-being. The overall goal is to reduce illiteracy by improving access to education and achieving an 80% adult literacy rate.

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 core functions of DAE are to:

- Eradicate illiteracy among youth and adults by providing them with basic communication and numeracy skills;
- Sustain and promote multiple literacies through post-literacy and continuing education programmes;
- Provide education to out-of-school youth and adults through non-formal education approaches;
- Promote acquisition of relevant knowledge, attitude and skills among adults in order to facilitate adoption of new technologies;
- Promote self confidence; values and positive behaviour towards society through general adult education programmes and
- Collate, store and disseminate data on adult literacy levels.

## **1.1 Statement of the problem**

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 socio-economic development. However, a report by the Kenya National Literacy Survey Report of March 2007 indicates that 38.5% of Kenya adult population is still illiterate with notable disparities between various regions and across gender (Mwiria K. et al 1989). There is also evidence of relapsing into illiteracy of those who had earlier been through and completed primary level. In some cases youths and adults are opting to join the formal systems of education instead of enrolling in adult literacy programmes. This state of affairs depicts a worrying trend especially on government policy towards implementation of adult literacy programmes. This study therefore attempts to investigate the factors that influence the implementation of the literacy programmes in Murang'a East District of Murang'a County.

## **1.2 Purpose of the study**

The main purpose of this study was to investigate factors that affect the implementation and success of Adult Literacy Programmes in Murang'a East District.

### **1.3 Objectives of the study**

The study sought to:

- i. Investigate intra and extra institutional factors that influence the successful implementation of ALP at the grassroots level.
- ii. Investigate the completion rates of learners in the ALPs.
- iii. Investigate how the ALPs influence adult lifestyles.
- iv. Come up with suggestions and recommendations that need to be considered so as to enhance success in the implementation of ALPs.

### **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 in ACE centres in Murang'a East district?
- ii. What is the completion rate of ALPs learners?
- iii. To what extent has the implementation of ALPs influenced adult lifestyles?
- iv. What should be done in order to improve the ALPs implementation process?

### **1.5 Significance of the study**

This study was carried out with the hope of assisting the policy makers, programme planners, curriculum developers and implementers (educators) in recognizing the factors that influence the process of ALP implementation right from the grass-roots.

This study will recommend necessary reforms to enhance success in ALPs. It will provide information to all interested parties especially the providers and financiers of the programmes as they work towards the realization of the goals in adult literacy. Consequently, information obtained from this study would provide basis for discussion on the strategies that are needed by the government to improve successful implementation of ALPs. 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 (ALPs) in Kenya.
- ii. The population targeted by this study gave genuine responses.
- iii. The respondents whom the study targets gave accurate responses.
- iv. That all the ACE centres in Murang'a East district are operational and offering literacy programme.

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

The choice of a single district out of the many in Kenya may not give the actual state of Adult Literacy Programme implementation in the whole nation (nationally). It is also likely that the respondents may give biased information and choose not to disclose

everything as far as the information required more so about the failures, for this may be used against them by administrators. The officers especially may withhold information in that they are suspicious about what the study intends to do with the results. To overcome this, ethical consideration in place ensured valid information was given by the various respondents.

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

The researcher confined the study to the nineteen ACE centres in Murang'a East District of Murang'a County. The researcher was able to reach these areas with the constrained resources available to her since it is self-sponsorship.

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

The study is divided into five chapters. Chapter One consists 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 delimitations of the study. The chapter also consists of organization of the study and definition of significant terms. Chapter Two consists of literature reviewed under the following sub topics: different views on literacy, importance of adult literacy; provision of adult literacy programmes; training and development of human resource; availability of resources; co-ordination; interest, participation and retention; time management in adult literacy; challenges of adult literacy programmes and a conceptual framework. Chapter Three describes the research methodology. Chapter Four consists of data analyses and discussions of the findings. Chapter Five is a summary of the study, research findings, conclusions and recommendations for action and further research.



### **1.10 Definitions of significant terms**

Adult:	This refers to a person who has attained the age of maturity, (18 years) as specified by Kenyan law.
Adult education:	This refers to the planned process of learning for adults and out of school youth.
Adult literacy centre:	This refers to a centre specifically set for the education of illiterate adults that offer basic literacy.
Facilitator:	This refers to one who assists adults and out of school youth in the learning process by teaching, guiding and giving advice.
Literacy:	This refers to the ability to read, write and enumerate.
Out of school youth:	This refers to any individual, who has attained 15years and, due to certain reasons, has been out of school for about one year.
Literacy rate:	This refers to the total percentage of the population of an area at a particular time aged above seven years who can read and write with understanding.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The review of literature provides the background and context for the study while at the same time establishes the need for the research (Wiersma 1995).

Literature review shares with the reader the results of other studies that are closely related to the study being carried out (Fraenkel and Wallen 1990).

Literature related to this study will focus on the following:

- Different views on literacy.
- Importance of adult literacy.
- Provision of adult literacy programmes.
- Availability of facilities and other resources for learning.
- Participation.
- Interest.
- Retention
- Time management in adult literacy.

#### **2.1 Different views on literacy**

Policy makers, planners, trainers, teachers, researchers and learners all have different ideas about what literacy means and its benefits. There is a general consensus that literacy involves the ability to read and write but there are questions like read and write what, how well, in what context and for what purposes?

The relevance of literacy varies dramatically according to context and therefore attempts to define literacy reveal different conceptions about the nature and purpose of literacy. Conceptions about what is literate behavior 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. 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 calculation skills to carry out everyday tasks in one's society that require possession of such skills (Bunyi G. 2006).

To some, literacy refers to the ability to read and write at an adequate level of proficiency that is necessary for communication. UNESCO (2005) defines literacy as the ability to identify, understand and interpret, create, communicate, compute and use printed and written materials associated with varying contexts.

National Literacy Mission (1988) of India defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day to day life.

A person is literate who can with understanding both read and write a short simple statement on his everyday life (Gillette and Ryan 1983). A person is literate when he has acquired essential skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainments in reading, writing and arithmetic make it his own and the community's development (Gillette and Ryan, *ibid*). These two definitions exclude focus on the empowering and fundamentally political nature of literacy work.

According to Hutton B. (1992) Persepolis 1975 meeting of the 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).

From these definitions it is clear that the definition of literacy has changed over time with the term literacy being increasingly used to refer to the basic education of adults rather than to the strictly technical skills of reading and writing. The definition of Persepolis incorporates many other areas of skills, behaviour and knowledge in addition to reading, writing and numeracy.

Sometimes literacy has been defined in relation to standards set by formal schooling. In South Africa for example there has been an attempt to equate literacy with a minimum of five years of schooling. The problem with this is that someone who went to school for five years, ten years ago has very little reading and writing skills to show. Literacy is a highly perishable skill which atrophies without use. In Nigeria, Literacy is defined as the ability to read and write in any language with understanding (Demographic and Health Survey 2003).

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 functionally literate would pass as literate in a poor country which is struggling to improve very basic literacy levels (Hutton B. 1992).

The achievement of functional literacy implies:

- i. Self confidence in 3Rs i.e. reading, writing and arithmetic;
- ii. Awareness of the causes of deprivation and the ability to move towards amelioration of one's condition by participating in the process of development;
- iii. Acquiring skills to improve economic status and general well being and
- iv. Imbibing values such as national integration, conservation of the environment, women's equality, observance of small family norms.

Illiteracy is an extremely relative concept (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's development.

Some argue that illiteracy is one of the many symptoms of poverty. It is an indicator and not a cause of poverty. Illiteracy is a reflection of marginalization, exploitation and oppression. Illiterate people are mostly poor people who live in rural areas in third world countries – Africa. They are not only unable to read and write but are also poor, hungry and vulnerable to illness (Gillette, 1983).

Countries which have high illiteracy levels display other indicators of poverty like lowered life expectancy, high infant mortality rates, high rate of malnutrition, poor health services and weak educational provision and sparse communication systems (Hutton B. 1992).

The argument that illiteracy causes poverty and underdevelopment forms the basis of the rationale for literacy programmes throughout the world. The flaws in this argument is illustrated by the fact that although literacy rates have increased quite substantially in Africa since the 1960s, many countries are in worse state of democratic decline than they were when the literacy levels were lower.

Literacy is internationally acknowledged as a fundamental human right that is protected by various conventions and protocols, including the 1948 Universal Declaration of Human Rights and EFA. According to UNESCO (2005), "Literacy is a right. It is implicit in the right to education. It is recognized as right explicitly for both children and adults in certain international conventions".

Three EFA goals also put emphasis on literacy;

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Goal 4: Achieving a 50% improvement in the levels of adult literacy by 2015 especially for women and equitable access to basic and continuing education for all adults.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

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 prospects, (UNESCO 2000). Literacy involves a continuum of learning to enable an individual to achieve his/her goals, to develop his/her knowledge and potential and to participate fully in the wider society.

'Literacy skills are fundamental to informed decisions making, personal empowerment, active and passive participation in local and global social community' Stromquist (2005)

The Kenya National Adult Literacy Survey (KNALS) 2007 report put the adult illiteracy rates in Kenya at 38.5% with the indication that the levels of illiteracy is actually much higher as many illiterates are too stigmatized and embarrassed to reveal their true literacy status. Adult illiteracy appears to be growing due to poor achievement levels in primary schools and low transition rates from primary to secondary levels of education.

## **2.2 Importance of adult literacy**

Education is a powerful driver for poverty reduction and sustainable economic development. It empowers people with the knowledge and skills they need to increase production and income, to create and take advantage of employment opportunities and to reduce hunger and malnutrition. Because it provides knowledge and skills, encourages new behaviour and increases individual and collective empowerment, education is at the centre of social and economic development (UNESCO 2003).

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 a tool for promoting social economic and political development of any country. The role of a literate adult population in propelling development cannot be overstated. Since independence, the government of Kenya has committed itself to the provision of Adult Education (Kibera1997).

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 role of literacy is thus central to plans for both welfare and liberation.

The question of what literacy can achieve has been posed repeatedly and how it is answered should point to the importance of policy, planning and the implementation of literacy education. The belief is that literacy has tremendous power to bring about positive change in the way people think, the way they organize themselves and act, the way people work, or the way countries develop.

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

- Empower individuals (give the voiceless a voice);
- Cement socialism;
- Promote rural/ national self-reliance;
- Accelerate economic development;
- Hasten modernization;
- Narrow the gap between rich and poor countries; and
- Make individuals more confident, able and assertive.

Discussions on the relationship between literacy and development indicate or point to the fact that ‘literacy comes first then followed by development while underdevelopment is caused primarily by illiteracy.’ (Hinzen H. 1994). This can however be disapproved by the fact that majority of people in Europe were illiterate at the start of the industrial revolution. Apart from a small a group of important scientists and highly qualified engineers 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 to change their situation. Literacy however, 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 (UNESCO document in Jones 1988).

Kenya National Bureau of Statistics (KNBS) 2007, states that literacy is a tool that equips citizens in a nation with the knowledge and competencies to enable them to engage in income generating activities. It empowers citizens to participate in social and political decision-making processes; helps them enjoy their fundamental rights; and enables them to lead a dignified life.

According to Nyerere J. K. (1967) in his address to the nation on adult education and development in Tanzania,

“Literacy is a tool. It is a means by which we can learn more, 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. It enables us to study our party policy until we really understand it. For those who have not yet had the opportunity of learning to read and write we can still learn and we should still learn if we do not want to be left behind as we make progress. Education is something we should continue to acquire from the time we are born until the time we die. A country, whose people do not learn and make use of their knowledge, will stay very poor and very backward. The nation will always be in danger of losing its independence to stronger and more educated nations and the people will always be in danger of being exploited and controlled by others.

Literacy is almost the first step up this hill of modern knowledge and it is the key to further progress. Once literate each man and woman can determine his own priorities. He/she can use this literacy to learn other things like foreign language or read for enjoyment stories about their past and about the lives of other people.”

On education and liberation, Nyerere argues that the function of education is the liberation of man from the 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. 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 Nyerere, the man who believes himself to be inferior to others will remain inferior to them in the organization of society.

Literacy should begin and affect mental liberation. A mentally liberated man / woman will be turning unfavourable circumstances to his own favour. He/she is also able to reject poverty, disease and ignorance and will use whatever resources he has to defeat these evils. The resources available to a literate man may be his own knowledge, knowledge of others, the land, water or simply his own sweat in the words of Nyerere.

To quote the 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. Literacy is the road to human progress as the means through which every man; woman and child can realize his or her full potential”

The rate of literacy in developing countries is lower and this hinders the further development of such nations. Any nation which wants to adapt to modern changes and progress must make efforts to ensure that its citizenry is adequately educated.

UNESCO has found correlation between literacy and poverty, low-life expectancy and political oppression. 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 can enable them to be more proactive when it comes to their child’s education, campaigning for education as a fundamental human right, and political conditions may improve.

Fasokun T. (2005) writing for DVV posits that low female literacy rate in India has had a dramatically negative impact on family planning and population stabilization efforts in India. Effective learning and communication in this computer age is difficult without literacy so is acquisition and sharing of knowledge and information. Literacy empowers the citizens of the country with weapons of rational thinking, liberty, cohesiveness and mutual understanding.

Literacy is a big force in alienating forces and social economic problems like terrorism.

Etiquettes are also closely related to literacy you are likely to behave in an organized and decent manner if you know when to do what.

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 of 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 education remains a powerful force of inspiration, hope and empowerment for hundreds and thousands of Indian citizens.

According to Brunchhaus (1984), some of the diverse reasons why people want to become literate have to do with pride, status, practicalities (like getting a driver's licence), economic necessity (like learning how to keep accounts), communication with family members far away, and getting a job.

Literacy is not neutral but is embedded in social relations. It is seen by the learners to be important because:

- You can write letters and text messages to people who are away;
- You can fill in forms;
- You can help your children with their homework;
- You can perhaps get a better job or more pay;
- You can read the Bible in church;
- You can sign your name instead of making thumb prints;
- You can get a certificate or a qualification; and
- You can avoid being cheated.

In India, several schemes and campaigns were launched by the government after independence to accelerate the process of spread of literacy. 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 1975-1976 to boost the literacy rates among women. Over the years National Policy on Education has given priority to programmes for eradication of illiteracy among women. The government of India has decided to follow an integrated approach to literacy i.e. Total Literacy Campaign and Post Literacy Program which operates under one literacy project. This resulted in increased literacy rates from 18.38 percent in 1951 to 65.38 percent in 2001 (Lauglo 2001).

In Nigeria, Federal states and governments place a high premium on education. They recognize 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.

Besides poverty, ignorance and disease illiteracy was identified at Kenya's independence as an impediment to national development. Adults should therefore be helped to acquire sustainable literacy skills that will enable them to fully participate in socio-economic development activities. The latest estimates from UNESCO suggest 796 million adults are illiterate (UNESCO 2010). 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.

To create desired political awareness on the level of illiteracy all over the world, International Literacy Day is marked on September 8 every year under the aegis of the UNESCO. Its aim is to highlight the importance of literacy to individuals, communities and societies. The day is marked as a reminder to governments and to all stakeholders the world over of the central role literacy plays in education, but also in human development and advancement in general. It also calls on governments to renew their commitments to the promotion of literacy amongst all groups in society for it is only through learning that one can give valuable service of benefit to his country.

## **2.3 Provision of adult literacy**

Provision of adult literacy encompasses, funding, planning, organization, teacher training, methodology, materials and the teaching process and it is provided through the following agencies:

- The state.
- Non-Governmental Organizations (NGOs) or voluntary organizations.
- The industrial and commercial sector.

### **2.3.1 State provision**

National states have played the greatest role in reducing adult illiteracy primarily in the 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. The provision of literacy can serve a number of functions from the state's point of view i.e. human rights declarations, political objectives, social aspirations and economic strategy. (Lind and Johnston 1986)

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. It suggests urgency and combativeness. There are however issues with mass literacy campaigns such as; How to set the standard level of education for all; should a farmer have the same level of education as a secretary? Who establishes the median for the entire nation?

Mass campaigns were often conducted by newly independent countries as part of the process of national development and reconstruction most of them triggered by major transformations in social systems – attainment of political independence. In Britain and Brazil adult literacy campaigns were used to hasten the process of modernization, to maintain the prevailing order, or to 'uplift' the population.

States receive much support from international agencies. They provide support in form of training and development systems, methodology and materials.

### **2.3.2 Non-Governmental Organizations**

International NGOs have played a major role in promoting literacy worldwide. One of the major roles by agencies like UNESCO has been to co-ordinate literacy experiences worldwide by promoting networks and exchanges, publishing journals and books about research findings and case studies and providing funding and personnel for specific initiatives. Other NGOs within countries undertake specialized tasks like developing courses and materials and training teachers. These include churches, rural development projects, women organizations and trade unions among others.

Small-scale NGOs have been successful in literacy work and are often more innovative than state agencies. They are more influential due to the fact that they are usually located in some form of grassroots community group. They are however limited by lack of resources.

### **2.3.3 Industrial and commercial sector**

This sector is responsible for a considerable amount of literacy provision in the world. Literacy classes are provided as part of the internal training programmes of the organizations. These classes are most often seen as part of basic skills training and part of person-power development plans (general upgrading and development of the work force.)

## **2.4 Financing of Adult Literacy Programmes from a Global Perspective**

According to Ulzen (1978), policy makers all over the world have always favoured child education against adult education. The state financial allocation for both adult/literacy has never been adequate. 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 and Faith Based Organizations (FBOs) like Mission India, Rotary club and Lions club.

Mission India provides volunteer teachers working 2hrs a night, 5 nights a week.

When congress governments came to power in 1937 adult literacy and education got included among the responsibilities of the government. Mass literacy campaigns were launched during 1937-39 and collapsed when congress governments went out of power.

Eradication of illiteracy has been one of the major national concerns of the government of India since independence. The programme of Social Education inclusive of 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 school and high school students supported by the entire community. The campaign suffered from lack of follow-up due to financial constraints and its good work lost.

National Literacy Mission (NLM), launched in 1988 in India was to impart a new sense of urgency and seriousness to adult education. Its goal was to attain full literacy i.e. substantial threshold level of 75% by 2005. It offered the following; Total literacy campaign, Post literacy programme and Continuing education. NLM seeks to impart functional literacy to non-literates in the 15-35 age groups. This age group has been the focus of attention because they are in the productive and reproductive period of life. The Total Literacy Campaign (TLC) offers them a second chance in case they missed the opportunity or were denied access to mainstream formal education. In order to achieve their goal NLM had a strategy. They....

- Adopted a national strategy in mission mode to take care of the need for diversity of approach and inter-regional variations;
- Stressed on proper environment building an active participation of the people especially women;
- Encouraged joint efforts by governmental and NGOs;
- Prepared local specific primers in local languages;

- Integrated approach to Total Literacy and Post-literacy programmes to tackle the problem of residual illiteracy and to reduce the time gap between TLC and PLP; and
- Stressed on vocational training of neo-literates to facilitate linking literacy with life skills.

The learning methods that NLM used are;

- Learner-generated aids;
- Local newspapers;
- Group discussions;
- Practical activities; and
- Social and business dialogues.

All learners were awarded certificates at the end regardless of their performance to motivate them to participate in advanced training.

Heribert (2009), states that finances allocated for adult literacy programmes in Africa are inadequate. Munene (1994) also highlights that budget allocation to the ACE sector has been negligible in relation to its requirement. In Nigeria, the Kano State Agency for Mass Education established in 1980 made tremendous progress in adult literacy winning UNSECO literacy award in 1983 and 1990. Co-ordination and supervision of literacy classes were the sole responsibility of the local adult education officers' supervisors and literacy instructors. Minimum number of literacy classes expected in any local government was 10 with additional classes managed and funded by NGOs. Examinations were conducted on the basic competencies, reading, writing and numeracy. Life skills are central to all the literacy programmes and were also tested.

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 workforce literacy by developing tax incentives, infrastructure development and support public awareness campaigns and supportive policies to ensure accessibility literacy and numeracy skills training to the masses. Adults and out-of-school youth deserve quality and relevant education that enables them to exploit their potential and realize their ambitions.

According to the Republic of Kenya (1972), adult literacy programmes in Kenya were to be provided free by the government in the sense that participants were not to pay any fees. Being the main source of funds for adult literacy, the government of Kenya has been struggling with competing priorities for the meagre government resources. Due to this, adult literacy programmes have not been receiving enough allocation for the planned activities (Njerenga, 2001). The government is the chief financier of adult literacy and although the government's 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. Things are however changing.

In Kenya today, adult literacy programmes are provided by diverse institutions. The government through the Department of Adult Education (DAE) is the main provider of adult literacy. Other providers include: Faith Based Organizations, Non-Governmental Organizations and Community Based Organizations. Some of the Non-Governmental Organizations providing literacy in Kenya include;

- Goal. It was established in 1997 to cater for children between 8 and 18 years of age providing education and vocational skills. One of its initiatives is a Community Children's Educational Centre in Mukuru slums.

- The Forum for African Women Educationalists Kenya (FAWEK). It works with interested groups to promote education for girls. It aims at promoting innovation in the education for girls by developing and disseminating information on girls' education. FAWEK is also involved in monitoring and evaluating the impact of various policies on female education and setting up bursary for needy bright girls.
- Action Aid Kenya works with the DAE operating in Mwingi, Samburu, Narok, Malindi and Mombasa. Action Aid Kenya has collaborated with DAE in training of adult teachers and is also an active member of the steering committee on literacy survey.
- The Kenya Adult Education Association (KAEA) coordinates adult education stakeholders and literacy initiatives working closely with DAE in the implementation of literacy programme through its network. The objective of KAEA is to advocate, promote, coordinate and support literacy and adult education programmes nationwide. Its goal is to see learners acquire skills and knowledge imparted through non-formal education.
- Kenya Literacy Decade Network was registered in 2003 to push for the realization of the United Nation Literacy Decade 2003-2012 under the motto 'literacy as freedom'. Its objectives were, demonstrate the crucial role that literacy has in achieving the MDGs, enabling the new literates to sustain the acquired skills of reading, writing and computation and promoting gender parity in access to adult literacy.

DAE offers Basic Literacy, Post Literacy and Non-Formal Education. The Basic Literacy Programme aims at imparting basic literacy, numeracy and communication skills and is critical in equipping the adults with knowledge and life skills necessary for improved and effective work performance. According to International Institute for

Educational Planning (IIEP1991) this programme was aimed at making those zero literate functionally literate in nine months

The Post-Literacy Programme is aimed at assisting new literates to engage in productive learning activities which help them to retain, improve and apply their literacy, numeracy and communication skills. It is meant to assist learners to acquire sustainable literacy. Kessi (1979) states the objectives of Post Literacy Programmes to: enable new literates not to revert into illiteracy; encourage the individual's personal development and the development of the family unit; and enhance the individual's role in national development. The core subjects were Kiswahili, People and Government of Kenya, family and health education and optional subjects like History, Business Education, English, Maths, Geography and Agriculture. According to Kessi, post literacy is not about merely teaching, it should reinforce the possibility of the new literate to have access to information, decisions and responsibilities concerning their own development.

The Non-Formal Education Programme targets youth who have had no access to the formal primary school education or those who dropped out of school before acquiring sustainable literacy levels. The programme offers another chance to out-of-school youth and adults to continue with education to their desired levels.

## **2.5 Training of Human Resource (trainers/ teachers/ facilitators)**

Lind (1990), asserts that central to effective administration of any adult education programme, including literacy, are qualified educators at all levels, both fulltime and part time. Each programme needs relevant and if possible tailor-made training. According to Rooth (1979), employment of fulltime teachers could be the most important single factor in the ultimate eradication of illiteracy. UNESCO (1997) also states that for improvement in the quality of literacy programmes there is need to improve teacher training, working conditions and the professional status of literacy educators. Teachers play a key role in the

delivery of education and the quality of instruction is to a large extent a function of whether classrooms are staffed with competent and well-trained teachers (UNESCO 2000). Teaching of adults is no different.

The success of literacy programmes largely depends on the facilitators and their efficiency depends on the training and regular supervision they are given. However, literacy facilitators are one of the least supported group of educators worldwide. They receive little if any regular remuneration, lack job security and receive few training opportunities and little ongoing professional support. Literacy facilitators need professional training and status. Voluntarism makes a valuable contribution but is likely to be unsustainable. A slow trend towards professionalism can be observed especially in developed countries with long term professional training and entry qualification for literacy facilitators (UNESCO 2008).

University Village Association (UNIVA) of Nigeria recruited project supervisors and facilitators particularly school teachers and trained them in adult education teaching methodologies, adult literacy class management and the effective use of Information and Communication Technologies (ICTs) in their Functional Literacy Programme (FLP).

In Kenya DAE is responsible for recruitment of teachers and Adult Education officers. The recruitment is carried out at location and village levels. After recruitment the adult education teachers are trained by the department. The teachers are thereafter encouraged to recruit learners and also manage literacy programmes in their own villages, (Kebathi 1990). DAE requires one to have a minimum of KCSE D+ in order to be employed as adult education teacher. Walden (1975) discourages untrained teachers being used to manage adult literacy classes. Members of a professional group should undergo training from recognized educational institution which is to provide both academic and professional training in order for them to work effectively. Adult educators needed to undergo training which would prepare them to be able to attract adult learners. The skills

acquired in this training enables the teachers to handle learning centres professionally a situation which can enhance adult learners' enrolment (Proser and Clarke 1972).

Njerenga (2001) asserts that teachers lack confidence in themselves and adult learners may look down upon them. According to Guteta (1973), part time teachers most of whom were drawn from professionally primary school teachers, found it difficult to change from their child-oriented approach when teaching adults. Most literacy teachers received very little training on how to teach adults and are usually young and inexperienced. A young and inexperienced adult teacher cannot play an effective role as a facilitator, organizer and counselor of adult learners who happen to be much older than them (Njiru, 1980). On the same Ngau (1997), notes that there are constant complaints about teacher's inability to handle adult learners appropriately. This implies lack of training and experience to teach adults.

Fordham et al (1995) noted that the training of adult literacy teachers should be done before a literacy programme starts. This gives them confidence to manage literacy classes. Adult literacy learners are already motivated to learn. However such students may drop out due to lack of physical facilities or due to the instructors' competence (Titmus 1989).

According to the Kenya National Adult Literacy Survey Report (2007) the DAE has 4,881 adult education teachers of whom 1,792 are full-time government employees while 3,089 are part-time teachers. Full-time teachers are government employees who are permanent and pensionable while the part-time teachers are volunteers who are paid allowances for their services. In total the DAE has 6,889 adult literacy classes but the exact number of literacy classes operated by other providers has not been determined.

In the North-USA, adult educators live work and get paid in universities or in similar formal settings where they are judged, evaluated and rewarded for their success as professionals. They are (were) viewed as people with special powers and wisdom which

makes (made) them scarce and highly valued in their society. In Kenya majority of the teachers in literacy programmes are volunteers and only receive token allowances as payment. This has led to a high turnover of teachers in the literacy programme according to the Kenya National Adult Literacy Survey Report of 2007 by the Kenya National Bureau of Statistics (KNBS).

Professionalism of adult education training is complicated by various factors. In some countries like Ethiopia, Degrees and Diplomas in adult education are not recognized in the civil service, (Aitichson 2009). Kenya reports a low demand for high-level training that would guarantee professionalism in the field, partly caused by the lack of definition of professionalism. The current situation in Kenya is that the University of Nairobi offers programmes in AE at certificate, Diploma and at the postgraduate levels. There is also a new proposed bachelor's degree in adult and community development. These programmes are however poorly subscribed especially at the higher level. The KNEC in conjunction with KIE offers certificate in adult education for teachers. Literacy facilitators go through in-service which is very limited ranging from a few days to two weeks or three weeks of orientation with the possibility of some short refresher workshops later.

## **2.6 Availability of resources**

According to the Institute for International Cooperation of the DVV (1993), Illiteracy is not a fatal disease which requires a "vaccination programme" for its eradication, neither handouts nor injections will help. Literacy work needs a careful sensitive and sensible choice of pedagogical approaches. Providers of adult education and literacy may not be adequately prepared for the people joining literacy classes in terms of how much there is for them to read and write. Are the available materials adequate, fascinating enough, functional and important?

Adult literacy programmes take place in varied places including community centres, churches and mosques which are sometimes not suitable for adult learning. For example some rooms used for adult classes are poorly lit and ventilated (Ngau, 1997). To deliver effective programmes there is need to provide accessible, adequate and appropriate infrastructure that is conducive for adult learning.

Governments face difficulties in setting aside the necessary funds for teacher training, buildings, equipment and materials for the formal schooling let alone adult literacy. Implementation of ALP has been hampered by both financial and human resources required to meet the needs of over 70% of the adult population who require literacy. Further resources are needed to train adequate numbers of facilitators and managers at various levels in order to ensure delivery of quality services.

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. It is also common to pull out the best practitioners in adult education and give them more prestigious jobs and administration or not hiring the best. Inadequate resource allocations by the government affects the wages of the full time teachers and the given equipments and facilities. Governments should increase financial allocation to support adult literacy programmes to promote access, quality and equitable distribution of services. Working in partnerships with Civil Society Organizations, private sector, development partners, communities and individuals would help to mobilize more resources. The government should also tap onto existing or new funding mechanisms like the CDF and LATF to support adult and youth literacy programmes.

## **2.7 Co-ordination**

Learners will take a key role in designing strategies for their own situation according to UNESCO 2003. This is borne out of the realization that the standardized one

size-fits-all literacy programmes have not been effective or led to sustainable literate environments. The government has the responsibility of closely working with other partners in negotiating resource provision, financial support, institutional recognition and validation. At the international level UNESCO takes on the coordinating role of bringing partners together for joint action and policy debate. Bhola (1984) says that management of a development programme such as adult literacy entails the process of organizing, coordinating implementing and evaluation for effectiveness and efficiency at all levels. According to Bhola the above processes are important since they help in highlighting areas of weakness and the problems encountered during implementation.

In Kenya, the Director and other professionals at the national level, develop policy guidelines, provide administrative and professional support and coordinate field services throughout the country. Provincial Adult Education Officers on the other hand coordinate the literacy and adult education activities 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 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. However the decentralization 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. Reports indicate that AEACs are un-operational thus there is little community participation in adult literacy programmes (Macharia D, Kebathi J, and Righa G, 2001).

DAE (1992) highlights factors that inhibit adult literacy activities as lack of coordination and collaboration with district educational officers, unavailability of data, negative attitude and laxity among the officers and teachers among others. Ayot (1995)



says that Provincial Adult Education Office hardly visits the District Adult Education Offices for supervision; the District Adult Education Officers also hardly visit Provincial Adult Education Offices for consultation. The same is true for the Divisional Adult Education Officers and facilitators. Lack of visits and consultation, supervision and feedback have made literacy education programmes suffer a lot since it causes laxity among the implementers.

Adult literacy providers develop and produce their own teaching and learning materials. This system leads to wastage of resources and duplication of efforts. There is need for coordination by stakeholders in order to stem this. The activities of the various organizations and agencies working towards adult literacy should be streamlined in order to make optimum use of meagre resources and minimize unnecessary squabbles and rivalries.

## **2.8 Interest, Participation and Retention**

The wish, the inner need and readiness of the people to want to learn to read and count and participate in literacy programmes depends on the historical situation of the people, their cultural situation (language of communication), linguistic diversity and their living conditions. Adult literacy programmes tend to be heavily subscribed when they open but often experience relatively low and irregular attendance rates and sometimes disappointing completion rates. This phenomenon suggests that demand exists but the content does not meet the needs of some students or other factors interfere to limit attendance (Fujisawa 2001). The tendency for primary education dropouts to attend literacy centres must become better understood. Perhaps under certain conditions, literacy courses serve as a ‘finishing school’ for motivated school dropouts. This may be important in countries with high dropout rates like Kenya. It reinforces the hypothesis that instruction in foreign language in primary schools has an adverse impact in poor rural areas (Thomas and Collier 1992). Since literacy is delivered in local languages, participants do not have to

struggle to understand basic information in foreign languages as children do in primary schools.

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. Literacy programmes and targets should therefore connect with peoples felt and pressing needs, their local realities and resources. If this is not the case there will be no motivation and very little attainment. There is also the possibility of lapse of the neo-literates back to illiteracy since what they learned was not of the world that they know.

The belief that literacy can make dreams come true is shattered when learners are not able to apply reading and writing to anything outside the classroom after months of literacy classes. This results in high drop-out rates and costly research into why so many literacy learners are unmotivated.

A report published by UNESCO Nairobi office in 2006,cited some barriers to participation in adult literacy programmes as; lack of relevant teaching materials; costs of learning materials; lack of centres within reach of most adults ;and curricula that are not relevant to learners needs. The following recommendations were made to the government of Kenya:

- Increase funding and support for youth and adult literacy programmes;
- Establish more learning centres in each region and equip them with teaching/learning materials;
- Recruit 25000 more adult education teachers;
- Increase the pay of full-time teachers to at least the equivalent of a primary school teacher;
- Provide programmes that can support effective participation by people with special needs;

- Link with ACE centres;
- Improve quality and relevance of ACE programmes;
- Promote learning and reading through a variety of locations within the community;
- Provide programmes that can support the ongoing learning skills development for those with basic literacy skills.

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. It should be clear that the ideas of the scholars and planners about benefits and consequences of literacy are often different from the ideas which illiterate people themselves hold about literacy.

According to Kenya National Adult Literacy Survey Report (2007) participation in literacy programmes is low and it is surprising that only 31% of the adult population was aware of existence of literacy programmes.

To assure participation in literacy programmes they must be made visible by introducing more literacy classes as opposed to the present one centre per location and publicity and advocacy campaigns started through politicians, FBOs and civil society. 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 the future. Lind recommends a situation be created where the need of literacy becomes evident

Other reasons for low participation and barriers to participation include:

- Lack of relevant teaching and learning materials;
- Poverty of the learners making it difficult to buy teaching and learning materials;
- Lack of centres within the reach of the adults;
- Many learners felt that the curriculum and the learning outputs were not relevant to their needs;
- The HIV/AIDS pandemic;
- Gender disparities;
- Traditionalism; and
- Absence of a literary environment.

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. High dropout rates have been recorded in the literacy classes, 29% according to KNALS (2006) with some learners citing poor quality of the courses offered and skills being not suitable to all adult learners as some of the reasons. To address this, the report suggested that;

- There is need to regularly revise and update the adult literacy programmes curriculum to make them relevant and attractive; and
- To offer in-service training for the adult literacy teachers in order to equip them with skills and knowledge required to offer quality teaching and motivate the learners.

There should be recruitment of qualified quality assurance officers to supervise the implementation of ACE programmes. Participant groups are first taught skills that help their work and they may progress to literacy only when they decide that they need it this is referred to as 'literacy second'. Income generating programmes are attractive to participants and may help keep them in classes (Lauglo 2001).

## **2.9 Time Management in Adult Literacy Programmes**

Any literacy programme to be implemented should consider that adult learners have multiple engagements and therefore the programme should not completely remove them from their social and economic environment. In this context, adults should be taught skills on time management and programmes made to suit them.

UNIVA of Nigeria conducts Functional Literacy Programmes lasting six months and taking two hours three times a week. In India, Mission India provides programmes which take two hours a night for five nights a week while in Kenya, the national basic literacy was designed to be in three stages with each stage for a particular group taking from between three to six months. This means that the adult learners do not take very long in class. This is however not always the case as adult learners have duties and obligations which often conflict with regular attendance and this results in fewer learning hours. Adults therefore need a longer period to complete a literacy course which sometimes results to learners dropping out of the programme (Lind 1990).Njerenga (2001) observes that absenteeism in adult literacy classes is experienced more during busy times of the season such as market days, planting and harvesting time.

## **2.10 Challenges of Adult Literacy Programmes**

In India the much-touted successes of the literacy campaigns of the late 80s and 90s failed to take off due to lack of political commitment, absence of a vision to invest in and sustain the programme, failure to develop programme content, pedagogy and a delivery mechanism that would respond to the learners' needs and contexts. Extensive impoverishment, entrenched hierarchical social divisions and the lack of correlation between educational attainment and job opportunities are also often cited in studies of the hurdles of literacy programmes.

Most literacy campaigns started in Nigeria were not closely linked to adults working life or their basic needs for economic and local development and 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-fulfillment and improved living standards.

Some of the challenges facing adult literacy programmes in Nigeria include;

- Lack of government motivation and government involvement thus low priority accorded to adult literacy programmes by the government. Policy makers do not regard adult literacy education as a high priority. Policies are formulated but never executed;
- Rural inhabitants do not place value upon literacy education – “it is not needed to survive in their given environment”;
- limited volume of available finance;
- Emphasis on schools and children to the disadvantage of youth and adult education institutions;
- Shortage of paper and writing tools, relevant and interesting texts;
- Experts/ planners tend not to listen to the arguments of grass-roots people and participants of literacy classes, they assume to know;
- The language used against illiterate people and equating illiteracy to ignorance give rise to stigmatization and discrimination of individuals; and
- Inadequacy of reading materials.

These have been cited as some of the causes of adult illiteracy in Nigeria;

- Problems in primary school education (low enrollment rates, high dropout rates, inadequate facilities, poor teaching/learning materials, irrelevant curriculum);

- Poor enrolment rates in adult literacy programmes;
- High dropout rates linked to both economic problems which force adults to abandon classes in favour of income-generating activities and to problems related directly to the adult literacy programmes e.g. lack of relevance, funding issues and low morale among adult literacy instructors;
- Literacy instructors not properly trained in facilitation skills and gender awareness;
- The exclusion of women from adult education programmes;
- Higher dropout rates among women due to irrelevant curricula and competing demands;
- Poor access to adult education for hard to reach communities such as nomads, fishermen, and pastoralists;
- Failure to sustain literacy rates due to poor resources including equipment, material and teachers, donor dependency and negative perceived value of education; and
- A poor literate environment that means literacy skills are not maintained in the long term.

Literacy efforts in Nigeria received a boost when UNESCO supported the establishment of an Adult Literacy Institute in Ibadan in 1965.

Proposals for promoting literacy for adults by (Wang 1995) consisted of:

- Giving farmers a reason to adopt literacy, either by making literacy a necessary element of their work;
- Getting the government to allocate substantial funds to literacy education;
- Creating a more decipherable national quota for literacy by clarifying orthography; and
- Establishing what it really means to be illiterate by initiating a national standard which must be met by all to be considered functionally literate.

King'ei (1999), Owino (1999) and Bunyi (1999) agree that adult literacy programmes in Kenya have to grapple with multiple difficulties. These include: half-hearted commitment by the Government; housing of DAE in low key ministries; low funding and donor withdrawal; unfocused activities; lack of incentives to adult learners; 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 unfocused language policy.

Out-of-school activities in basic education have not been a break through as they could not be fully integrated into everyday work of the village communities. It remained an alien event to which a certain amount of time was devoted but which never acquired the reputation of being essential to life. The newly acquired ability of being able to read and write had not led to any direct improvement in the socio-economic conditions of the community or for the individual and his family.

To make any gainful improvement in agriculture and other necessary innovations many other aspects and methods need to be taken into consideration and they go beyond the problem of literacy. Adult literacy should be linked with other education and training needs, like income and employment oriented skills.

Dialogue with members of the target groups offer insights based on the feelings and experiences of those concerned. Experience and knowledge of local people should be valued in the practical implementation of literacy work. Their participation is useful and desired in the planning, implementation and evaluation of activities.

Potential use of qualifications acquired throughout the use of literacy in various institutions should be established to avoid failure of literacy programmes (adaptation and integration)

### **Summary**

This is a review of literature on the factors influencing effective implementation of adult literacy programme in Kenya. Seven selected areas related to the subject content are

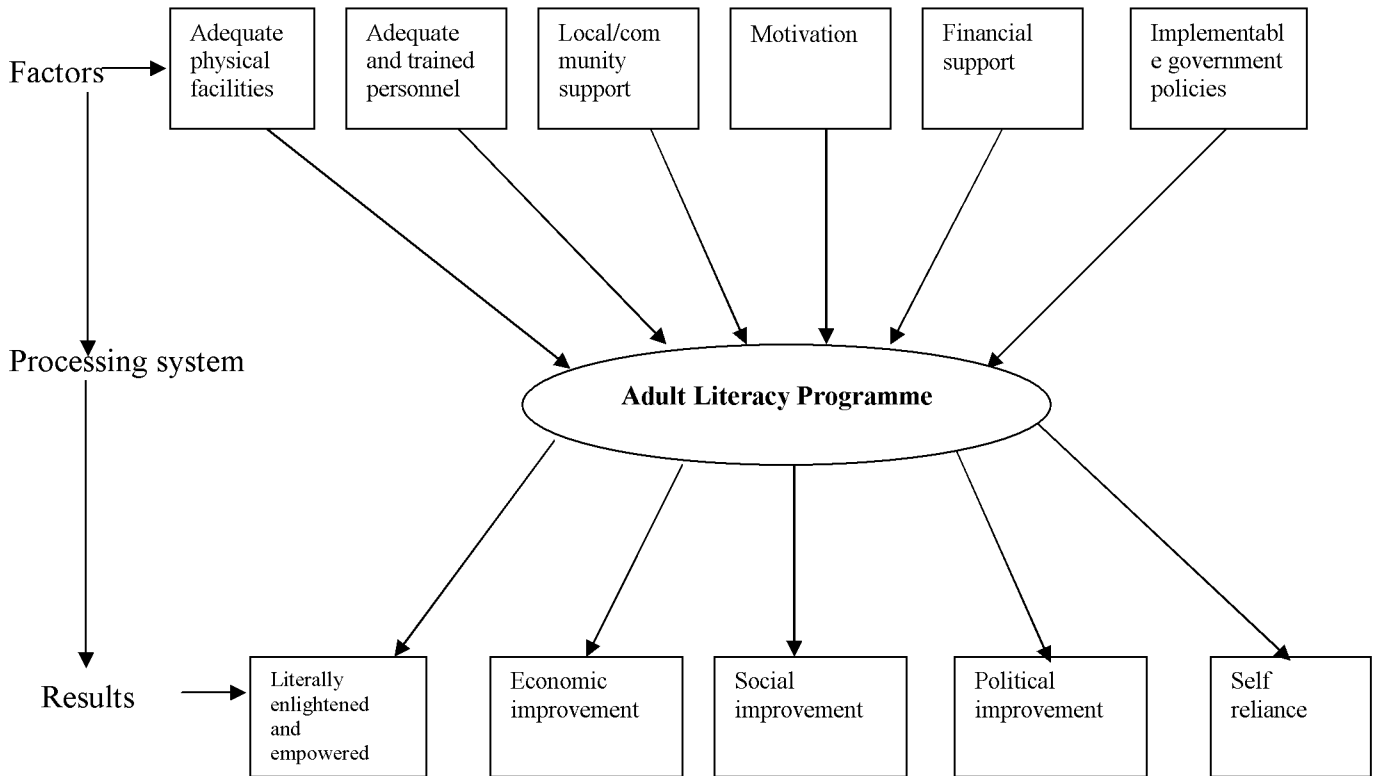


discussed. They are; different views on literacy, importance of adult literacy, provision of adult literacy, availability of facilities and other resources for learning, participation, interest, retention, time management in adult literacy and challenges.

A lot has been researched on adult literacy programmes but not specifically on factors affecting the implementation of adult literacy programme in Murang'a East District. To fill this gap the researcher has found it necessary and has decided to embark on this study.

## 2.11 Conceptual Framework

Figure 1.1: Factors influencing effective implementation of Adult Literacy programmes in Kenya



In the conceptual framework, input of the factors indicated into the processing system which is the Adult Literacy Programme results to positive gains which is the output. In case of inadequate input, the system is crippled and the results may not be satisfactory. Clearly and from the literature reviewed, there are many factors that affect effective implementation of adult literacy programmes in Kenya. In order to provide a systematic overview of variables that are manifested in this relationship a conceptual model has been developed (figure 1.1) the model shows ALPs are affected by a number of factors that include intra and extra factors.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter gives an overview of various steps and methods to be used by the researcher. These include research design, location of the study, 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 Murang'a East District of Murang'a County. Murang'a East District is one of the eight districts in Murang'a County and is approximately 78kilometres from Nairobi City. Majority of people in the district are farmers with a small number working in various offices in the town while others run small scale businesses like retail shops, food kiosks and 'juakali' sheds among others. The district has nineteen adult education centres and illiteracy levels stand at 39% according to the District Adult Education Officer. The rationale of choosing Murang'a East District is because of the relatively low levels of literacy (61%) as reported by the 2009National Census, (Kenya National Bureau of Statistics 2009). The district has also experienced low rates of enrolment in ALPs which could be attributed to the process of implementation of the programmes.

#### **3.2 Research Design**

According to Orodho (2005), research design is the plan, structure and strategy of investigation proposed for obtaining answers to research questions. The study was conducted using descriptive survey design. Survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2005). Descriptive Survey design is mostly used in studying attitudes, opinions, preferences and

perceptions so as to determine the actual status of the population (Gay, 1976). Using the design, this study sought to establish the effects of variables like age of the learners, problems facing the learners among others under investigation as such the factors are the 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 were expected to give opinions and perceptions regarding ALPs.

### **3.3 Target Population**

A target population refers to the population to which the researcher would like to generalize his/her results (Mugenda and Mugenda, 1999). The population of this study consisted of adult learners in adult literacy centers in Murang'a East District. There are 19 adult literacy centers in Murang'a East District. The total enrolled population of adult learners in these centers is 396. But out of these only 225 actually attend classes according to the DACEO Murang'a East District. This means that 171 learners have registered but do not attend classes. The adult learners who actually attend classes were targeted for this study. The District also has 11 full time and 23 part time teachers who offer adult literacy instructions. These were also targeted as part of the study population

### **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 fulfill the requirements of efficiency, representativeness, reliability and flexibility. It is a subject of a particular population whose characteristics 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 researcher's place of residence and study sample is a factor of consideration in research (Mugenda and Mugenda 1999). According to Mulusa (1990), one third of the target population is representative enough to make estimate of the

characteristics being investigated. The 19 centres have 225 adult learners. Out of the 19 centres 1 centre offers secondary education. Here learners are prepared for KCSE and were 24 in number. Random sampling was used to select 12 learners from this centre which is 50% of the population. Out of the remaining 18 centres offering basic literacy, 6 centres, which was about 30% of the total, were sampled with a population of 66 learners. 50% of the learners were randomly sampled for this study which would give a greater level of variability in descriptive statistics. In total, there were 45 respondents. All heads of institutions sampled participated in the study. The heads were useful in this study because they are supposed to implement the ALPs in the institutions and therefore can provide useful information. They are also core stakeholders in planning, management and implementation of ALPs. On the other hand adult learners were useful in this study because they are the beneficiaries of adult literacy and are the worst hit when these programmes are not well implemented.

The centres have 11 full time and 23 part-time teachers. To have adequate representation in this study, 10 teachers (part time and full time) participated in the study. These teachers were useful to this study because they are the implementers of the programmes and understand best the factors affecting the implementation of ALPs.

### **3.5 Research Instruments**

The study utilized questionnaires and an interview guide.

#### **3.5.1 Interview guide**

The interview was conducted with the District Adult Education Officer. A preset interview was used to gather information to complement the questionnaire. The interview guide was used for collecting data because some respondents are willing to talk than write (Best and Khan, 1993). Interviews also give a higher response rate in a natural setting and

the researcher can ask further questions. Information gathered from the interview was manually written and tape-recorded for further content-analysis.

### **3.5.2 Questionnaire**

The questionnaires contained two sections A and B. Section A had detailed questions on the respondents' background while section B contained detailed but simple questions that the researcher used to establish the hindrances to effective implementation of adult literacy programme. The questionnaire was designed using open-ended questions and closed-ended questions. The close-ended questions refer to those questions which respondents select the answer that satisfies them. The questions were easy to analyze since they do not need further synthesis. Open-ended questions give the respondent freedom to respond in their own words. This allowed for a greater depth of response which was very useful to the researcher. The questionnaire was self administered in order to facilitate the researcher to interpret the questions and responses in mother tongue so as to make it easy for the respondents to fill in the questionnaire.

### **3.6 Reliability of Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random errors. As random errors increase, reliability decreases (Mugenda and Mugenda, 1999). According to Wiersman 1984, the most suitable research designed is a questionnaire. The researcher attempted to minimize errors by using accurate coding of questionnaires, clarifying instructions on the questionnaires, avoiding too long questionnaires and using non-biased questions.

### **3.7 Validity of the Instruments**

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.

#### **3.7.1 Piloting**

Before field administration of the questionnaire, a pilot study was conducted in two centres. The centres used for piloting were not used for the actual study. The target group was literacy class learners who included males and females and one facilitator in each of the pilot centres.

The purpose of pre-testing the research instruments was to:

- Verify whether the questionnaire is clear to the respondents;
- Establish whether the questionnaire would provide data needed for the study; and
- Assess and identify any problems respondents would encounter in filling the questionnaire.

The researcher administered the questionnaires and collected them after they were filled in. Corrections were effected in the final drafts of the questionnaires.

### **3.8 Data Collection Procedure**

The researcher visited the officer in charge of the ACE in Murang'a East District 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 filled in after a brief explanation by the researcher. The researcher agreed with the respondents about time limit for filling in the questionnaires. The researcher ensured 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 centres for data analysis.

### **3.9 Data Analysis Techniques**

Statistical Package for Social Sciences (SPSS) software programme was used to analyze the data. Percentages and frequencies were used to establish the factors that hinder effective implementation of adult literacy programme. To enhance a clear picture of the findings, tables and pie charts were used.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

The purpose of this chapter 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 centers in Murang'a East District which stands at 2:1. This data is captured in Table 4.1 and Figure 4.1

Table 4.1: Respondents by gender

	Actual Number	Percentage (%)
Males	15	33
Females	30	67
Total	45	100

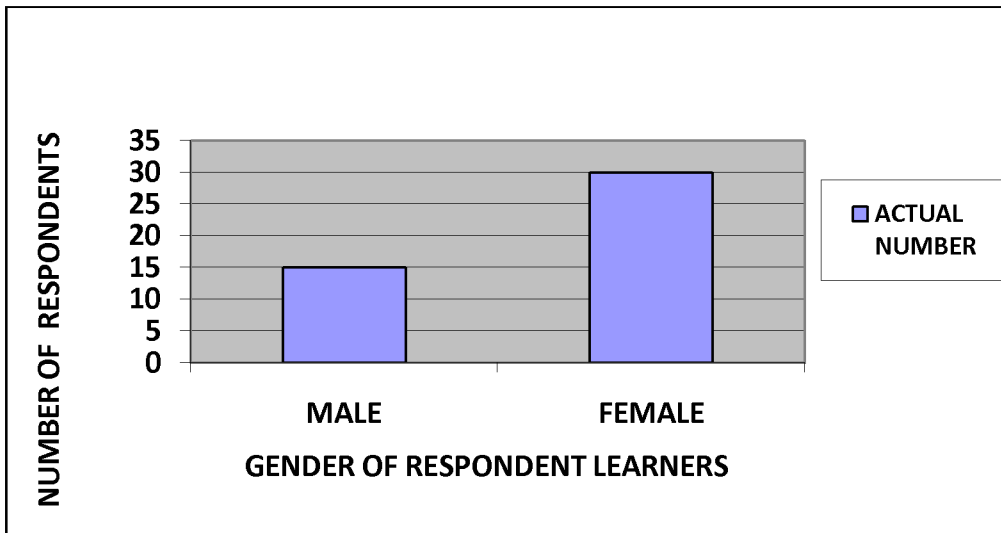


Figure 4.1 The number of learners by gender

#### 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 of 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 4.2.

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

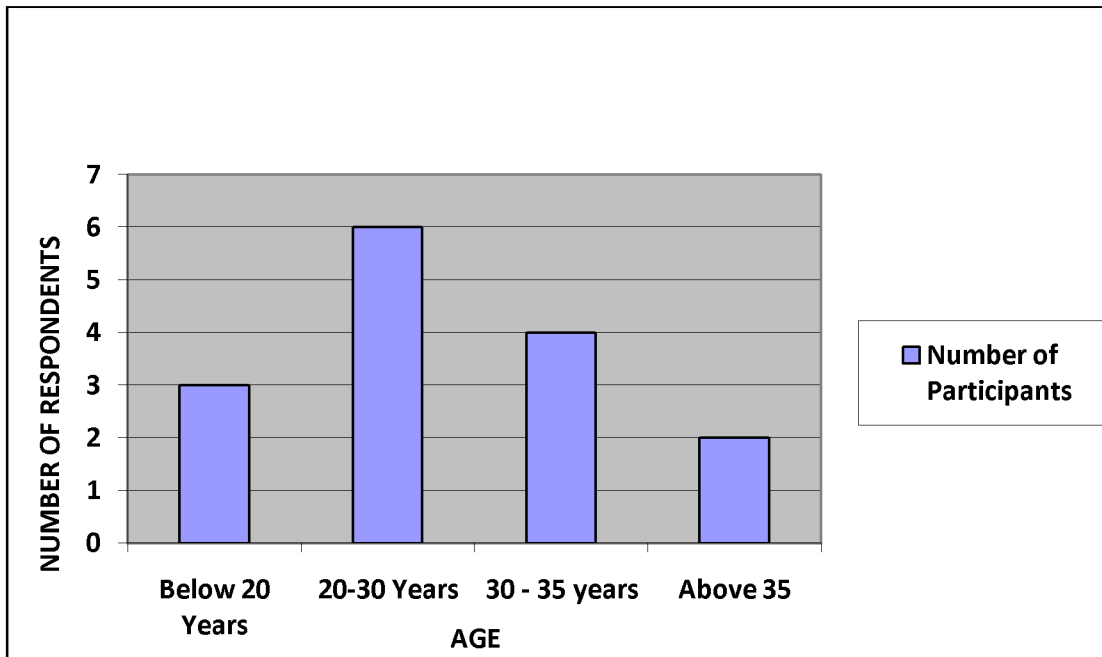


Figure 4.2 Male Respondents by age

#### 4.1.3 Respondent female learners by age

Of the female respondents who participated in the survey: None (0) were below 20 years of age, 4 were between 20-25 years, 11 were between 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 4.3.

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

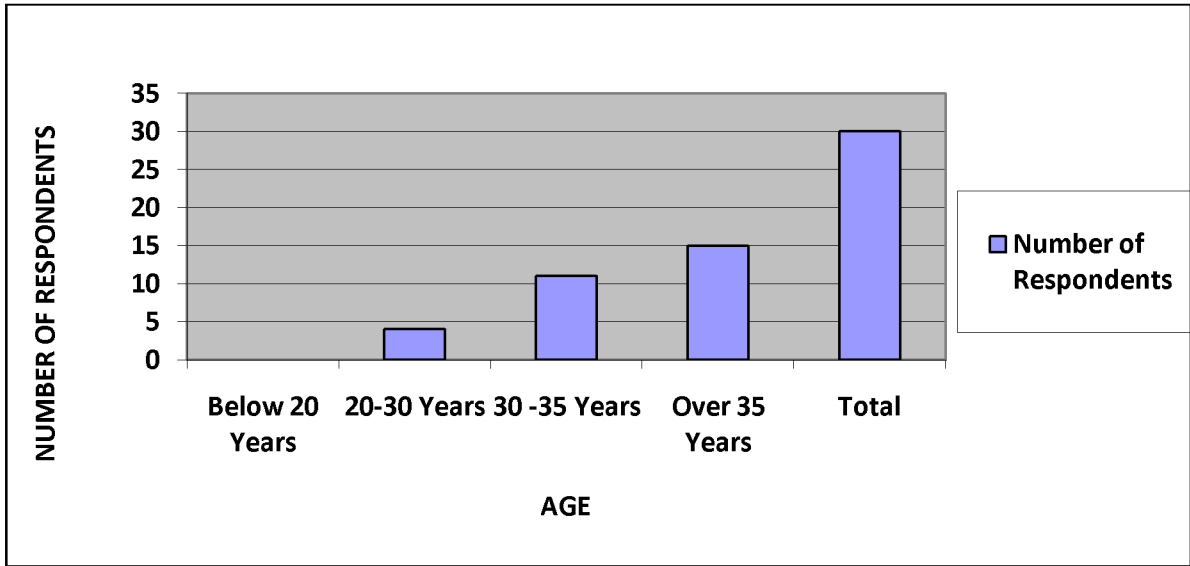


Figure 4.3 Age of female learners respondents

#### 4.1.4 Comparison of the ages of respondent learners

Table 4.4 Comparative analysis of male and female respondents

Age	Males	Females	Variance of males to females
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

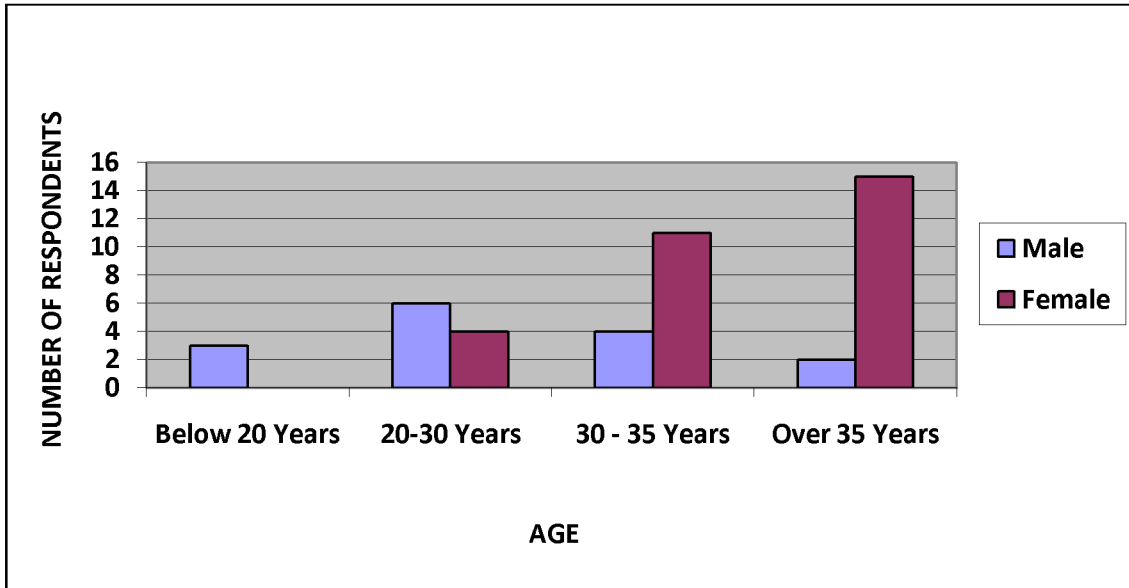


Figure 4.4 Comparison of the ages of respondent learners

As Table 4.4 and Figure 4.4 indicate, 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 30-35years 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 ALPs.

#### 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 4.5.

Table 4.5 Marital status of respondents

Marital Status	Number Of Respondents	Percentage
Single	15	33
Married	25	56
Divorced	2	4
Separated	2	4
Widowed	1	2
Total	45	100

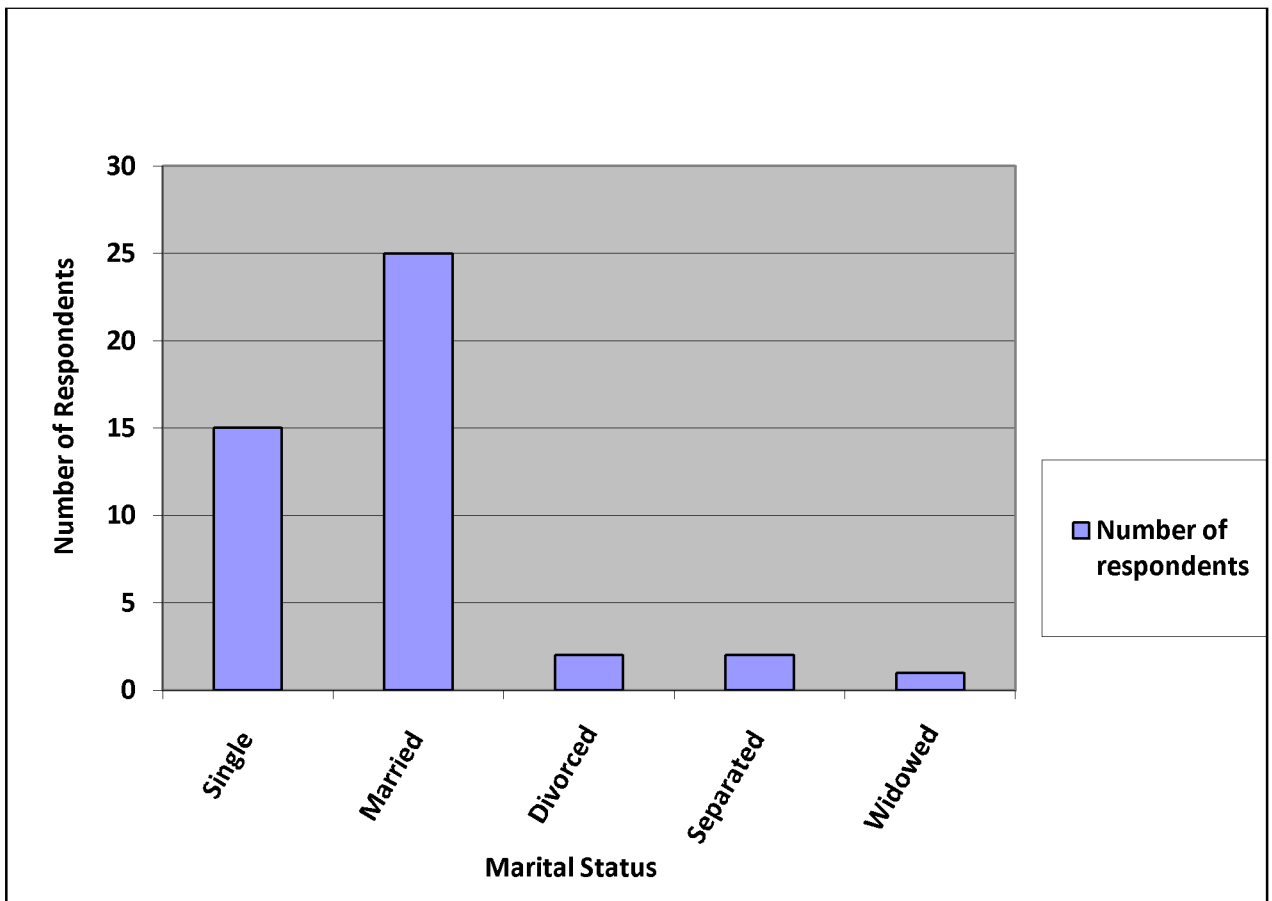


Figure 4.5 Marital statuses of female respondents

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 ALPs 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 captured in Table 4.6 and Figure 4.6. The findings from interviews confirm the questionnaire results and revealed that majority of adult male learners were single.

Table 4.6 Marital status of respondent male learners

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

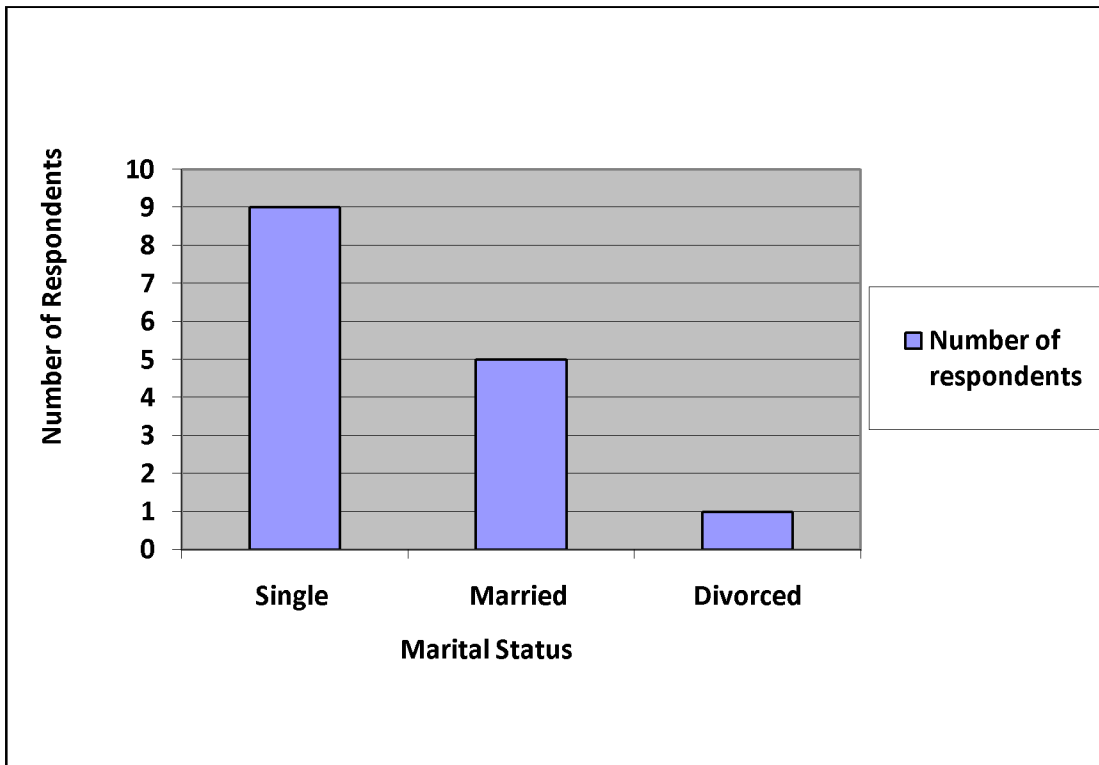


Figure 4.6 Marital status of respondent male learners

#### 4.1.7 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 4.7.

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



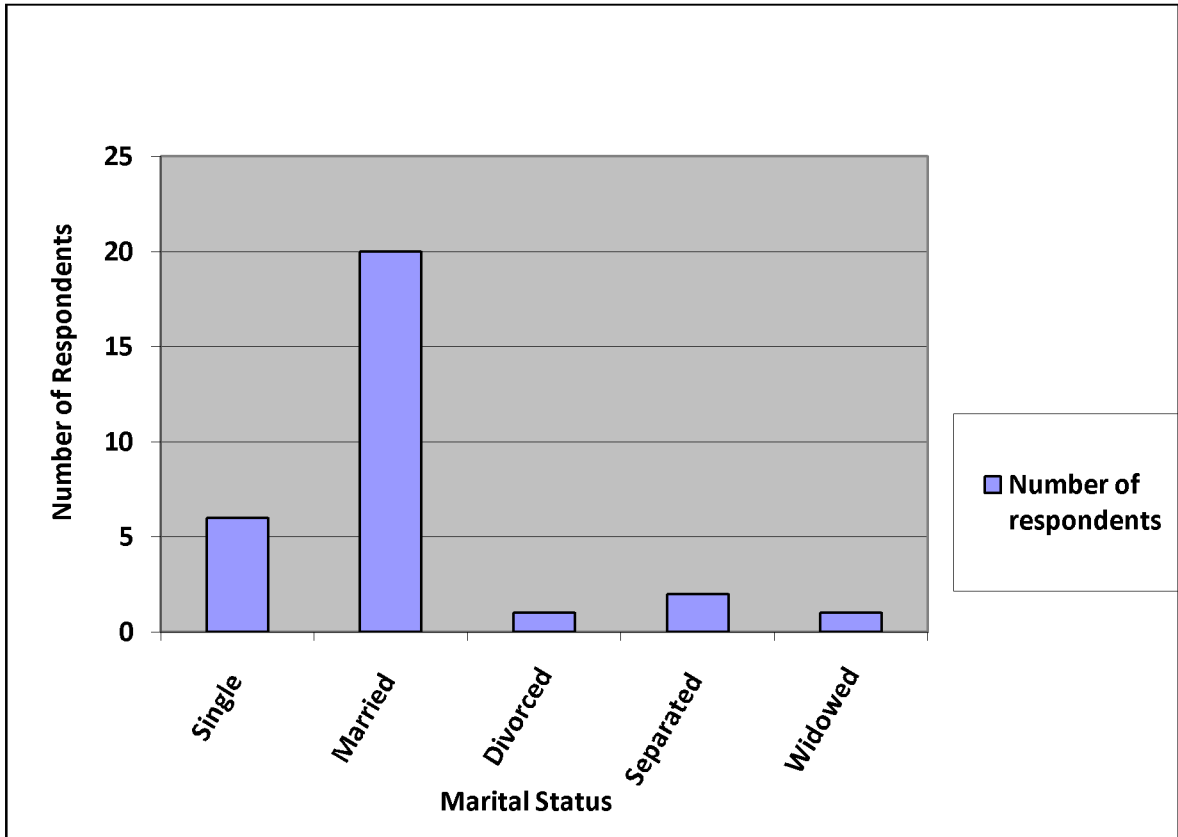


Figure 4.7 Marital status of female respondents

#### 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 Table 4.8 as and further illustrated in Figure 4.8.

Table 4.8 Religious affiliations of the respondent learners

Religious Affiliation	Number Of Respondents	Percentage
Christianity	39	87
Islam	6	13
Total	45	100

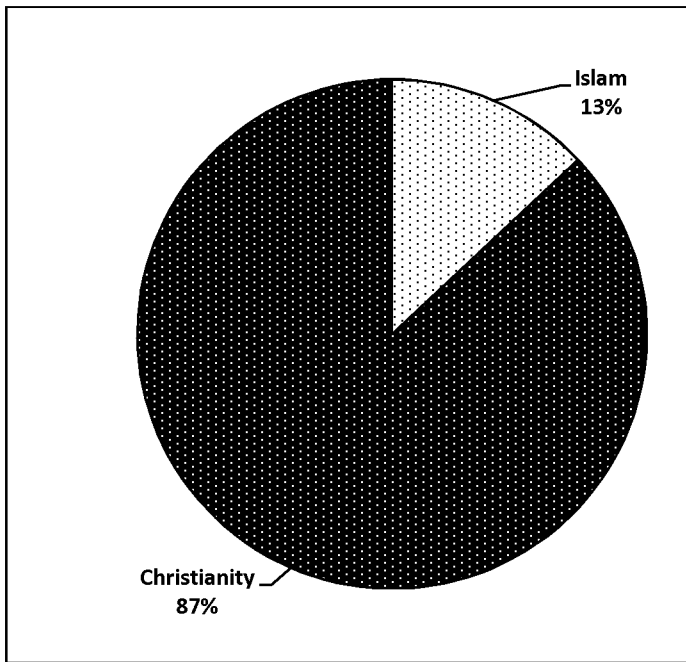


Figure 4.8 Religious affiliations of respondent learners

#### 4.1.9. Religious affiliations of male respondents

Of the male respondents all 15 (100%) were Christians. None reported another religious affiliation.

#### 4.1.10. Religious affiliations of female respondent learners

Of the female respondents 24 of them were Christians while 6 were Muslims. 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 4.9.

Table 4.9 Religious affiliations of female respondents

Religious affiliation of female respondents	Number of Respondents	Percentage
Christianity	24	80
Islam	6	20
Others	0	0
Total	30	100

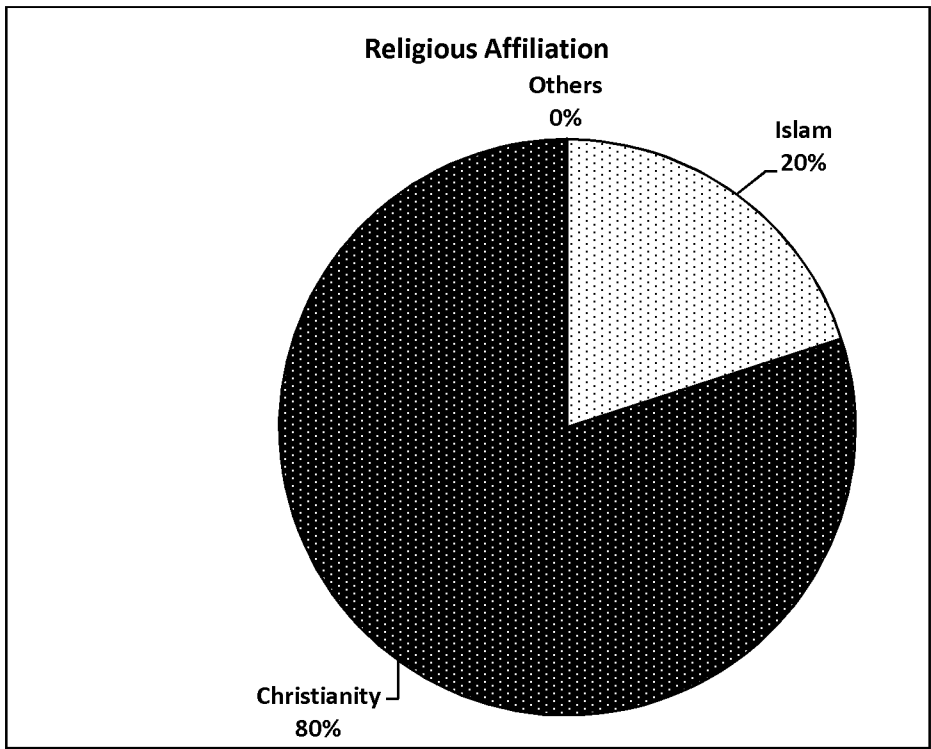


Figure 4.9 Religious affiliations of female respondents

**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 AEP programme. Of the 45 respondents 31 had attended formal schooling before dropping out while 14 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 4.10. This gave the implication that those who attended ALP classes are those who for one reason or the other were not able to continue their schooling in the early age. True to the purpose of adult education these people have been given a second chance.

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

Educational status	Number of respondents	Percentage
Attended formal schooling	31	69
Never attend formal schooling	14	31
Total	45	100

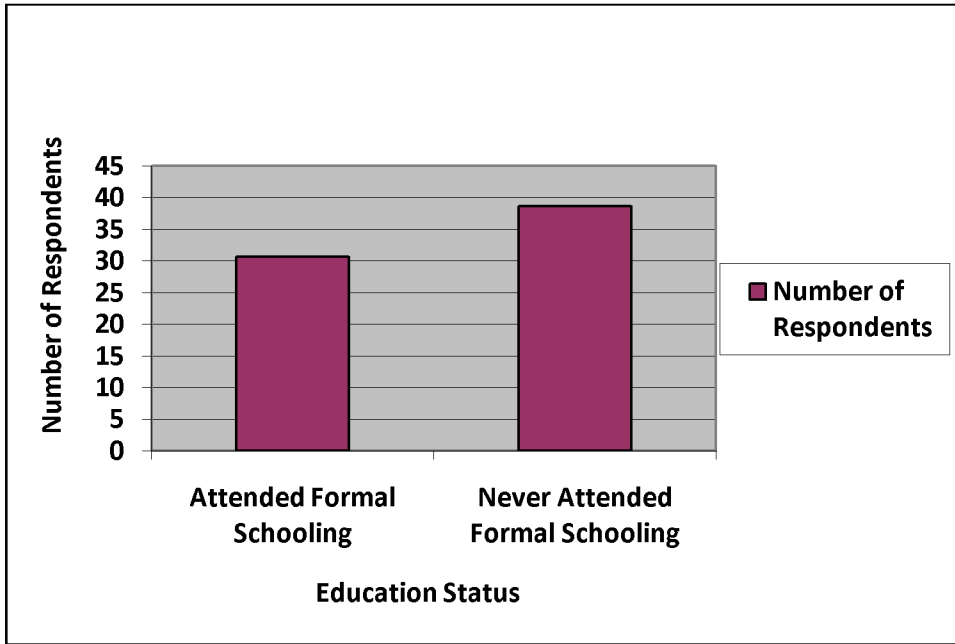


Figure 4.10 Educational status of respondents

#### 4.1.12. Educational status of females in formal schools

Of the respondent females learners 16 attended formal schooling up to certain grades while 14 of them never attended formal schools at any time in life. This data is reflected as 53% of female respondents attended formal schooling while 47% of them never attended formal schooling. This data is captured in Table 4.11 and further illustrated in Figure 4.11. This reflects the gender bias in the society where girls’ education was not prioritized unlike that of their male counterparts.

Table 4.11 Education status of female respondents

Educational Status of Females	Number of respondents	Percentage
Attended	16	53
Never Attended	14	47
Total	30	100

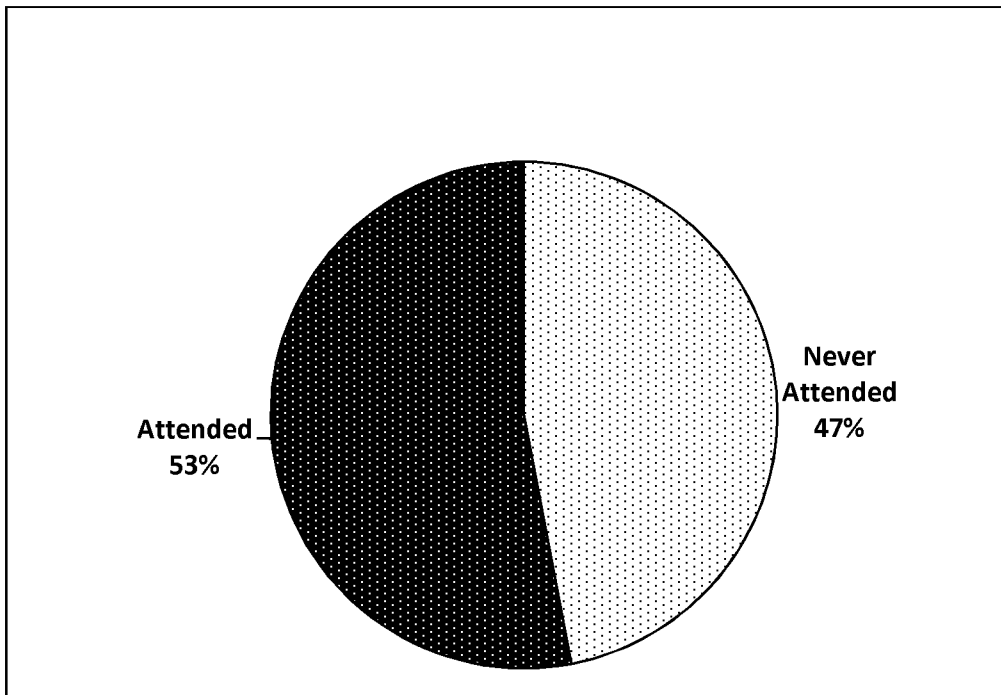


Figure 4.11 Female respondents' attendance in formal schools.

#### 4.1.13 Male respondents' attendance in formal schools.

All the male respondents attended formal schools up to a certain grade. This data is captured in Table 4.12. The findings seem to suggest that the society is still gender biased because all male respondents had attended formal school before joining ALPs 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	100
Percentage	0	0
Total	15	100

The respondents who had attended formal schooling were asked the grades where they dropped out. Of the 34 respondents who had attended formal schooling, 6 dropped out at Standard 2, 7 at standard 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 4.12. The fact that the learners dropped out of school at various levels imply that the level at which one dropped out does not matter when joining the adult literacy classes. Everyone has a chance.

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	

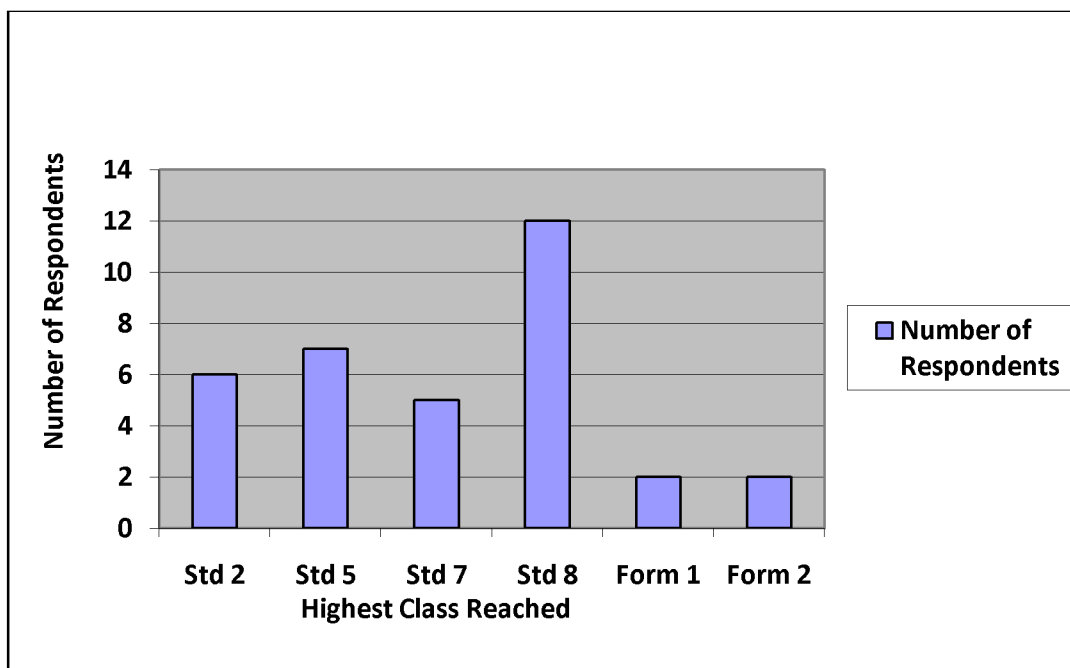


Figure 4.12 The levels at which respondents dropped out of formal school

The Respondents were also asked to state the person who pays for their adult education needs. Of the 45 respondents 21 were self-sponsored while 23 received sponsorship to attend adult education programmes. This data is captured in Table 4.14 and further illustrated in Figure 4.13.

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

Means of payments	Number of respondents	Percentage
Self	21	47
Sponsor	24	53
Total	45	100

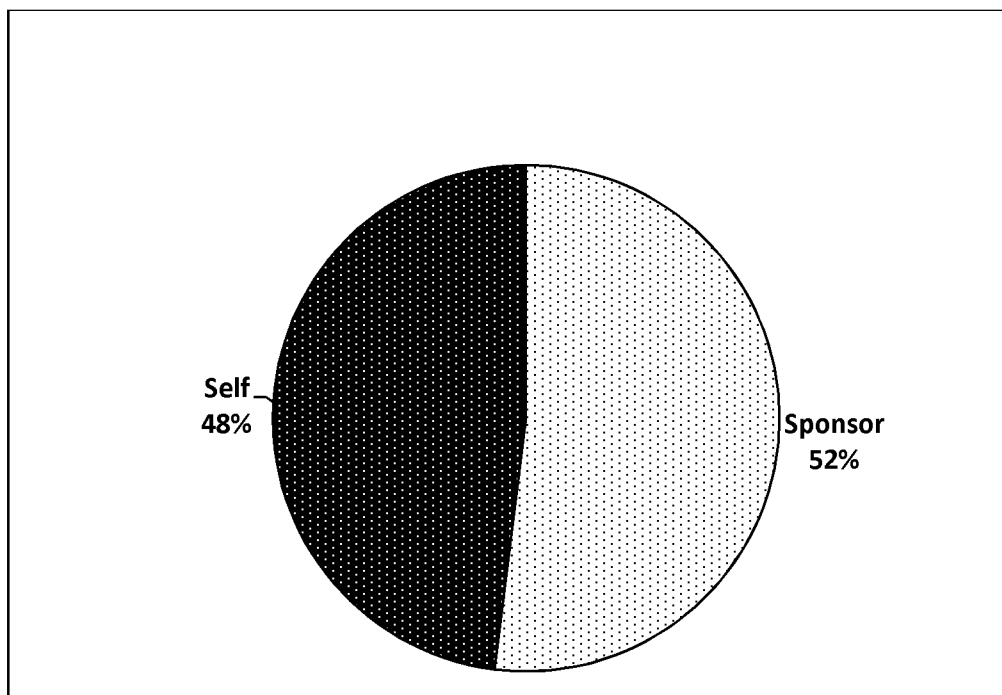


Figure 4.13 The means with which respondents pay for their AL programmes

The respondent learners were then asked to state the duration they had been 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 1 year. This information is shown in Table 4.15 and illustrated in Figure 4.14. This was an indication that there is retention and enrollment in progress.

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 1 year	23	51%
Total	45	100%

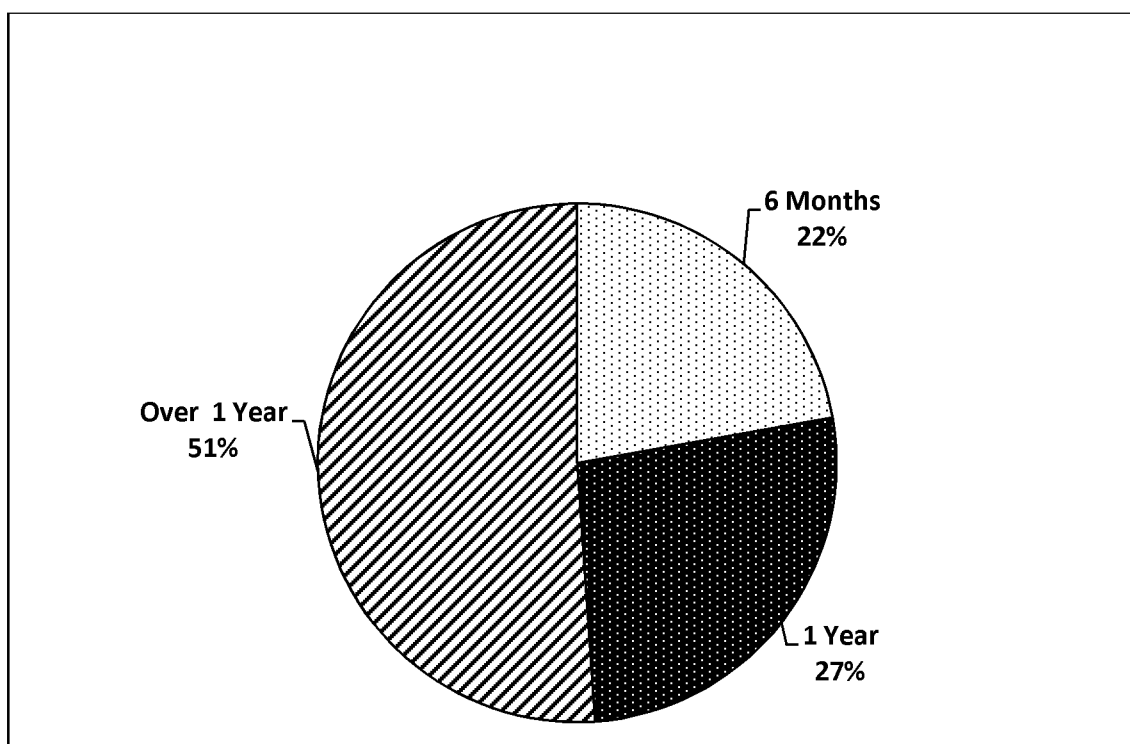


Figure 4.14 Duration for which the learners have been in the programme



#### 4.2 Motivation for attending adult education classes

The respondents were then asked to state factors that motivated them to join the 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 homework; 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 Table 4.16 and illustrated further in Figure 4.15.

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

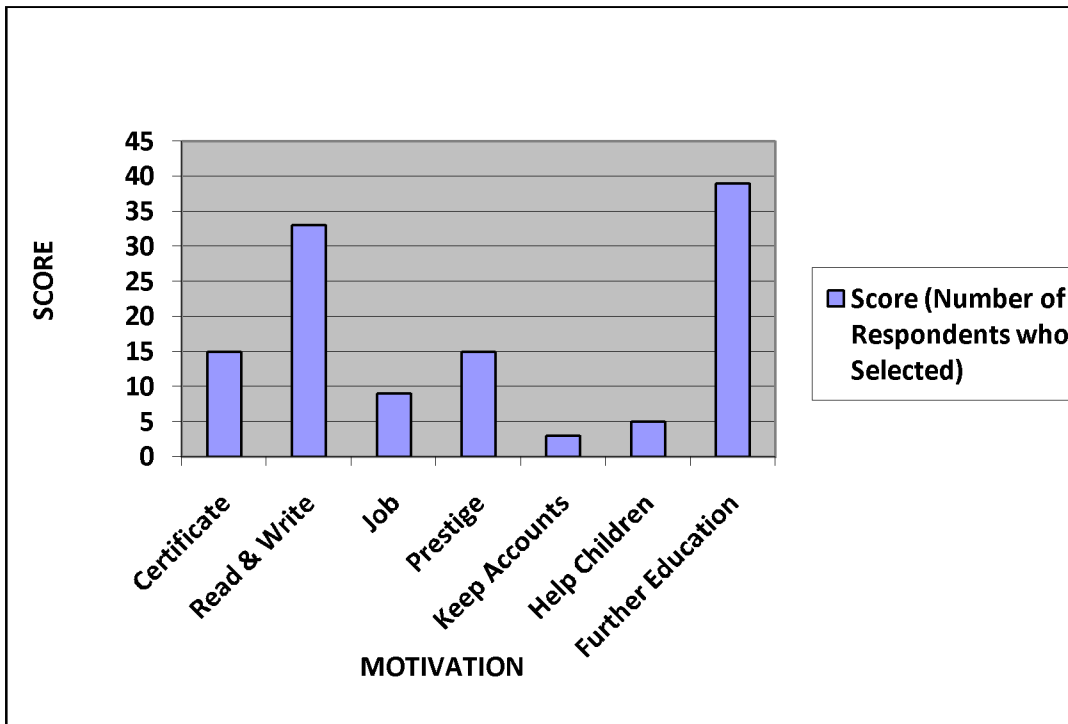


Figure 4.15 Motivation for attending adult education Programme

### 4.3 Challenges facing the adult learners

The respondents were also asked to state the challenges they faced as adult learners. They were given a selection of challenges to choose from, These challenges included, inadequate time, long distances covered to learning centers, 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 4.16.

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

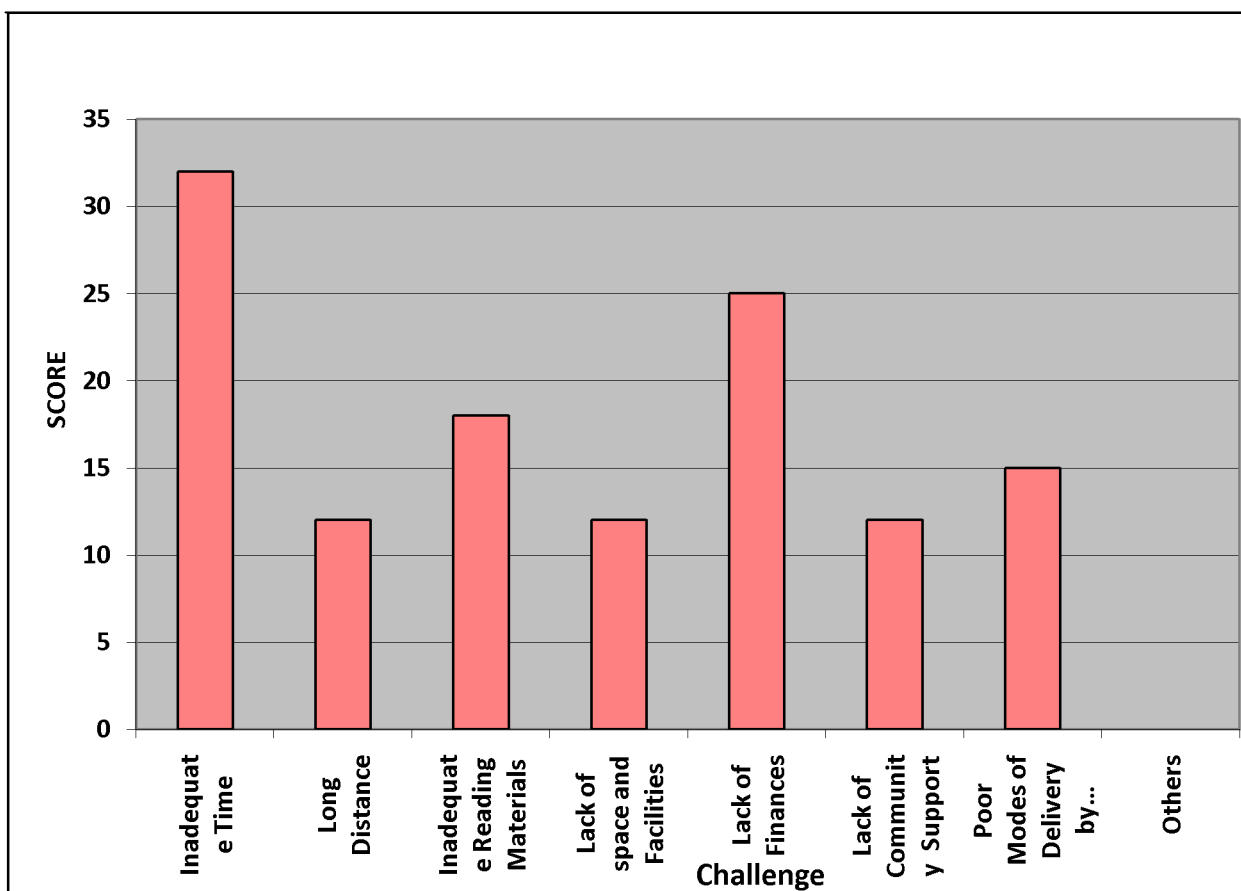


Figure 4.16 Challenges faced by adult learners

#### 4.4 Influence of ALPs in adult life and lifestyle

The respondents were also asked to state how the programme affected their lives both positively and negatively. 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 friction with spouse, financial 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 4.17.

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

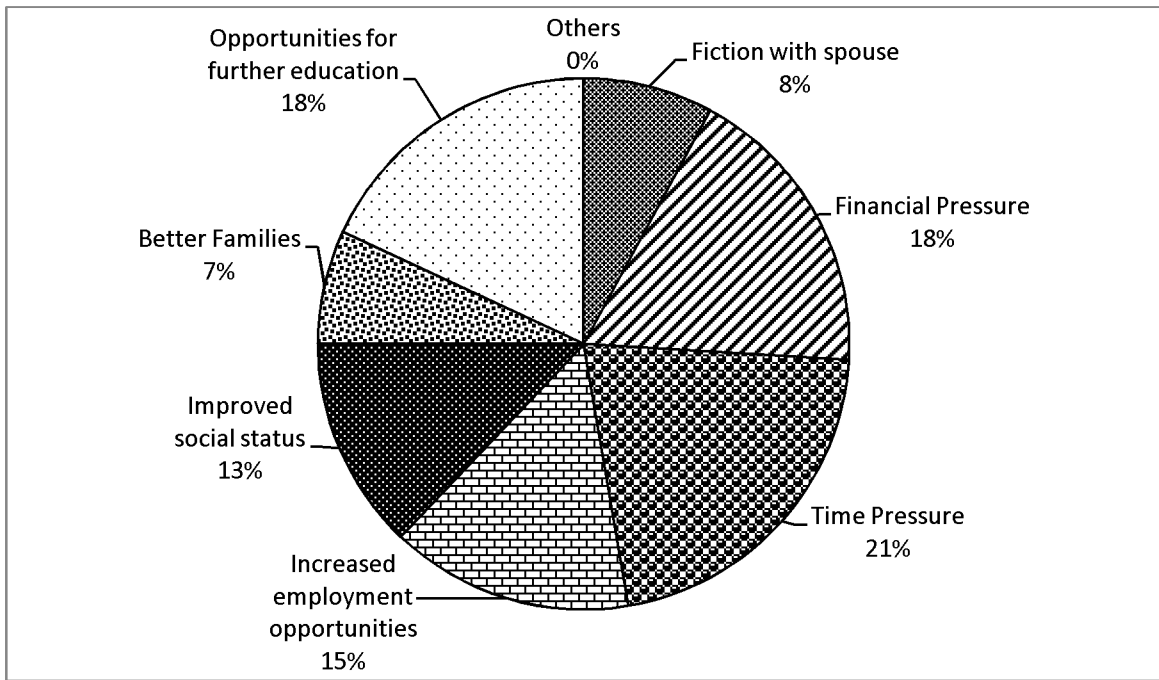


Figure 4.17 Effects of attending adult education programme

#### 4.5 Pragmatic interventions to improve the ALPs

Finally the respondents were asked to suggest on ways to improve adult education 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 centers, better equipment of the existing centers, and others. The responses from the respondents are captured in Table 4.19 and Figure 4.18.

Table 4.19 Suggested remedies to improve implementation of adult education programmes

Suggested remedies to improve implementation	Score	Percentage
Employment of more teachers	29	64
Putting up of more centers	23	51
Better equipment for existing centers	38	84
Others (Improve sensitization of the public)	32	71

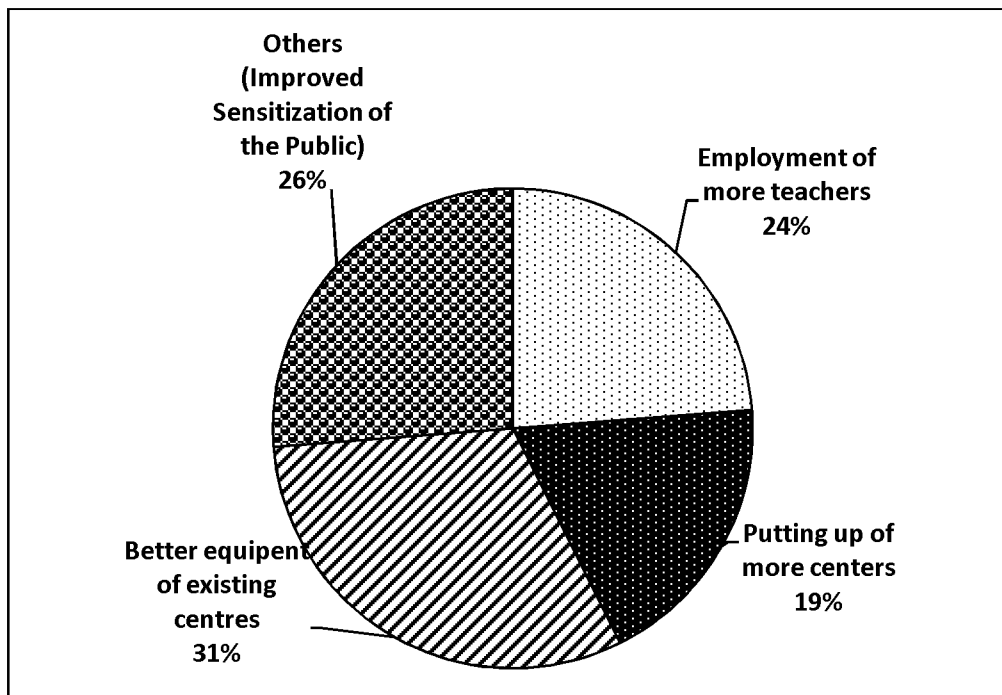


Figure 4.18 Suggested remedies to improve implementation of adult education programmes

#### 4.6 Response by facilitators (teachers)

The study also targeted the facilitators who provide adult literacy learning. In Murang'a East District 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 Murang'a East District 32% are permanent and pensionable employees 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.

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 Murang'a East. This is because the part time volunteers had other

responsibilities and only involve themselves in adult literacy work on part time basis. These spend most of their time pursuing their other work and only attend adult literacy classes when they are free which is usually rare. 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 4.19.

Table 4.20 Contribution by facilitators to adult literacy programme

Contribution by Each Category of Facilitators	Number of Respondents	Percentage
Permanent Facilitators	60	6
Part Time Facilitators	40	4
Total	100	10

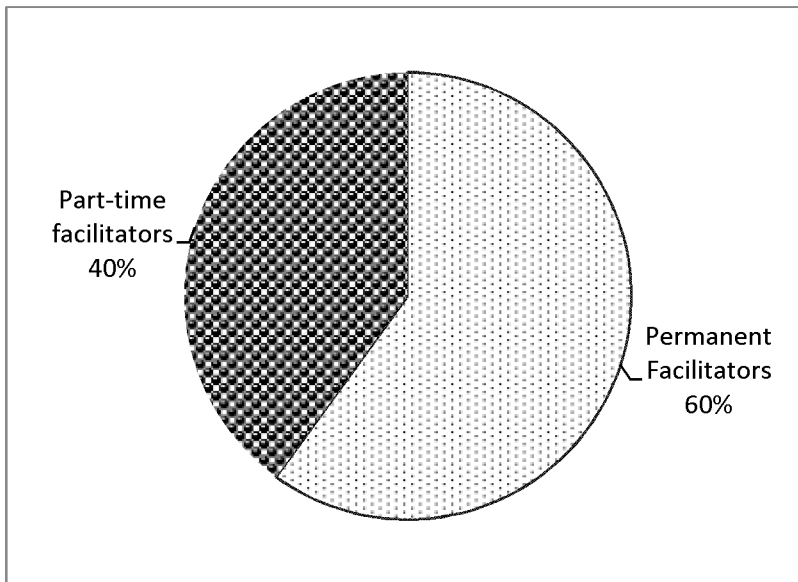


Figure 4.19 Contribution by facilitators in adult literacy programmes

#### 4.6.1 Professional training of the facilitators

Of the respondent 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 4.20.

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



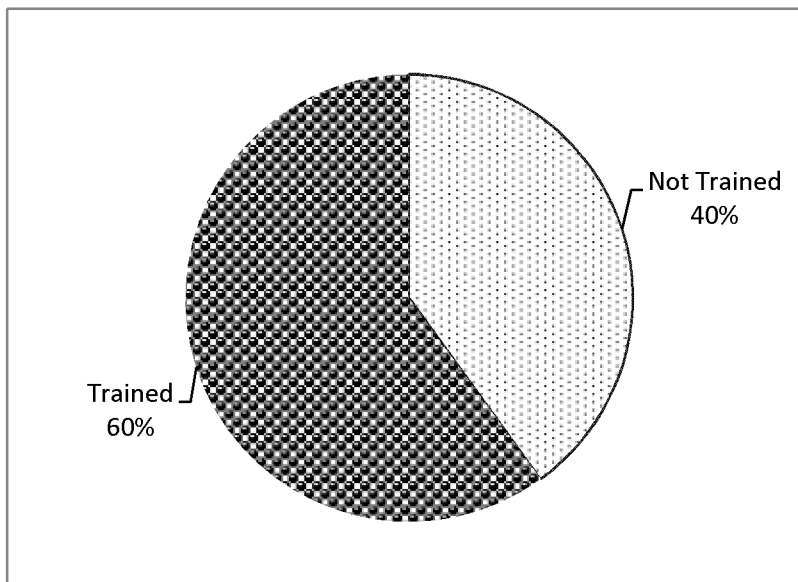


Figure 4.20 Training status of respondent facilitators

#### 4.6.2. Training status of permanently employed facilitators.

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

Table 4.22 Training status of permanently employed facilitators

Training status of permanent 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 programmes

The respondents were also asked to select the factors that affect successful implementation of adult education programmes. 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 respondent, 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 4.21

Table 4.23 Factors that influence successful implementation of ALPs

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

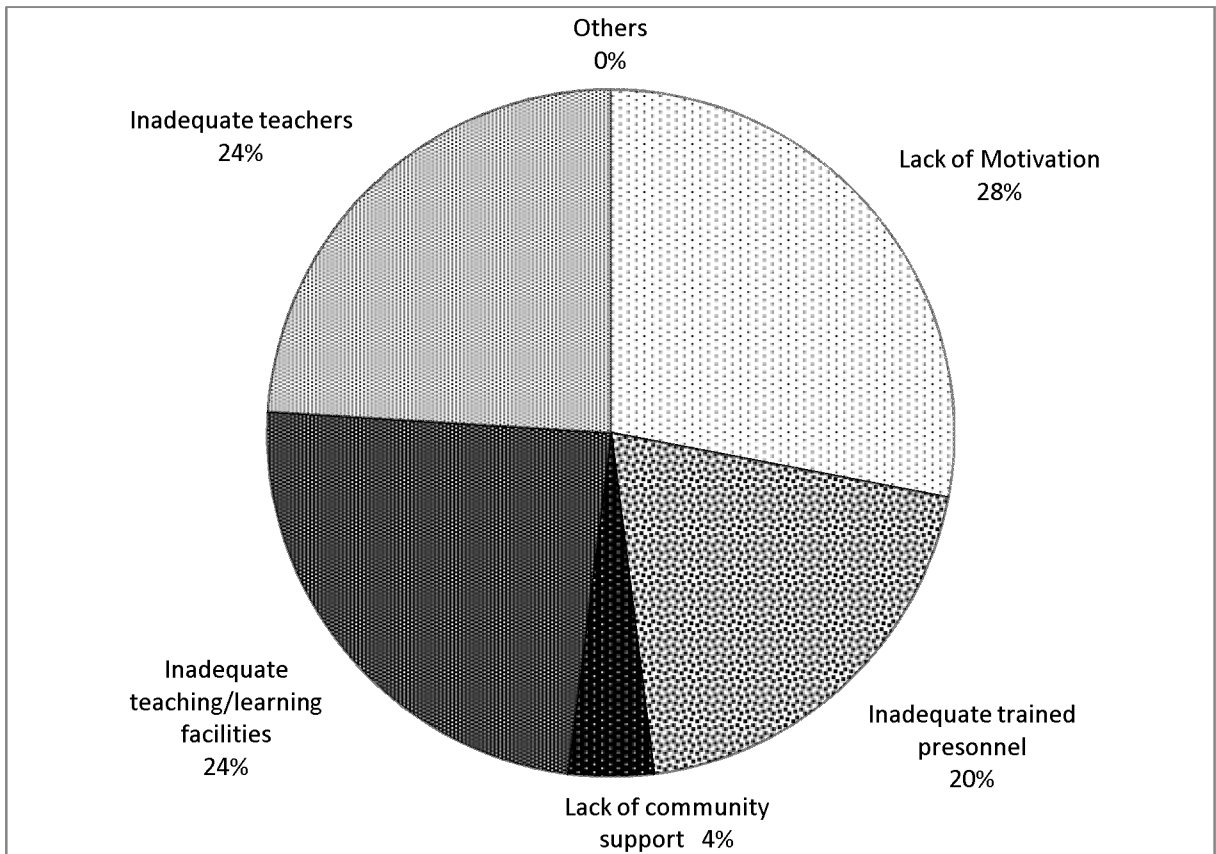


Figure 4.21 Factors that affect successful implementation of adult literacy programmes

#### 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 respondent, time management selected by 2 respondents, lack of transport selected by 2 respondents, low retention rates and others were not selected by any respondent. This data is captured in Table 4.24 and illustrated in Figure 4.22.

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 transport	4	40%
Low retention rates	0	0%
Others	0	0%

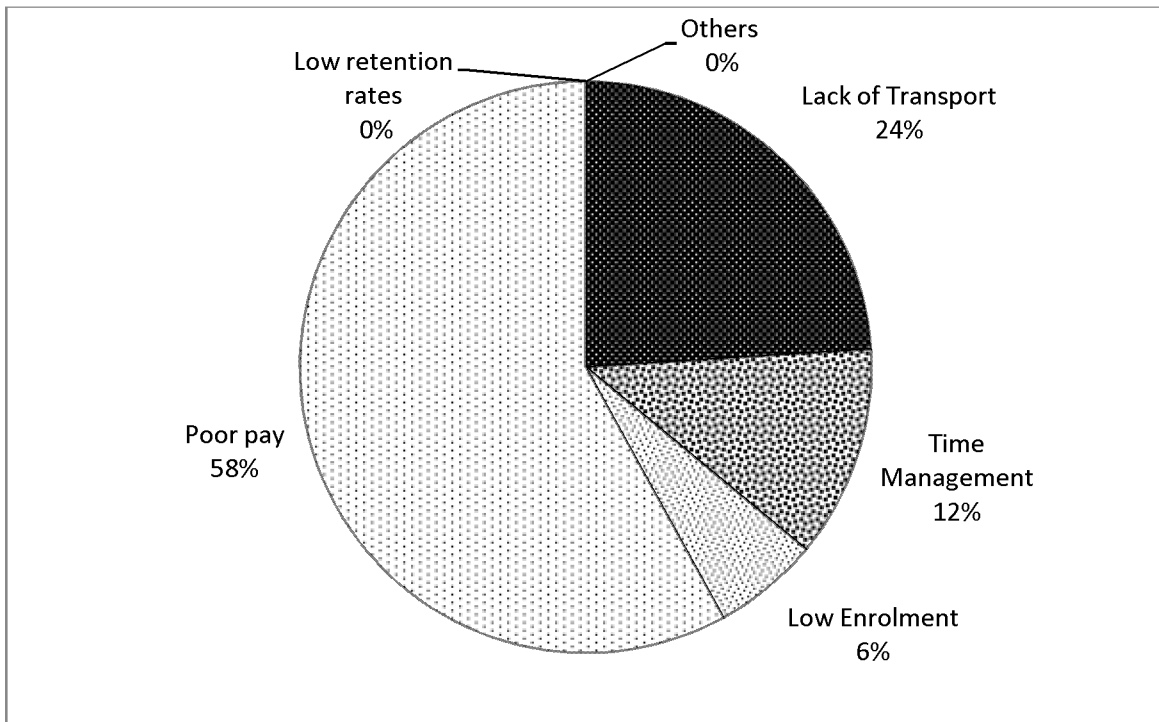


Figure 4.22 Challenges faced by adult educators

#### **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 him there are intra institutional and extra institutional factors that influence successful implementation of adult literacy programmes. 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 of 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

His suggestion for improvement 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, CONCLUSIONS AND RECOMMENDATIONS**

This chapter represents summary of the findings, discussions and conclusions drawn from the findings of the study. The conclusions drawn focus 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 Programmes in Murang'a East District. 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 was 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 programmes, availability of facilities and other learning resources, participation, interest, retention and time management in adult literacy. The research findings were analyzed using SPSS software programme.

#### **5.2 Summary of the major findings**

##### **5.2.1 On the intra and extra institutional factors that influence the successful implementation of ALPs**

The study found out that female attendance in adult education programmes was significantly different from that of males and the effect of gender on attitude towards adult education was significant. Negative relationship between learners' 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 attended 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 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 indicated 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. 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 most of them are convicts who due to their conviction have all the time to pursue adult education programmes and as part of their rehabilitation.

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 were married and marriage did not act as a deterrent to pursuing adult literacy. Respondents who were single also had scores in terms of attending adult literacy 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. This may be due to the fact that the older the males were the less likely for them to attend adult literacy classes.

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 religions deter their followers from pursuing formal education. There are two major religions in Murang'a East District. These are Christianity and Islam. Christians follow different denominations and many of these denominations are in existence in Murang'a East District. The study did not distinguish between these denominations because the study only targeted those respondents already involved in the adult literacy programmes. Therefore only their main religions were subject of our interest. All the respondents in this study are majority Christians. This reflects the dominance of Christian religion in Murang'a East. 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. 80% the female respondents were Christians while 20% were Muslims. This reflects the population ratio of Christians and Muslims in Murang'a East District. So religion is not a factor that affects attendance in adult literacy programmes among women.

It was previously assumed that adult literacy classes are meant for those people who have never attended formal schools. But currently adult 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 programmes. The female respondents generally were not affected by the 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 schools previously and those who had never attended. But for the males the situation is radically different. All those who attended adult literacy programmes had also previously attended formal schools up to a certain level.



The study also analyzed whether the means of paying for the adult literacy programmes among the respondents had any bearing on implementation of adult literacy programme. The result shows that the respondents were evenly divided between those who are self sponsored in the programme and those who receive sponsorship. This is true of both male and female respondents. Statistically this proves that means of paying for the programme has not affected the implementation of the adult literacy programme in Murang'a East District.

### **5.2.2 On the completion rates of the learners in ALPs**

The respondents were also asked to state the duration they had been in the programme. This was to measure whether the learners had the staying power to see the programme through. The majority of the respondents (51%) had been in the programme for more than one year. 27% of the respondents had been in the programme for about 1 year while 22% had been in the programme for less than 6 months. 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 1 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

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 to further their education. This was mentioned by 37 respondents giving it a score of 87%. This is the biggest motivation for adult education students. 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 literacy 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 received less than 40%.

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 literacy programme. But being adults with other responsibilities they find it difficult to divide their time among the different responsibilities and still have time to pursue their learning. This challenge was mentioned by 32 respondents scoring 71%.

Another significant challenge mentioned by 25 respondents was lack of finances. This response was mentioned specifically by the self sponsored learners. It scored 56%. The fact that it came a distant second in the analysis shows the importance of having sponsorship programmes for adult education learners and the effect on the programme 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 centers 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.

### **5.2.3 On how the ALPs affect the learners' lifestyles**

The study aimed to analyze the effects adult education programmes have 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 weaknesses 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 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 will fail. This was followed by increased employment opportunities resulting from 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%. 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.

#### **5.2.4 On suggestions and recommendations to be considered so as to enhance success in the implementation of ALPs**

The respondents were asked to suggest on ways to improve adult education 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 centers, better equipment of the existing centers, and others. The study analyzed the responses as follows; better equipment of the existing centers had the highest score followed by sensitizing the public, employment of more teachers and putting up of more centers in that order.

The DACEO's suggestion for improvement 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.

### **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 a 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 to those it was meant to serve. Immediately the programme has been accepted by the society then its success is almost assured. It is for this reason that this study allocated a large amount of its time to interviewing the respondent learners to gauge what their attitude towards ALPs was. So it can safely be concluded that the programme receives a lot of goodwill from the respondent 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.

### **5.4 Recommendations**

As far as the facilitators were concerned, their main areas of concern were the motivational issues. These must be addressed as a matter of priority for the programme to succeed otherwise there is a danger that the facilitators may find the work 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. The government has shown commitment towards adult education but there is need for regular supervision to ensure that recommendations and policies are not just on paper. Adult literacy programmes also need to be customized in order to fit the various communities in Kenya with their diverse economic activities and life demands. This

requires that apart from learning how to read and write the programmes should be need-based to suit the community or individual learners.

### **5.5 Areas for further study**

A similar study should be done in other districts in Kenya for comparison purposes and to allow for generalization of findings on factors influencing the implementation of ALPs.

Further studies should be done on:

- the effect of gender and home background factors influencing participation of learners in Adult Education and Continuing Programmes
- the effect of age on the attitude towards Adult education for the adult learners and especially the male learners;
- the relationship between enrollment in adult education and the availability of time and opportunity for male convicts;
- the absence of young female learners in adult education;
- the glaring absence of Muslim males in adult education classes;
- the reason why male learners who have not had any formal schooling do not enroll in adult education;
- the reason behind a drop in enrollment in adult literacy classes over certain periods as compared to the completion rates

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## **APPENDICES**

### **APPENDIX A: Introduction letter to the adult education officer, Murang'a East District**

**UNIVERSITY OF NAIROBI**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**P.O BOX 30197**

**NAIROBI**

**DEAR SIR,**

#### **PERMISSION TO CARRY OUT RESEARCH**

I am a student at the University of Nairobi pursuing a Masters Degree (MED) and majoring in Adult and Continuing Education. I am requesting your office for permission to carry out a research in the district's ACE centres on factors that influence effective implementation of adult literacy programmes.

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

Yours faithfully,

Beatrice R. Wambui.

## **APPENDIX B: Questionnaire for the facilitators (teachers)**

This questionnaire is prepared for collecting information about what affects the successful implementation of literacy programmes. 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 spaces provided. Respond to all items. Thank you.

### **Section 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. What is your highest level of education?

- Kape ( )
- Cpe ( )
- Kjse ( )
- Eace/kce/kcse ( )
- Diploma ( )
- Bachelors degree ( )
- Masters degree ( )
- Others (specify).....

5. What is your employment status?

- Permanent and Pensionable ( )
- Part time ( )

6. Who is your employer?

- Government ( )
- NGOs ( )
- others (Please specify).....

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

- Fulltime 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, How long ago?

Less than 6 months ago ( ) 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 ALPs? Consider the alternatives given below.

Inadequate teachers ( )

Inadequate teaching /learning facilities ( )

Lack of community support ( )

Inadequate trained personnel ( )

Lack of motivation ( )

Others (please state).....

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 programmes? Please tick whichever is applicable.

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 enrollment ( )

Time management ( )

Lack of transport ( )

Low retention rates ( )

Others (Please specify).....

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

Employ more teachers to fill the gap ( )

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

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

Increase centres to attract nearby learners ( )

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

Others (please specify).....

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 programmes. 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 spaces provided. Respond to all items. Thank you.

### SECTION A: Background

1. What is 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                      (   )

Others (please state).....



6. Have you ever been in a formal school? Yes ( ) No ( )

If Yes, at what level did you drop out?

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

Any other (please state).....

7. Who provides for your education needs?

Self ( )

Sponsor ( )

Employer ( )

Any other (please state).....

## SECTION B

8. How long have you been in this programme?

6 months ( )

1 year ( )

Over 1 year ( )

9. What factors motivated you to join the ALP?

To get a certificate ( )

To know how to read and write ( )

To get a job ( )

For prestige ( )

To be able to keep accounts 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 finances ( )

Lack of community support ( )

Modes of delivery by teachers

Teachers teach very fast ( )

Too wide content covered ( )

Poor instructional methods ( )

Others (please specify).....

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

Consider the alternatives given 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).....

12. Give suggestions on what should be improved in ALPs

Employment of more teachers ( )

Putting up of more centres ( )

Better equip the already working centres ( )

Any other (please state).....

Thank you for participating in the study.

**APPENDIX D: Interview guide for the District Adult and Continuing Education Officer (DACEO)**

This interview guide is prepared for collecting information about what affects the successful implementation of literacy programmes. All responses 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 ALPs?(Please explain)
3. Are there adult education policies? (If yes, please explain)
4. Do you have factual data on learners' enrolment and completion rates in your district?
5. What are the challenges you encounter in the ALPs?
6. Do you have a follow up programme of those who have dropped out? (Please explain)
7. Are there any success stories?
8. What are your suggestions on how best to improve the programmes?

## **APPENDIX E: Research Permit**