

**THE CONTRIBUTION OF FUNCTIONAL LITERACY PROJECTS TO
GROWTH IN ADULT AND CONTINUING EDUCATION PROGRAMMS:
THE CASE OF KAJIADO CENTRAL SUB-COUNTY KAJIADO COUNTY.**

BY

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NAIROBI.**

Declaration

This research project is my original work and has never been presented for the award of any post graduate diploma in other institution.

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This research project has been submitted for examination with my approval as the university supervisor.

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Dedication.

I dedicate my work to my entire family majorly my husband Nicolas and my children Amos and JOY for the support which they have rendered all through the entire duration.

Acknowledgement.

I would like to acknowledge the following for their contribution towards the production of this piece of work.

First I wish to acknowledge my lecturer Dr. Naomi W .M Gikonyo for her efforts in guiding me through this study. I also wish to acknowledge my supervisor Mr. Augustine Mwangi for verifying and certifying this piece of work.

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List of Acronyms and Abbreviations

ABEC	Adult Basic Education Centers.
ACE	Adult and Continuing Education
AE	Adult Education
IGA	Income generating activity
Med	Ministry of Education

Abstract.

The study is out to investigate the effectiveness of functional literacy projects on growth in ace programs in Kajiado central sub county Kajiado County.

The study will be guided by the following objectives

- To determine the contribution of income generating activities to growth in ACE programmes in Kajiado central sub county e.g. goat keeping, bee keeping and beads making.
- To establish the contribution of functional skills e.g. carpentry, wood work etc to growth in ACE programmes in kajiado central sub county.
- To determine the extent to which social skills contribute to growth in ACE programmes in Kajiado central sub county.

The study will employ descriptive research design to establish the effectiveness of functional literacy projects on growth in ACE programs in Kajiado central sub county. Nine centers and nine adult teachers will be sampled through simple random sampling procedure and purposive sampling will be used to sample eighteen learners to participate through observation.

CHAPTER ONE

1.2 BACKGROUND TO THE STUDY

The declaration on human rights signed in Paris in 1948 included rights of each individual to education. One of the issues of major concern in education today is the eradication of illiteracy. This is due to realization and acceptance of the fact that education, in general and literacy in particular has implications for both personal and national development, Fordham (1985). Lack of literacy skills in the modern world constitutes under development, this is so because illiteracy imposes both relative and absolute burden on national economic well-being, WCEFA (1990). The world has about 771 million illiterate adults, this figure represent 18 percent of the global adult population, UNESCO (2006). This indicates that the illiteracy is widespread and it is a world problem. The universal declaration on human right further states that everyone has the right to education and elementary education shall be compulsory. Education shall be directed to full development of human personality and to strengthen the respect for human rights and fundamental freedoms, promote understanding, tolerance and friendship among all nations.

It should be emphasized that enjoyment of the right to fundamental education is not limited by age or gender; it extends to children, youth and adults, including young adults out of school and older persons. Fundamental education, therefore, is an integral component of Adult Education and Life- Long Learning. Because fundamental education is a right of all age groups, curricula and delivery systems must be devised which are suitable for students of all ages(Belanger Paul :2010).

Education must be accessible to all, especially the most vulnerable groups, in law and fact, without discrimination....The prohibition against discrimination...is subject to neither progressive realization nor the availability of resources; It applies fully and immediately to all aspects of education and encompasses all internationally prohibited grounds of discrimination (Archer David:2006).

Before the concept of functional literacy and or experiential learning could be defined and the need to investigate new ways and methods of tackling illiteracy be recognized, it was necessary for governments and public opinion alike to awaken to the seriousness of the problem, due not

only to the presence of mass of illiterates in the developing countries but also to the constant increase in their numbers (UNESCO: 1970)

In Africa, eight out of ten adults are unable to read and write. Adult and continuing education offers opportunities to learners outside the formal school system. It aims at providing such learners with opportunities for education, training and acquisition of life skills. The Adult Literacy rate in percentage of people ages 15 and above in Kenya was last measured at 87.01%. Adult literacy rate is the percentage of people ages 15 and above who can, with understanding, read and write a short, simple statement on their everyday life. (Pierre Thizien Seya: 1993) adult education and Africa development in the context of globalization with the Goethe Institute Gebrekristos Desta centre and the university of Addis Ababa. Pierre says he has focused on connections between adult education, development and globalization. He further states that adult education is a powerful instrument of democracy and social economic development. Literacy typically receives 1% of national education budget, a share that must rise if the Dakar literacy goal is to be achieved (UNESCO, EFA Report 2006)

Since independence, the government of Kenya has committed itself to provision of adult education, Kibera (1997). The government has placed adult literacy on its development agenda as part of the country's general policy of bringing about accelerated and sustainable socio-economic development (UNESCO, 2007). The real turning point of the development and organization of adult education in Kenya took place in 1961 when UNESCO and economic commission for Africa jointly organized and convened a conference of African countries in Addis-Ababa, to discuss educational needs and priorities with special reference to the role of education in Africa. In 1964 the Minister for Labour and Social Services drafted a bill for co-ordination of adult education activities to meet the recommendations put forward by the Ominde commission on adult education in 1966. The bill was passed and the Board of Adult Education was created in the Ministry of Labour and Social Services to advise the minister in matters relating to Adult Education, to identify and assess the need for development in Adult Education and to report annually Ominde commission report 1964)

In Kenya at independence the country was faced with the problem of illiteracy. National literacy campaign was launched in 1967 but did not realize much success. (GoK, 2005). The A.E unit continued to move from ministry to ministry and by 1976, it was taken to the ministry of housing

and social services. Its adult education teachers were mainly part time school teachers who were presumed to be knowledgeable on adult education matters. In 1976 it was placed under the Ministry of Culture and Social Services. It was also upgraded to a fully fledged department and given its own director (Government of Kenya, 1978).

In 1979 another national literacy campaign was launched. This had initial success but enrolment of learners and teachers began to drop year after year (GOK, 2005). In 1979 the enrolment was 415,074; in 2001 the enrolment was even lower at 92,052. The reason for decline according to the department of adult education was due to a combination of factors including lack of instructional materials, inadequate training of part time teachers and low motivation of learners (Rodgers 1993, Ekanadago, 2002).

The Kenya National Literacy Survey 2007 indicates that the government of Kenya is a signatory to all educational framework for action adopted at the world education forum in Dakar, Senegal (2000). Education is viewed as a vital ingredient of the development process for both local and international perspective. Education is one of the 13 most powerful instruments for the basis for sustainable economic growth (Republic of Kenya, 2003).

Adult and Continuing Education has an added benefit because literate parents value the education of their children (Republic of Kenya, 2007). Adult Basic Education (ABE) is one of the major components of the Adult and Continuing Education (ACE) subsector of education. It provides basic education and training opportunities to adults and out-of-school youth aged 15 years and above who have either missed their chances in the formal education system during their childhood or dropped out of school before obtaining sustainable education.

According to Population and Housing Census (1999), Adult Basic Education programme targets an estimated 4.2 million illiterate adults and another 2.2 million out of school youth.

According to vision 2030 the overall goal for 2012 was to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education. Other goals include achieving 80 percent adult literacy rate, increase the net enrolment rate to 95 percent which can only be realized after eliminating all the barriers hindering full participation of adult education learners.

The actual development of adult education began with the first UNESCO international conference on adult education in Denmark in 1949, and the second international conference held in Montreal Canada in 1960 where eight African countries were presented to discuss adult education. The Kenya national literacy survey indicates that the government of Kenya is a signatory of educational to all frameworks for action adapted at the world education forum in Dakar, Senegal (2000). Like Titmus (1989), Karani (1996) noted that there is a decline in adult literacy enrolment for the case in Kenya. She identifies factors that contribute to this decline as - inability to recruit adequate and qualified teachers, social factors which discourage some adults from attending classes, lack of adequate classes enough to attract adults and non-availability of appropriate reading materials in some ethnic language.

The issue of participation of adult education learners is universal. This has been a subject of study and debate in many countries for a long time. For example, Brazil had a total of 18 million illiterate people. The government embarked on a national effort to eradicate illiteracy. The Brazil government first obtained financial resources. Secondly it availed classrooms space for use and a volunteer teacher body and publishing firms to produce learning materials were put in place. The Brazilian population responded positively to the government's initiative (Bishop G. T. :1973). Adult basic education in Kenya has over the years been acknowledged as an important element in the country's development process. The government has acknowledged the necessity of adult education through various educational commissions set up to map out the way forward on matters of education. The Kenya Educational Commission report (Republic of Kenya, 1964) acknowledged that the socio-economic progress of the country depends on a general rising of the standards of education among the masses of population. The report indicated that older people cannot be written off and further asserted that the society should contain within itself at all times the means to educate the older generations in line with the changing requirements and values of the society. The report of the national committee on educational objectives and policies reiterated the importance of programme in Kenya. The report points out that the purpose of adult education in Kenya is to improve communication skills and knowledge making people more functional and highly productive.

Most of the recommendations made by Gachathi report (Republic of Kenya, 1976) stressed the need to facilitate the development of rural areas. The proposed development of lifelong

education and mass literacy programme cannot occur unless there is mobilization of teachers, equipment and other physical facilities to create learning conditions in the rural areas. According to the recent national adult literacy survey 7.8 million adults are still illiterate, (republic of Kenya, 2007). It further showed that the country had a national adult literacy rate of 61.5 percent and a numeracy rate of 64.5 percent. Indicating that more people were knowledgeable in computation than reading. The findings further show that an average of 38.5% (7.8 million) of the Kenya adult population is illiterate. The survey also revealed that women performed worse in reading and numeracy than men at 64.5% and 67.9% and 58.9% and 61.4% respectively. Enrollment in adult education programme declined sharply from 415,074 in 1979 to 100,029 in 2005. Enrollment rates for women, however remained above 70 percent of the total enrollment.

In Kajiado county level of literacy is 45% as most people are involved in other activities rather than attaining basic literacy. During the kajiado investors forum at KCB grounds on the governor Nkidianye said that the county is geared towards eradicating illiteracy levels in the next five years. Due to low enrollment and high dropout the Governor also stressed that as county leaders they are encouraged to see the high improvement in literacy levels in the vast county.

The county is ready to use other alternative approaches to embrace Adult education. Adult Education enrollment is 9000 learners (both male and female) but the average attendance is 7000 learners (both male and female). More learners register in Adult Education centers but they drop out before gaining basic skills, due to low motivation, poor learning environment among other factors.

1.2 STATEMENT OF THE PROBLEM

In Kenya, indicators show that there is a marked decline in adult- learner enrolment hence a persistent problem of illiteracy in the country. The study is therefore meant to review the contribution of functional literacy projects to growth of ACE programs in **Kajiado central sub-county**. This will go a long way in eradicating illiteracy and poverty hence a well-informed human resource capable of impacting positively on the County's sustainable development.

1.3 PURPOSE OF THE STUDY

The purpose of the study will be to find out the contribution of functional literacy projects on growth in ACE programmes in Kajiado central sub-county.

1.4 OBJECTIVES OF THE STUDY

The study was guided by the following three objectives:-

- To determine the contribution of income generating activities to growth in ACE programmes in Kajiado central sub county e.g. goat keeping, bee keeping and beads making.
- To establish the contribution of functional skills e.g. carpentry, wood work etc to growth in ACE programmes in kajiado central sub county.
- To determine the extent to which social skills contribute to growth in ACE programmes in Kajiado central sub county.

1.5 RESEARCH QUESTIONS

- How is income generating activities contributing to growth in ACE programs in Kajiado central sub county
- How is bee keeping, Goat keeping, and Bead making contributing to growth in ACE programs Kajiad central sub- county?
- How are functional skills contributing to growth in ACE programs in Kajiado central sub county?
- How is carpentry, dress making and hair dressing contributing to growth in ACE programs in Kajiado central sub county?
- To what extent has social skills contributed to growth in ACE program in Kajiado central sub county?
- How is peace, attitude and behavior contributing to growth in ACE program in Kajiado central sub county

1.6 SIGNIFICANCE OF THE STUDY

It is believed that the findings of the study will assist the stakeholders to identify the contribution of functional literacy projects on the growth of ACE programs. The stakeholders will also be aware of the challenges met in ACE programs and how they can be managed. Similarly they will be able to realize the right functional literacy projects to use in ACE programs.

1.7 LIMITATION OF THE STUDY

The research will be hindered by the following during the time of study.

1.7.1 Time finance and weather

There might be limited time within which the researcher will be expected to present the findings. As a result of this the sample will have to be brought to economic minimum. This will make the researcher to be limited in its representativeness as it only focused on a few centers. It will be difficult to get external validity for a more conclusive research. All the adult centers within kajiado central sub county could be covered but it might not be possible due to financial and other logistical constraints. Similarly the study will be carried out during rainy seasons and it will and it will be difficult to move from place to place since it will be muddy and chilly.

1.7.2 Poor physical infrastructure

The roads could be impassible since they are not all tarmac ked and may be swept away thus the researcher may not reach some centers.

1.7.3 Poor response

The researcher may not get the required information because of rejection from the respondents since some of them do not want to associate themselves with Adult Education.

1.8 DEFINATION OF SIGNIFICANT TERMS

Adult: Refers to any person aged 18 years and above as provided for in the Kenya Constitution and in conformity with Acts of Parliament including the Registration of Persons Act and the Children Act (2001).

On the other hand, UNESCO defines an adult as an individual whose age and biological state requires an expected form of behavior and a set of social roles. The policy also takes cognizance

of persons under the age of 18 who are regarded as adults by their communities by virtue of the roles they play.

Adult Education: Adult Education is a set of activities designed for the purpose of bringing about learning among those whose age, social roles and self-perception define them as adults. The term adult education denotes the entire body of organized educational processes, context, level and methods whether formal or non-formal

Adult and Continuing Education (ACE): It is the entire body of learning processes within the perspective of lifelong learning whereby adults and out of school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.

Literacy: Defined as the ability to read and write in any language with understanding.

Literacy education: The first stage of the adult learning activity that comprises the 3Rs: reading, writing and arithmetic.

Basic Education: Refers to primary and secondary education or their equivalence.

Basic literacy programme:

This programme is basically for the first timer. That is those that have never had the opportunity of being literate before. They are taught all the skills that enable them acquire rudiment of knowing how to read and write. Every other thing that would assist them to relate and function effectively in their environment is included in their curriculum.

Continuing Education: Refers to all educational processes that enable persons to continue learning across the life span especially the programmes intended for adult learners who already have an education and are simply continuing from whatever level and is often taken for personal and vocational enrichment.

Adult Learning: Encompasses formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory and practice-based approaches are recognized.

Post literacy:

This is the second stage of adult literacy class. Those that successfully completed the basic literacy move to this class. As an intermediary between basic and advance class,

Lessons are held in English language. Subject like science is included.

Functional literacy

Literacy activities in this category prepare the learners for skills and knowledge that could be used to be independent. Women go for skills like tie and dye, soya making, cloth design, tailoring, and so on, while men can teach mechanic, brick lying, and weathering, in addition to literacy. Sometimes, independent professional practitioners are contacted to train learners on vocation that are not readily available in the agency.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The chapter gives details of what other scholars have written about the contribution of functional literacy projects on the growth of ACE programs.

The materials used includes newspapers, journals, magazines articles and educational related websites over the internet

2.2 CONCEPT OF FUNCTIONAL LITERACY.

The term 'literacy' does not in itself have an easy definition. This is because of the interdisciplinary, complexity and diverse nature it possesses. Therefore, there are different forms of literacy. A person could be literate in his dialect but be illiterate in the regional, national or another man's language. A Professor of Mathematics could be an illiterate in computer application/programme or even in a language. There could also be verbal or visual literacy. To most people, literacy means the ability to read and write, to understand information, and to express ideas both concretely and abstractly. The assumption is that "to read and write" means to read and write text. Although media and computer literacy are occasionally mentioned in these definitions, media literacy is most often defined as the ability to understand how television and film manipulate viewers, and computer literacy is generally defined as the skills to use a computer to perform various tasks such as accessing the web (Olojede: 2012).

It is necessary for people to understand that there exists a close link between illiteracy and underdevelopment, and to realize the limitations and short-comings of traditional literacy work, based on straight -forward reading and writing (Gerith Petty: 1989). Broadly speaking, the initial phase of adult education programme back in the 1970s revolved within and around the 3Rs (Reading, wRiting, and aRithmetic)

In the truest sense, functional literacy should take to mean any literacy operation conceived as a component of economic and social development projects.(UNESCO: 1970 , pg. 9)

A person is functionally literate if he can engage in all those activities in which literacy is required for effective functioning in his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development” (UNESCO, 2009). But in today's world, where we read not only words in a written text, but also a wide variety of other symbolic codes for transforming reality, literacy can be defined as “the ability of a person to code and decode, smoothly and effortlessly, and with understanding, a living and growing system of symbolic transformations of reality, including words, numbers, notations, schemata, diagrammatic representations and other marks, inscribed on paper or other two-dimensional surfaces (cloth, celluloid or the screen of a computer terminal), all of which have become part of the visual language of a people and have thus come to be collectively and democratically shared by both the specialist and the non-specialist (such ability having become part of the current social, economic, political and cultural demand system of a society” (Bhola, 1984).

Adults use literacy for many purposes and acquire literacy in many ways. The motivation to improve literacy in adult life is frequently connected to change, whether in personal life or in society. Adults may recognize a need to improve their literacy skills when they start a new job, when their children start school and want help with homework, when a relationship ends, or when they lose their usual forms of employment. Societal changes demanding new skills in literacy and numeracy may include economic or forced migration, industrialization and the passing of subsistence economies and traditional forms of labor, social and economic development, and deepening of democracy. All these and several other reasons could help reshaping adults' life and the need to participate in adult literacy programmes.

2.3 THE CONTRIBUTION OF INCOME GENERATING ACTIVITIES TO GROWTH IN ACE PROGRAMS

2.3.1 Contribution of bee keeping on growth in ACE programs.

There are many benefits of beekeeping that beekeepers find irresistible. Keeping bees is among the simplest money-making activities that people can do at home. Bees are easier to take care of than animals like cows and goats. Success in beekeeping depends on how equipped a potential apiarist is. Being equipped means having the right tackle and knowledge in regard to bee nutrition, handling and health. According to (Calin Balas 2012) He further states that bees produce a product called honey. Everybody loves honey because of its sweetness. It is eaten raw mainly but some people boil it in beverages such as tea and coffee. Honey is one of the ancient medicines that were used to treat wounds, ulcers, skin and other parts of the body. Today companies that make skin-care products reap the most benefits of beekeeping. Not only do they use honey to make various skin beauty products but also royal jelly. Also called bee's milk, royal jelly is a whitish fluid that is naturally produced by bees and it is a major ingredient in various anti-aging products.

Everyone wants to look young these days and bee's products including beeswax have desirable properties known to keep the skin soft and healthy. As a beekeeper this means that keeping bees will guarantee more money. Honey, royal jelly and beeswax are all priceless products that most people demand on a daily basis. The benefits of beekeeping will not only come in the form of money a farmer could make after selling the above mentioned products. Bee farmers can also use these ingredients to improve their body health and skin appearance

2.3.2 Contribution of goat keeping on growth in ACE programs.

Goats are a dry-climate species. They can handle hot and cold but they don't do well in wet or wet and windy climates. Goats are not "little cows" and they should not be mentioned in the same sentence as sheep. Cattle and sheep are grass eaters. Goats are foragers/browsers -- not grazers; they move over acreage and eat like deer, "from the top down" to avoid stomach worms that suck blood that cause anemia and death. You can't deworm your way out of stomach worms either; frequent deworming simply builds super worms that are resistant to all classes of dewormers. Wet marshy climates are death to goats. I know that many people are trying to raise goats in such areas, but they are

struggling with worms, hoof rot, coccidiosis, and a host of other problems that they can never totally overcome and their goats will never perform to their optimum because these conditions hold them back. I live in dry west Texas, which is goat country. (Suzanne W.Gaspartto 2014).(Dr. Jim Miller 2014) A parasitologist at Louisiana University similarly says. If you are going to raise goats for meat purposes and make money doing it, you must have sufficient land for goats from which they can feed themselves most of the year, supplementing only in times of bad weather. Bad weather is defined as all sorts of environmental stressors like extreme cold and heat, droughts, floods, high winds especially when coupled with rain, etc.

He further states that goat keepers should understand the nutrition and health care of goats to maximize the outcome.

2.3.1 Contribution of bead making project on growth in ACE programs.

(Kimberly Voaden 2014) Grasping: Various sizes of beads promote different grasps.

Larger beads often promote the "3-jaw chuck" grasp, similar to holding a large pencil or marker. Smaller beads encourage children to use their pincer grasp, thus strengthening the small muscles

In-hand manipulation skills: Many components of making a beaded craft increase strength and coordination in the small hand and finger muscles. For example, picking a bead up from the beading tray, and then manipulating it in one's hand until it is pinched between your thumb and finger, involves translation, shift and rotation movements of the bead within the hand.

Visual Perceptual Skills: Visual Discrimination, Scanning, Visual Memory: The learner must be able to remember the beading pattern to determine the bead they want to use.

Once they know what bead they want, visual discrimination assists them in selecting the bead that fits their mental image of the desired bead. Finally, the child must scan across many different beads before finding the desired bead.

2.4 Contribution of functional skills to growth in ACE programs

The world bank states that strong job growth is only possible with the legalization of the informal business sector, which can increase house hold productivity. Accordingly the economic empowerment program implemented by (KALA) Kenya adult learners association tackles vulnerability of farmers to climatic condition-a serious challenge to development in rural Kenya-by equipping participants with skills which allows them to engage in other income generating activities besides farming (world bank 2013)

By focusing on women and youths in rural areas as main target group, KALA`S literacy program addresses some of the county major problems, educational short comings, poverty, unemployment and social marginalization.

KALA in various rural areas aims to provide hands- on training to economically empower adults and youths by equipping them with basic literacy and functional skills. Such activity leads to important supplementary income thereby reducing the dependency of house hold on income.

The adults' learners are able to acquire skills in the prevention, control and reduction of health issues that may reduce their working capacity as well as undertake kitchen garden programs which demonstrate new methods of food production. The program aims at improving the lives of women and youth through functional literacy by increasing the enrolment of learners in literacy classes, facilitate entrepreneurship and management training for adult learners and facilitators, initiate capital saving grant to women and youths and monitor and supervise small business and literacy classes.

2.4.1 Contribution of carpentry to growth in ACE program

Carpenters receive formal, informal or a mixture of these in terms of adult education. This education provides the necessary knowledge and skills for the carpenter to do his or her jobs.

In addition to informal learning on the job, the students can find carpentry programs at county collages and trades school. This program often includes an apprenticeship and leads to an associate degree upon compulsion.

Hands on carpentry experience are factored into this education once academic fundamental are installed. This form of adult education is best suited to provide you a functional understanding of carpentry, applicable to large project or supervisory position. According to bureau of labour statistics (BLS) a carpentry apprenticeship takes three or so years and include 2000 on the job training hours and 144 technical training hours per year (www.bls.gov) students may earn an associate degree during the process.

2.5 The contribution of social/life skills to growth in ACE program

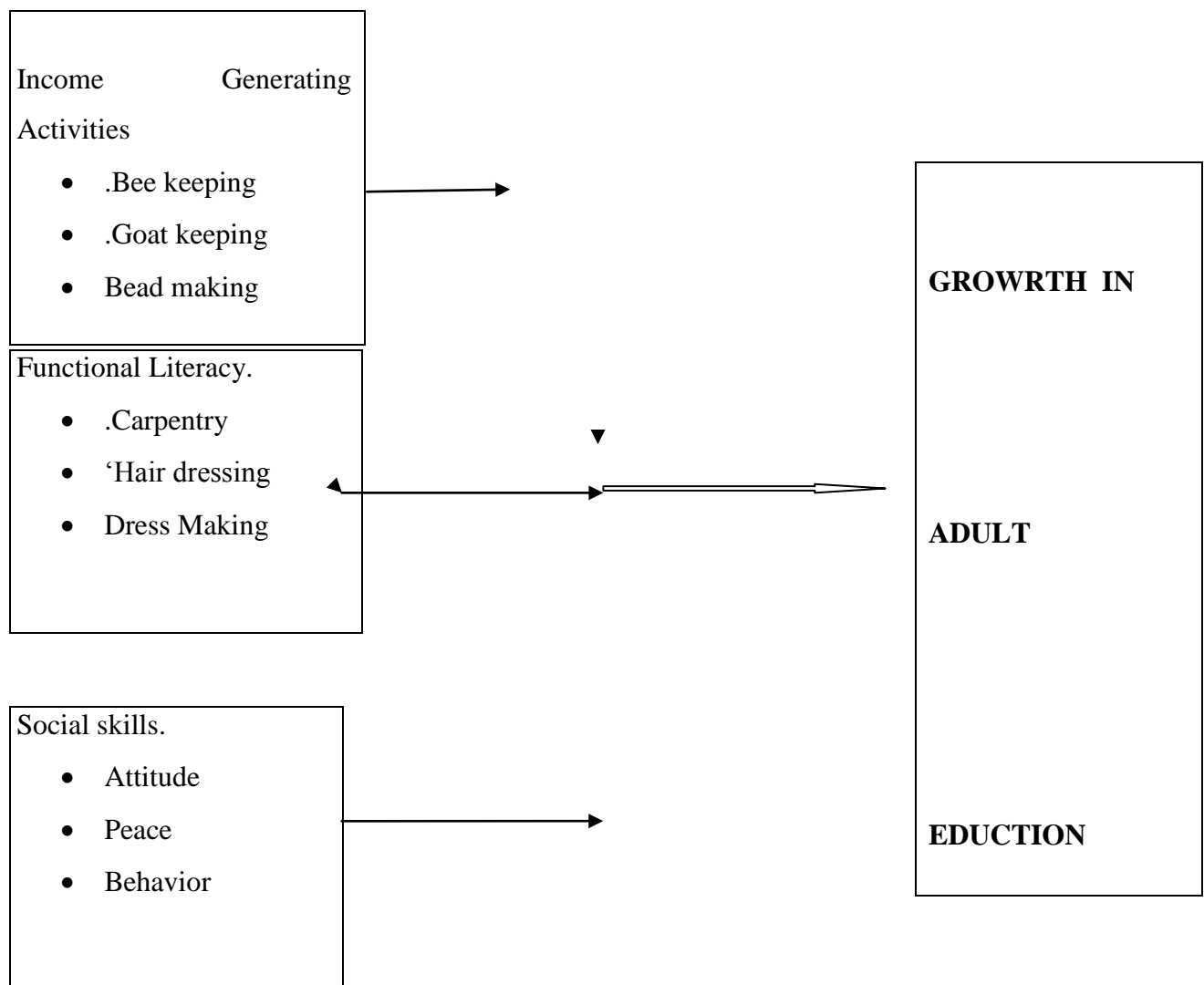
Regular physical activities help build strong bones and muscles, help control weight and play a major role in improving blood pressure and cholesterol level (NASPE 2008).

Play is an important human behavior. While the forms of play change throughout the life span, the need for playful activities does not. (MALINA 1996) physical play is a critical contributor to the development of children's social skills and well-being of adults. The institution and low environment that do not provide opportunities for playing deprive people to develop the social skills as it is important to our wellbeing. Studies show that regular physical activities reduce stress and improve self-esteem. Actually there is more evidence that physical activities enhances cognitive functioning (Castelli et al 2007), time spent in physical activities in school base does not decrease academic performance but instead increases it (Dwyer et al 1983, Sallis et al 1999, shepherd 1997, Strong et al 2005)

CONCEPTUAL FRAMEWORK

Independent Variables

Dependent



CHAPTER THREE; RESEARCH METHODOLOGY

3.1 INTRODUCTION.

The chapter discusses research design, research approach, sample population and size, sampling procedure, research tools. Data collection procedure, data presentation and analysis.

3.2 RESEARCH DESIGN.

The research will use a descriptive research survey in conducting the study. The design is considered appropriate since it involves collecting data to answer questions on the current status of the study and helps the researcher to obtain the right information from the respondents. Eagarhatt (1972) says descriptive methods are best in obtaining data to evaluate present practices and describing a given program

3.3 TARGET POPULATION.

The study will target 9 adult education teachers and 400 learners in Kajiado Central Sub-County. The sub-county has 16 learning centers, 12 adult education teachers and 400 learners in approximation.

3.4 SAMPLE SIZES AND PROCEDURE.

This is important because it helps the researcher to achieve the required information since she will not use the entire population of the area of the study to collected data

Sample	Total population	No sampled
Adult education teachers	12	8
Adult learners	400	10

Adult education centre	16	10
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3.5 METHODS OF COLLECTING DATA.

3.5.1 QUESTIONNAIRE.

- Questionnaires will be used in gathering the information from the adult education teachers, primary heads and learners. Structured questions to be responded to. The information collected will be to ascertain the contribution of functional literacy projects on the growth of ACE programs.

3.6 METHODS OF DATA ANALYSIS.

- The obtained data will be classified qualitatively and quantitatively by means of tables and percentages.

3.7 EHTICAL CONCIDERATIONS

3.7.1 RELIABILITY

The researcher has decided to use simple random sampling procedure on adult centers and purposive sampling selecting adult teachers to help obtain the reliable information of the study. The questionnaire will be used in gathering these in formations on both the adult teachers and adult learners.

3.7.2 VALIDITY

The information connected will be presumed to be valid as the source of collection is from the reliable individuals. Both adult learners and adult teachers hold a variety of information and experience in adult education programs, therefore any information from them shall be treated as valid.

3.7.3 PILOTING The data obtained will be pretested to find out if really the functional literacy project contribute to growth in adult and continuing education program in kajiado central sub county and what impact they hold in the program.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS.

4.1 DATA ANALYSIS.

Here the researcher analyses the collected data by the use of tables and percentages to verify the effectiveness of the study.

4.2 DATA PRESENTATION.

TABLE 4.2.1 EXPECTED NUMBER OF RESPONDENTS.

This will enable the researcher to get the accurate information of the study.

SAMPLE	EXPECTED NO.	NO.RESPONDED	%
A.E TEACHERS	9	8	90%
PRIMARY HEADTEACHER	10	10	100%
ADULT LEARNERS	16	10	100%
TOTAL	25	28	87%

TABLE 4.2.2 AGE VARIATION AND SEX OF RESPONDENTS

This showed that the respondents were mature and aware of what they were responding to and the problem affecting them.

CATEGORY	AGE RANGE	MALE	FEMALE	TOTAL
AE TEACHERS	35-50	5	5	9
PRIMARY HEADTEACHER	35-55	6	4	10
ADULT LEARNERS	20-60	5	11	16
TOTAL		15	20	35

TABLE 4.2.3 OCCUPATION OF THE RESPONDENTS.

This enabled the researcher to understand and evaluate more of the respondents concern on the case study.

OCCUPATION	EMPLOYED	%	NOT EMPLOYED	%
AE TEACHERS	9	100%	—	—
PRIMARY HEAD TEACHERS	10	100%	—	—
ADULT LEARNERS	6	37%	10	63%

	25	237%	10	63%
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CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECCOMENDATIONS.

5.1 INTRODUCTION.

In this chapter, the researcher gives the summary of findings, the conclusions and recommendations for further study. The researcher was guided by the three objectives and six questions.

5.2 SUMMARY OF FINDINGS.

The research was done in Kajiado Central Sub-County and investigated the contribution of functional literacy projects to growth in ACE programs.

The study found out that the projects available included; income generating activities, functional skills and social skills. However it was realized that more projects were needed to motivate learners, both in class and practical application of whatever has been learnt

5.4 DISCUSSIONS

The study has revealed that the presence of functional literacy projects in ACE programs contributes a lot to the enrolment and performance of learners at the learning centers. It is also noticed that learners are able to put into practice these projects and even generate income from them. The area of study has shown a positive response from the learners on these projects and therefore the government should put more efforts in funding these projects to motivate the learners from the area and improve their performance and enrolment in class.

5.5 CONCLUSION.

The study has found out that Adult Education has provided development projects hence increased food production and self-employment in the area of study. However, more projects are needed to help the learners and the entire community to diversify evenly on different projects.**5.6**

RECOMMENDATIONS

From the findings realized by the researcher, it is important that a concerted effort is applied in implementing these projects to help promote the reading and learning culture among the learners in the Sub County. This will help reduce the rate of illiteracy and poverty in the area of study and will help sustain learners in class.

The stake holders of ACE programme should be encouraged to provide more financial support and seek for market for the finished products within and without the Sub County.

Rewarding the best performers for enticement and motivation of both the learners and the teachers. This will further encourage mentorship in entrepreneurial skills in the Sub County.

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APPENDICES

APPENDIX A: ----- Letter of Introduction.

QUESTIONNAIRES

The researcher is a student pursuing PGD in Adult education and community development.

Kindly answer the questions to the best of your knowledge because all the information provided is purposely for this study and will be handled confidentially.

The questionnaire aims at marching the public on contribution of functional literacy projects on the growth of ACE in Kajiado Central Sub-County.

Note that any information given by you will be treated with confidentiality.

- 1) Are you aware of the presence of functional literacy project?
Yes_ No_
- 2) If yes, how do you utilize them in your ACE?

- 3) Are there learners who have been affected by the presence of the functional literacy project in your Centre?
Yes_ No_
- 4) If yes, how have they been affected?

- 5) How do the affected learners perform in class?

- 6) How do you handle the negatively affected learners?

- 7) I) Does bee keeping project contribute to your learning?
Yes_ No_
II) If yes, how?

- 8) How effective is goat keeping project to your ACE programs?

- 9) What is the contribution of bead making project to your ACE programs?

- 10) Does the presence of functional skills contribute to your learning?

- 11) How are social skills contributing to your learning?
