IMPACT OF COMMUNITY SUPPORT GRANT

(CSG) ON ADULT EDUCATION ENROLMENT AND SUSTAINABILITY

IN NAIROBI

BY

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DECLARATION

This research project is my original work and has not been presented for the award of a post-graduated diploma in any other university.

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DEDICATION

This research project is dedicated to my beloved wife Lucy Akinyi Oyucho and My children; Franklin Otieno, Mercy Atieno, Michael Ochieng, Rose Aoko and Antony Were for their patience, love and encouragement during my absence as I pursued my studies when they needed me most, I therefore dedicate this work to them as a sign of appreciation.

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I am grateful to my wife Lucy Akinyi Oyucho for her special support, my learning mates and friends.

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LIST OF ABREVIATION

KESSP - Kenya Education Sector Support Programme

CSG - Community Support Grant

FPE - Free Primary Education

EFA - Education for all

BAE - Board of Adult Education

TIQET - Totally integrated Quality Education and Training

MDTIs - Multi-purpose Development Training Institutes

Cos - Civil Organisation Societies

NGO - Non-Governmental Organization

CBOs - Community Based Organization

UNESCO - United Nations on Education, science & cultural Organization.

FLEP - Functional Literacy Experimental Programme

ABSTRACT

This study was set to assess the impact of the Community Support Grant on the enrolment and sustainability of Adults' Learners in the Learning Centres, in Nairobi County, in Kenya. The specific objectives were to identify the challenges facing Adult Literacy centres, to determine the influence/impact CSG has on the Adult Literacy centres, to assess the role of CSG on Adult learners' enrolment in Nairobi and to examine the level of Adult Learners sustainability in Adult learning centres in Nairobi. The researcher used descriptive survey research method to determine specific characteristics of a group. The target respondents included representatives of class management committee members, Adult Education instructors, adult education learners, church leaders, community members and area location Assistant Chiefs and chiefs. The researcher dealt with 300 respondents and applied simple random sampling where every potential respondent had equal opportunity to participate. The researcher used questionnaires, discussions, observations and interviews as a data collection procedure. The researcher also applied observation survey method which indicated that the adult learners previously found it economically difficult to purchase learning materials for themselves as well as their children in various learning institutions. The data analysis involved a simple comparison of the objective of the study or the statement of the problem and the direction of the general responses of the respondents. The data was analysed in tables which formed the basis of interpretations of the data and presentation techniques. The study findings show that with the introduction of Community Support Grant to Adult learning centres, there is over whelming rate of enrolment in Adult Education Centres as learners get encouraged to join the programmes they feel part of. Learners are able to access more learning factions, materials and better or improved infrastructure and participate fully. The study revealed that with the introduction of community support grant, from the government of Kenya and various education stakeholders, learning materials and learning facilities were made available to the learners as wells as improved learning environment which attracted many drop outs and many potential learners to re-enrol and enrol in the adults literacy centres respectively.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The right of all citizens to education was solemnly proclaimed by the Universal Charter of Human Rights in 1948. Many countries deemed it fit to guarantee it by law or national constitutions. In Kenya the right to education is enshrined in the constitution and various Acts of parliament.

Kenya is signatory to various international declarations and conventions in education and is committed to ensuring the right of every citizen to access quality education as contained in the World Declaration on Education for All (Jomtien, Thailand, 1990), Dakar Framework for Action on Education for All (EFA), (Dakar, Senegal 2000) and the Belem Framework for Action, (Belem, Brazil 2009).

EFA targets for Adult education are: - to promote learning and life skills for young people and adults through equitable access to appropriate learning and life skill programmes, to reduce adult illiteracy levels by 50% by the year 2015. Adult Education has been in the country's development agenda since independence in 1963 as evident in sessional paper No.10 of 1965, which declared "a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all". Literacy was seen as essential in fighting these ills and hence necessary for sustainable development. During 1960s and 1970s the main providers of Adult Education were Non-governmental Organization, (NGO's) and Community Based Organization (CBOs) with government efforts being channelled through a Division of Adult Education within the Department of social services. At the National Conference on Education and Rural Development held in 1966 in Kericho, it was noticed that a more significant contribution to rural development could be made through

strengthened and more coordinated educational services for Adults. This prompted creation of the Board of Adult Education (BAE) in 1966 by an Act of Parliament, Cap 223 Laws of Kenya to coordinate, regulate and advise providers and policy makers on Adult Education matters.

A second approach was through the Functional Literacy Experimental Programme (FLEP) which was launched in 1972 in six pilot districts to address the economic and functional needs of the target population with a view to replicating successful experiences in other parts of the country but it failed. Board of Adult Education (BAE) established some Multipurpose Development Training Institutes (MDTIS) in parts of the county to train Community members to promote functional literacy in the country. The institutes continue to provide integrated education services to the communities. The other strategy was mass literacy campaign, a "one – take off" approach within the 5 years Development plan period of 1979 – 1983. The campaign was launched in 1979 when the government committed itself to eradicate illiteracy through massive mobilization of resources and consequently the establishment of a full Fledged Department of Adult Education in April 1979 to spearhead the campaign.

Another strategy was the multi-sectorial approach whereby the government recognised and appreciated the many Civil Society Organization (CSO), Non-governmental Organization (NGOs) and Community Based Organization (CBOs) providing Adult Education Programmes, as true and valued partners. Many commissions of inquiry, working Committees and working parties have been created to examine and propose strategies of achieving the overall national education objectives. The following documents have been funder mental in influencing the development of Adult education in Kenya.

Kenya Education Commission 1964, which recognized Adult Education as an important ingredient of any programme for social progress. Sessional paper No.10 of 1965 provided "a carefully planned attack on poverty, disease and ignorance in order to achieve social justice,

human dignity and economic welfare for all". Board of Adult Education Act of 1966, established the Board of Adult Education (BAE) to coordinate, regulate and advise on the promotion of Adult Education in the Country. National Development Committee on Educational objectives and policies of 1976 underlined the need for lifelong learning and continuing education to enhance productive capacities of all Kenyans.

Sessional paper No.6 of 1988 enunciated the objectives of Adult Education and called for renewed commitment to the eradication of illiteracy. Report on totally integrated Quality Education and Training (TIQET) of 1999 recognized the Adult Education provision and recommended strengthened partnership between the government and other stakeholders in effective and expanded delivery of Adult Education programmes. Poverty Reduction strategy paper 2001-2003, Economic Recovery Strategy for Wealth and Empowerment creation (2003-2007) and National Poverty Eradication strategy 1997-2010 recognise that education for Adults plays a key role in human resource development, and great strategy for poverty reduction and economic recovery.

Free Primary Education (FPE) programme (2003) aimed at achieving EFA goals of increasing Literacy among adults and out-going school youth. Sessional paper No.1 of 2005 on "A policy framework for Education, Training and Research" recognizes Adult Education as a means of empowerment for individuals and the society. Kenya Education Sector Support Program (KESSP) 2005-2010 aimed at fulfilling the Millennium Development Goals (MDGs) and Education for All (EFA) goals in Kenya recognizes Adult Education as one of the 23 investments programmes.

Gender policy in Education (2007) that underlines the need to increase participation of illiterate adults, particularly out of school Youth, women in gender equitable basic literacy and adult education programmes. The Kenya National Adult Literacy Survey (2007) made

recommendations for the strengthening of Adult Education Programmes. 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 achieving 80% adult literacy rate.

Adult Education in Kenya is offered in 3 forms:-

Literacy programmes: that provides knowledge and skills to adults and out of school youth to enable them improve their quality of life and to contribute effectively to national development, through a basic literacy and post-literacy programmes.

Continuing Education Programmes; this includes all learning opportunities all people want or need outside basic literacy education and primary education (UNESCO 1993). The programmes build on previously acquired knowledge and skills for purposes of certification, self-improvement and more effective participation in community and national development. It provides Adults opportunities to integrate into the formal education system as well.

Community Education and Extension programmes, this targets both the Literates and illiterates adults who have interest in improving their knowledge and skills to engage in gainful employment and improve quality of life. Adult Education instils knowledge and skills, values and positive attitudes, helps citizens to participate effectively in the management of their resources, conservation of environment, natural resources and cultural heritage as well as participation in the democratic process. It therefore impacts all sectors of national development including Agricultural sector, Education sector, informal sector, Health sector, Democracy and Governance, Gender, Equity and Empowerment, Environment as all these require Literacy to be effectively achieved.

1.2 Statement of the problem

Adult literacy classes are faced with the problem of sustainability after enrolment as many adult learners drop out before completing the education programme. There is strong relationship or correlation between the learners' enrolment and sustainability with provision of proper learning environment, facilities and materials World over, in Kenya and Nairobi community. There is need to investigate the relationship between the learners' enrolment & sustainability with proper learning environment, provision of learning facilities & materials so that retention of adult learners enrolled in adult literacy classes can be increased.

1.3 Purpose of the Study

The study was conducted to investigate the impact of community support grant on enrolment and sustainability on Adult Education learners in the literacy centres in Nairobi.

1.4 Objectives of the Study

The main objective of the study was to examine the impact of community support grants on adult education enrolment and sustainability in Nairobi.

1.4.1 Specific Objectives

The study specifically sought;

1. To identify the challenges facing Adult Literacy centres

2. To determine the influence/impact CSG has on the Adult Literacy centres

3. To assess the role of CSG on Adult learners' enrolment in Nairobi

4. To examine the level of Adult Learners sustainability in Adult learning centres in Nairobi

1.4.2 Research Questions

The study was guided by the following objectives;

1. What challenges face Adult Literacy centres?

2. What influence/impact CSG has on the Adult Literacy centres?

3. What is the role of CSG on Adult learners' enrolment in Nairobi?

4. What is the level of Adult Learners sustainability in Adult learning centres in Nairobi?

1.5 Significance of the Study

The study would enable the government to understand challenges faced in the Adult Literacy Centres in Nairobi by providing the desired quality assessment of the impact of Community Support Grant on the Adult Literacy Centres. The study will act as an eye opener to the government on the impact of the Community Support Grant. If the study had not been conducted the government would not be able to realize the value of the Community Support Grant on the Adult Literacy Centres.

1.6 Limitation of the study

The study required money for successful completion, which had to come from the researcher. The research consumed a lot of time as it was necessary to reach out to respondents in various parts of the county for proper management of interviews. Transport posed a challenge as most of the times traffic jams could cause a lot of delays to move from one literacy centre to the other one.

The vastness of the study area made it difficult to access one Literacy Centre to another in stipulated period.

1.7 Delimitations of the study

The interviewees were very receptive and responded well during the process of interview periods which enabled the research to carry out the study in time and easily gather the information required. Means of transport was always readily available to move from one learning centre to the other one which made easy access to the centres.

1.8 Basic Assumption of the study

a. The study is based on the assumption that if Community Support Grant is provided to Adult Literacy Centres more learners will join Adult Literacy centres.

b. It also based on the assumption that if Community Support Grant is sustained it will reduce level of illiteracy to the government postulated level.

c. It is further based on the assumption that if Community Support Grant remained available all the time, adult learning centres will ever be conducive and inductive.

1.8 Definition of terms

Adult Education: "Activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults. Merriam and Brocket (1977:13).

Adult: An individual whose age and biological state requires an expected form of behaviour and set of social roles.

Continuing Education: Subset of adult education that seeks to positively link the need and aspirations of individuals with educational activities for the full development of their potentialities and for the socioeconomic and political development of a nation – state's Tahir (2000:147).

Lifelong Learning: The idea that individuals can engage in learning throughout their life span in order to cope with life issues.

Motivation to learn: The interest that student possesses for learning new material or a particular subject.

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1.10 Organization of the study

The study in this chapter tries to explain the impact of CSG on enrolment in Adult Literacy centres under the following heading; introduction, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumptions and definition of significant terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature and research done by various scholars in the Adult Education. It will cover the various elements of Adult Education activities in relation to enrolment and retention of learners in Adult Literacy classes.

2.2 Adult Education

The early writings of Edward Linderman opened the floodgate for debates about what purpose of Adult Education should be in his observation that "this new venture is called Adult Education not because it is confined to adults but because adulthood and majority defines its limits" (Lindeman(1926:4). Courtney (1989) smith (2001) suggested that adult Education could be explored from five basic and overlapping perspectives in African context which include: the work of certain institutions like trade unions for mine workers in South Africa, Maendeleo ya Wanawake in Kenya and Human Rights Organizations. The activities of these organization shaped adult Education.

Special kind of relationship, its relationship between adults in which a conscious effort is taken by the adult to learn something in either formal setting or informal setting. Profession or a scientific discipline. Smith (2001:1) noted that "the focus here is on two attributes of profession; an emphasis on training or preparation, and the notion of specialised body of knowledge, under planning training and preparation. Brookfield (1986:20) the way in which adults are encouraged to learn and aided in that learning is the single most significant ingredient of adult education profession, a historical identification with spontaneous social development. In Africa and some countries worldwide, adult Education can be seen as a result of unionism, political parties, political movement, and women social movements.

2.3 Forms of Adult Education

The term continuing education has been used to refer to Adult Education in Africa and many parts of the World. Tahir (2000-147) defines continuing education as that subject of Adult education that seeks to positively link the needs and aspirations of individuals with educational activities for the full development of their potentials and for the socio economic and political development of a nation/state'. He further states that continuing education 'implies that the learners have had some contact with the school system and are striving to build into the knowledge, skills and ideas already acquired' Tahir (1985-4).

Youngman (1998) provide clear summary of the various terms already used to refer to Adult education in Africa as follows; agricultural extensions, in-service training; literacy; out-of-school education; audio-visual education for Adults; mass media education; vocation education; community development; and cooperative education. Adekambi and Modise (2000:67) note that Adult education practices in Africa include "evening classes, Library services, extra-rural education, trade unions education, secretarial training and popular theatre.

2.4 Goals and purposes

UNESCO (1976:2-3) observed that the aims of Adult education in Africa and other continents should be to contribute to: promoting work for peace, international understanding and cooperation, developing a critical understanding of major contemporary problems and social changes with a view to achieving social justice, promoting increased awareness of the relationship between people and their physical and cultural environment, and to respecting nature, the common heritage and public property and creating understanding and respect for the diversity of customs and cultures and to developing solidarity at the family, local, national, regional and international levels.

Acquiring, either individually, in groups or in the context of an educational establishment, new knowledge, qualifications, and attitudes or forms of behaviour conducive to the full maturity of the personality. Ensuring the individual's conscious and effective incorporation into working life by providing men and women with an advanced technical and vocational education so as to develop the ability to create, individually or in groups, new material goods and new spiritual or aesthetic values. Developing an understanding of the problems involved in the upbringing of children. Developing an attitude whereby leisure is used creatively for acquiring any necessary or desired aesthetic values. Developing the ability to critically use mass communication media, in particular radio, television, cinema and the press so as to be able to interpret the various messages addressed to modem men and women by society.

Developing an altitude for learning how to learn. Lindeman (1989) identified two general purposes of Adult Education as individual improvement and societal development. Merriam and Brockett (1997:17-18) said Adult education will become an agency of progress if its short-term goal of self-improvement can be made compatible with a long-term, experimental but resolute policy of changing the social order, changing individuals in continuing adjustment to social functions – this is the bilateral though unified purpose of adult education."

Knowles (1980) observes that the mission of Adult education is one of satisfying the needs of individuals, institutions and society. Adult educators have the responsibility of helping individuals to satisfy their needs and achieve their goals. While summarising goals and purpose of Adult education in Africa and the rest of the World, Merriam and Brockett (1997:19) include the need to meet civic and social responsibilities, political needs, facilitate change, enhance personal and social improvement, promote individual and organizational productivity, career development, remedial and scholastic and maintain the good social order.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses how research was carried out under the following sub-heading: research design, target population, Sample and sampling procedures, data collection procedures and data analysis techniques.

3.2 Research design

The researcher used descriptive survey research method to determine specific characteristics of a group. A descriptive survey research involves asking questions in the form of questionnaires or interview over a group of individuals. The researcher employed face to face interviews, questionnaires and observations to collect, analyse and interpret data. The methods used clarified the impact of Community Support Grant on the enrolment and retention of adult learners in adult literacy learning centres.

3.3 Target population

The target respondents included fourty (40) representatives of class management committee members, ten (10) Adult Education instructors, hundred and fourty (140) adult education learners, five (5) church leaders, hundred (100) community members and five(5) area location Assistant Chiefs and chiefs.

3.4 Sample Size and Sampling procedures

The sample was collected from the population of the study, the researcher dealt with 300 respondents. The researcher carried out research by issuing questionnaires to fourty (40) representatives of class committee members, ten (10) Adult education instructors, One hundred and fourty (140) Adult Education Literacy learners, five (5) church leaders, One hundred (100) community members and five (5) area assistant chiefs & Chiefs.

The procedure selected was a random sample which was based on gender balance for representatives of class committee members, Adult education instructors, Adult education literacy learners, church leaders, community members and assistant chiefs and chiefs. The researcher applied simple random sampling where every potential respondent had equal opportunity to participate. The researcher requested the parties to assemble in selected venues and form groups according to their tittles, where the names were written down and put in a container and their names were then picked randomly until the exercise was complete. The questionnaires and interviews were then issued and conducted respectively to 300 respondents who participated.

Table 3.1: Sample Frame showing Target population

Respondents	No. expected to be interviewed	No. interview
Class Management Committee representatives.	100	40
Adult education instructors	20	10
Adult education literacy learners	200	140
Church Leaders	10	5
Chiefs and Assistant Chiefs	10	5
Community members	150	100
Totals	**490**	**300**

The above table shows that the highest response rate was among Adult education literacy learners at 70% while the lowest response rate was seen among class committee representatives at 40%. The researcher used the following instruments to collect information for the study.

3.4.1 Questionnaires

It is asset of written questions ask to the individuals in order to obtain useful information about a given topic. It should be simple and well-constructed that is arranged logically. The researcher provided questionnaires to the respondents and randomly interviewed selected members of the groups. It involved the strategies that have been set up by the government in adult education literacy learning centres in the Country.

3.4.2 Discussion

The researcher used face to face discussion in order to realize the reaction and feeling of the respondents.

3.4.3 Observations

It provided an opportunity to the researcher to observe the physical environment of the respondents.

The notable observations were through non-verbal communications like facial expression, body movements and gestures.

3.4.4 Interviews

It is where the data is numerated orally and the method helped the researcher to collect the information that may not be directly observed or difficult to put down in writing, it is used when one wants a quick investigation. Interviews enabled the researcher to obtain more information concerning the respondents and their feelings

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3.5 Data Collection Procedure

The researcher delivered the questionnaires to the respondents at appointed time with a request to respondents to return the answered questionnaires in three days times. The researcher randomly interviewed 300 members of the groups using the scores in the questions, conducted discussions and observation. The use of these instruments and techniques enabled the researcher to gather more indepth information on the adult literacy enrolment and retention variables under investigation. The collected data was then summarized and analysed.

3.6 Data Analysis

The data analysis method selected and used involved a simple comparison of the objective of the study or the statement of the problem and the direction of the general responses of the respondents.

The data was analysed in tables which formed the basis of interpretations of the data and presentation techniques.

3.7 Summary

The research methodology discussed research design, target population, sample selection, sample size and sampling procedures used in the study. These were used to qualify the study objectives and research ethical considerations, informed consent and confidentiality and data analysis techniques were observed.

DATA ANALYSIS, PRESENTATION & INTERPRETATION

4.1 Introduction

The chapter presents data analysis, presentation and interpretation. The study was conducted on the impact of community support grant on adult education enrolment and retention of learners in Nairobi County. The results of the study were presented through descriptive statistics such as frequency distribution, percentages and tables to analyse the quantitative data.

Table 4.1: Questionnaires return rate

Category	No expected to be given questionnaire	Sample size	No of questionnaire return %	Percentage
Community rep	100	40	40	100%
Community members	150	100	100	100%
Church leaders	20	20	20	100%
Adult learners	200	140	140	100%
Chiefs	10	10	10	100%
Asst chiefs	10	10	10	100%
Adult teachers	20	20	20	100%
Total	**510**	**340**	**340**	**100%**

The above table indicates that the entire respondents who were served with questionnaires answered and returned them representing 100% response rate.

Table 4.2: Adult Education learners

Learners	Frequency	Percentage
Male	30	32%
Female	65	68%
Total	**95**	**100%**

The above table shows that according to data analysis, more women are enrolled in adult Literacy classes than men. The above table further shows that out of 95 respondents interviewed, 65 were women while men only constituted 30 respondents. The table indicates that there are almost three times as many women illiterate as compared to men in adult literacy learning centres.

Table 4.3: Demographic information about respondents

Education level	Frequency	Percentage
Diploma	20	10%
A level	40	13%
O level	60	20%
KCPE	80	27%
Literacy	90	30%
Total	300	100%

The table above shows education level attained by the respondents in Nairobi County. Twenty respondents attained diploma level of education constituting 10%, A-level education 40 respondents constituting 13%, O-level 60 respondents constituting 20%, KCPE educational level 80 respondents constituting 27% and Literacy level of education respondents, of 90 constituting 30%. The tables reveals the huge disparity of the literacy levels in Nairobi and the

need to engage potential illiterate and semi-literate individuals to enrol and continue with learning in order to improve their educational levels and effectively participate in national development of the nation.

Table 4.4: Respondents ranking on challenges

Problems	Respondents	Out of	Percentage
Poverty	70	70	100%
Illiteracy	80	100	90%
Crime	60	60	100%
Ignorance	50	50	100%
Lack of resources	60	120	50%
Lack of staff	80	80	100%
Alcoholism	60	100	60%
Idleness	50	50	100%
Total	**510**	**630**	**100%**

The respondents in this table revealed that due to poverty, illiteracy, crime, alcoholism and ignorance most potential adult education learners are not able to enrol and remain in literacy centres.

Low enrolment of learners', drop out due to lack of/ low interest and influence from peer members, results into poor sustainability of learners in Adult literacy learning centres.

Lack of motivation from contracted part time teaching staff due to poor and delayed renumeration. This implies that they work less hours and few days and they can quit the centre anytime without notice.

Table 4.5: Types of Community Support Grant and the role offered to Adult Literacy Centres

CSG Type	Frequency	Amount(ksh)	Percentage
Black board and books	10	140000	8%
Desks and chairs	20	280000	17%
Renovation of classrooms	30	420000	33%
Construction of classes and toilets	40	560000	42%

The table above shows types of Community Support Grant offered to Adult literacy centres, 8% representing provision of learning materials, 17% for blackboards and books, 33% earmarked for renovation of classrooms and the 42% directed towards construction of classes and toilets. It shows that the Government and education stakeholders gave a huge % of the Community Support Grant to facilitate renovation to literacy centers to give more incentives to potential adult learners to enrol and remain in the Adult Literacy Centres.

The above table shows the role of the Community Support Grant in Adult literacy centres.

It was established to provide learning facilities and materials to Adult literacy centres with a view to making learning more accessible, interesting and enjoyable to adult learners.

It was also meant to improve the learning environment of the centres through refurbishment of learning classes and building toilets in the Adult literacy centres where they did not exist or improve it and to maintain them.

Table 4.6: Impact of Community Support Grant in Enrolment

	Allocation of resources	**Before**	**After**
Construction of classes and toilets	10%	1360	3743
Renovation of classes	20%	3743	3965
Provision of desks and chairs	30%	3965	3978
Provision of chalks and chalk boards	40%	3978	4670
	100%	**1360**	**4670**

The above table shows that with the provision of learning materials, facilities and improved learning environment, the enrolment shot up considerably and learners were able to remain in the learning centres as enrolled.

The initial enrolment figure that stagnated at 1360 rose steadily to 4670 and still expected to increase as the trend indicates.

Table 4.7: Sustainability

Number	Before	After	Percentage
Male	574	1157	26%
Female	786	3513	74%

The table above shows the retention standing at over 100% as no dropout is indicated. The level of learners' sustainability rose steadily from 1360 to 4670 due to improved interest in learning among adult learners. The male enrolment rose from mere 574 to 1157 while female enrolment from 786to 3513 representing 26% and 74% respectively.

4.2 Solutions to the problems

Advocacy and sensitisation through church leaders, provincial administration and through education stakeholders must be encouraged among the residents of Nairobi County, especially among the slum dwellers to have illiterate and semi-literate people to enrol in Adult education classes. The government and education stakeholders to employ more adult education instructors to learning centres and provide learning facilities and learning materials for easy access for potential learners to enrol and remain in adult literacy classes.

CHAPTER FIVE

SUMMERY OF RESEARCH DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter consist of summary of the findings, discussions, conclusion and recommendations on learner's improvement on enrolment and retention of Adult education learners in Adult learning centres in Nairobi. The study was guided by four objectives; to investigate the challenges faced in the literacy centres in Nairobi, to investigate the influence of CSG in adult literacy centres, investigate the role of CSG on enrolment and to investigate the level of learners' sustainability in adult literacy centres.

5.2 Discussion

Arising from the responses, it was discovered that the 100% response rate from the respondents meant that the communities in Nairobi area are receptive to adult education programmes and more could be achieved to enhance adult education learners' enrolment. This further highlighted in table 4 which shows high numbers of respondents in o-levels, KCPE and Literacy educational levels. Similarly the high numbers of respondents pointing out at poverty, illiteracy, crimes alcoholism and ignorance as the major problems in the area meant that more efforts are needed to enrol potential learners to adult education classes and the government together with other education stakeholders should double efforts to open ways for easy access to adult education programmes through literacy campaigns to alleviate the vices. Arising from the discussion, the researcher found that the impact of CSG on adults education on enrolment and retention has been achieved through provision of conducive learning environments, learning facilities and learning materials as well as training of class management committee members offered by the government and other education stakeholders to be well informed and

effectively and efficiently run the adult literacy learning centres. Learners are able to voluntarily join other members in the community to enrol and remain in adult education learning centres.

Class management committees are also well informed to carry out advocacy campaigns through chiefs' barazzas to induce more members to enrol and remain in Adult education learning centres to be able to participate in their national development agendas. The study also found out the need to employ more adult education instructors with provision of adequate learning facilities and materials in a conducive learning environment to reduce the high rate of illiteracy in the community especially in slum areas among the respondents.

5.3 Conclusion

The objectives set by the researcher in this study have been achieved, in his opinion. He would like to commend that this was a very interesting area of study that was worth researching on and the following conclusions has been reached that eradication of illiteracy is a prerequisite to every society for any meaningful development to be realized. That literacy achievement must begin with the introduction of Education for all, as seen in compulsory and free education in Kenya with employment of adequate teaching staff, provision of conducive learning environment, provision of enough learning facilities and materials. Although learners' enrolment and retention has yielded results through CSG in Nairobi area, more research work is required on the area of adult education enrolment and retention in adult education programmes, in view of the milestones achieved and the work remaining, cases like this are still rampart in Nairobi area that bar many people from enrolling in adult education classes.

5.4 Recommendations

Based on face to face interviews, answers from the questionnaires, observations and information from secondary sources print and published media sources, it can be recommended that adult education enrolment and retention of learners within Nairobi area, there must be voluntary organization or persons for sustainability, in order to achieve great milestones out of the limited allocated funds towards such efforts from the government and education stakeholders. Potential learners must be induced by any available means to enrol in large numbers and remain in Adult education classes by creating income generating activities besides CSG. It is also recommended that proper planning and coordination between the government, community leaders and class management committees are enhanced towards realizing high rate of enrolment and retention of learners. This can be achieved through holding regular all inclusive meetings, advocacy campaigns and chiefs barazass with a view to inducing more learners.

5.5 Suggestion for Further Research

Based on the observations made from the study, it is suggested that the research be replicated and conducted in other counties like Kiambu, Kajiado, Machakos among others to determine whether similarities or variations in the response could be established in order to completely understand how enrolment and drop out among learners in other communities. It is further suggested that the same study be carried out after sometime i.e. two years within the same localities where the study was conducted in order to measure the impact of the current enrolment and retention efforts being employed by the government and other education stakeholders in the communities currently.

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APPENDICES

Appendix I: Letter of Introduction

George Were,

L40/83472/2012

University of Nairobi,

P.O. Box 30197,

NAIROBI.

Dear Respondents,

RE: RESEARCH PROJECT FOR A POSTGRADUATE DIPLOMA PROGRAMME

I am a student undertaking a Post Graduate Diploma in Education at the University of

Nairobi. I am doing a research for my project, a prerequisite for qualification. This

questionnaire is intended for collecting information on **Impact of Community Support**

Grant (CSG) on Adult Education Enrolment and Sustainability in Nairobi

I have chosen you /your institution to be in research sample. I therefore kindly request you to

fill my questionnaire and respond to my interviews schedules.

The information provided will be treated with utmost confidence and high level of security.

Thank you

Yours Sincerely,

George Were,

L40/83472/2012

Appendix II: Questionnaire for the Chiefs and Assistant Chiefs

Tick the relevant box.
1. Personal data
    (i)   Gender; Mate _____ Female _____
    (ii)   Education Levels
    (iii)   A level _____ O-level _____ Diploma _____ Degree Postgraduate _____
    (iv)   Indicate your position; Chief _____ Assistant Chief _____
    (v)   Religion: Christianity _____ Islam _____ Others; Specify _____
2. What is your role as a government agency?
    (i)   Communicate government policies to the people _____
    (ii)   Convene public barazas _____
    (iii)   Handle family matters _____
    (iv)   Ensure security in your area _____
    (v)   Prevent alcoholism _____
3. How many Adult Education centres do you know in the area?
    (i)   _____
    (ii)   How accessible are they to the people? _____
    (iii)   Do the area people know of their existence?_____
               Yes _____ No. _____
    (iv)   Are you aware of any advocacy campaign for people to enrol in Adult Education classes?
               Yes _____ No. _____
4. What would suggest on the enrolment and sustainability of Adult Education learners:_____
5. Which are the major problems faced by the people in your locality?
    Poverty _____ Illiteracy _____ Alcoholism _____ Hunger _____ Insecurity _____ others.
    (Specify) _____
6. What you think are the causes of the problems above?
    (i)   Lack of inadequate security personnel _____
    (ii)   Lack of Public awareness _____
    (iii)   Lack of resources _____
    (iv)   Lack of education facilities _____
               Others
               Specify _____
7. Do you support the idea of community Support Grant?
               Yes _____ No. _____

Appendix III: Questionnaires for Adult Education Instructors

1. Gender: Male _____ Female _____

2. Education: A Level _____ O level _____ Certificate _____ Diploma _____ Degree _____

3. How long have you worked as Adult Education teacher?

    (i)   (1-4) Years

    (ii)   (5-7) Years

    (iii)   (8-10) Years

    (iv)   (11 years and above)

4. What is the number of learners enrolled in your centre?

    (i)   (1-10)

    (ii)   (11-15)

    (iii)   (16-20)

    (iv)   (20-25)

    (v)   (26-30)

    (vi)   (31 and above)

5. Indicate the number of enrolment of men and women. _____

6. Has your centre been funded from CSG Yes _____ No. _____

7. Kindly explain the cause of disparity if any ………………………………………

8. Where did you get your teaching facilities and materials before the introduction of CSG? ....

    (i)   Personnel

    (ii)   Learners contribution

    (iii)   Community

    (iv)   DAE

    Others: specify …………………………………………………………………………

9. How many Adult Education centres do you manage?

    …………………………………………………………………………………………

    (ii)   Are the learning centres conducive for learners?

    …………………………………………………………………………………………

    What challenges do you encounter while implementing Adult Education Programmes? ……………………………………………….

Appendix IV: questionnaires for Community Members

1. Nationality/Citizenship_____

2. Marital status: Married _____ Unmarried _____

3. Sex: Male _____ Female _____

4. Highest level of Education; KCPE _____ O level _____

5. A level _____ Diploma _____ Degree _____ Post graduate degree

_____ others, specify …………………….

6. Do you have any groups; Yes _____ No _____

7. If you have groups, are they registered? Yes _____ No. _____

8. What challenges do you face in forming groups

_____

Provide solution to this

challenges._____

_____.

9. Are you aware of the existence of Adult Education centres? Yes _____ No._____

10. Do you know of any support being offered by the government or any agency to Adult

Education centres? Yes _____ No. _____

11. Does the government or any agency support to Adult Education centres have impact on

the learning programmes; Yes _____ No. _____

12. Briefly explain

……………………………………………………………………………………………

……………………………………………………………………………………………

Appendix V: Questionnaires Church Leaders

1. Nationality/Citizenship

2. Marital status _____ Married _____ unmarried _____

3. Sex: Mate _____ Female _____

4. Level of Education ………………………………………………………………………….

5. Is your church used for Adult Education learning venue?   Yes _____ No.

   _____

6. If yes, do you have any formal agreement to use the church as an Adult Education

   centre with the government or the provider; Yes _____ no. _____

7. Who manages the Adult Education Centre in your church? DAE _____ Church

   _____ NGO _____ CBO _____

8. Do you advertise adult Education programmes to your members; Yes _____ no.

   _____

9. Do you know of the government or stakeholders support to adult education centres;

   Yes _____ no. _____

10. If yes, what impact does this support have on adult education programmes?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Appendix VI: Questionnaire for Class Management Committees.

1. Nationality/citizenship …………………………………………………

2. Marital status; Married _____ Not Married _____

3. Sex: Male _____ Female _____

4. Level of Education ……………………………………………………………..

5. How often do you meet?

6. What challenges do you encounter in the management of Adult Education centres?

…………………………………………………………………..

7. Suggest solution to some of these challenges

……………………………………………………………………………………

8. How many times have you received the CSG? One its

inception?...

9. Is the CSG of any importance to the Adult Education centres? Yes _____ No.

_____

10. Briefly explain

_____

_____.

11. Does the CSG have influence on enrolment and sustainability of learners? Yes

_____ No. _____

12. Are the community members aware of the government and stakeholder's

provision of CSG; Yes _____ no. _____

13. What's the composition of your class management committee?

……………………………………………………………………………………

Appendix VII: Questionnaire for Adult Education Learners

1. Nationality_____

2. Marital status; Married _____ Unmarried _____

Sex; Male _____ Female _____

3. How did you know of the existence of this Adult Education centre? Teacher _____

Fellow learner _____ Chief's baraza _____ a member the community _____ others:

Specify ………………………..

4. Has your centre received CSG? Yes _____ No. _____

If yes, how many times _____

5. In your opinion is the CSG being used well?

Yes _____ No. _____ briefly explain _____

6. Since the introduction of CSG, has there been improvement on enrolment and

sustainability of learners; Yes _____ No. _____

7. Has the CSG been useful in improving learning environment? Yes _____ No. _____

8. How often has your Adult Education centre benefited in provision of learning facilities and

materials? ………………………………………………….

9. Have you made any suggestions to your fellow community members to join Adult

Education class? Yes _____ No. _____

10. What are their responses if you have?

…………………………………………………………………………………………………