



REVIEW ARTICLE

INFLUENCE OF ADULT AND NFE ON POVERTY, HEALTH AND DEVELOPMENT IN LAKE VICTORIA BASIN REGION OF KENYA

John O. Shiundu, Stanley N. Mutsotso, Moses P. Wesang'ula and Matthias C. Khalumi

Masinde Muliro University of Science and Technology, P.O Box 190-50100,
Kakamega, Kenya.

ARTICLE INFO

Article History:

Received 17th, December, 2010

Received in revised form

29th, December, 2010

Accepted 15th January, 2011

Published online 11th February, 2011

Key words:

Adult Education, Continuing education, Development, Literacy, Non formal Education and Poverty

The instruments for data collection included questionnaire, interview schedules, observation schedules, attitudinal scales, focus group discussions and document analysis for secondary data. Secondary data included statistics on enrolment for learners, examination results and teacher dynamic. These statistics were collected from the Department of Adult Education, ACCES, and NFE Centres. Data collected was then analyzed descriptively by use of frequency counts, means and percentage. The following findings were established: that the implementation of Kenya Education Sector Support Programme (KESSP) had not reached NFE centres 5 years after its implementation was commended, there are no clear management structures for NFE, enrolment in adult and NFE programmes is still low, learners with Special needs have been neglected, and cultural inhibitions were viewed as a way of life and clearly evident was the confusion in understanding of concepts in adult and Non Formal Education Programme. On the basis of the findings, it was concluded that: Adult and NFE programmes are useful in creation of awareness and promotion of individual and general community development. Consequently, the following recommendations were made on the basis of the underscored findings; that the recommendations of the Sessional paper No. 1 of 2005 should be thoroughly studied, interpreted and implemented since it provides the policy framework ; and that for the success of adult and NFE programmes, the government should employ qualified personnel with education background at all levels of its hierarchy.

© Copy Right, IJCR, 2011, Academic Journals. All rights reserved.

INTRODUCTION

1.1. Background

Education is critical for the development of an individual and society. In Kenya and the World over it is generally recognized that poverty reduction, good health and attainment of sustainable development are noble goals. These cannot be realized without placing education at the core of the national development agenda. The Universal Declaration of Human rights (1948), the world conference on Education for All, in Jomtien, Thailand (1990) and the world Education Forum in Dakar (2000) are all but manifestations of realization by the

international community of the vital role education can play in the achievement of these significant Millennium Development goals. While the Universal Declaration of Human Rights embraced education as a basic human right, the world conference on Education For All built consensus on what constitutes EFA and set goals and targets of EFA (Jomtien Conference Report, 1990). The consensus was that EFA comprises the provision of quality basic education, Universal Primary Education (UPE), Early Childhood Education (ECE), Literacy and Life Skills and Non-Formal Education including Adult and Lifelong Education. The need and significance of

*Corresponding author: wesangulamp@yahoo.com

education has therefore been underscored by the government and International Agencies. Since its inception in the mid 19th century, formal education in Kenya has taken root and developed systematically over the years, during both the colonial and independence eras. Since the establishment of Formal Education system has played vital role in development. Improved access to education has been very significant and quality has also been emphasized on providing formal education in line with the Declaration of Human Rights and Jomtien resolutions. Whereas it has also been we endeavor to achieve Education For All, that Formal Education alone cannot adequately meet the needs of Kenyans (MOEST, 2000). Despite the growth, Formal education system has been confronted with many constraints which include high dropout rates, rampant illiteracy, and financial constraints which make education not accessible to all.

The shortcomings in the provision of formal education in Kenya therefore call for Non-formal education as a complimentary alternative approach to enable the Adult and out of school youth access education. The Jomtien conference (1990) articulated the EFA goals and targets and these were reaffirmed at the World Education Forum in Dakar, 2000 as follows:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and compete, free and compulsory primary education of good quality.
- Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparity in primary and secondary education by 2005, achieving gender equity in education by 2015 and with focus to ensuring girls full and equal access to and achievement in basic education of good quality.
- 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. (Republic of Kenya, 2003; 11 – 12).

In response to the above global EFA goals and targets, the Government of Kenya developed the National Action Plan on Education For All in 2003 so as to effectively pursue these goals. On Adult and Non-formal Education, the plan reveals the intention to eradicate literacy and sustain literacy activities. It further identifies the key issues and challenges such as lack of policy framework unclear curriculum and negative attitude towards Non-formal Education programmes. The plan defines and justifies the need for NFE and therefore proposes to enhance government and community participation in Non-formal Education programmes, management and activities. At independence in 1963, Kenya inherited a population that could not be absorbed by the formal system of education. Hence, the need for establishment of adult education and literacy

programmes in the early years of independence. Although there have been government efforts to ensure that there is Universal Primary Education, some children for various reasons have not been able to access school. This is more so in the rural and ASAL (Arid and Semi Arid Lands) districts. Those children who have not had formal education programme or dropped out of school have to be catered for through NFE programme.

Recently, there has emerged euphoria for continuing education in Kenya especially among the adult working society. This has set up high demand for education programmes outside the formal system. The scenario that has emerged requires that we re-examine more critically the role of Non-formal Education programmes in Kenya as it will inevitably become an important alternative avenue for providing education and ultimately address the issue of poverty health and promotion of development. The Sessional paper No. 1 of 1996 on National Population Policy for Sustainable Development reported that although the contribution of various segments of the population in social and economic development of Kenya is recognized, there existed various gender disparities especially where women are concerned. Women comprise 51% of the total population. Their contribution in social and economic development can be viewed from the perspective of the various productive activities they perform in addition to reproduction, child upbringing and other family responsibilities. There are however, gender disparities in literacy and educational attainment. While the literacy rate for males are 88.1% that for females are 78.5% (KDHS, 2003). The illiteracy levels among female and males stand at 21% and 12% respectively. Although school enrolment at Primary level is almost at par for girls and boys disparity increases at secondary and higher education levels due to higher female dropout rates attributed to socio-cultural and economic factors.

As a matter of fact, education is a basic human development indicator that is crucial in determining the quality of life. It improves the quality of life by imparting knowledge, which will enable individuals to be self-reliant. Cost sharing policy in education was introduced in order to meet the large recurrent budget in education in 1988. The cost sharing policy in education was introduced in order to meet the large recurrent budget, increased enrolment and improve the quality of education. Though this policy was intended to help raise funds for the education sector, it has been effective because of increased drop out rate at the primary level, lack of fees for secondary qualified students, restructuring of the university education and hurting the expansion of enrolment by increasing cut-off points at university. Besides literacy and Adult Education programmes, other forms of NFE programmes have recently emerged in Kenya, especially to address education needs of the youth mainly those who have not had access to formal education and those who have dropped out of school altogether. The Undugu society in Kenya is a case in point that collaborated with the Kenya Institute of Education to develop a curriculum for street children in the late 1970s. Since then, several organizations, LIFA, KANNET, ACCESS, CEF, ADB, NGO's, CBO's, churches and individuals have initiated various forms of NFE programmes. Despite the fact that the development of the programme is hindered by religious and socio-cultural barriers, low level community participation and poverty among the majority of the population, it provides the

necessary avenues to address poverty, health issues and development among the majority poor Kenyans. Similarly, strategies for enhancing Adult and Non-formal Education programmes and literacy require some pertinent information on population, resources and facilities. This can best be understood from the data emerging from research.

1.2. Statement of the Problem

Education is a significant catalyst for the country to realize meaningful development, improvement of basic health and reduction of poverty. There is need of accurate and complete relevant information if we are going to meaningfully and successfully run Adult and Non-formal Education programmes for the promotion of literacy as one of the millennium development goals. Currently, there is lack of accurate data on Adult and Non-formal Education and its influence on poverty, health and development in Kenya. From time to time, there is emergence of conflicting information on both formal and NFE from various sources and this causes not only confusion but it also a barrier to effectively understanding the status and challenges and contribution of NFE in Kenya. For functional and successful programmes, some demographic and other related data is very necessary for use by both policy makers and practitioners in this very important education sector. A solid information base is a prerequisite to meaningful planning and implementation. Hence, the need to undertake a research on the role of NFE and its influence on poverty reduction, health promotion and development. Data generated will form the basis for meaningful practice in the sector in Kenya.

1.3. Purpose of the Study

The purpose of the study was to establish status and contribution of Non formal Education to the improvement of the health, economic growth and development.

1.4. Objectives of the study

The specific objectives were to:-

1. Establish the status of government policy on NFE programmes
2. Establish the attitude of the community, learners, teachers towards NFE programmes
3. Appraise skills and knowledge of managers and teachers in NFE
4. Appraise the level of government involvement in NFE
5. Establish the influence of cultural beliefs and practices on NFE
6. Establish achievements realized in NFE
7. Establish the use of literacy skills and knowledge in economic activities such small scale and business.
8. Establish the influence of cultural beliefs and practices on NFE
9. Establish the role of community in promoting NFE
10. Analyze the role and impact of NFE in development activities
11. Articulate the status of Adult and NFE in terms of:
 - a) Forms of NFE programmes
 - b) Types of resources available
 - c) Trends and prospects
 - d) Constraint in implementing the programmes

12. To analyze the role of NFE in development activities
13. To establish the attitude of community, learners, Management and teachers towards adult and NFE
14. To establish literacy education groups of people use content analysis

1.5. Significance

It is hoped that the findings of this study may:

- Provide data for assessing and planning for Non-formal education programmes
- Create awareness on NFE activities
- Provide framework for policy formulation for NFE
- Help identify theories and principles of NFE and how these are applicable in practice.
- Provide ground for further research and improvement of NFE
- Provide a basis for advocacy for support and improvement of existing NFE programmes
- Improve the curriculum and relevant pedagogical issues in NFE
- Provide advocacy for mainstreaming of NFE so that it is part of the Ministry of Education.
- To establish education programmes

1.6. Limitations of the study

- Limited empirical research in this area to get adequate data to from a basis for the current research
- Research culture of suspicion among communities, with some only ready to cooperate after payment
- Accessing some centres and communities was a problem because of cultural inhibition and poor infrastructure.

1.7. Scope

- The study covered the Lake Victoria basin in Kenya (selected districts) to enable fair sampling of communities across the region. Gender and social classes that was considered included jobs and occupations within the region.

Conceptual Framework

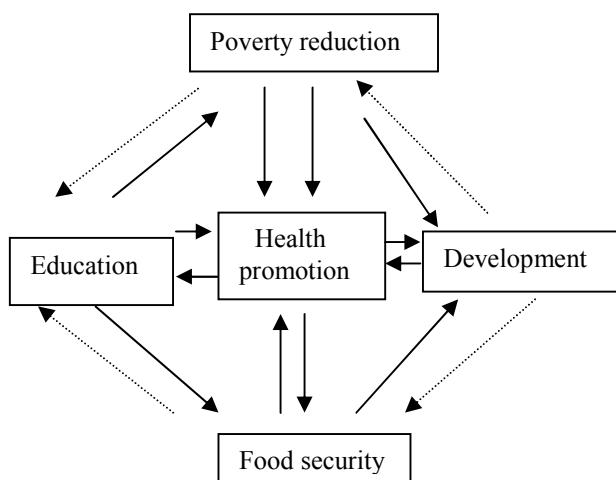


Fig. 1 Impact of Education on Health promotion, Poverty reduction, Food security and Development.

The conceptual framework was based on four variables: education, poverty reduction, food security and health promotion whose interplay leads to the fifth variable which is, development. Access to formal and NFE contributes towards investment in human capital and increased productivity that are necessary for development. In addition, acquisition of desirable knowledge and skills and attitude is vital for creation of a healthy body and mind. Poverty in the country can be reduced through employment of skilled and productive labour force. Poverty reduction in the population contributes towards affordability, availability and accessibility of health care. This will enable the government to channel its resources to other vital sectors of the economy. In addition, poverty reduction spurs economic growth and development such as increased level of people's propensity to save and invest. Affordability and accessibility to both formal and NFE can also be enhanced through the economic empowerment of the population. Development among individuals increases their access to education and health services. This is manifested in provision of physical and human resources in education and health institutions. Consequently, a healthy workforce is created for the development of various sectors of the economy. This in turn boosts our country per capita income or national income that is necessary for reducing poverty index. Significantly, reduction in poverty levels among people increases their affordability and accessibility to health care. This makes the population to be more productive and healthy. Acquisitions of formal and NFE is also enhanced by provision of adequate physical and human resources in Education institutions. Reduction in poverty level contributes towards health, literacy and development to the country. From the above underscored conceptual framework graphically presented, it is quite evident that people's developments are intricately intertwined

LITERATURE REVIEW

2.1 Definitions and meaning

In December 2005 the Institute for International Cooperation of the German Adult Education Association (IIZ/DW) in collaboration with the University of Nairobi organized in Nairobi a Conference on the Training of Adult Educators in East African Countries. The conference brought together university academics specializing in adult and community education, staff of institutions training in adult education and community development, officers from government ministries in charge of adult education and representatives of non-governmental organizations engaged in adult education. The objective of the conference was to identify potentials and opportunities for exchange, learning and future cooperation in: training of adult educators; development of teaching and learning materials; and research and documentation. A variety of issues arose from presentations and discussion in those three areas. Some of the outstanding issues are presented in this article.

If one is not clear about who the adult educator is one cannot say much about the training of adult educators. In his introduction to the theme on the training of adult educators, Professor Macharia listed a wide range of institutions that educate adults in Kenya but do not feel the need for training in adult education because they do not consider themselves adult education He emphasized the need for specialists in adult

education to clearly define and concentrate on the specialized and then attract those others to benefit from the specialized training in handling adults. The discussion on definitions was therefore brought about by the reality on the ground. Among the programmes presented as training adult educators was the BSc in Agricultural Extension in Awassa College of Agriculture at Debub University in Ethiopia. In some other countries, for example Uganda, training for agricultural extension workers is not referred to as training adult educators although adult education methods are now offered in the Agricultural Extension Education programme at Makerere University in Uganda. Apparently, it is not only people in the other institutions who do not recognize themselves as adult educators, but also those who specialize in adult education seem to find it difficult to recognize as adult educators others such as agricultural extension educators and health educators.

2.2.1 Dynamics of Edult and Continuing Education in Kenya

The Gachathi Report (1976) emphasized the importance of adult and continuing Education. It provides opportunity to those who have left the formal school system and thereby serves to link the formal and non-formal systems. The committee also underscored challenges in trying to develop continuing and adult education. One major concern was the attitude of parents and others who tend to value certificates rather than the acquired skills. Sessional paper No. 6 of 1988 underscores that although the adult literacy campaign has been fairly successful, the persistence of adult illiteracy at the stage of Kenya's independence was a matter of great concern. The paper recommended that: survey be done to establish the extent of adult illiteracy in Kenya; the number of teachers for adult literacy Programmes be increased through recruitment of suitable persons on part-time basis and be given appropriate in-service training. The commission of inquiry into the Education system of Kenya (1999) affirmed Kenya government's commitment to the provision of basic education for all. The report further reveals that illiteracy rate in the country stood at 40% the majority of whom were women. Illiteracy levels were higher in the ASAL areas. The commission recommended that:-

- The ministry responsible for education carries out a survey of all adult and alternative continuing Education Programmes and register them with the view to providing them with guidance and appropriate support for quality assurance
- The partnership between the government and religious organizations be strengthened.

Sessional Paper No. 1 of 2005 on policy framework for the education sector for accepting the challenges of Education and Training in Kenya in the 21st century recognizes the important role played by Adult Education and continuing Education as a vehicle for transformation and empowerment of individual and society. In addition it stipulates that Adult and continuing Education (ACE) and non – formal Education (NFE) offer opportunities for those outside the formal school system to access and benefit from education. The National Action plan on Education for all 2003 – 2005 identified challenges facing ACE in Kenya. These challenges included: Absence of a clear policy framework; lack of effective curriculum; shortage of

qualified and competent teachers; inadequate Physical facilities; and negative attitude towards NFE Centres. The oldest learner in the world, Kimani Nganga Maruge in 2003 hit the headlines when he became the oldest person alive to start primary school aged 84 years. The grandfather started Kapkenduiywa school in the western town of Eldoret on 12 January after the Kenyan government introduced free primary schooling in 2003. Four years later 88-year-old Kimani Nganga Maruge, has been forced to abandon his studies and move into a home for the aged, following the unrest which shook the country after the disputed December's election's result. The risk of university level training tending to be theoretical and not practical is one that is often mentioned. As would have been expected it arose at the Nairobi conference in 2005 and was even one of the topics for group discussions. The ways that were suggested in which the training could be more practical were: field attachment, teaching practice, micro teaching, workshops, field studies, research projects and practical work assignments. It was realised that universities seemed to have inherent constraints because of the type of programmes they are supposed to offer, which tend to emphasise the academic discipline at the cost of practice. Another constraint is inadequate financing for the practical component, which is to some extent related to the constraint just discussed, as they both arise from the low importance given to practical work. Most training in the region is on the whole carried out with a very tight budget. In such a situation, when there is a question of where there should be budgetary cuts it is the practical work that will suffer the cuts. When Makerere University Institute of Adult and Continuing Education proposed to offer the Diploma in Adult Education and later the Bachelor of Adult and Community Education the university administration made it clear that the new programmes should not have a practical field work component because the government was no longer in a position to finance those components adequately.

Lack of capacity to supervise the practical work was another factor mentioned as constraining the practical components of the training programmes. The lack of capacity is often the result of insufficient staff compared to the number of students. In some cases the student-staff ratio is too high for adequate supervision of practical work. The student-staff ratio for the Bachelor of Adult and Community Education at Makerere University stood at about 40:1 during the academic year 2004/2005, something more suitable for a Primary School than a professional training. Lack of capacity to supervise the practical work also arises to some extent from the fact that many of those training adult educators have never themselves been involved in practical work in the field. For most, field work has been incidental, usually in the context of research, consultancy work or some other technical support. Whereas from such experiences and through reading they have a fairly good idea of what good fieldwork should be, there is no doubt that in many cases supervision is also a learning experience for them, which may be all right but means that in some cases there is much guesswork in the process. The supervisors in the host institutions where students are placed for practical work are, on the other hand, often very good at the practical work but are sometimes not really clear about what the university requires in assessing the students' performance in the field. Euro consult East Africa (2003) established the status of NFE in Kakamega District whose findings revealed that there were hiccups in

the NFE at the beginning of the year. The study also recommended that Adult and continuing Education Programme be conducted in the premises with the formal Primary Education Programme.

2.2.2 Selected Countries in Africa

The case of Adult Education In Nigeria

Faced with the evidence of an appallingly low standard of living which the vast majority of men and women in Nigeria have, despite two and a half decades of national development and development plans, the Federal and State Governments now attempt to ensure that the real targets of development are the human beings who will remain central to all re-definitions and to all revised strategies. Some of the major problems of present day Nigeria are poverty, hunger, indiscipline, unemployment and under-development. To mitigate or solve these problems adult education is important. The momentum of change in adult education in Nigeria is strongly embedded in the Nigerian national Development Plans of 1970 - 75 and 1975 - 80; which guiding the Federal Government in its national planning process have the following objectives:

1. The building of a united, strong and self-reliant nation.
2. The building of a great and dynamic economy.
3. The building of a just and egalitarian society.
4. The building of a land bright and full of opportunities for all citizens, and lastly.
5. The building of a free and democratic society.

"Living in Nigeria is becoming more and more difficult" writes Ipaye (1980) "not because of inflation, not because of armed robbery, not because of the new political system we are experimenting but mainly because the individual Nigerian does not understand himself adequately well and as a result he does not understand his fellowmen". For Nigeria to move meaningfully forward in its economic, social, cultural and political development, its adult population must be educated. In this view I agree with Nyerere of Tanzania who believes that people must develop first before the nation can develop. He put this idea forcefully when he declared that: We cannot afford to wait for the children. First, we must educate the adults. Our children will not have an impact on our economic development for five, ten or even twenty years.... adults have an impact now! Adult education in Nigeria is presently geared towards national development. The objective of the processes of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour. The policy on education states the objectives of adult education as:

1. To provide functional literacy education for adults who have never had the opportunity of any formal education.
2. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system
3. To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
4. To provide in-service and on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills.

5. To give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment.

Monye (1981) opines that all these objectives have one end in view - to equip the adult with every-thing he needs for life in order to be relevant to his society by helping to solve some of its problems. We have to recognise that development is of man, by man and for man. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and life style. To survive, people must have awareness and to become aware they must be literate. The Nigerian nation has realised this.

Namibia

After 1990, when refugees began returning home, the Namibia Extension Unit was reorganized to provide traditional formal education by means of distance education. Sponsored by the United Nations Fund for Namibia, the Ford Foundation, OXFAM (UK), and the Swedish International Development Agency, the unit now provides practical skills in literacy and basic education, as well as professional education and training for adults who have at least four years of primary education. By the end of 1999, all African countries except Eritrea, Somalia, and Libya had local Internet access, with South Africa leading in the number of Internet Service Providers (ISPs) and the number of computers connected to the Internet. In the other countries, Internet access is limited to the capital cities. In Namibia, however, some Points of Presence (POPs) have been established in locations outside the capital city. A 1999 survey of the United Nations Economic Commission for Africa (UNECA) has shown that Africa generates only 0.4 percent of global content. If the South African contribution is excluded, the figure is merely 0.02 percent. While a great deal of research has been done on the African continent, this is unfortunately only available in the sponsoring institutions. Foreign languages spoken in Africa (English, Portuguese, and French) are well represented on the Internet, but little has been done to advance African indigenous languages through this medium.

Zambia

The concept of adult education has posed many challenges not only with regard to its meaning but also its place in the education system in Zambia. It is a concept that perhaps lacks a precise definition partly because of its unclear functions; a condition which is said to be responsible for a coherent policy. For example, whereas some authors define adult education in relation to other forms of adult education, others treat the same 'forms' as if there were completely independent of adult education. In addition, 'adult education' is sometimes called by different names. This contributes further to the difficulty of understanding what adult education is. However, it is not within the scope of this paper to deliberate on the various aspects or forms of adult education in Zambia.

Knowles (1980) explores further why the concept 'adult education' presents problems of definition. He explains that: one problem contributing to the confusion is that the term 'adult education' is used with at least three different meanings. In its broadest sense, the term describes a process—the process of adult learning. In its more technical meaning, 'adult education'

describes a set of organised activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives. A third meaning combines all these processes and activities into the idea of a movement or field of social practice. In this sense, 'adult education' brings together into a discrete social system all the individuals, institutions, and associations concerned with the education of adults and perceives them as working toward common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of our culture (p.25).

Several attempts have been made at defining the term 'adult education'. Courtney (1989) thinks that the value of a definition lies in its precision or ability to illuminate. These qualities depend on how well we already know the concept the definition makes explicit. To define adult education, according to some scholars who have contributed to its evolution, would be to offer confusing and often conflicting opinions since, according to them, the term is complex and varied. For example, Hall-Quest (1927) says that the definition of adult education is complicated and impossible to articulate since it encompasses a wide variety of methods in which to educate adults. In almost a similar fashion, Verner (1964) also finds adult education difficult to define but succeeds in condensing his opinion into one sentence: 'the term adult education is used to designate all those educational activities that are designed specifically for adults'. But one may ask what the intended purpose of these activities is and who an adult is. For this reason, the purpose of these activities and who an adult is should be examined before arriving at a working definition for this paper. A number of definitions have been used which generally fall into two categories: development-based and age-based definitions (Kelly et al., 2009). With the exclusion of the legal system, society at large, defines 'adulthood' in developmental terms. One becomes an 'adult' when one has acquired certain life experiences, or adopted a certain attitude. This means the definition could also change depending on one's culture. For example, in terms of attitude, Americans tend to associate adulthood with self-sufficiency and independence – the ability to have one's opinions and 'to stand on one's own feet'. Thus, the concept 'adult education' can best be understood when the term "adult" is qualified. In the Zambian context an adult is defined in relation to age and social role. At the age of 18, one qualifies to participate in government elections. Such an important civil action denotes the stage of adulthood. Secondly, one must be socially responsible for themselves and/or other people. For example, a married person in Zambia will be considered an adult because they will have attained a culturally acceptable age and many a time they may shoulder some responsibility.

High levels of illiteracy were another big challenge. At independence, approximately one million adults out of a total population of about 4 million people were illiterate. In my view, the biggest challenge at that time was the provision of adult education to a multitude of adults who either had no opportunity to learn or the system 'ejected' from the process rather too early and subsequently relapsed into illiteracy. The high demand for adult education was necessitated by three factors. The first factor was that Zambia needed many educated people to fill up positions that had or were being vacated by expatriates. Kelly (1991) explains that the colonial government had a pervasive

concern about the production of an educated cadre that could not be absorbed into productive employment. Additionally, (Okafor, 1971), colonial administrators (not only in the then Northern Rhodesia but throughout Africa) generally preferred the uneducated Africans to the educated ones, who, they feared, tended to take to political agitation. For this reason, it was not in their best interest to educate many Africans. The second factor was that the new government during its campaign for political independence, promised to provide more educational opportunities. A crisis of expectation was, therefore, imminent as people expected immediate delivery of more education. Thus this expectation motivated many adults to take part in adult education. The other factor was that, apart from education being a human right, individuals themselves were keen to go to school and learn. These factors put a lot of pressure on the government to create more opportunities for learning. Indeed, the government saw this high illiteracy rate as an obstacle to economic development (Mulenga, 2000). The change in attitudes among adults towards practical skills was yet another major challenge. Soon after independence, it was discovered that there had been a change in attitude among adults towards practical work. And yet practical skills are a critical ingredient in development. Christensen (1972) in an assessment of the condition of occupational training programmes in Zambia in 1967 revealed that the colonial legacy continued to cripple the development of occupational education. Subsequent developments had done little to alter these systems. Colonial education tended to promote white collar jobs. This resulted in students tending to acquire aspirations and expectations which were not only unrealistic but inappropriate in the context of national development strategy (Luchembe, 1994). Consequently, such attitudes were recognised as a significant constraint on development initiatives outside the employment sector which the majority of the students aimed for (Wellings, 1982).

2.2.3 ADULT EDUCATION IN GLOBAL PERSPECTIVE INDIA

Eradication of illiteracy has been one of the major national concerns of the Government of India since independence. During the first Five Year Plan, the programme of Social Education, inclusive of literacy, was introduced as part of the Community Development Programme (1952). In spite of these varied initiatives the programme of adult literacy did not rake much headway. The Community Development Programme got weakened and was soon abandoned. It was assumed that adult literacy would automatically become universal as soon as the universal and compulsory elementary education became a reality. The literacy rate in India, therefore, increased only from 18.37 per cent in 1951 to 24.02 per cent in 1961. But the Kothari Commission (1964-66) took up the threads again and emphasized the importance of spreading literacy as fast as possible. It suggested the following measures :

- a. Expansion of universal schooling of five-year duration for the age group 6 - 11.
- b. Provision of part-time, education for those children of age group 11 - 14 who had either missed schooling or dropped out of school prematurely.
- c. Provision of part-time general and vocational education to the younger adults of age group 15 - 30

- d. Use of mass media as a powerful tool of environment building for literacy.
- e. Setting up of libraries.
- f. Need for follow up programme.
- g. Active role of universities and voluntary organisation at the State and district levels.

Up to November, 2002, 587 districts out of 600 in the country have already been covered under the total literacy campaign of which 202 districts have entered the post literacy phase and 187 in the continuing education phase. Literacy in India has made remarkable strides since Independence. This has been further confirmed by the provisional results of the Census 2001. The literacy rate of India has increased from 18.33% in 1951 to 65.38% in 2001. This is despite the fact that during the major part of the last five decades there has been exponential growth of the population to nearly 8% per annum. The male literacy rate has increased to 75.85%, which shows an increased of 11.72%. On the other hand, the female literacy of 54.16% has increased at a much faster rate of 14.87%. Thus, the literacy recorded an impressive jump of 13.17 percentage points from 52.21% in 1991. The creditable performance of the National Literacy Mission received international recognition when it was awarded the UNESCO's Noma Literacy Prize for 1999. The prize consisting of a Diploma and a silver medal with a cash component of US \$ 15,000 was given away to the Director General, National Literacy Mission Mr. Bhaskar Chatterjee by the President of India Mr. K.R. Narayanan at the International Literacy Day function held on 8th September, 1999 at Vigyan Bhawan in New Delhi. Eradication of illiteracy from a nation that is set to become the most populated in the world is by no means easy. This was realised in the eighties and the National Literacy Mission came into being to impart a new sense of urgency and further reading and references. However, it was in the Third National Development Plan (1975 - 80) that provision was first made in real terms for adult education in the country by the federal government. The aforesaid plan took into focus the establishment of Center for Adult Education for running correspondence and adult education courses and to conduct research into various aspects of adult and non-formal education. Mereni (1988) opines that the processes of adult learning and teaching as a systematic study are recent innovation and were formerly largely informal activities. With the growth in research interest in the areas, they become more distinctly defined in terms of form, techniques and strategies involved.

2.4 Adult and continuing education and development

A significant number of the graduates from the Makerere programme had found employment in positions appropriate to their training in adult and community education. Many had, indeed, gone back to their former jobs, a number of them as school teachers but many in jobs that would benefit from their training in adult and community education, such as community development workers, agricultural extension officers, health workers and similar work with communities. Although no systematic tracer study has been undertaken the feeling at Makerere University is that the programme in adult and community education not linked to training for teaching in schools is a viable one with good prospects for the graduates. Of course, as with many other degree programmes there are some graduates who spend some time without jobs. Another example

of such a programme that it was felt was doing well was that of the University of Botswana in Southern Africa. One of the critiques of northern adult education that has developed under the influence of Southern forms of education is the extent to which it stresses the individual and learning for its own sake. In recent years one of the key carriers of this critique to the North is Alan Rogers (1992). He argues that education in the countries of the so-called west has two main characteristics: it is usually seen as a 'good' in itself, needing no further justification; and that is primarily aimed at the individual - personal growth, career development, self actualization and so on. In contrast, he argues, education in general, and adult education in particular, are seen in much of the third world to serve another purpose. Whether narrowly conceived as adult literacy (functional or not), the extension of elementary schooling to the masses, or whether more widely as incorporating extension and post-literacy educational programmes, adult education is based on nationally identified needs rather than on individual wants.. The role of the adult educator is not so much to increase choice as to encourage responsible social behaviour. Adult education in the third world is for mass education, not for the few (Rogers 1992: 2). Rogers then proceeds to argue the case for bridging the two strands through a reconceptualisation of the notion of development. I do not want to go into great depth here, because I think he, at one level, brings out a useful contrast, but at another, substantially misinterprets what he sees. First, I do wonder about the extent to which he takes the rhetoric of western adult education and presents it as the true position. In reality a great deal of adult education does not take place because a desire on the part of funders (or necessarily providers) with individual advancement as to develop a range of particular skills for use in the economy. This surely was the debate about vocationalism and other movements in adult education and youth training in the 1970s and 1980s. It has also been reflected in recent debates around lifelong learning and the learning society. Second, he pays little or no attention to the way that the self is understood within different cultures and the extent to which this may influence different conceptualisations of adult education.

2.5. ACCESS FACTOR

Access to ACE is the backbone upon which research evolves. Every Programme is measured by its strength and weakness. There are various factors that influence individual's access to ACE. These include:-

- Cultural factors :- Strong cultural bases that characterize the people of Western Province influence their access to education. Such factors include funeral rites, weddings, stigma associated with families known to be murderers or witches and taboos.
- Psychological factors: - These are motivational factors. They include peer influence, security, religious influence, teacher's attitudes; and absence of corporal punishment.
- Political issues: - ACE is also affected by a myriad challenges ranging from bureaucratic government structures, lack of funding, advocacy and lack of political will.

The population for this study comprised of NFE teachers, learners, Adult Education Supervisors, Provincial

Administration officials and District Adult Education Officers (DAEO). Sampling techniques used included simple random, purposive and stratified sampling. Data was collected by use of questionnaires, interviews schedules supported by Focus Group Discussions (FGD), observations, case studies and document analysis. baseline Survey on Out of School Children in Kakamega Districts – 2005 by LIFA/MMUST research collaboration; NFE, Trends, Prospects and Challenges: a case of Kakamega District – 2006 by LIFA/MMUST research collaboration; and Mid Term Evaluation Approach to Education, Health, Gender Equity and Income Generation – 2008 by MMUST research team.

RESULTS AND DISCUSSION

The Status of Government Policy on Adult and NFE

Sessional Paper No. 1 of 2005 titled, "Policy framework for the Education Sector for meeting the challenges of Education and Training in Kenya in the 21st Century", recognizes the important role played by Adult and Continuing Education as a vehicle for transformation and empowerment of individual and society. It further claimed that Adult and continuing Education (ACE) and Non-formal Education (NFE) offer opportunities for those outside the formal school system to access and benefit from education (Republic of Kenya, 2005). Following this, there is a directorate in the Ministry of Education at Jogoo House to oversee matters related to NFE and Adult Education. Generally, the respondents in the sampled districts are aware of the existence of government policy on NFE and Adult Education. However, due to the slow policy implementation of the fundamentals of adult and NFE programmes, access and quality in Kakamega, Busia and Siaya districts are characterized by lack of adequate funding, poor teacher -learner ratios, weak mobilization mechanisms and lack of clear progression modalities for learners into practicing the skills. In Siaya, respondents were unanimous on the need for a clear policy on constitution and composition of management committees for Adult Education Centres and the need for increased consultation and involvement of stakeholders in curriculum design and review. Table 2.2 shows respondents' awareness of existence of government policy on NFE. Most knowledgeable people on the policy are supervisors (100%), followed by teachers (92.6%) then Assistant Chiefs (93.1%). Although there is general awareness of government policy in the three districts, there is more awareness in Siaya District of Adult Education Programme .Least awareness was recorded in Busia District. The most prevalent problem of this policy as reported is employment and professional progression. Acute understaffing has undermined learning in the NFE centers .As reported in Boro Division of Siaya, some location slack even a single teacher. Although materials are supplied by the Government, both teachers and supervisors could not predict when the next consignment would be supplied. This unpredictability brought in hopelessness and truancy in the programme.

Level of Government Involvement in Provision and Management of NFE

Civic Society Organizations (CSO) and Faith Based Organizations (FBO) have been facilitating and managing NFE and Adult Education in Busia, Kakamega and Siaya Districts.

Table 1. Literacy status in some Asian countries

Country	Total Non-Literate Population 15+ age (in million)	Literacy Rate 15+ (%) (2000)		
		Total	Male	Female
Maldives	--	96.3	96.3	96.4
Sri Lanka	--	1.17	91.6	94.5
India*	NA	58.5	72.3	44.4
Bhutan	0.64	47.3	61.1	33.6
Pakistan	51.67	43.3	57.6	27.8
Nepal	8.27	41.4	59.1	23.8
Bangladesh	49.62	40.08	51.7	29.5

Other Asian Countries

Country	Total Non-literate Population 15+ age (in millions)	Literacy Rate 15+ (%) (2000)		
		Total	Male	Female
South Korea	0.84	97.8	99.2	96.4
Thailand	2.04	95.6	97.2	94.0
Philippines	2.25	95.4	95.5	95.2
Vietnam	3.61	93.3	95.7	91.0
Malaysia	1.83	87.5	91.5	83.6
Indonesia	19.24	87.0	91.9	82.1
China	144.46	85.0	92.3	77.4
Myanmar	4.98	84.7	89.0	80.6
Iran	10.00	76.9	83.7	70.0
Laos	1.15	61.8	73.6	50.5
Afghanistan	8.14	36.3	51.0	20.8

Source: UNESCO 1999 Statistical Year Book (Estimates literacy rates for the year 2000)

Table 2. Literacy status in nine most populous countries

Country	Total Non-literate Population 15+ age	Literacy Rate 15+ (%)		
		Total	Male	Female
Mexico	5.96	91.0	93.1	89.1
Indonesia	19.24	87.0	91.9	82.1
Brazil	17.91	85.3	85.1	85.4
China	144.96	85.0	92.3	77.4
Nigeria	22.80	64.1	72.3	56.2
India*	NA	58.5	72.3	44.4
Egypt	19.83	55.3	66.6	43.7
Pakistan	51.67	43.3	57.6	27.8
Bangladesh	49.62	40.8	51.7	9.5

* Figures for India are estimated literacy rates on the basis of National Family Health Survey 1998-99 published in November, 2000

Source: Unesco 1999 Statistical year Book (Estimated literacy rates for the year 2000)

India :Rural-Urban gap (literates) - census 2001

(In million)

	Persons	Male	Female
All Areas	566.71 (65.20%)	339.91 (75.64%)	226.79 (54.03%)
Rural Areas	366.67 (59.21%)	226.27 (71.18%)	140.39 (46.58%)
Urban Areas	200.03 (80.06%)	113.63 (86.42%)	86.39 (72.99%)

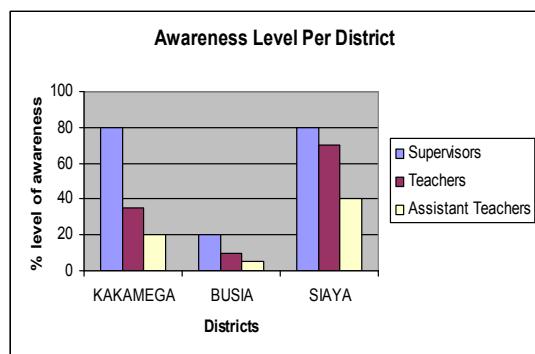
The known CSOs are Literacy for All (LIFA) and FBOs include Lutheran, Baptist and Calvary in Kakamega District. CSOs in Busia is known as International Christian Services (ICS) while FBOs are Anglican church of Kenya(ACK),church of God(

Table 2.1. Target population

Respondent	N	n	%
NFE learners	5077	508	10
District Adult Education Officers	3	3	100
NFE teachers	147	54	36.7
Adult Education supervisors	12	12	100
Chiefs and Assistant Chiefs	24	21	87.5
District Officers	7	6	85.7
District Commissioners	2	2	100
District Education Officers	2	2	100

Table 2.2. Policy Awareness

Category	Fully aware	Aware	Not aware
Teachers NFE	20(37)	30(55.6)	4(7.4)
Supervisors	8(67)	4(33)	0(0)
Assistant chiefs	9(42.8)	11(52.3)	1(6.9)



CoG) and Holy Spirit. In Siaya, CBOs and CSOs include CARE Kenya, CDC (Health Education) and Millennium. The Government is more concerned with employment of personnel for Adult Education. However, the last time the Government employed teachers was in 1979. So far, there is more presence of CSOs and FBOs in NFE compared to government involvement in the Districts sampled. The most fascinating contribution, is the Rang'ala Children Fund which has motivated the adults to enroll for literacy classes to be able to read and sign documents send by sponsors of orphans and vulnerable children under their care.Their fund appeared to be well structured and networked for sustainability.

Status of Programmes, Trends and Prospects in NFE

The department of Adult Education was established in 1979, following a presidential decree, to reduce the high illiteracy levels among the adult population in Kenya. This research set out to establish the position of Adult education and NFE in Kakamega , Busia and Siaya districts in terms of enrolment, achievements and challenges. It was revealed that NFE, in the sessional paper no.1 of 2005 is relatively new concept in Busia District. There is however,a strong Adult Education program in the district. On the other hand, Kakamega is well endowed with a number of NFE programs for out of school children and youth, besides the adult education program.

Table 2.3. Ranking of Problems of Policy on NFE

Busia	Kakamega	Siaya
1. Funding	1. Mobilization	1. Progress and practice of the skill
2. Employment	2. Employment	2. employment and promotion
3. Mobilization	3. Resources and facilities	4. Mobilization
4. Resources		5. Resources

Table 2.4. Activities of NGO's, CBOs and CSO

District	CBO, NGOS	Activities
Kakamega	LIFA	Health, Income generation, employ teachers, provide physical facilities.
Busia	LUTHERAN International Christian Services (ICS)	Employ teachers, health Provide instructional materials
Siaya	ACK Millennium at Gongo CARE Kenya Children fund at Rang'ala CDC	Provide space in churches Provide farm input Built community learning resource centres Health facilities Cater for orphans and vulnerable children Support adult learners Set up goat project (910 enrolled ; 680 sponsored) Health services.

Table 2.5. Types of programs

District	NFE below 16 years	Adult 16 years and above
Busia		✓
Kakamega	✓	
Siaya		✓

Table 2.6. Enrolment by Gender in Adult Education Centers in Kakamega, Busia and Siaya

District	Division	Enrolment		
		F	M	T
Kakamega Central	Navakholo Lurambi Municipality	335	106	441
Kakamega South	Ikolomani			
Busia	Matayos/Township Nambale, Butula	168	62	230
Siaya	Boro ,Ugenya and Gongon	700	400	1100
		330	80	410

Adult Education teachers in Kakamega, Busia and Siaya

District	Division	Enrolment		
		F	M	TOTAL
Kakamega Central	Navakholo			
	Lurambi Municipality	11	13	24
Kakamega South	Ikolomani	4	7	11
Busia	Matayos/Township	24	20	44
	Nambale Butula			
Siaya	Boro,Ugenya and Go	19	69	88

The table 2.5 shows that in the three districts there is adult education. A programme for school dropouts or those who did

not have chance for formal education and are below 16 years are not catered for yet from the national population census report of 1999, youth comprise of 60% of the population and illiteracy rate is estimated at 46%. The NFE programme in Kakamega is an initiative of the CIDA funded Canadian organization known as ACCESS (African Canadian Continuing Education Society) with very minimal government involvement in supporting the programme. The enrolment of learners in NFE centres is 1265, that is 765 boys and 500 girls. 480 pupils had been mainstreamed and taken to formal primary school but are currently being supported by ACCES.

Enrolment in Adult Education centers by Gender per District

Enrolment in adult education programme is generally low in Kakamega as compared to Siaya and Busia. Females are more keen on acquiring education in all the districts surveyed. Post literacy programmes are more pronounced in Siaya and specifically in Siaya Institute of Technology and Siaya GK prison. There are 20 learners at Siaya Institute of Technology and 14 at Siaya GK Prison. Majority were at post literacy programme.

Adult Education teachers in Kakamega, Busia and Siaya

Most of the teachers are part-time teachers who are untrained though with good academic qualifications. Full time teachers who are employed by government are too few to have significant impact. All of them are incharge of more than two centres. Whenever one is away for any reason, the centre closes and when he dies the center also dies naturally. Worse still, the full time teachers have no capacity to teach post-literacy (secondary programme). Therefore, students are shoddily prepared at post literacy level. Low salaries, non-employment and lack of awareness of academic progression have great impact on motivational level of teachers. Majority of the full time teachers have certificate qualifications in adult education and therefore cannot be promoted to the next job group. Majority have stagnated since 1979 and 1995 respectively in the same job group. The resources which include teachers, physical and teaching and learning materials are inadequate; exchange programme for role modeling although vital it is. Audio visual presentations and modern information technology has not reached all of the centres. This present a problem for achievement of Kenya vision 2030.

The Role of Community in Promoting NFE

The community has an important role to play in the implementation and running of NFE and adult education programme. Respondents agreed on the following tasks:-

- Providing land for construction of schools
- Construction of buildings and other locally available materials (sand, stones, water ect)
- Mobilizing learners
- Feeding the learners
- Provision of security both to the centres and learner
- Human Resource; through Centre management centres and volunteer teachers.

Although respondents know the probable roles the community is supposed to play towards promotion of Adult and NFE in three districts, minimal contribution can be observed on the ground. This is partly because of the misunderstanding of the concept and purpose of Adult and Non-formal Education. While in developed countries, continuing education is a voluntary undertaking, its circumstantial factors push the learners to the centres and therefore really philosophy and objectives of Adult and NFE in education is generally misunderstood.

Status in NFE Programmes Resources available in NFE

Item Requirement	Status
Teachers	Full time, Part time and self help Their academic standards is F1 They go for training as P1 Flexible formal education requirements Short pre-service orientation/training, reliance on on-the-job learning and supervision for maintaining teaching quality and teachers morale.
Learners	The grading system is the same as the formal system. No pre-requisites “Affirmative action” Approach in favour of the disadvantaged followed.
Physical facilities	Any convenient physical facility (including private homes or open space), multiple use of building, no capital investment in buildings apart from those supported by ACESS in Kakamega, Millennium in Siaya, Children Fund in Rang’ala. The structure used at Boro divisional Headquarters is in a dilapidated state and therefore a source of discouragement to potential learners.
Curriculum implementation	The curriculum and learning materials are adapted to local needs through simplification, shortening, condensing or restructuring the curriculum. Flexible evaluation, promotion and certification criteria and procedure. Pragmatic mix of a variety of approaches and methods: self-learning, group and individual work, peer tutoring, ability and interest grouping; self-paces learning; multi-grade classes.

Influence of Cultural beliefs and practices on NFE and adult Education Programme

The most common cultural beliefs and Practices	Impact
Gender bias	Female learners are overburdened and give education little or no time Women don't own valuable like land.
Widow inheritance	- Creates cycle of poverty
Funeral ceremonies	- High risk for early pregnancies and school drop out
Alcohol brewing	- High risk to irresponsible sexual behaviour (STD and HIV)
Child fighting	- Encourages idleness, drug abuse
Resting of sumba in Boro vision	- Contributes to illiteracy, idleness and food security.

Role of NFE and Adult Education in Economic Activities and Health

It noted across the three districts that there existed differences between those who had obtained literacy and those that had not and are both involved in business. The profits and motivation to do the business varied because of the skills acquired in Adult and Non-Formal Education. They are able to budget, practice proper crop and animal husbandry, understand a balanced diet for the family and significantly the are at peace with modern technology for example, inform of mobile phones; M-Pesa banking transactions. They read current affairs in newspapers, aware of their rights and have taken up leadership roles in religious organizations.

There is general improvement in waste disposal, access to safe drinking water, clean healthy dressing; go for medication, attend clinics and significantly seek of vaccination and immunization. The issues of witchcraft and sickness are reseeding in the minds of graduates of adult education.

In addition, women are able to keep records, have acquired business and management skills that are pertinent in managing family affairs. Although respondents were reluctant to talk about cultural practices, it is evident that they exist. However such retrogressive cultural practices can be addressed through religious teachings, community development and public education campaigns including the new Kazi kwa vijana initiative.

The role of NFE in helping women in running small enterprises

- They are able to keep records;
- They have acquired business skill;
- They gained management skills;
- They have improved their skills in managing the affairs of their families.

Attitudinal factors towards NFE and Adult Education Programme

This section captured people's perception on adult and NFE programmes in both all the sampled districts. As such, various respondents were interviewed and their view captured as follows:- Eighty percent (80%) of the learners interviewed seemed happy with the programme as they saw it as a significant channel to realize their dreams in education. 15% did not seem quite sure and were there because they had no choice. While 5% did not like it as all only that they were passing time waiting for something better to come their way. Teachers in NFE and adult education centres fully support the program since they have seen the impact that had on the ground and would love to see more support channelled towards it. However, they cite the following factors as working against the success of NFE and Adult Education: Intimidation from their counterparts in formal primary schools making NFE appear second hand; lack of motivation of NFE teachers and poor remuneration of NFE teachers. The research team talked to three District Adult Education officers in Busia, Kakamega and Siaya were interviewed and all the officers interviewed were of the view that in spite of Free Primary Education (FPE) there were many socio-economic factors militating against access, retention and completion in education. Despite the fact that NFE and Adult Education are not new concepts in the country, they continue to receive a raw deal from the government. The challenges are contained in:-

- Lack of identity and sense of belongingness;

- Unclear policy framework on registration of NFE centres as well as candidates;
- Lack of established structures to check standards and enhance quality in NFE and adult education;
- Lack of training program for NFE and adult education teachers.

The department of Adult education is quite positive about NFE and Adult Education driven by the mandate against which the department was inception in the year 1979; to provide literacy and Adult Continuing Education to out of school youth and adults. The department has continued to advocate for NFE and Adult education as well as offering channels through which the NFE and Adult education agenda can be pushed. The department is of view that NFE can gain much ground by the government coming in to fully support NFE by having full budgetary allocations as is the case with other government departments. Most of the officers interviewed under Provincial administration appeared to embrace the concept of NFE and Adult Education. They supported NFE as it had taken care of most of the children who for one or another reason, stayed out of school despite the FPE policy by the government. Cases of child labor were on the decrease in areas where NFE programmes are run. NFE was also praised for having dealt with juvenile delinquency at the local level. Surprisingly, the government has not clearly defined the role of Provincial Administration in the provision of education particularly NFE programmes. NFE has been received well at the local community level where it has had a positive contribution to the lives of many especially the poor and the disadvantaged groups. At higher levels most people just hear of NFE and do not even bother to find out what it entails because it is not a government initiated program. They have never had a meaningful interaction with the program and cannot therefore appreciate it.

Trends and prospects

The Sessional Paper No. 1 of 2005 gives hope for the NFE through the main streaming approach. However, since 2005 little has been done in the department in terms of addressing critical policy issues such as employment, remuneration, training and management of Adult learning programme. For a programme to succeed, relevant resources in form of materials, personnel and finances have been budgeted for. Government support is minimal although provides materials which unfortunately are not regular in all the three districts under study. There is serious understaffing in NFE and Adult Education Centres. In 2010, the government advertised for 850 positions to replace those who had left service. The number is small because one teacher is incharge of atleast two centers and only in areas where the centers have been established. That leaves much of the district without service of the department of Adult Education. Promotion of literacy is generally restricted to areas where there are teachers. Greater parts of the districts lack teachers e.g. for the last 10 years in Siaya district, approximately 2000 have done proficiency tests, that translates to about 200 per year per district. Therefore, total achievement of literacy in these districts under study remain a toll order. Teachers who were employed in 1979 are still on the same job group as those who were employed in 1985, a period of over 20 years. However there are prospects for the programme in terms of sponsorship. There is renewed interests from CBOs, such as

ACCES in Kakamega, Millenium in Siaya, Church organizations such as ASK in Busia. The problems affecting teachers such as professional progression and promotion which have been as a result of low academic qualifications are now being addressed through the launch of diploma and degree programme at Masinde Muliro University of Science and Technology to enable practicing teachers acquire higher academic qualifications to qualify for promotion to higher grades.]

Conclusion and implications

Adult and Non- Formal Education is useful in the creation of awareness and promotion of individual as well as community development. Although its value is appreciated by all, little effort appear to be directed towards promotion and sustainability of the Adult and Non-Formal Education programmes. The implications of this has far reaching effects. First, the programmes are not viewed in light of the Sessional Paper No. 1 2005. Secondly, there is confusion in the understanding of the concepts used in NFE programmes. Thirdly and more importantly, the mainstreaming is taking longer than earlier envisaged. The concept and purpose of continuing education is still unclear and misunderstood to both the learners and communities. Education to many ,is viewed as an avenue to salaried employment and not for acquisition of life skills. Majority of the Youth who are under 16 years are not catered for in the programme in Busia and Siaya and although the program exists in Kakamega,its sustainability is doubtful.

RECOMMENDATIONS

On the basis of the findings, conclusions and implications above, the following recommendations are :

- (i) That the recommendations of the Sessional Paper No. 1 2005 be thoroughly interpreted and implemented since it provides the framework for the success of NFE programmes in Kenya.
- (ii) Government should employ qualified personnel with education background in the NFE programmes both at the management and teaching.
- (iii) Local universities should develop programmes to train teachers specializing in NFE.
- (iv) Establishment of a model community learning center supported by the government and supervised by the Ministry of Education in all locations.
- (v) Since NFE embraces utilitarian principles, the graduates need to be supported to practice their skills productively through credit facilities.
- (vi) The progressive cultures and values should be harnessed for promotion of NFE programmes and not only to be.
- (vii) Government should be conduct a baseline survey to cover critical areas such as enrolment, staffing, centres, attitudes and facilities to act as a basis for addressing the chronic problems in the programme.
- (viii) Stakeholders should support teachers to enroll for the diploma programme recently launched at Masinde Muliro University of Science and Technology through award of scholarships.

ACKNOWLEDGEMENT

We wish to acknowledgement MMUST for sponsoring the research project under University Research Fund (URF). Special regards go to the Provincial Administration for authorization and information, specifically the Provincial Commissioner,Western, Mr. Abdul Mwasera for the mobilization. The District Adult Education Officers for Busia , Kakamega and siaya districts for support of the research team in all aspects. We also wish to recognize and appreciate Literacy for all (LIFA) and ACCES for their commitment to the promotion of adult and NFE programmes in Kakamega and Elimu Yetu coalition for their participation in data collection and dissemination. Last but not least special appreciation goes to the adult education and NFE centers in Busia , Kakamega and siaya districts for their willingness to provide valuable information. Acknowledging each and everyone who contributed to the research individually is not possible. However, we express our appreciation to those who in one way or another contributed to the success of this research project.

REFERENCES

- AID (1970) Agency for International Development Report on NFE A review of poverty and Anti Poverty Initiative in Kenya, by Kulundu Manda, Mwangi S, Kimenyi and Germano Mwabu, ISBN 9966 949 135.
- Alexander, D. 1971. Two Sessions of University Extra-Mural Programmes in
- World Bank (1988) The Challenge of Hunger in Africa: A Call to Action, Washington D.C.
- Chambers of Justice (2002) Lift the York Cancel Kenya's Debts. Chambers of Justice for CADEC Campaign, Nairobi.
- Commonwealth Education Fund (CEF) 2002 – 2005 Strategy. Action Aid Nairobi.
- Coombs, H. (1985) The World Crisis in Education. The Views from the Eighties, New York. Oxford University Press.
- Determinants of Poverty in Kenya: Household level Analysis by Alemayehu Geda, Niekerk de Jong, Germano, Mwabu and Mwangi, S. Kimenyi No. 9 ISBN 9966 949178,
- Elimu Yetu Coalition (2003) Budget Tracking Tool, EYC, Nairobi.
- Germano, M. et al (1993) Human Capital Externalities and RETurs to Education in Kenya.
- (1993) Poverty Reduction Handbook Washington D.C.
- (2000) Entering the 21st Century Development Report 1999/2000, World Bank/Oxford University Press, Washington D.C.
- Ministry of Education, Science and Technology (2003) National Action Plan on Education For All. 2003 – 2015, Nairobi.
- Republic of Kenya (1964) the Kenya Education Commission Reports. Chairman: Omende S. H. Government Printers, Nairobi.
- (1976) Report of the National Committee of Educational Objectives and Policies. Chairman P. J. Gachathi. Government Printer.
- (1999) Totally Integrated Quality Education and Training (TIQET), Report of the Commission of Inquiry into the Education System of Kenya, Chairman: Davy K. Koech. Government Printers, Nairobi.
- (1988) Sessional Paper No. 6 of 1988 of Education and Manpower Training for the Next Decade and Beyond. Government Printer.
- (1996) Sessional Paper No 1 of 1996 on National Population Policy for Sustainable Development.
- (2001) Education for All in Kenya: A Handbook for 2001 and Beyond.
- (2005) Sessional Paper No. 1 of 2005 on Policy Framework for Education Sector GoK, Nairobi.
- Republic of Kenya Economic Survey (2002) Central Bureau of Statistics, Government Printers, Nairobi.
- Republic of Kenya (2003) Economic Recovery Strategy for Wealth and Employment Creation 2003 – 2007.
- Shiundu, J. O. et al (2005) Survey on Out of School Children in Kakamega District, LIFA/MMUST.
- Research Collaboration, Kakamega Shiundu, J. O et al (2006). NFE, Trends Prospects and Challenges. A study of Kakamega District.
- Shiundu, J. O. et al (2008) Mid Term Evaluation CIDA Funded Programs: Community Learning.
- Centers: A Compressive Community Led Approach to Education, Health, Gender Equity And Income Generation, MMUST/LIFA Research Team.
- UNESCO (1993) Educational Research for Development in Africa. Breda, Dakar.
- UNICEF and Government of Kenya (1992) Children and Women in Kenya: A situation Analysis. Zambia's Eastern Province: An Assessment. *Journal of International Congress of University Adult Education*.10, (2), 19.
- Bhola, H.S. 2000. Inventing a Future for Adult Education in Africa. In Indabawa, S.A., Oduaran, A., Afrik,T., and Walters (eds.), The State of Adult & Continuing Education in Africa. Windhoek. Dept. of Adult Education & non-formal Education, University of Namibia.
- Busia, K.A. 1968. Purposeful Education in Africa. The Hague. Mouton
- Christensen, J.E.1972. Occupational Education in Zambia. Obstacles to the Development of Technical and Vocational Education Programmes in Zambia 1885-1970. PhD. Thesis. University of California Courtney, S. 1989. Defining Adult and Continuing Education'. In Merriam, S. B. and Cunningham, M. (eds.), Handbook of Adult education and Continuing Education. San Francisco. Jossey-Bass
- Coombe, T. 1967. The Origins of Secondary education in Zambia. *African Social Research*. 3, 173-205.
- Ngugi, W. 1963, February. 'As I See It: Don't Forget Our Destination' In Daily Nation. p.12
- Fafunwa, A. B. 1962. African Education and Social Dynamics. Accra. University of Ghana (Accessed on 21/4/2009 http://en.wikipedia.org/wiki/Adult_education_in_Africa)
- Fafunwa, A. B. 1982. African Education in Perspective. In Fafunwa, A. B. and Aisuku, J. U. (eds.), Education in Africa: Comparative Survey. London. Allen Unwin
- Fafunwa, A.B., Macauley, J. I. and Sokoya, J.A. (eds), 1989. Education in Mother Tongue: The Ife Primary Education Research Project. Ibadan. University Press Limited.
- Freire, P. 1972. Pedagogy of the Oppressed. Middlesex, England. Penguin Books Ltd. Freire, P. 2009. Wikipedia, the free encyclopedia. Adult education in Africa (Accessed on 21/4/2009 http://en.wikipedia.org/wiki/Adult_education_in_Africa)

- Hall-Quest, A.L. 1927. The University Afield. New York. The Macmillan Company
- Kaunda, K.D. 1968. Humanism in Zambia and a Guide to its Implementation. Lusaka. Zambia Information Services.
- Kelly, C. and Perkett, D.J. Adult Education in the West: Origin and Definition (Accessed on 21/4/2009 http://en.wikipedia.org/wiki/Adult_education_in_Africa)
- Kelly, M. J. 1991. Education in a Declining Economy: The Case of Zambia 1975 - 1986. Washington D.C. The World Bank.
- nowles, M. S. 1980. The Modern Practice of Adult Education: From Pedagogy to Andragogy. Eaglewood Cliffs. NJ: Cambridge.
- Luchembe, M. 1994. Attitudes towards Skills Training and Occupational Aspirations of Participants in Schools for Continuing Education. Masters Thesis. Unpublished. University of Zambia
- Mulenga, D. C. 2000. The Development and Provision of Adult Education and Literacy in Zambia. In Indabawa, S.A., Oduaran, A., Afrik, T., and Walters (eds), The State of Adult and Continuing Education in Africa. Windhoek. Department of Adult Education and Non-formal Education, University of Namibia
- Musakanya, V. S. 1969. Statement of Policy and Intent. In Zambia Commission for Technical Education and Vocational Training. Lusaka. Government Printer.
- Mwansa, D. M. 2005. Development of Adult Education in Zambia. Module EDAE4. Lusaka. Zambian Open University.
- Nafukho, F. et al., 2005. Foundation of Adult Education in Africa. Cape Town. Clyson Printers.
- Okafor, A. C. 1971. University Adult Education in Independent Zambia: The Role of a Department of Extra-Mural Studies in national Development. In *International Congress of University Adult Education*. 10, (2), 1-16.
- Omolewa, A. M. 2005. Setting the Tone of Adult and Continuing Education in Africa Africa. In Indabawa, S.A., Oduaran, A., Afrik, T., and Walters(eds), The State of Adult and Continuing Education in Africa..Windhoek. Department of Adult Education and non-formal Education, University of Namibia
- Snelson, P. 1974. Educational Development in Northern Rhodesia 1883-1945. 2nd Edition. Lusaka. Kenneth Kaunda Foundation.
- Tembo, L.P. 1978. The African Universities: Issues and Perspectives. Lusaka. NECZAM. UNESCO.,1964. Education in Northern Rhodesia. Report of the UNESCO Planning Mission. Lusaka. Government Printer.
- Verner, C. 1964. Adult Education. Washington, D.C. The Centre for Applied Research in Education, Inc.
- Wellings, P. 1982. Occupational and Educational Aspirations and Expectations of Kenyan Secondary School Students: Realism and Structural Inequalities. In *Educational Review*. 34, (3), 253-265.
- Whitehead, C. 2005. 'The Historiography of the British Imperial Education Policy. Part II: Africa and the Rest of the Colonial Empire'. In *History of Education*. 32, (4), 441 – 454.
- Zambia Government 1966. Manpower Report: A Report and Statistical Handbook on Manpower, Education, Training and Zambianisation 1965-6, Lusaka. Government Printer.
- Zambia Government 2008. The Development and State of the Art of Adult Learning and Education (ALE): National Report. Ministry of Education
- Assensoh, A. B. (1998) *African Political Leadership: Jomo Kenyatta, Kwame Nkrumah, and Julius K. Nyerere*, New York: Krieger Publishing Co.
- Bowm, L. (1983) 'Adult education in the third world' in M. Tight (ed.) *Adult Learning and Education. Education for Adults* Vol. 1, Beckenham: Croom Helm.
- Carnoy, M. (1974) *Education as Cultural Imperialism*, New York: McKay.
- Carnoy, M. and Samoff, J, with Burris, M. A., Johnston, A. and Torres, C. A. (1990) *Education and Social Transition in the Third World*, Princeton NJ.: Princeton University Press.
- Collins, P. Hill (1990) *Black Feminist Thought. Knowledge, consciousness and the politics of empowerment*, London: Harper Collins.
- Draper, J. (ed.) (1998) *Africa Adult Education. Chronologies in Commonwealth countries*, , Leicester: NIACE. 116 pages. Just what the title says chronologies of 12 countries with some introductory essays and a selected regional chronology.
- Carnoy, M. (1974) *Education as Cultural Imperialism*, New York : David McKay. Important exploration of schooling as a means of subjugating people to the interests of the powerful. Develops a theoretical framework that is applicable to education generally.
- Kenyatta, J. (1962) *Facing Mount Kenya*, New York: Random House.
- Illich, I. (1972) *Deschooling Society*, Harmondsworth: Penguin.
- Leys, C. (1994) 'Confronting the African tragedy, *New Left Review* 204: 33-47.
- Poster, C. and Zimmer, J. (eds.) (1992) *Community Education in the Third World*. London: Routledge.
- Rogers, A. (1992) *Adults Learning for Development*, London: Cassell.
- Sadler, M. (1974) *Concepts in Primary Education*, London: George Allen and Unwin.
- Simkins, T. (1977) *Non-formal Education and Development*, Manchester: University of Manchester Department of Adult Education.
