

Policy Interventions and Educational Viability: Evaluating Government Support for Alternative Approaches to Basic Education in Samburu County, Kenya

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Abstract

This study sought to find out the extent to which government policy supports the viability of the AABE programme in Samburu County. AABE was introduced by the Kenya Government, religious entities and non-governmental organisations (NGOs) with the aim of promoting access to basic education and enhancing Universal Primary Education (UPE) for all. However, school enrolment and literacy levels in Samburu have been low, at (44%) and (12%) respectively, raising the need to examine the success of AABE in meeting the envisaged purpose. The study tested the hypotheses, namely, government policy, in Samburu County. The study applied a survey research design and collected data from both primary and secondary sources. Three structured questionnaires were used for 400 learners' household heads and 56 teachers in charge of the 56 AABE Centres and 10 AABE providers. Secondary data were obtained from the Ministry of Education offices, AABE Centres, libraries and the internet. A stratified random sampling technique was used to sample the 400 respondents. Data was presented using frequency tabulations, chi-square, multiple regressions and correlation analyses. The findings were as follows: (69.1%) of the respondents stated that it was lacking, and the coefficients of chi-square and correlation were 0.84 and +.8245, respectively. The respondents gave suggestions that the government be committed to the formulation and implementation of policies that promote development interventions geared towards improving the welfare of marginalised groups like nomadic pastoralists. The study recommended that more studies be done on the viability of AABE in other nomadic pastoral areas and encompass other variables.

Key terms: AABE programme, government policy, non-formal education, Samburu, Universal Primary Education.

INTRODUCTION

The Alternative Approaches to Basic Education programmes were promoted in Kenya by the government in partnership with other international and national organisations as one of the initiatives believed to be capable of fostering access to basic education and boosting literacy, subsequently taking the country towards the realisation of Universal Primary Education (UPE). Strengthening of Non-Formal Education (NFE) to target disadvantaged groups in Kenya (such as nomadic pastoralists, slum dwellers, and street children) has been implemented variously, such as through several stakeholder forums, development of a national NFE policy draft and the development of NFE curricula. However, in the pastoral nomadic communities, the propagation and adoption of AABE have been wanting. Statistics in the County Education offices indicate that the gross enrolment rate for Samburu in 2010 was (44%). This left (56%) of the children out of school.

For a long time, the government and development agencies have tried to promote access to basic education in disadvantaged environments through approaches such as AABE. However, as indicated earlier, school enrolment and literacy levels are still low. In this respect, this study will be timely in trying to establish and rank the factors impairing the viability of AABE. The results will be useful to AABE providers and the government. They envisage helping these stakeholders redefine their strategies in order to make their efforts effective, efficient, and impactful. In the long term, it is hoped that the study will enhance access to basic education in the nomadic pastoralists' communities and, thus, the realisation of UPE.

LITERATURE REVIEW

The Samburu Nomadic Pastoralists

Samburu are a nomadic people who inhabit Northern Kenya, which constitutes Kenya's Arid and Semi-arid lands (ASALs.) Their occupation is cattle-keeping: they also keep goats and camels. However, some Samburu people do crop farming in some parts of their land where rainfall levels are a bit high, such as the Lorroki plateau.

The Samburu people's lifestyle of pastoral nomadism is a major challenge to the dissemination of basic education. The frequent movements impair

accessibility to education. Early marriage for girls keeps them from attending school, while the privileges accorded the warriors by the community demotivate them from seeking different pathways in life.

Coupled with the disadvantage of the challenge of nomadic pastoralism, the government may have used the lifestyle of the Samburu people as an excuse not to be committed to providing a conducive environment for the pastoralists to access education. Alternative approaches to basic education have been introduced, albeit with little policy support, making it inefficient in meeting the education needs of the pastoralists.

Policy Issues and Viability of AABE

Ruto (2004) researched the contribution of non-formal education in enhancing the provision of basic education in Kenya for the purpose of exposing the gaps that existed in NFE provision, viewing school orientation and classroom culture as foundations for the attainment of basic education skills. The study assessed learner characteristics, facilitator characteristics, time and physical facility allocation for NFE, curriculum and pedagogy of NFE programmes, community participation, NFE programme administration and financing as determinants of the success of the programs in meeting basic educational needs. The study targeted non-formal sites in both rural and urban areas, with the site (centre or school) as the unit of analysis, using an interactive research design comprising quantitative and qualitative paradigms. An institutional mapping survey involving 30 institutions (sites) was done, from which 8 were selected for detailed study, the sites being selected from rural areas (Samburu and Marsabit) and urban areas (Nairobi and Kisumu.)

A research population composed of widely diverse characteristics, which are the basic concern of the study, such as the marginalisation of some urban communities and rural (or further, nomadic pastoralist) communities in the same study, is likely to give findings that do not give a clear picture on the subject of study (Mugenda & Mugenda, 2003). Informant interviews, focus group discussions, observation, documentary analysis and desk review of NFE approaches targeting school-age children in

selected countries were used to collect the research data, with the parents, learners, head teachers and initiators of non-formal institutions selected purposively being the respondents. Qualitative data was analysed and presented as descriptive statements, while quantitative data was analysed using simple frequency methods and presented as percentages in tabular forms. The study found that although non-formal sites were ascribed a big role in education, there was no accompanying change in policy and financing to empower them for the mandate. There was no clarity on the place of non-formal sites (schools) in the overall education plan, with uncoordinated linkage with formal institutions that they were supposed to complement. The simplistic perception of non-formal education by providers had compromised the pedagogical skills inculcated in the programmes, leading to inferior curricula as compared to formal institutions. Pedagogy determines outcomes in literacy (Bedanie, 2007); therefore, there is a lack of serious emphasis on the evaluation and development of NFE, and consequently, ABE pedagogy has led to static implementation approaches and has denied AABE effectiveness.

An examination of various AABE programmes in Gambia, Mali, Niger and Sénégal on their role in promoting basic education Moussa et al. (2007) aimed at assessing the quality of basic education offered in the programmes on the perspective of the fundamental necessity of Islamic schools in enhancing literacy and other aspects of education to school-age children and youth. The study looked at the curriculum, facilitator, institution location and school management factors as determinants of the quality of education offered at the Islamic schools in the four countries, with the Madrassa or the school as the unit of analysis, using desk studies, focus group interviews and questionnaires with a sample of 105 Madrassas and 79 other Quranic schools stratified by country and by socio-economic area (urban/rural), and the managers, teachers and other stakeholders were the respondents. The data were analysed through the juxtaposition of related and similar variables, drawing relationships, and presented in textual statements of conclusions from the relationships.

The study found that enrolment into Islamic schools had risen as a result of increased access due to growth in the number of Islamic schools, but the quality of education offered remained low due to constraints in resource input; there were wide variations in the curriculum offered in the different countries in terms of time allocation to the same subject and in different schools in the same country. Teachers were not always involved in curriculum development, and there was no formal national assessment of student achievement levels in the key curricular areas; in most cases, too little basic literacy and numeracy were offered in the schools, with more emphasis on religious studies. The indication was that the programmes, though vibrant, bear minimally on EFA goals and MDGs (UNESCO, 2000), with an obvious gap between what they offered and the basic literacy goals that were defined in the two international conventions. AABE programmes at the implementation level were informed by international trends in education so that they may achieve the goal of social inclusion for the learners (Charlton & Andras, 2003; Carl-Hill & Peart, 2005.)

In a study on the participation of street children in alternative basic education programmes in Pakistan (Tufail, 2005) with a view to identifying challenges and gaps related to EFA for out-of-school children living on the streets and coming up with the best practices for enhancing basic education for them with an aim to promote their social inclusion, low level of participation in ABE programmes was attributed to street lifestyle, lack of information on ABE, poverty and a non-supportive government policy. The research, whose unit of analysis was "the street", targeted street-living children in the urban areas of Pakistan, with four cities, namely Punjab, Sind, North-West Frontier Post and Bal se as the sample areas, with the sample group being male and female street living children between the ages of seven and seventeen years in the selected geographical areas. Fifteen focus groups of 120 participants of 7–17-year-olds, both male and female, were held, with the participants being gathered from 250 streets of the selected cities. Data was gathered through in-depth informant interviews and participant observation methods, with documentary analysis of documents from the International Labour Organisation, Government organisations and agencies and entities

working on basic non-formal education as the primary data source. Fieldwork was conducted using questionnaires by social scientists, and qualitative data was compiled. The study found that 6 per cent of the street-living children were aged below 12 years, 49 per cent were 12-14 years, and 45 per cent were 15-17 years, with the median age being 14 years. 52 per cent were living on their own, while 48 per cent lived with their parents. Life for them revolved around seeking basic sustenance, and the pursuit of education was not a priority. There was no clear government policy for the education of the street children, resulting in their failure to be absorbed in any form of skilled labour. Curricular relevance to the immediate and pertinent needs of the participants plays a key role in their inclusion in ABE programmes (Kratli, 2001).

Saleem (2009) examined distance learning in Pakistan with the aim of developing a distance learning model for enhancing literacy in the country, based on the premise that distance learning programmes were the most effective alternative tools for imparting basic literacy to adult learners. The study looked at the impact of financial and resource allocation, community perception, the distance between learners and learning centres, management and administration practice, learner motivation, use of broadcast media and government policy on the effectiveness of basic literacy acquisition by adult learners. The study population consisted of literacy instructors working in different parts of Punjab Province of Pakistan, District Literacy Executive officers, personnel in the Department of Distance and Non-Formal Education Institute of Mass Education of Allama Iqbal Open University, Islamabad, EFA Wing of the Ministry of Education and illiterate adults living in the rural areas of Punjab Province, with the study sample consisting of the whole population of District Literacy Executive officers (8), personnel in the Department of Distance and Non-Formal Education Institute of Mass Education of Allama Iqbal Open University, Islamabad (13), 514 literacy instructors (50% of the total population) and 630 illiterate adults, both selected by proportionate stratified sampling and convenient sampling respectively, with the District as the unit of analysis. Data was collected through questionnaires, structured interviews, and focus group discussions. It was analysed in percentages using sum scores and presented in tabular form for quantitative data and

consolidation for qualitative data, which were presented as conclusive statements.

The study revealed that adult learners were much more interested in basic literacy both for themselves and for their children when presented on a flexible schedule, with a curriculum that was relevant to their need for accounting in their finance and business operations; the existing literacy centres were not accessible to all the learners in terms of distance, and were poorly equipped for learning; there was no media broadcast of adult literacy programmes in spite of the positive attitude that the community had towards radio and TV broadcast; there lacked a consistent government policy for alternative basic education for adults, with every successive administration bringing with it new, unsustainable approaches; there was no set system for evaluation and accreditation of the learners; the managers and facilitators of learning centres were not properly equipped with skills for handling learners and managing the available teaching/learning resources. Alternative education programmes should provide for learners to transition to higher levels in literacy skill achievement so that they can participate in the economic, social and political life of the community on an equal footing with those who have benefitted from the formal system (Ruto, 2009.)

A survey on non-formal education by Khan (2009) aimed at establishing the role of non-formal education in literacy on the global platform from a theoretical position that non-formal education was vital for enhancing literacy among marginalised communities, looked at the impact of the activities of NGOs and educational institutions on the literacy of marginalised communities. The study was carried out online through questionnaires. Of the 144 respondents, of them (77%) were NGOs, while the rest (23%) were educational institutions. 26 per cent of all the respondents were international NGOs or educational institutions operating in more than one supra region. The service provider organisation was the unit of analysis, and the descriptive/exploratory technique was used for analysing it; the results were tabulated as percentages, with the tables containing some measure of correspondence between rows and columns.

The study found that of the 144 respondents, 64 per cent were involved in community participation, 47 per cent with curriculum development, 46 per cent with out-of-school education, 44 per cent with girls' education, 40 per cent with learning improvement and 39 per cent with teacher education, where particular projects were involved in a multiplicity of activities. Of these educational activities, 96 per cent were non-formal programmes geared towards education for the marginalised groups. The quality of NFE offered was low because of insufficient resources against the high need level resulting from the fact that the projects were concentrated in disadvantaged zones where teacher availability and working ability were constrained, together with a lack of functional structures and educational teams; pervasive lack clear national government policy and support for non-formal education projects hampered the effectiveness of the providers who often ran NFE as a parallel programme to the formal education programme of the governments in the countries where they operated. Community perception and participation in non-formal education initiatives ought to be given their rightful place in the implementation of such

education programmes for them to be sustainable (Mensah, 2004), something which this study did not consider.

METHODOLOGY

This study was undertaken in Samburu County. The county covers an area of 20,826 sq Km (3.6% of the total area of Kenya). The county was divided into three districts/constituencies, namely, Samburu East, Samburu North and Samburu West. It bordered the counties of Turkana to the North West, Baringo to the South West, Marsabit to the East, and Laikipia and Isiolo to the South and East, respectively. A larger part (75%) is arid and semi-arid. The target population for this study was drawn from the 56 AABE Centres in Samburu County. The AABE Centres were taken as the unit of analysis. There were 56 AABE Centres with an enrolment of 2012 learners. Nine Centres were in pastoralist areas, nine in forest areas, two in agricultural areas, and one each in urban, slum and agro-pastoralist areas, respectively. There was a total of 76 teachers in the 56 AABE Centres. The following table 1 shows the population and sample.

Table 1: Population and Sample

	Total	Sample
AABE Centres	56	56
AABE Learners	2012	400
AABE Teachers	76	56
AABE Sponsors	10	10

The sampling frame was all the enrolled learners in AABE Centres. The study used the Yamane sampling formula to ensure that the sample size does not go below a confidence level of 95 per cent. To get the sample of 400 learners who represented their households, the study applied a stratified sampling technique. The primary data were collected using three sets of structured questionnaires. These were for learners' household heads, AABE teachers and the other for AABE Centres' sponsors. The research work used both primary and secondary data. The researcher visited all the AABE Centres, sponsors, and government offices between February and June 2011 to understand more about the study area and to

collect secondary data. A second visit to all AABE Centres was made in October 2012 to map out the areas and identify logistic dynamics. The primary and additional secondary data were collected from December 2011 and completed in January 2012. Ethical considerations were applied to protect the rights of the research participants on all the above ethical issues. This study employed descriptive and inferential statistics in data analysis.

FINDINGS AND DISCUSSION

The discussion on the second objective of the study which was to find out the extent to which Government

Policy supports viability of AABE programme in Samburu County, is presented below.

Governments Policy Direction on AABE- Household Heads

The study sought to establish the respondents' (household heads) views on whether the government's policies on AABE were focused on

effectively ensuring access to basic education for nomadic pastoralists. The Policy-related issues investigated the adequacy of the AABE government policy framework, curriculum, guiding policy documents, staffing, funding, teaching and learning resources and teacher training. The following figure shows the responses of household heads:

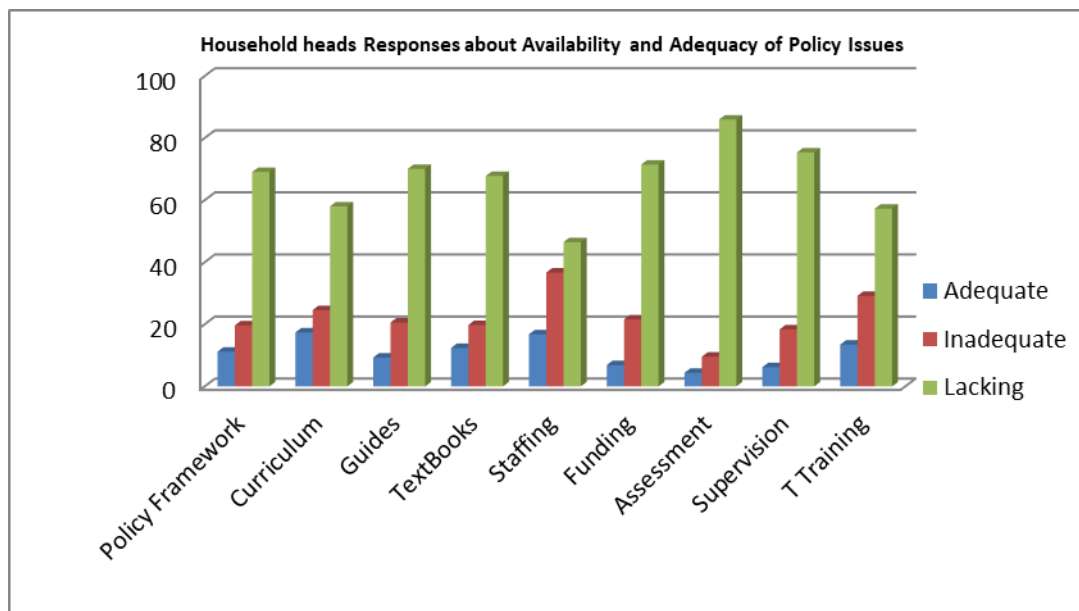


Figure 1: Availability and Adequacy of the Policy Issues (Household)

Figure 1 shows that (69.1 %) viewed the AABE policy framework as lacking. Similarly, the following reported other policy-related factors as lacking- curriculum (58 per cent), Guides (70.1 per cent), Textbooks (67.8 per cent), staffing (46.5 per cent), funding (71.5 per cent), Assessment (86 per cent), supervision (75.4 per cent) and finally, teacher training (57.3 per cent).

Government's Policy Direction on AABE- Teachers

The study established that the majority (64.7 per cent) (45 per cent) of the teachers held that the AABE policy framework was lacking, while 20.1 per cent reported it as inadequate and only (15.2 per cent) reported the policy as adequate. Further, the majority reported that

other policy-related issues were lacking as follows: Curriculum (64 per cent), Guides (70.4 per cent), Textbooks (66.4 per cent), Staffing (40.1 per cent), Funding-(89 per cent), Assessment (83.9 per cent), Supervision (73.3 per cent), and Teacher Training (68 per cent). The teachers clarified that nobody went to AABE Centres for supervision, and they did not know anything about funding. They further reported that they relied on textbooks from primary schools. On staffing, they said that they were the staff, and that is why they thought they were there. They relied on training they got individually but not related to AABE. The following figure depicts the scenario.

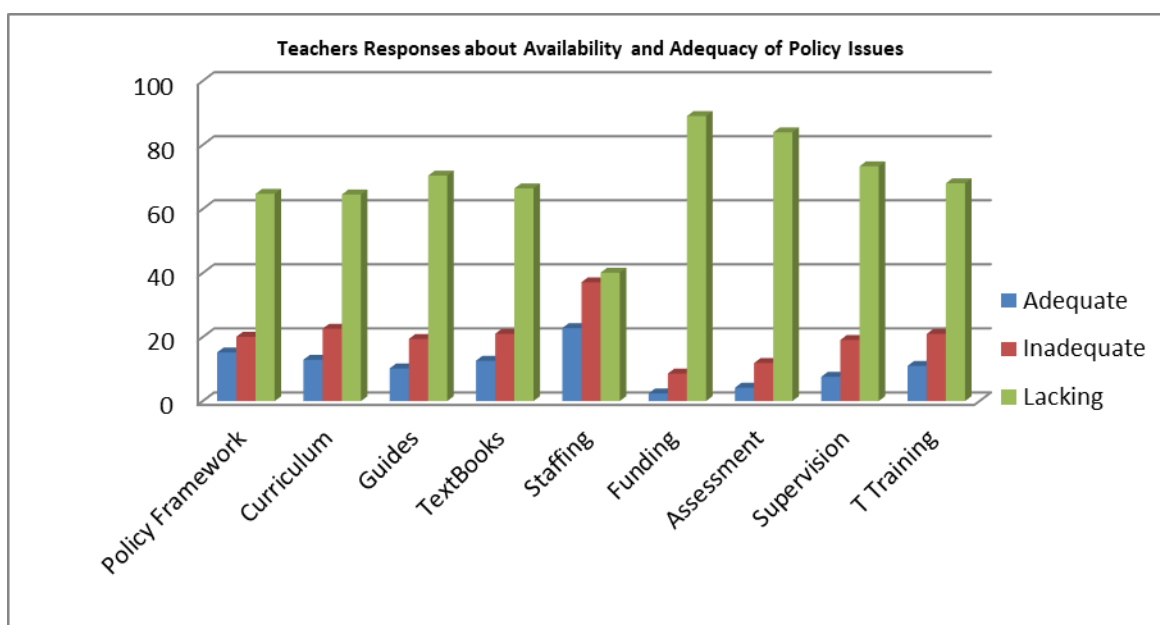


Figure 2: Availability and Adequacy of the Policy Issues (Teachers)

In general, as per Table 2, the majority (64.7 per cent) of the teachers reported that the government's policy framework, goodwill and implementation were lacking, while (20.1 per cent) said it was inadequate,

and a meagre (15.2 per cent) said it was adequate. Their view is almost similar to that held by household heads.

Table 2: Summary of Teachers' Responses on Adequacy of AABE Policy Issues

	Adequate	Inadequate	Lacking	
Policy Framework	15.2	20.1	64.7	100
Curriculum	12.9	22.6	64.5	100
Guides	10.2	19.4	70.4	100
Textbooks	12.6	21	66.4	100
Staffing	22.8	37.1	40.1	100
Funding	2.4	8.6	89	100
Assessment	4.2	11.9	83.9	100
Supervision	7.6	19.1	73.3	100
T Training	11	21	68	100
	98.9	180.8	620.3	900
	11	20.1	68.9	100

Curriculum Used in AABE

The study further sought to ascertain the syllabus used in AABE Centres. According to the figure below, almost all (81 per cent) of the centres used formal primary school syllabi developed by KIE. The others used the Non-Formal Education syllabus developed by the church (7.9 per cent), others used the adult

literacy syllabus (6.8 per cent), and very few (3.1 per cent) used the Kenya Institute of Education (KIE) developed the syllabus for NFE, while (1.1 per cent) reported that they used any material they could get. The scenario implied that implementers of AABE in Samburu had not put much thought into AABE's success in terms of the curriculum/syllabus used.

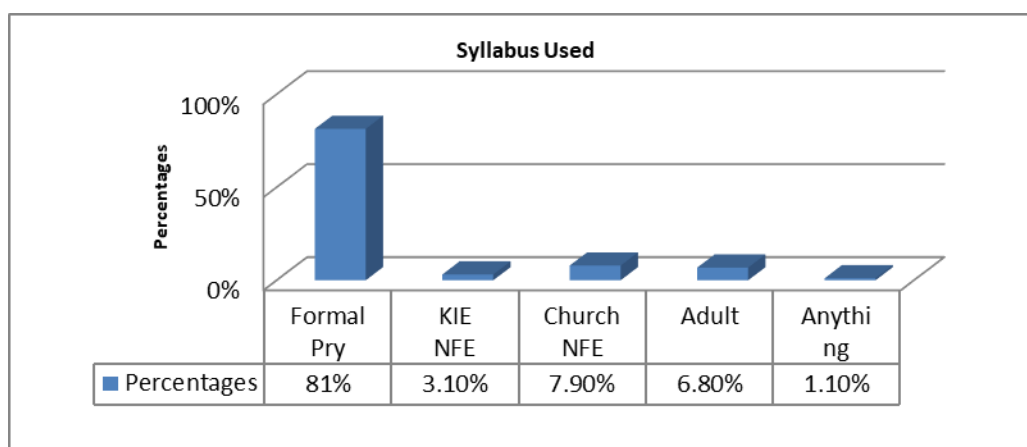


Figure 3: Syllabus Used

Teachers Orientation on Syllabus

The majority (74 per cent) of the teachers reported that they had not been oriented on the syllabus and other teaching methods on AABE. The rest (26 per cent) said that they were somehow oriented through workshops.

Registration of AABE Centres

The study tried to establish whether the AABE Centres were registered with the relevant government bodies. It was noted that the mandate for registration of AABE Centres lay with the Directorate of Adult and Continuing Education within the Ministry of Education. The study noted that none (0 per cent) of the 56

Centres was registered. This meant that the Centres were not recognised by the government. Even the 5 Centres supported by the government as a pilot program were not registered.

The Cycle of Learning- Does It Aim at Final Primary Exams

The study further sought to establish whether the AABE Centres aimed at enabling the learners to complete basic education by facilitating progression by levels and facilitating them to sit for the final exam-KCPE with KNEC. The teachers gave the following response:

Table 3: Progression and Final Exam Plan

	f	per cent
With Progression and Final Exam Plan	18	32.1
Without Progression and Final Exam Plan	38	67.9
TOTAL	56	100

The table indicates that (32.1 per cent) of the Centres had progression and final exam plans for their learners, while the majority (67.9 per cent) did not have them. Those who had plans mentioned that their learners either go to the DEO's office to sit for exams as 'private' candidates or sit in the nearest primary schools together with 'regular' learners.

The respondents were asked to clarify why this was so, and they reported that they hardly had exams because of the reasons outlined below:

- i. Centres have not been registered
- ii. Learners take time to be ready for Exams
- iii. Nobody had followed up

The teachers did not know that it is possible to register Centres for exams.

KNEC could not recognise Centres that were not registered with the Ministry of Education

The majority of learners dropped out before completing.

Summary of Policy-Related Issues

In summary, the study analysed all the policy-related issues below to ascertain their level.

In general, as per Table 4 below, (66.85 %) of the household heads reported that the government's policy direction in relation to the policy framework and

implementation was lacking, while 22.25 per cent said it was inadequate and only (10.9 %) said it was adequate. This implied that the government's seriousness and goodwill had been lacking in regard to AABE.

Table 4: Summary of Policy Related Issues

Items	Adequate	Inadequate	Lacking	
Policy Framework	11.2	19.7	69.1	100
Curriculum	17.4	24.6	58	100
Guides	9.3	20.6	70.1	100
Textbooks	12.4	19.8	67.8	100
Staffing	16.8	36.7	46.5	100
Funding	6.9	21.6	71.5	100
Assessment	4.4	9.6	86	100
Supervision	6.2	18.4	75.4	100
T Training	13.5	29.2	57.3	100
Total	98.1	200.2	601.7	900
Average	10.9	22.25	66.85	100

Table 5 below also summarises all other policy-related issues as follows:

Table 5: Summary of All Key Policy-Related Factors

Adequacy of Policy-Related Issues	YES	NO
	per cent	per cent
Specific Policy issues shown above	10.9	66.85
AABE Syllabus Availability	3.1	96.9
Teacher Orientation on Syllabus	26	74
Centres Registration	0	100
Learner Exams and Progression	32.1	67.9
AVERAGE	14.4	81.1

The summary shows that the adequacy of AABE Policies in terms of Policy framework, implementation, support and so on was only (14.4 per cent). This clearly implied that AABE in Samburu County was not successful in terms of policy. Finally, the respondents were asked to state whether, according to them, AABE Policy's inadequacy in terms of direction and implementation affected the viability of AABE. They gave the following responses.

Table 6: Adequacy of AABE Policy

Adequacy of AABE Policy		
	f	per cent
YES	60	15
NO	340	85
Total	400	100

Table 6 indicates that the responses from the household heads almost concurred with the summaries above. The majority of the respondents held that AABE policy was to blame for the inadequacy of AABE's success. This concurred with many studies that found that government policies were to blame for the poor performance of AABE, as indicated by a lack of directions, coordination, resource input and funding. (Owiny, 2006; Mwambili, 2004.). Similarly, lack of interest in or lack of capacity to get involved in AABE by the target participants has a link to lack of substantive government policies on AABE (Ghazi et al., 2005; Tufail, 2005; Debelo, 2010; Khan, 2009; Saalem, 2009).

In trying to establish further the relationship between Government Policies and the Viability of Alternative Approaches to Basic in Samburu County using the Chi-square test, the study found that (82.4 per cent) of those who asserted that the AABE Policy did not address the AABE program adequately also suggested that AABE was not viable while those who perceived AABE Policy to be adequate in addressing AABE in Samburu County had the lowest percentage (13.3 per cent). Only (17.6 per cent) of those who said policy was a problem had also mentioned that AABE was viable. This observation suggested that the

government's policies affected the viability of Alternative Approaches to Basic Education.

Overall, (72 per cent) of the respondents showed that AABE was not viable, against (28 per cent) who said it was viable. Moreover, the association between Policy and the Viability of AABE was statistically significant at (100 per cent) confidence level. This implies that government policies have a significant influence on the success of AABE in Samburu County and, indeed, in other nomadic pastoralist regions of Northern Kenya. Hence, we can conclude that government policy had a significant bearing on Alternative Approaches to Basic Education (Dennis & Fentiman, 2007; Owiny, 2006; Ruto, 2004).

Indeed, the association between Policy and AABE Viability was found to be strong, as indicated by the value of the contingency coefficient (0.84). These statistical findings implied that the association between the two variables was not only significant but also strong. The large value of the contingency coefficient (0.84) suggested that policy was strongly associated with the viability of Alternative Approaches to Basic Education in Samburu County. The association between the two variables is depicted as follows:

Table 7: Association Between Policy and Viability of AABE.

VIABILITY	AABE POLICY		ROW TOTALS
	AABE POLICY ADEQUATE	AABE POLICY INADEQUATE	
Viable	52 (86.7)	60 (17.6)	112 (28.0)
Not Viable	8 (13.3)	280 (82.4)	288 (72.0)
Column Total	60 (100.0)	340 (100.0)	400 (100.0)

*Figures in brackets show column percentages.
 Confidence coefficient (C) = 0.84
 Significance = 0.00000
 $X^2 = 146.27824$
 df = 1

Similarly, multiple regression analysis showed that government policy was the second-best predictor of the viability of AABE in Samburu County. The partial regression coefficient depicts that a unit increase in focused government policy on AABE increased the viability of AABE by 0.47 units. It can, therefore, be

inferred that if the government becomes serious about formulating appropriate policies that enhance AABE and put effective systems and mechanisms in place for its implementation, monitoring and evaluation, then the viability of AABE would be realised in nomadic pastoralists' areas (Swift & Kratli, 2010)

The findings concurred with those of other researchers who found out that AABE had not received much attention from the government. First, there is no clear policy direction on AABE apart from

statements on the government's intention to see the marginalised groups accessing basic education (Ruto, 2004). The education bill, for example, outlined guidelines for the implementation and management of a formal education system with no direction for AABE. Also, there was no clear government arm/department to oversee the management of AABE. There was a desk/officers 'in charge' of NFE at the basic education section, and there was also a Directorate of Adult and Continuing Education, still at the Ministry of Education, which claimed the mandate of overseeing NFE. The Ministry of Education was also supposed to register all NFE centres offering education to out-of-school children and youth. However, this had not taken place.

Further, the study established that no AABE Centre had been registered with the government in Samburu County; thus, AABE generally lacked recognition. One of the rules for the Teachers Service Commission, even with formal primary schools, was that no provision for teachers should be made until the school was registered with the government. With AABE, therefore, even if Centres were to be registered, they would still lack any support from the government in terms of facilities, staffing, funding, curriculum support, meals and even supervision. This lack of strong government policy support and resource input is a major impediment to the viability of the AABE programs (Hailombe, 2012).

Finally, the F test for the model depicted that the regression equation was significant at a 100 per cent confidence level. Hence, the null hypothesis of no significant influence of Government Policies on the viability of AABE in Samburu County was rejected and the alternative hypothesis that there is a significant relationship between Government Policies and the viability of AABE was adopted. Correlation analysis also showed that government policy was the second highest-rated variable, which was correlated with viability with a positive coefficient of +.8245. This meant that the higher the government policy direction in regard to AABE, the higher the success of AABE in Samburu County and, by extension, in other nomadic pastoralist areas of Northern Kenya.

CONCLUSION AND RECOMMENDATION

Conclusion: The majority (70.5 per cent) mentioned that AABE was not full-time; AABE received little

attention from the government (68 per cent), that no serious learning took place (64.5 per cent), learners hardly improved (58.5 per cent); there was no progression (50.5 per cent) and that there were no facilities (45 per cent). The policy implication here was that improving the areas that make AABE appealing to the nomadic pastoralists would go a long way in boosting its success in Samburu County. Secondly, Government Policy is rated as one of the main factors affecting the viability of AABE in Samburu County. The study established that (69.1 per cent) of the respondents held the AABE policy framework, implementation and commitment from the government as lacking. The study used many indicators to assess this. For example, the respondents who said that the policy-related issues were inadequate were: curriculum-58 per cent, Guides (70.1 per cent), textbooks (67.8 per cent), staffing (46.5 per cent), funding (71.5 per cent), assessment (86 per cent), supervision (75.4 per cent) and finally, teacher training (57.3 per cent). Furthermore, only (7.9 per cent) of the Centres had an AABE syllabus. The rest were using anything like adult literacy, catechism, and the formal school syllabus. The majority (74 per cent) of the teachers reported that they had not been oriented on the syllabus and other teaching methods on AABE. None of the AABE Centres had been registered. None of the AABE Centres had succeeded in facilitating final exams for the learners. In total, the adequacy of government policy on AABE basing all indicators mentioned was found to be only (14.4 per cent). Using Contingency tabulations to assess the relationship between the independent variable and the predictor variables, it was found that the association between Policy and AABE Viability was found to be strong, as indicated by the value of the contingency coefficient (0.84). Moreover, the association between Policy and Viability of AABE was statistically significant at (100 per cent) confidence level and attested by (72 per cent) of the respondents whose analysis showed that AABE was not viable. This implies that government policies have a significant influence on the success of AABE in Samburu County and, indeed, in other nomadic pastoralist regions of Northern Kenya.

Recommendations: From the study findings, the government was viewed as harbouring the same perception about AABE, and that was why its commitment had been conspicuously absent. The

pastoralists felt that all the development interventions geared towards them were not implemented with any appreciable level of commitment. The key factor affecting the viability of AABE was established to be government policy, which was blamed for lacking commitment and implementation. The respondents themselves recommended that AABE be done away with and perceived positive elements in it be used to improve formal education so as to be responsive to the education needs of nomadic pastoralists. The reason for this is that, like that parable of the Pharisees, AABE stands at the door, refusing to enter and not allowing others to enter. The pastoralists are very pessimistic about any hope for AABE to improve, and if perchance it will ever improve, it will be centuries later, having delayed any chance for nomadic pastoralists' children to access education. They also held the view that AABE is acting as a cover-up for the government to delay any immediate efforts to ensure access to education for all the people in nomadic pastoralist areas. They argued that the proponents of AABE are those who use it to fund-raise and enrich

themselves, yet give those who they say it helps a raw deal. They write a lot of good things about AABE, yet in reality, it has failed. So, the policy implication is for the government to own up and upgrade the efforts of ensuring that nomadic pastoralists access basic education within the shortest time possible by building the positive elements of AABE into formal education. In the meantime, the government needs to take over all AABE Centres and increase their number. Why should the government just concentrate on formal education and ignore AABE? To strengthen the existing work, it is recommended that more studies be done on the viability of AABE, especially covering other factors not included in this study. More studies on the viability of AABE are needed to document experiences in a wide range of nomadic pastoral areas. Lastly, predictor variables to AABE success are subject to change from time to time; hence, there is a need to continuously update our understanding of the changing trends of viability and the factors influencing it, especially covering new developments.

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