ABSTRACT

The purpose for this study was to identify and investigate the factors that influence the implementation of adult basic literacy education curriculum in the adult literacy programme in Chuka Division, Meru South District. Data was collected from 10 adult education teachers, 50 adult basic literacy learners and the adult education officer. This study revealed that it is important that facilitators train on teaching methodology, interpretation and translation of modern methods of teaching adult learners. It was also revealed that the facilitators and learners of adult education should be involved in the development of teaching/learning materials used in the teaching of adults. This is because teaching/learning materials are necessary in facilitation of adult education. The learners and facilitators should also be allowed to select the best teaching method that they find suitable. The study recommended that the facilitators use discussion and demonstration methods which help to boost the morale of learners as well as create interest in the AE curriculum. It is also recommended that the language of instruction be the language of the local community so as to make it easy for both learners and facilitators to participate in the process of learning with ease and confidence. It was therefore suggested that a similar study be carried out in other parts of the country to find out whether similar findings will be obtained. It was also suggested that further study be done on human resource factors that influence implementation of adult basic literacy education in Kenya.