

ADULT EDUCATION BASELINE STUDY IN TURKANA DISTRICT

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SUMMARY RECOMMENDATIONS

1. The Adult Education Office should keep more systematic data on teachers and centres on monthly basis as part and parcel of information for programme management, monitoring and subsequent evaluation.
2. The Adult Education Office should systematically cull data from attendance files to establish effectively who are enroled, who are regular attendants and for how long learners stay in classes before attempting proficiency tests for this data is extremely important for planning future programmes. Data must be based on inspection and supervision for experience shows that teachers over report on both scores if not regularly inspected.
3. Given the need for adult education in the district, TRDP should consider major expansion after a period of stringent supervision to establish clearly facilities, attendance patterns, types of demand and how to upgrade instruction.
4. The Adult Education Office should as a matter of urgency, identify a pool of experienced full time teachers undergoing certification training, who can assist their colleagues in improving instruction practices. Such teachers should be trained as TOT.
5. There is evidence that the teachers who need the greatest help are the recent TRDP hires and the GoK part timers. Such training should be organised in a manner similar to the programme for upgrading primary school teachers and not be run on ad hoc seminar basis.
6. The Adult Education Office should as a matter of urgency systematise the records to facilitate a tracer study to establish how learners are succeeding in ways not determined by the proficiency test.
7. Since both the MCSS and TRDP budgets show that teaching aids are to be bought, they should be bought under transparent District Focus procurement procedures. Further, there should be proper stores procedures initiated at the Adult Education Office to receive the materials and to distribute them not only equitably but in an open manner known to all. TRDP has supervision responsibility on these matters.
8. All part time categories of teachers should be abolished as soon as possible for they lead to lax teaching and programme management. Those already employed should be absorbed after training either into the MCSS adult education teachers scheme or Ministry of Education scheme. No extra TRDP programme teachers should be hired without training.
9. The Adult Education Department should expand the number of centres primarily catering to subordinate staff where they are concentrated essentially in locational centres not already served.

10. Future teacher recruitment, which should have a target of 50% female teachers, should pay specific attention to recruiting female high school graduates, if possible, and from the ample supply of CPE graduates.

11. There is not clear evidence that too much demand is put on women by development activities to negate their spending time on adult literacy. Consequently they should be a major target of both literacy and development education for this will enable them to redefine their production roles whether in the settled population or in the nomadic pastoral population.

12. It does not appear that there is need to construct extra offices at the district level. No funds should be spent on building divisional level offices until the project is expanded to demand more space than is currently available.

13. TRDP should find ways of planning both the parish and GoK programmes so as to take up the comparative advantages of both and to ensure systematic coverage on the ground.

14. The Adult Education Department should continue serving the settled populations, where those in the lower ranks of employment, women and small traders need it to enable themselves. It should as a matter of urgency begin to serve the nomadic sector which is not only stressed but whose production capacity is being exploited by forces external to itself, thereby negating its sustainability.

15. TRDP should find ways and means of training multiple function personnel in participatory development education to act as adult education teachers, paravets, cbhc extension staff, women group organisers or met extension staff particularly for use in the nomadic pastoral communities. The training approach could be to convert already employed personnel to serve in multiple capacities. Preference should be given to personnel with permanent employment and in no circumstances should the numbers of temporary project personnel be increased.

CHAPTER 1. TURKANA DISTRICT AND NORAD'S DEVELOPMENT ROLE

Turkana district covers an area of about 62,500 sq. km and lies in the north western corner of Kenya bordering Uganda, Sudan and Ethiopia. The district is predominantly arid and semi-arid with limited opportunities for rain-fed cultivation away from the main Turkwel river valley, where cultivation based on flooding has been practised for a long time.

Although no precise population figures have been agreed upon, some documents either use the figure of 200,000 or 300,000, the district can be assumed to have about 240,000 inhabitants. About 70% of whom are primarily dependent on pastoral production according to the Ecosystems study of 1985 which is followed by Helland in his 1987 briefing notes.

Since the late 1960's, NORAD has consistently been supporting a substantial range of development activities in the Turkana district. Originating in famine relief, the activities grew in the seventies to include a fisheries project, the Turkana Road, and support to small scale irrigation projects in Southern Turkana.

These activities were consolidated in November 1980 under a general agreement between the government of Kenya and NORAD giving rise to the Turkana Rural Development Programme -TRDP. Under the TRDP, NORAD has expanded its support to cover most developmental sectors in the district. This has been predicated on the logic that in order to realise the original aim of TRDP of raising "the general standard of living of the people in the Turkana area to the same level as that of the majority of the Kenyan people" (Article 1.2 of the KEN 040 Agreement) there was need to strengthen different avenues to positive change and particularly assist in human resource development.

Starting in 1988; the Department of Adult Education in Turkana District, through TRDP, requested NORAD to consider allocation of substantial support to the adult literacy programme of the department. In addition to the significant assistance given to the adult education, under the Catholic Diocese of Lodwar, initially and later under the Loruugum/Lodwar Parishes, NORAD has assisted the effort of the Department for Adult Education through hiring part-time teachers via the TRDP since July 1989.

The basis of accepting to support the Department and the existing support to adult education activities in the district in general, is the awareness that training at different levels of society is critical in human resource development, and that education for the adult Turkana is crucial to enhancing their intervention in the development dialogue about and within their district, a dialogue which is so far dominated by different types of external forces. Thus to some extent, the adult literacy programme is justified on the same grounds as support to training and human resource development in general.

While some money has been set aside for this support, a number of issues on the status of activities under the Department of

Adult Education remain to be understood adequately as a basis of rationalizing the allocation of scarce resources. This survey attempts fill identified information gaps and to suggest a strategy for investing resources in supporting the department. The range of issues focused by the study are defined by the Terms Of Reference as shown in Appendix 25.

CHAPTER 2. IMPLEMENTATION OF THE CONSULTANCY

The consultant reviewed the meagre documentation presented by NORAD and discussed the paucity of data with the supervising NORAD officer. It was decided to prepare a simple questionnaire for the male and female adult learners. These are shown in Appendix 23 and Appendix 24. They were prepared during the preparatory period before going to the field on the 28/1/90.

After arriving in Turkana, the first interviews were with the District Adult Education Officer (DAEO), his two Assistant District Adult education Officers and two clerks in the office.

A decision was made during the preparatory phase to hire two Turkana speaking assistants to conduct the adult education learners questionnaire -outside the framework of DAEO contacts. Fortunately, contact with researchers based in the district produced two field assistants with a past in field interviews. Although the consultant would have preferred one male and one female assistant it was not possible to get a female assistant. Consequently two males were hired. One was a form four leaver and the other was a form six leaver.

The consultant travelled with the field assistants and one or two DAEO staff members at all times. The learner interviews were conducted by the field assistants in the presence of the consultant. The consultant independently conducted all other interviews with community leaders, officials and adult education teachers.

Out of the existing 154 adult education centres, twenty five percent (38) of all adult education centres were visited and inspected. These are shown in Appendix 20. The centres covered six of the eight divisions in the district. The only Divisions not covered by the survey are Lokitaung and Kibish.

Adult education learners were interviewed in twenty percent (30) of the centres. These centres and the number of adult education learners interviewed in each centre are shown in Appendix 19. The actual learners interviewed are listed in Appendix 21. This unusual procedure of listing actual field interviewees is made so as to facilitate future follow up.

Given the high sample percentage, the independent interviewers, the spread of the interview sites, the consultant is confident about the reliability of the interview data.

The two questionnaires were used in assessing the views of current learners on various aspects of their education. Although having mostly similar questions, the questionnaire for men gave more emphasis to issues of community leadership, group economy and peer influence, while the one administered to women learners was more focused on women interest, group relations and attitudes of spouses to women education. 26 male learners and 30 female were interviewed varying in age. From the random sample used, most male learners appear to come from the age categories

between 20 and 40 with those in their twenties being the same number as those in the thirties. Women learners were overwhelmingly in their twenties (67% of sample). The conclusion is that women who attend adult education classes are much younger than male attendants.

A second major decision was made during the second day of the field work phase to invite all the district bodies with significant development education components in their programmes to attend a half a day brain-storming meeting on the relation s between adult education and development education. The consultant hired Nawaitorong Women Group Centre and provided tea and lunch for the attendants.

The minutes of the meeting are produced in Appendix 26: Adult Education Development Committee Meeting Held at Nawaitorong Women Group Centre 1/2/1990. Among those who attended were representatives from the Adult Education Department, Lorugum/Lodwar Parishes Adult Education Programme, Community Based Health Care Programme, Social Development Office, Drought Contingency Planning Unit, District Veterinary Office and the TRDP Programme Officer and Planning and Training Facilitator. This meeting was important in identifying potential district level coordination efforts for adult education. It also shaped subsequent fieldwork.

On 6/3/1990 all district Adult Education teachers had been summoned to Lodwar by the DAEO for a meeting with the DC. Seventy teachers attended. No agenda had been circulated before the meeting. Some in the adult education office thought it should be a normal professional meeting but the DAEO argued that since the DC was Chairman of the DDC and he had not addressed the teachers he should do so.

The consultant attended as an observer and conducted interviews of all divisional supervising teachers afterwards. This meeting also facilitated two major points for the consultancy. One it enabled the consultant to note the major programme problems as seen by the teachers, who verbalised them in public. Second it gave a glimpse of the DAEO functioning as a team leader and manager of staff and a programme.

CHAPTER 3. NORAD'S ADULT EDUCATION INTERVENTIONS

A. FUNDING OF THE LORUGUM LODWAR PARISHES PROGRAMME

NORAD has contributed to Adult Education activities in Turkana since July 1983. Initially the efforts went through the Diocese of Lodwar's Development Education Programme. The Programme was evaluated by NORAD consultants in 1985 and their report was made available to the consultant. This report has not been made available either to TRDP or the Adult Education Office. It should be.

The Diocese programme ran into some internal problems and most parishes dropped the adult education component. Currently only the Lorugum and Lodwar Parishes continue some activities in development education. Kakuma Parish is supposed to run a pure literacy programme with eight teachers.

The Lorugum/Lodwar Parishes programme has existed with a coordinator over the past two years. It is a small programme with 13 teachers as shown in Appendix 1. The Lorugum/Lodwar programme gets some support from NORAD but detailed budgets on the same were not made available to the consultant either from the NORAD office, TRDP or the programme. Officials of the programme were not clear on whether NORAD will continue to fund them or even more basic, whether they will seek the funds from NORAD.

There does not seem to be any systematic contact between the programme and the TRDP. Some of the programme officials claim that when they contact NORAD even their reports are nowhere to be found in spite of sending them regularly. The TRDP leadership informed the consultant that the grant to the programme has not been presented to the DDC through them. This is violation of District Focus procedures.

The leadership of this programme argues that its main contribution is to remain small and to lead in experimentation on the delivery of adult education to the population particularly to the nomadic pastoralists.

Criticism by some adult education teachers who had participated in the DOL programme was that the past programme and its parish successor was limiting in confining all instruction to Turkana language. The teachers argued that there was need to include teaching of Kiswahili and more systematic numeracy for these two were in great demand by the subordinate staff, who attended adult education so as to improve their employment status in the formal bureaucracy.

The Lorugum/Lodwar Parish Programme relations with the wider GoK programme be systematised to include coordination with DDC procedures on funding and DAEOs Office on professional matters.

B. THE GOK PROGRAMME

The terms of reference for the survey identified the following as the justification for the funding of the GoK Adult Education Programme.

- "1. Need to strengthen literacy campaign in an area lagging behind national averages of adult literacy.
2. Accepted role of literacy in the creation of an enabling environment for the sustainable growth of other development initiatives.
3. The view that literacy will increase a people's capacity to influence development dialogue on issues affecting their situation
4. The role of adult literacy in strengthening the ongoing programme of training in Turkana."

Towards that end, in Turkana according to the DAEO, and as shown in Appendix 1, there were a total of 129 adult education teachers 1982, 131 in 1983, 129 in 1984, 158 in 1985 which included 29 from the DOL/Parishes, 121 in 1986, 109 in 1987, 139 in 1988 including 21 from the Parishes, and 146 in 1989. These are made up of 95 Gok, 21 from Parishes and 30 from TRDP.

Of the Gok 95, 55 are full time teachers undergoing training for formal certification as adult education teachers, thirty five are part time teachers who are not undergoing formal training for certification, and 5 are harambee teachers who are not regularly paid and are under no consideration for formal training at all.

Of the TRDP teachers hired in July 1989, as a result of funding from NORAD, they are not undergoing any formal training for certification as adult education teachers.

It is important to note the fluctuations in the numbers of teachers on monthly basis as shown in Appendix 1 and on yearly basis as shown in the listing of teachers for the 1986-1989 period in Appendices 3-12. There are unexplained changes in the staffing which could not be resolved in the short time of the survey. The data is presented in great detail so as to facilitate future analysis for programme reasons.

The DAEO office should keep more systematic data on teachers and centres on monthly basis as part and parcel of information for programme management, monitoring and subsequent evaluation.

In spite of the above contradictions in the data, for planning purposes, one can argue that in the last eight years the maximum number of centres for adult education have been about 154 as reflected in Appendix 17: Summary: Turkana Adult Education Teachers: January 1990.

The consultant, out of discussions with various peoples in the district, doubts whether at any time more than 100 such centres function continuously. This estimate was arrived by using the proportion of centres visited where the adult learners argued that they had not seen a teacher for more than six months.

Part time teachers and harambee teachers are in general not very reliable in the view of some officials. The absence of teachers is extremely pregnant for one cannot disaggregate totally whether it is simply absconding or bogus listing of such teachers.

However, such a small number of centres is supposed to serve a total population of between 200,000 and 300,000. Clearly in terms of coverage this shows that there has not been a serious commitment to expanding adult education in Turkana either by the GoK or the donors.

Appendix 1 also tabulates the numbers of adult learners since 1982 monthly. Rarely is more than 3,000 adult learners reported as enroled. The DAEO office argues that the average enrolment is 20 students per class. Given the argument presented above for 150 classes it is convenient to use the 3,000 adult learner figure.

In the 30 centres where adult learners were interviewed, the consultant sought from the teacher a judgement on regular attendants. Calculating information from all 30 centres, we estimate average regular attendance as 10. On the other hand average regular enrolment, as determined by inspection of 1989 records in the 30 centres was 15.

THUS IT CAN BE ESTIMATED THAT IN 1989, AT BEST THERE WERE NOT MORE THAN 2,250 ENROLED ADULT EDUCATION LEARNERS. OF THESE ONLY ABOUT 1,000 WERE REGULAR ATTENDANTS AND THUS PARTOOK OF THE BENEFITS OF THE PROGRAMME.

Since future programming needs will need much harder data on these issues, the DAEO office should systematically cull data from attendance files to establish effectively who are enroled, who are regular attendants and for how long learners stay in classes before attempting proficiency tests. Data must be based on inspection and supervision for experience shows that teachers over report on both scores if not regularly inspected.

Even if the calculations made by the consultant are not acceptable, still the reported facts do not square with the noble statements 2-4 above on why the GoK and NORAD are investing in the programme. A minuscule number is getting the education to even make a dent in the development front of the district.

The need for adult education is clear in Turkana. One DAEO annual report states that 70% of all adults are illiterate. In spite of sensitivity on this issue in the district, for planning purposes a calculation on the target population is needed so as to plan effectively. To derive such a figure the consultant used the conventional figures on Turkana population of 200,000 and

300,000. Using the normal CBS assumption that adults are 40% of the population then there are between 56,000 and 84,000 who need to get some form of adult education. Delivering such a programme is a mammoth task.

A crude measure of the "success" of the programme is the proficiency test. Appendix 18: Turkana Proficiency Test Performance 1982-1989, shows that only 885 candidates passed over the eight year period. Thus with a yearly pass rate of 100 it will take a long time to eliminate illiteracy. To put it bluntly, the current adults will not be in a position to get literate in the next twenty years. Given that there are significant numbers not attending school in the relevant age cohorts, guess estimates are not even possible, there will still be a market for adult education beyond the twenty years.

Given the current and future need for adult education in the district TRDP should consider major expansion after a period of stringent supervision to establish clearly, attendance patterns, types of demand and to upgrade regular and quality of instruction as subsequently discussed. The period of tightening up current activities should be the next six months.

CHAPTER 4. COURSE CONTENT AND RELEVANCE

a. Setting of Instruction

Most adult education classrooms are held in the open. Of the 38 centres inspected 15 were in the open, 10 were in church buildings, 4 were in schools and 4 were in temporary buildings at times no more than brush collected and strung together.

Obviously conducting classes outside is not conducive to learning. There is need to find better facilities for the classes being held in the open.

Currently there are 117 primary schools in the district. The number is set to grow to 128 by 1992 according to the current District Development Plan.

The consultant held discussions with the Ministry of Education on possibilities of using one or two classrooms for adult education for it is not feasible that a construction programme develop 154 classrooms. The view of the Ministry of Education is that the school facilities are community facilities and they could be used as adult education centres. There is not a major scheduling bottleneck for the lower classes leave school before 1 pm. In fact the District Primary Schools Inspector promised to discuss making classrooms available for adult education teachers with the Headmasters of Primary Schools in their general meetings. Most adult education classes start later. Discussion along these lines with the district education officials (particularly headmasters) would be fruitful.

No clear data exists for the number of church buildings. It is estimated that there are more than 200 church buildings which can be used as classrooms. Most churches have a vested interest in offering their buildings. This should be utilised more than is currently done.

It is the consultant's view that there are enough facilities for holding adult education classes indoors. These are primary schools and churches.

Consequently, the DAEO should discuss with the District Education Officer a district wide plan for the utilisation of school buildings for holding classes.

Further the DAEO should develop a plan with the relevant church authorities for the use of churches as classrooms where a classroom does not exist nearby.

b. Nature of Instruction

The criticisms made in the Haaland Report on the DOL Adult Education Programme on instruction, that is teachers are authority figures, lack of participatory teaching and utilisation of learners as knowledge sources are still applicable in all programmes. There is need for the long term to train teachers in

more participatory techniques of teaching.

Although this is the preferred norm, it should not be used as an excuse to stopping the work afoot, particularly straight forward numeracy and literacy. The more experienced teachers, significant numbers have been teaching since 1979, who have attended seminars, and are conversant with contextual teaching, have broken from the AEIOU approach and are preparing their materials based on class familiarity. The consultant cannot say how much of this is going on for the supervision records are dismal and there is not data to go by.

The point is simply that there is a cadre of experienced teachers who can act as a resource in supervising others and improving instruction.

The DAEO should as a matter of urgency, identify a pool of experienced full time teachers, undergoing certification training, who can assist their colleagues in improving instruction practices. Such teachers should be trained as TOTs by the capacity existing in the district primarily but, supported with resources from without the district if necessary, so as to develop curricula in participatory development education. There is evidence that the teachers who need the greatest help are the recent TRDP hires and the GoK part timers.

Such training should be organised in a manner similar to the programme for upgrading primary school teachers in the district and not be run on ad hoc seminar basis by the department.

Presentations should be made to the MCSS on accepting such training as the basis for absorbing the trained teachers into its professional cadre. Alternatively such trained teachers could be absorbed into the Ministry of Education professional cadre.

There is evidence that some of the part time teachers are preachers/catechists for various denominations. Though was seen as a drawback by those in development who like neat distinction between the secular and the sacred, as is articulated in the Haarland report, the consultants view is that the role of a catechist is prestigious and serves to attract learners. Those with the skills to be good at it are more than likely to be good at handling adults as opposed to young school leavers. It is clear that such catechist teachers are more effective in recruiting learners than recent CPE graduates, particularly those employed under TRDP. They however should be phased out if they do not take part in the recommended training.

In the expansion of the project trained teachers (as discussed above) should be preferred. The existing GoK full time teachers are undergoing training on the job by correspondence. Their certification should be speeded up. Part time teachers whether they are GoK, TRDP or Loruqum/Lodwar Parishes should be phased out by including them in training after screening on their potential.

Some capacity exists in the district for training adult education teachers in the participatory instruction methods. This capacity is in the Diocese of Lodwar, Mobile Extension Team of Turkana Rehabilitation Programme and Community Based Health Care Programme of Ministry of Health and to some extent in the Drought Contingency Planning Unit of TRP.

The people who have these skills seem to have mainly originated in past programmes of the DOL.

TRDP and the DAEO should identify skills in the district who can be used in training of adult education teachers in participatory teaching especially for development education AND DEVELOP A PROGRAMME FOR THE SAME.

Given the narrow source of origins of those with the skills in the district, it is the consultant's view that an external consultant, familiar with participatory training for development education, specifically for adult education teachers, be appointed by TRDP to develop a training programme for all full time teachers. The consultant will be responsible for coordinating the TOT course and supervision of the subsequent training.

c. Forms of delivery (pedagogy)

Out of the 30 different centres, there was a uniformly high number of learners whose main teacher was an untrained male. 70% of the male learners interviewed had untrained teachers. Only 17% of the male sample had a male trained teacher. Only one man in our sample entered a women as his main teacher.

Except for one case, all male respondents said they were satisfied with the teaching ability of their teacher. 58% of the male respondents believed that there was no difference between a male and female teacher, 31% saw a male teacher as the best option, while the one respondent who had a female teacher said he saw a female teacher as the best option.

Of the female learners, 53% of their teachers were untrained men, 37% untrained female and 10% trained male. Female respondents believe that teachers are the same irrespective of gender.

In spite of the learners comments, the following facts should be noted. The bulk of the materials are delivered on the lecture method. The black board is the main instrument for the lectures. In the instances where there are no black boards, the sandy ground forms an unsatisfactory slate.

No evidence was found of class projects as learning exercises.

No evidence was found of using some of the learners as resource persons on things they knew better than the teachers.

Most surprising of all, was the attitude, particularly common within the recently hired teachers, that they know more than the

adult learners. One very old lady, speaking of a particularly bad teacher hired under TRDP, averred:

"The teacher just shouts at us. Calls us stupid. Look at her. What does she know? She looks like a ----- (unprintable)."

The conclusion from this comment is that the learners operated in the usual cultural context where teachers are respected and thus did not want to point out pedagogy problems. Interestingly, it is only the very oldest lady in our sample, who again in the cultural context blurted out what most must have been thinking. She, culturally speaking, is so old that she is free and can abuse all and sundry.

Pedagogical problems abound. They can only be solved as recommended elsewhere by formal training in participatory learning and teaching techniques.

d. Measurement of Levels of Literacy

The only existing measure of literacy is the number of passes in the adult literacy proficiency exam. These are shown in Appendix 18: Turkana Proficiency Test Performance 1982-1989. In 1982 there were 79 passes. 1983 there were 300. The current officials were not in the district and could not retrieve from the files the reason for the major jump. No candidates sat in 1984 for unknown reasons. In 1985 out of 254 candidates who sat 135 (53%) passed. The pass rate for 100 women candidates was an impressive 65% whilst the male pass rate was 45%.

In 1986, 267 candidates attempted the test with a pass rate of 52%. The 90 women candidates had a pass rate of 67% whilst the 177 male candidates had a pass rate of 45%. No candidates were offered in 1987. In 1988 116 candidates were offered and the overall pass rate was 61%. Of the 90 women candidates only 36 (40%) passed. On the other hand 61% (71) of the 116 male candidates passed. It is not worth discussing the 1989 results for the department has more women candidates passing than were offered! The figures for the previous year were adjusted after the consultant pointed out some problems! However, it is clear that the programme is passing only about 3 percent of its purported enrolment or about 12 percent of the consultant derived total enrolment. What is clear is that on the basis of passes the programme cannot be deemed successful.

There are other measures of literacy success. Among them are functionality. For example, according to the DAEO, 62 subordinate staff employed in the district have been moved into higher job groups as a result of getting the adult education proficiency certificate.

There are those who have begun to read and write. Some are business persons. The numbers are unknown. A more detailed trace study of past adult learners may throw light on the utility of the programme particularly to those employed in the low levels of the government and churches bureaucracies - the two main

employers in the district, those moving into trade and finally those moving into preacher/catechist roles. The consultant could not establish clearly what numbers go into each of the four broad areas of employment for the records of attendants are not systematic enough to quickly identify and trace past learners.

The DAEO should as a matter of urgency systematise the records to facilitate a tracer study to establish how learners are succeeding in ways not determined by the proficiency test.

e. Range of Teaching Aids

The basic teaching aids are a. a black board b. chalk c. a source book. All other teaching aids do not seem to exist. Very little evidence of theme cards were seen in ongoing classes. Of course some of the teachers had attended low cost materials workshop and they had some of them in bags or closets. Even the basic teaching aids were not available in most centres. Of 38 inspected centres 13 did not have their blackboard. They were borrowing from schools. 7 of the black boards were practically white and one could not read what was written on them. 10 of the blackboards were the small folding type. Thus only in 8 cases were the black board in good condition. Chalk was universally borrowed from schools or the parish programme.

Even more serious was the lack of teacher's source books. Pointed questions to teachers on the state of materials elicited comments like that there has not been any material delivery for the past two years. Others in the office argued that the materials which were being supplied to a few selected show centres had been bought personally by an official and no tendering procedures were followed. After repeating the story of the lack of any teaching aids in several divisions, the supervising teachers were ordered not to leave a meeting in Lodwar without taking their materials. Given that, the consultant's vehicle was used to ferry some boxes to one division, without delivery or receipt documentation. One can only conclude this was a put on show.

Thus one concludes that the materials unavailability in the centres is tied to lax procurement and distribution procedures, in short lack of supervision.

Since both the MCSS and TRDP budgets show that teaching aids are to be bought, they should be bought under transparent District Focus procurement procedures. Further, there should be proper stores procedures initiated at the DAEO office to receive the materials and to distribute them not only equitably but in an open manner known to all. TRDP has responsibility for the supervision of this.

f. Relevance to Pastoral Population

The adult education activities in the district are not in any way targeted to the pastoral economy. However, the need to so target it is clearly articulated by some. A teacher put it this way:

" The government adult education is better than the Catholic one since it teaches Swahili and literacy to help the pastoralists in the offices and markets. Who needs to study Kiturkana?", he asked.

The GoK programme uses a functional literacy curriculum jointly developed by Kenya Institute of Education and the Department of Adult Education of the MCSS. Its classes, and those of the Parish programme are located in the market centres serving the settled population. The attempts by the Parish programme to deliver development education to the nomadic pastoralists has essentially failed since the teachers do not accept the continual movement.

This consultant was surprised by the hostility to the idea of taking both literacy and development education to the nomadic population shown in the meeting of district officials with programmes on at the community level as shown in Appendix 26: Adult Education Development Committee Meeting. Of course one could have misunderstood turf fighting as hostility. But even if one is most generous, the supposed difference between the needs of literacy and development education are no more than camouflage for inaction. Both have space within, and are desired by the nomadic pastoralists. Some of the assembled did not even acknowledge that there was need to struggle with a programme for nomadic pastoralists to deliver either literacy or development education or combinations of the two systematically.

There are several problems. First, the Adult Education Department of the MCSS has never developed a curriculum **SPECIFICALLY** geared to pastoral communities. Of course, as reiterated in the draft report briefing, there are Turkana Primers which are in use. They do not constitute a functional literacy curriculum specifically designed for pastoral communities.

Since developing specific curricula for nomadic pastoralists is a national problem, TRDP and MRDASW may wish to discuss with the Adult Education Department of MCSS at the national level how to get a curricula specifically developed for Turkana nomadic pastoralists and other pastoral communities in general.

Second, the project based development activities in the district have essentially been justified in terms of the settled population. This was the argument for assistance to the destitute which drove most of the donor programmes in the seventies and eighties. Unfortunately this historical misconception of the past is likely to be replaced with a new myth, namely that all is well with the nomadic pastoralists and they should not be tinkered with for they have the knowledge to survive better than the people thrown out of pastoralism. Like many other development myths, this is self serving one for consultants, donors, and bureaucrats for it refuses to notice how the sector is exploited. For example an ox is exchanged for bag of posho and a 110ml animal antibiotic bottle is going for not less than Ksh.300. More detailed presentation of the iniquitous exchange is presented in table 3(9) of the Preliminary Study of the Livestock Sector Turkana District July/August 1989.

There is a role for both literacy and development education in assisting the nomadic pastoralists to get a fair deal in interacting with the rest of Turkana society and the Kenya nation. One adult learner put it this way:

" I learn numbers so as to cope with the traders who constantly cheat us out of our livestock".

There is illiteracy in the nomadic pastoral sector. There is demand for knowledge on modern health care, literacy and development education, modern livestock production, veterinary drugs and ultimately civic education about the nation which the sector is part of. What is lacking is conception on how to organise so as to reach the nomadic pastoralists.

The GoK adult education programme and the Parish adult education programme classes are in the large market centres of the district. A list of all the adult education centres for the past few years is shown in Appendices 3-12. Self Help Women groups, as shown in Appendix 15, are also, on the whole, located in the market centres. It appears that the CBHC centres, as shown by the distribution of the TOTS (Appendix 16) also are primarily biased for the settled. Data collected by the MET and analyzed by DCPU suggests that the bulk of nomadic pastoralists are within 10 km. of the market centres. This fact leads the consultant to conclude that it is not feasible that the nomadic pastoralists be expected to attend classes in the settlements. Assuming that the nomadic pastoralists make up close to sixty percent of the district population obviously there is need to find ways of getting literacy and development education close to them.

In interviews and during the brainstorming meeting, it became clear that the district personnel saw many problems in physically locating learning centres within the nomadic pastoral population. The consultant pressed the issue several times and the agreed consensus was that the distinction even between settled population and nomadic population should not be pressed in the analysis of targets for both literacy and development education.

In the consultant's view, this is an unacceptable position for nomadic pastoralism is the main economic activity in the district. In view of objectives 2-4 of the terms of reference, namely:

2. Accepted role of literacy in the creation of an enabling environment for the sustainable growth of other development initiatives.

3. The view that literacy will increase a people's capacity to influence development dialogue on issues affecting their situation

4. The role of adult literacy in strengthening the ongoing programme of training in Turkana;

then the physical location of a significant number of learning

centres must be within the nomadic pastoral sector since reaching those in the sector will no doubt have major impact on the economy of the district. It is not realistic to argue that the target population for adult education should only be the settled population for it is not as productive as the nomadic pastoral sector. Neither will the settled population become the dominant economic sector in the district soon for it is not realistic to expect market centre based activities to become the dominant economic activity in the near term.

Third, even the programmes which have sought to get to the nomadic pastoralists have not really placed personnel in the sector. For example, the CBHC programme has on the whole trained patient attendants who are clinic based but who can take part in development education of the communities they are based in. Given the facility based load, it is doubtful whether they play an extensive role in extending development education to nomadic pastoralists who are not likely to call in on the facilities. Discussions with managers of this programme, in the brainstorming session, led to the argument that they did not concern themselves with nomadic pastoralists for they had put a proposal to NORAD which had been turned down. The extent of their coverage, as reflected by location of the trained TOTs, is shown in Appendix 16.

The DCPU/Early Warning System Programmes on their part, have set up information collecting activities with the nomadic pastoralists but they do not seem to have to have continual presence in the nomadic communities which could be a vehicle for delivering literacy and development education. However they, have processed data which was initially collected by the Mobile Extension Team of the TRP, which shows the wet and dry season location of 244 adakars, their leaders and awis. This is shown in Appendix 27 and should be a useful basis for anybody interested in planning coverage of the nomadic pastoral population.

The District Veterinary Office has a pilot programme of paravets. Twenty paravets have been deployed in Lokori Division. Since the pilot programme is judged successful, it is to be expanded to 120 paravets soon to cover successive divisions of the district. It is expected that 200 paravets will be placed within the nomadic pastoral sector by 1995. It is expected that they will in general follow the identified adakars.

Fourth, there has not been systematic data on the physical location of the nomadic population at different times of the year. The Mobile Extension Team of TRP has an interesting programme with development education teams which operate from the district capital mainly. They have mapped the wet and dry season location of 244 adakars in the district. The data includes enumeration of number of awis. This can be used to come up with estimates of populations. This effort by MET, in some basic sense established the location of the nomadic pastoralists population in the district. This is important planning data for future programming of adult education in the district. It should be used

to systematically establish the need for literacy and development education in the nomadic pastoral sector. Given that the locations and populations are known, it should be an easy matter to plan either to have mobile classrooms or to locate classrooms where the populations are to be and get learners to transfer from one place to another depending on the season.

By calling together the programmes which have development education trained personnel, community activities and some supervising responsibility and capacity, the consultant expected to get synergy and a redefinition of a role for adult education in the district. Such synergy would ultimately lead to creation of a special cadre of personnel would be placed in the nomadic pastoral sector and be responsible for literacy and development education work.

Those who took part in the meeting are supposed to hold subsequent meetings to discuss actual plans. It is the consultant's sincere hope that this will take place and that TRDP will find ways and means of supporting such effort.

The only way to deliver the requisite literacy and development education to the nomadic pastoralists is to get the teachers to move with them or to deploy teachers in such a way that nomadic pastoralists can transfer to classes depending on their dry or wet season location. Unfortunately, the consultant is not confident that the current teachers and their supervisors are ready for this role of a teacher. Consequently, it is recommended that the GoK and Parish Adult Education programmes, the CBHC programme, the DVO Paravet programme, the Mobile Extension Team programme, the Women Self Help Groups programme and the Drought Contingency Planning Unit, under the working group identified during this consultancy meet and plan a strategy for reaching nomadic pastoralists.

Such a strategy should identify personnel, training needs, substantive programme coverage areas and finally modes of systematic supervision.

To facilitate this the TRDP should consider involving the Planning and Training Adviser actively in the deliberations of the working group.

g. Assessment of Relevance by Learners

The terms of reference called for making a hard distinction between the former and current learners. It was not possible to get systematic data on former learners for records of their physical locations were problematic. The few who were accidentally identified, are people who are in formal bureaucratic employment and who benefitted out of other training programmes after they were adult learners. Since they are such a distorted sample they were not useful for this term of reference. However in passing it should be noted that their existence shows that adult education can be a step to employment particularly in a district like Turkana which does not exactly

have a large pool of surplus educated people. The consultant made the decision to concentrate on current learners. Consequently, 30 female and 26 male learners were interviewed. From the random sample used, most male learners appear to come from the age categories between 20 and 40 with those in their twenties being the same number as those in the thirties. Female learners were overwhelmingly in their twenties (67% of sample). The conclusion is that women who attend adult education classes are much younger than male attendants.

Although some learners have been attending classes from as early as the late 1970s, the majority of current participants joined since 1987, with 63% of our respondents having joined in 1988 and 1989.

Asked of important things learnt since joining adult classes, both women and men view the ability to read and write as the main benefit acquired from adult education. 80% of the women respondents counted this among their perceived benefits, with 57% making it the first benefit enjoyed. There does not appear to be any specific age-based variance of this answer. Ability to do business and an understanding of family planning are the next significant responses with over 85% of the respondents giving them as either second or third value gained from adult education. 30% gave the ability to speak English and Swahili as among the benefits, and these were almost invariably below the age of thirty.

Among the men, the ability to speak English and Swahili, and the numeracy to count and record large numbers have equal responses as the second most important benefit so far gained from adult education. An increased ability to live well with other people, better planning for the future, especially on the importance of taking children to school, and family planning information also get some significant mention. Apart from family planning where all men appreciating it were below 40, the other responses showed no age-based peculiarities.

h. Improvements in Course Content

There has been attempts by the Adult Education Department to improve the course content by inviting other departments to come to the classes and to discuss their specialties. This is not a systematically planned activity but rather an activity left to the initiative of the particular teacher. It should be more structures perhaps with formal specification that inputs come from the following departments:

- a. Education
- b. Family Planning/Health
- c. Livestock
- d. Social Services
- e. Agriculture
- f. Irrigation
- g. Forestry

Most critical is the issue of the curriculum reflecting pastoral production concerns. This is a broad area where details of animal health, range resources, markets, and how these are constantly interacting in the physical and social environments (the complete noosphere) need to be introduced in the curriculum.

Adult Education Office should develop a plan for intensive utilisation of the personnel found in other ministries and projects in the district as resource persons in classes on their areas of specialisation.

As part of new pastoral curricula development, TRDP should develop specific materials for teaching the evolving Turkana District pastoral economy and its interactions with the settled community as well as the wider Kenyan society.

Such materials should be packaged in such a way that they include extension messages on the development activities in the district for them to be development educational.

CHAPTER 5. ADULT LITERACY PERSONNEL

A. TEACHING PERSONNEL

a. Full Time GoK

There are only 55 full time teachers employed by the Department of Adult Education. Another 21 are employed by the Lorugum/Lodwar Parish Adult Education Programme. The numbers and divisional postings are shown in Appendix 17: Summary: Turkana Adult Education Teachers: January 1990.

The consultant did not interview the parish teachers for the terms of reference specifically excluded them. The comments which follow are therefore based mainly on interviews with the former as directed by the terms of reference.

48 of the fifty five full time teachers have been teaching for more than over ten years. In fact 34 have taught since the GoK programme started in 1979. They have experience. Their academic qualifications are essentially CPE for only one had KJSE and seven had EACE. Appendices 3-12 shows the details of academic qualifications and deployment. Since they are enroled in the MCSS correspondence programme of so as to sit for certification as either Adult Education Teacher 1, 2 or 3, they seem to be highly motivated compared to the other groups.

As full time teachers they are expected to conduct classes for at least five days. Since supervision is practically non-existent it is not possible to determine whether this is so. However my impression was that many of them have become accepted opinion leaders in their communities and conduct themselves as pillars of the community. This is true even for those from without the district.

Some of the experienced teachers, but no female teacher, have been informally selected as supervisors for their divisions for there are no Assistant Education Officers to staff all the divisions. They are supposed to keep their classes but in the field only one out of six divisions had a teacher kept their class. The other five teachers had passed their classes to either the TRDP part time teachers or some harambee teachers. This fact was not even known in the DAEO office again showing absolute lack of supervision. It is deplorable that the TRDP teachers, whose justification was expansion of classes should be used to allow some of the more experienced teachers to malingering.

The supervisor teachers are supposed to be mobile, with motor bikes. The consultant saw only the one responsible for Turkwel utilising the bike. The others could not use their motor cycles for they were broken.

The supervisor teachers complained that they were not getting trained in office routines and management in spite of the fact that this was part of the duties they were expected to do. They further argued that the extra responsibilities did not lead to

extra remuneration.

This pool of experienced teachers has good personnel who can be converted into development education work TOTs after training. They will of necessity be posted out for there is a very high concentration of them in the bigger centres of Lodwar, Katilu and Kalokol.

b. Part Time GoK

There are forty part time teachers under the GoK programme. Their academic qualifications and postings are shown in Appendices 3-12. Only 5 of them have KCE academic qualification with the rest being CPE holders.

None of them were hired before 1986. They are expected to hold classes at least three times a week. It is doubtful whether they manage that. As part time staff they are insecure in jobs and do not get other civil service benefits.

Their payment has been problematic. In the past many have argued that they have worked and not been paid. At that time they were being paid in the DAEO office. These problems led to their pay point being transferred to the District Accountant's Office. Some claimed that occasionally they miss their pay.

c. Part Time TRDP

There are 30 part time TRDP teachers hired in July 1989. Four were KCE graduates and the rest are CPE as shown in Appendix 3. These undoubtedly are some of the worst teachers. They are young, inexperienced, untrained and it is not clear what the future hold for them for TRDP has made it clear they are temporary. Where the Government part time teachers have a hope of ultimately being absorbed by the MCSS, these do not seem to have that hope. Besides many see the job as a first job on their way to other things.

Adult learners despise these young teachers, who seem lost.

d. Part Time Harambee

There are supposed to be eight self help teachers. The consultant did not form any impression on them since only one, who had been relegated to the category from being a ministry part time teacher, a dubious procedure at best, was interviewed. Appendix 6 shows that most were recruited since June 1989.

This review of the teacher categories leads one to conclude that to expand the cadre of literacy and development education teachers, for extending to the nomadic pastoralists sector, the experienced full time teachers should be given priority in TOT training. All other categories of teachers should be abolished as soon as possible, with those in them being absorbed into a formal training system after weeding out the laggards, for they lead to teaching and programme management problems.

e. Age

Formal age data is problematic unless very good records are kept. The consultant did not have access to this information. However it is clear that the full time teachers are more mature than the GoK and TRDP part timers and the Harambee group. A comment related to age is that the expansion to include part time teachers in 1988 and 1989 is not attracting as solid recruits as in the past. The point seems to be that as more CPE leavers become available in the district, and as high school education similarly expands in the district, poor quality individuals are the ones seeking these jobs. The point is that there are increasingly KCE graduates who will be seeking these jobs. It is a point to ponder for future recruitment.

f. Gender

In 1989 among the 55 full time teachers, 10 (18%) were women. Of the 40 GoK part time teachers 8 (20%) were women. Within the 30 TRDP part time 10 (33%) were women. Out of the 8 Self Help teachers only 1 (13%) was a woman. It should be clear then that the recruitment pattern has changed slightly with the recent recruitment including more women than was the case in the past. However, still there is room for finding more women teachers.

g. Academic Qualifications

The recruiting base for most of the teachers as shown above has been the CPE level. This was dictated by the circumstances of the district where there were few schools and thus more academically qualified staff were not available. This situation is changing and it is not unrealistic to expect that the district will soon start producing surplus high school graduates.

According to the Current District Development Plan, the District Primary School Enrolment is supposed to grow from 28,000 in 1988 to 86,000 in 1992. There has been spectacular growth in high school enrolment which grew from 392 in 1983 to 777 in 1987. It is set to get to 1,350 in 1992, when 500 of them will be girls and 850 will be boys. These figures suggest that there it is more than likely that there will be surplus high school graduates for recruitment into adult education teachers.

h. Performance

Overall the impression one gets is that the performance of the teachers is not particularly good. There is their absenteeism and the learners absenteeism. This is an impression for there is not systematic supervision and records of it to get a professional view from the supervising officers. The impression is supported by the meagre number of candidates offered for the proficiency test and the field complaints by learners that they do not see teachers. This is not much to go by.

i. Implications of Recruiting New Teachers

The performance of part time teachers is lower than full time teachers for a. they do not consider themselves fully employed and thus do not have careerist drives. b. since they do not get supervised, why should they break their backs. The new TRDP recruits do not see a future career since they are temporary.

All these factors suggest to the consultant that past policy of recruiting part time teachers is a disaster from a programme management point of view. They cannot be held responsible. Consequently any future expansion must seek to make teachers permanent and with formal career lines.

B. ADMINISTRATIVE

1. Personnel

As shown in Appendix 2: Department of Adult Education: Turkana District: Non-Teaching Staff, the DAEO is an Acting Education Officer 11, which shows that his substantive rank is Education Officer 111. As the two divisional education officers are in the same substantive rank, ie Education Officer 111, this has led to management problems.

There is one clerical officer and a senior subordinate staff who doubles as the registry clerk. The clerk typist is borrowed from the DCs pool.

Under normal staffing there should be at least an Education Officer 11 or 1 to head the department in the district. There should be at least eight Education Officer 11 to man the eight divisions. However the DAEO pointed out that the MCSS has argued that given the little population in Turkana, it is not likely that there will be staffing up. Given the current low numbers of learners (1,000 to 3,000), it is hard to see how justification for the implementation of the normal staffing rate can be made.

However, given the peculiar needs of District the need to develop a nomadic pastoralism curriculum, the need to supervise over large distances and the need to campaign to increase the number of learners, there is a case for posting an Education Officer 11 or 1 to manage the programme. There is a case for adding two clerical officers.

The Department of Adult Education of the MCSS should post an Education Officer 11 or 1, with curricula development experience and good personnel management skills to head the department in Turkana. The officer should work with a complement of three Education Officer 111, Four Clerical Officers, a secretary and a copy typist.

2. Programme Management

There are major management problems within the department. To

begin with there is no apparent team spirit. This is inter alia a function of the three education officers being on the same rank and hence rivalry, leadership style, mistrust and environment. Roles seem to be undefined in the office and management seems to be whimsical. During the consultancy no evidence of team work was apparent.

However most serious is the lack of supervision of staff in the field. There is what is called mass supervision, where the senior staff use the landrover to visit in mass a division at a time. On asking the schedules and specific centres visited and the rationale for the visit, minimum specifications on any supervision system, none was systematically offered.

The consultant therefore has no choice but to conclude that mass supervision is no more than the senior staff touring in a group. Clearly such procedures do not lead to senior staff visiting actual teaching situations and assisting teachers in improving their teaching. Even if they did visit some teaching situation, a retinue of people invading a classroom disturbs it so much that nothing can be either learnt about the class or taken as normal, as most field workers know. Supervision must be by one individual easing into a learning situation and assisting a teacher.

The department also argues that the supervision is continuously conducted by the teacher supervisors. The teacher supervisors on their part argued that they are not mobile and cannot take on that responsibility continuously.

The sum total of this confusion is that teachers are not visited. Classes are therefore dependent on the initiative of the particular teacher. Of course there are some very good teachers. But, given that everybody knows that the department never supervises systematically, there also is a lot of absenteeism.

The other argument by the department on why they do not supervise has to do with the vehicle. The vehicle is no worse than most. There has been budgets for its running as shown in Appendices 13 and 24. The effectiveness of the vehicle seems to be tied to the peculiar garages where it is maintained. Obviously it has been running but not for effective supervision.

For the consultant, it is clear that the key activity in the programme is supervision. Since there has been none, even the data on future planning is shaky. Thus major effort must be put on this.

To immediately get a serious supervision system in place, the following measures must be implemented immediately:

1. The DAEO should work out itinerary for supervising all 154 centres before the end of the financial year.
2. To make it effective, the three education officers should be distributed to various classes by the same vehicle in a particular locality to each supervise a separate class. This

effort must start immediately. Even if the new vehicle is not available, the TRDP and DC pools should be asked to provide a vehicle on emergency basis.

3. All teachers should be evaluated in the classroom, their training needs identified and the bad ones weeded out.

4. All equipment and facility needs should be inventoried during this exercise.

5. The supervision trips should be used to link classes to better facilities, particularly primary school classrooms and churches.

6. Plans for routine supervision by the teacher supervisors should be made and enforced by the department.

7. Since supervision is a continuous exercise, the new vehicle, procured with TRDP funds, should be used exclusively on continuous supervision as long as necessary to establish a foundation for a working programme.

8. The exercise should also evaluate the effectiveness and utility of the teacher supervisors and those found wanting redeployed.

9. Out of the total supervision should be developed a plan of how the location of the existing centres, teachers can be rationalised in terms of linkages to communities.

10. In financial year 190/91 programme development work on a new nomadic pastoral curriculum should be attempted. This will involve identifying the adakars where classes could be started.

CHAPTER 6. RECRUITMENT OF ADULT LEARNERS

1. Mass Campaign and Awareness

On the form of recruitment into adult classes most respondents appear to have joined individually as opposed to joining with peers in some groups. Only 10% of the men said they had started classes as members of some group. Among the women on the other hand, 27% said they were recruited as members of women groups while the rest joined classes as individuals. This finding may be interpreted to show the limits on collective decision-making in individual matters among the men. At the same time, it suggests that the potential of women groups as recruiting grounds for women learners is far from being adequately exploited.

With the exception of a few cases of indifference, 97% of the men saw their friends as approving of their decisions to join classes.

Among women, there was more diversity in peer attitudes. Whereas 50% say their friends approve of their attendance in adult classes, 33% answered that friends disliked the idea, while 17% say their friends are indifferent to the fact that they are attending such classes. This could suggest that either the idea of attending adult literacy classes has been more extensively marketed among men than among women or there still is some traditional opposition to women joining classes. This view is strengthened by the response women give to the attitude of their husbands towards the fact of wives attending adult classes. All married women said husbands were positive. However, this needs to be interpreted with caution, given the limited sample.

On the question of who was most influential in deciding to start attending classes (asked only to male respondents), there was no popular answer, with an adult literacy teacher, a chief, and beneficiaries of adult education getting about the same level of emphasis.

On reasons for joining adult classes, women respondents had virtual unanimity in seeing the importance of literacy as such. 90% of the respondents say they joined adult classes in order to learn how to read and write. 7% joined because of instruction from local leaders and 3% to gain the ability to be self employed.

Men also gave a high score (77%) on learning to read and write as reason for joining. However, 23% gave the ability to speak English and Swahili as primary reason. All the 23% with a language reason come from 30-40 years age group. This may suggest a functional value to literacy as a motivating factor among men of this age category. The men appear to see the importance of learning a language useful for interaction with officialdom or employment. It can also be useful in influencing development dialogue. This point appears consistent with our view expressed elsewhere in this report that for developmental purposes, the Turkana people need access to one of the two official languages

of Kenya in which critical dialogue about their district is conducted both within and without the district.

On what expectation they had at the time of starting to attend adult classes, the ability to read and write was by far the priority expectation (84% of women, 76% of men).

For a second expectation, women were equally divided between knowledge of family planning and running business, with the younger women giving more emphasis to family planning (67% of those between 20-30 years) while the older giving more emphasis to business skills.

Among the men, after agreement on learning to read and write, there is greater diversity in the second and third expectation. Gaining business skills (55%) and the ability to speak English and Swahili (41%) were the two most common second responses; with most giving them as second and third responses.

The impression that interest in intervention on development dialogue is an important consideration when men decide to join adult education is further strengthened by this answer. This view is strengthened by the further 27% of the men who expect adult education to imbue them with skills of leadership. These leadership aspirations are even higher when one counts responses from those below 40 years where 35% gave leadership skills as the second or third expectation.

In addition, a significant number of men (39%) view ability to manage family budgets as an important expectation from education. This contrasts with women who had no such expectation from the total sample interviewed. This difference may partly be explained by traditionalists views about the role of women in family finances and its public articulation.

Elsewhere we have argued that there are only between 1,000 and 3,000 adult learners in the existing centres which are mainly in the settled areas. From our Field interviews it is clear that there has not been significant attendance since the teachers are absent. Hence our emphasis above on the need to tightly supervise of the existing centres.

We raised the issue of recruitment with the DC for in most cases unless Provincial Administration is seen to back a programme it is not likely to succeed. The DC was of the opinion that the Chiefs were campaigning for adult education. The Chiefs we interviewed pointed out that the major bottleneck was the free exercise books promised to adult learners and which were not made available for unknown reasons. Others pointed out that mass campaigning for adult literacy was only found where chiefs were literate. Clearly, adult education will not be taken seriously in the society if important posts like assistant chiefs and chiefs are filled with illiterates. The DC can assist in this issue by demanding that these levels of provincial administration get literate. On the other hand recent practice of appointing former adult education teachers as Chiefs will assist the

programme in getting status in society. The department should use the opportunity presented by these developments to attract learners.

Recruitment will still be a problem if the Adult Education Department continues its low profile and is not seen to be supervising teachers who do not show up.

Thus the strategy should be to put a rigorous supervision system as discussed above in place and then to get Provincial Administration to back the public campaign. This should be done as part and parcel of their normal work.

During the consultancy, presentations were made on the need to hold what were called **AWARENESS SEMINARS**. The implication was that this was to be budgeted under the department, presumably under the TRDP source. This idea is not supported for various reasons. First, chiefs and Assistant Chiefs respond to instructions of the higher echelons of Provincial Administration, not other departments. Second, there is no evidence to show that such seminars are effective. Third, as presented above, there is awareness of the need for adult education from field interviews. The consultants view is that the way for the Department to campaign for learners is to have an effective programme. Bringing chiefs and other unspecified leaders to a seminar or seminars is not a very effective measure. The department should liaise with Provincial Administration to ensure that DOs, Chiefs and Assistant Chiefs campaign for adult literacy as part and parcel of their normal duties.

2. Subordinate Staff Based Expansion

The other source of recruitment is for the department expand its offerings to various subordinate staff in the various centres where government staff are concentrated. Already the divisional centres and the district centre have classes which mainly cater to subordinate staff. These can be expanded. For the future, those locational centres, where there are no classes, should be targets. In some places where TRP has major concentrations of subordinate staff, classes have been started in the past. It is not envisaged that there will be as a big employer as TRP is, unless some KVDA irrigation schemes start.

Thus the normal subordinate route to expansion will be government centres.

3. Recruitment of Nomadic Pastoralists

Elsewhere we have also raised the issue of covering the nomadic pastoralists. There has been no attempt to recruit these. Since some argue that the nomadic pastoralists make anywhere between 50 and 70 percent of the district population, leaving them out of the recruitment has serious implications to the district not only in terms of increasing the numbers of adult learners but also in impacting on the district production system which is based on the pastoral economy. We have pointed out that 244

adakars have been mapped. These offer basis for organising classes for the nomadic pastoralists. Since the adakars are likely to be used by the Veterinary Department for organising the Paravet programme, departmental activities should be coordinated with the plans of the Ministry of Livestock Development.

Over financial year 1990/91, the department ought to start some pilot centres to serve the nomadic pastoralists. These centres should be with the largest adakars initially to guarantee adequate catchment population.

4. Recruitment through Women Groups

Appendix 15 shows the 70 women groups under the women programme of the MCSS and their distribution in the locations and divisions. Over the last two years, the MCSS Women Groups programme has requested the starting of adult education classes for some of the existing women groups. This the department has done. However, not all women groups are also adult education classes. In spite of the preference by professionals in the Women Groups Programme of keeping the numbers of women groups small, the consultant expects the numbers to mushroom in the near term as groups form to get benefits they see others getting, as they splinter and as politicians get to form their groups. This increase in numbers of groups will be an important source of recruitment. It is a preferred source of expansion because once the women join the group, they are more than likely to be in the group for years on end. Thus stable learning situations can be created.

From a development education point of view, it is extremely important that the women groups be incorporated into the adult education system and they get major doses of development education for their activities in the wider community are crucial.

CHAPTER 7. WOMEN AND ADULT EDUCATION

a. Shortage of Women Teachers

As discussed before, there have not been many women teachers in the programme. Looking at the different teacher categories is informative for the earlier ones had less women recruited than those categories recruited recently. In 1989, among the 55 full time teachers, recruited in the late seventies and early eighties mainly, 10 (18%) were women. Of the 40 GoK part time teachers, recruited in the past two years, 8 (20%) were women. Within the 30 TRDP part time teachers recruited in the second half of 1989 10 (33%) were women. Out of the 8 Self Help teachers only 1 (13%) was a woman.

It should be clear then that the recruitment pattern has changed slightly with the recent recruitment including more women than was the case in the past. However, still there is room for finding more women teachers.

Given the recruitment pattern of the TRDP teachers last year, it is clear that women are coming forward to be hired as adult education teachers. More women are attending school both at primary and secondary level. It should be possible to get teachers from the schools. According to the current District Development Plan girls enroled in primary schools are to jump from 9,500 in 1988 to 28,000 by 1992. This year there are supposed to be 15,000 girls in primary schools. Total numbers of girls in high school are not available but the Development Plan projects that by 1992, 500 will be enroled. Education officials consider this an underestimate for new girls secondary schools are coming on stream. Although the supply of high school graduates will be there, patterns elsewhere show that there will be more attractive occupations for the female graduates and it is more than likely that adult education will attract only those who cannot get other jobs for it is not an attractive career choice. There should then be no problem in securing CPE female teachers in the future for there will be adequate supply.

REC> Future recruitment, which should have a target of 50% female teachers, should pay specific attention to recruiting female high school graduates, if possible, and from the ample supply of CPE graduates.

b. Absence of Trained Teachers

Although our samples came from 30 different teaching points, there was a uniformly high number of male learners whose main teacher was an untrained male (70%) with only 17% having a trained teacher (male). Only one man in our sample entered a women as his main teacher. Among female learners, 53% of the teachers were untrained men, 37% untrained female and the rest trained male.

Except for one case, all male respondents said they were satisfied with the teaching ability of their teacher. 58% of the

male respondents believed that there was no difference between a male and female teacher, 31% saw a male teacher as the best option, while the one respondent who had a female teacher said he saw a female teacher as the best option.

Among women respondents on the other hand, all believe that teachers are the same irrespective of gender.

c. Women Competing Priorities

The issue of competing priorities for women is one of the new myths in development. The concept is fine but it in a basic sense insults the intelligence of women. They have priorities which they are more than capable of ordering. The women sampled clearly accept adult education as one of their priorities.

In the survey, when women were asked of important things learnt since joining adult classes, 80% of the women respondents counted reading and writing among their perceived benefits, with 57% making it the first benefit enjoyed. There does not appear to be any specific age-based variance of this answer.

Ability to do business and an understanding of family planning are the next significant responses with over 85% of the respondents giving them as either second or third value gained from adult education. 30% gave the ability to speak English and Swahili as among the benefits, and these were almost invariably below the age of thirty.

On what expectation they had at the time of starting to attend adult classes, the ability to read and write was by far the premier expectation by 84% of women. For a second expectation, women were equally divided between knowledge of family planning and running business, with the younger women giving more emphasis to family planning (67% of those between 20-30 years) while the older giving more emphasis to business skills.

It was not possible to establish what can pass as CURRENT Turkana women priorities. The literature on the Turkana society is conflicting on the point. There are experts who are interested in pushing the idea that Turkana society leaves the bulk of the work to women. Even if this was true, and this consultant does not believe it is, the settled population is not in traditional relations. No systematic labour studies of the manyattas in the periphery of the towns exist to settle this issue. The impression one gets is that the women in these situations are scrambling to define productive activities tied to proto-urban production. Although the income generating activities in these situations are preferred, it seems from the interviews of the survey, that they see adult education as an important source of skills they can use in the redefinition of their role in the proto-urban settings.

The women of the nomadic pastoral population are caught in an ecological bind where the available range resources are not sufficient for the recently exploded population. Thus as the populations move animals more frequently, their traditional jobs

demand more labour time. Adult education which introduces them to processes which can save their labour time in playing changing traditional roles should be welcome. Such an education will of necessity have to include family health related skills, animal production and health skills, construction skills with appropriate materials (not necessarily the traditional ones) and income generating skills for goods which can find markets either within or outside the nomadic pastoral economy.

There is not clear evidence that too much demand is put on women by development activities to negate their spending time on adult literacy. Consequently they should be a major target of both literacy and development education for this will enable them to redefine their production roles whether in the settled population or in the nomadic pastoral population.

CHAPTER 8. INSTITUTIONAL ARRANGEMENTS

a. Physical Infrastructure

1. Offices

a. District Office

The District Adult Education Office is now completed and equipped. It does not appear that there is need to construct extra offices at the district level.

b. Divisions

All the Divisional Offices are located within the DOs office where the department has use of a room. For the time being this seems to be an adequate arrangement worth maintaining. No funds should be spent on building divisional level offices until the project is expanded to demand more space than is currently available.

2. Classrooms

There is no justification for constructing specific classrooms for the adult education classes. Elsewhere we have argued that the primary schools should be used as loci of adult education activities. Their classrooms, which in the view of district education officials are community facilities, should be the primary source of classrooms. However, as women and other community based groups expand their activities there will be need to build some kind of multipurpose structures which the women groups can use for meetings, income generating activities, shops etc. Such facilities can double as community centres. If hired they can form an income generating project for the women groups.

Most of the churches are willing to allow adult education classes in their buildings. These should be utilised as needed.

The Adult Education Programme should initiate moving the classes held in the open to primary school classrooms, churches, and women groups structures as they are constructed.

b. Institutional Infrastructure

1. Non-Governmental Involvement

The records at the department show 21 teachers and by implication centres for Kakuma, Lorugum and Lodwar parishes. The Lorugum/Lodwar Parish programme with 13 centres has some NORAD support. It is clear from discussions that the parish programmes are not likely to get major expansion. According to the supervisors, they would like them to stay small and to experiment both with the content and the teaching of adult education. It is said that the Kakuma programme is essentially only literacy. The Lorugum/Lodwar programmes have development education as their focus. It has no female teachers. Its clients are 90% Turkana

of the settled population. The parish programmes, like the GoK programme, do not seem to have made headway on delivering the programme to the nomadic pastoralists.

Although their teachers are trained in development education (a sub species of DELTA) they do not appear to be in any way superior to the good GOK teachers.

A criticism of the parish programmes from teachers/catechists who have been in it was the exclusive use of Turkana language. They argued that the education should include elements of Swahili which is needed in dealing with officialdom.

TRDP should find ways of planning both the parish and GoK programmes so as to take up the comparative advantages of both and to ensure systematic coverage on the ground. There are cases where centres are too close together. Both programmes should work out curricula for nomadic pastoralists as discussed elsewhere.

2. Loci of Adult Education .

Among the male respondents, there was uniform response to the question of how adult education affected their economy, and other important areas of life. All the male respondents thought education was very useful with regard to pastoralism, agriculture, family health, knowledge of current affairs, development in general, and Turkana problems in descending order.

Women on the other hand were less unanimous on these questions. While well 63% saw adult education as very useful for the pastoralism, agriculture, family health, craft making, development in general in descending order, 23% saw no significant difference in pastoralism, agriculture, and general development emanating from adult education. Except for one case, all women saw education as very useful in serving women-specific interests. The only conclusion from the meagre data is that gender roles should be looked into in greater detail as adult education data for the district is collected.

In physical terms adult education is located in the small market/administrative centres. The physical location then denies access to the nomadic pastoralists who do not live proximate to these centres. It is estimated that these nomadic pastoralists form between 50 and 70% of the district population.

The question of perceived constraints to the development of adult education in Turkana was presented in two forms. First as a listing of reasons for the slow development of adult education in Turkana, and later as a list of problems facing adult education. The answers were very consistent.

Among the main drawbacks to the development of adult education in Turkana, most emphasis is given to shortage of teachers (67%), class rooms (43%), poverty by potential learners, dictates of a pastoral economy, and failure among most people to understand the relevance of education (each about 18%).

For programming reasons though, it is important to go beyond the responses and to characterise the major divide in evolving Turkana society. This is the divide between the settled and the nomadic.

The sociology of the settled population is complex for some of the people have been thrown out of the pastoral economy. Some straddle the proto urban and the pastoral economies. Yet others are completely in the proto urban economy. All seem to dip into the nomadic pastoral economy by investing in livestock and sending it with relatives and friends to the nomadic sector. For the people to cope with existence in the periphery of the dominant economic activity of the district - pastoralism - they need skills which give them access to employment and non-livestock production.

Clear categories of settled population who need literacy and development education are those employed in the lower ranks of public and church bureaucracies, subordinate staff in public employment and labourers, women groups and small scale traders.

The sociology of the nomadic pastoralists is not any less complex either. Unfortunately what is written about them does not even acknowledge that they are changing mainly because the range resources are not able to efficaciously support nomadic pastoral production in the classical pattern since there are too many people. As a result the sector is not only under production stress but is loosing its young to education, the dispossessed to the little towns and the ambitious to modern occupations in and out of the district. Its production is exploited for accumulation outside the sector.

This sector should therefore be the target of literacy and development education so as to facilitate its survival by adapting to the changes steamrolling it.

These facts lead the consultant to conclude that Adult Education should continue serving the settled populations, where those in the lower ranks of employment, women and small traders need it to enable themselves. It should also as a matter of urgency begin to serve the nomadic sector which is not only stressed but whose production capacity is being exploited by forces external to itself, thereby denying its survival.

CHAPTER 9. LOGISTICS AND ASSESSMENT

a. Inspection and Counselling

There is no field evidence of systematic inspection, supervision control and counselling, of the adult education programme. The argument by the department has been that there has not been vehicles, night allowances (in spite of the fact that the budget for it seem to have been increasing) and staff. These have been dealt with previously in great detail. What remains is to only point out that inspection, supervision and counselling, which are of great essence, can be done creatively if coordination between related departments is the norm.

One way of reducing supervision costs and also extending supervision control, is to locate adult literacy classes within other programmes' groups. For example, women groups can benefit greatly by having adult education activities. Thus when the MCSS personnel with responsibility for organising women groups, are undertaking their work, they can have inspection responsibilities details of which can be reported to the professional adult education personnel in the same ministry. The same argument holds for both the Paravet programme of MOLD, the CBHC programme of MOA and the MET programme of MORD. How this is coordinated in the district is an activity of the District Adult Education Committee - a subcommittee of the DEC/DDC. The various parties involved should be able to work out the modalities.

Discussions with the DC along these lines elicited positive reaction. DDC pool resources can be utilised to facilitate joint field activities.

One of the attractions of struggling with ways to get a cadre of adult education teachers who will possibly double as either Paravets or CBHC, women-group organisers, or MET is precisely to ensure continuous supervision and counselling by all parties involved.

Supervision and counselling can be assured and costs of reduced if field operations for related departments, particularly those with front line community activities, are coordinated. There is a role for the TRDP to ensure this, through its normal programme management responsibilities and through the policy coordination role of the DDC.

TRDP should find ways and means of training multiple function personnel in participatory development education to act as adult education teachers, paravets, cbhc extension staff, women group organisers or met extension staff particularly for use in the nomadic pastoral communities. The training approach could be to convert already employed personnel to serve in multiple capacities. Preference should be given to personnel with permanent employment and in no circumstances should the numbers of temporary project personnel be increased.

Some capacity exists in the district for training of trainers in

participatory development education which should be part and parcel of supervision and counselling. It is though the consultant's view that the services of resources outside the district will be required for assisting in the development of the training packages by the existing district capacity.

c. Evaluation

The Diocese programme was evaluated in 1985. The GoK programme component, funded by NORAD, was started only in July 1989. Given the managerial, procurement and supervision problems identified in this report it would be a good idea to get an early assessment of the GoK programme at the beginning of financial year 1990/91. Such an assessment would be done by a supervising mission which would further determine whether the department has audited all the centres, identified ways of working with other related programmes. It would further give a chance to thinking about what elements should be included in the yet to be developed curriculum specifically targeted to the nomadic pastoral communities.

It is important that the assessment cover issues of programme management (with an emphasis on financial management), field supervision, and curriculum development. It should further detail how teachers are to be trained in participatory development education.

Since the parish programme has existed for five years without being evaluated, it can be assessed at the same time as the GOK one so that the lessons of the five years can be included into the design of the larger programme.

TRDP should assess the adult education sector during the first part of Financial Year 1990/91 so as to facilitate further planning of adult education in Turkana.

APPENDIX 1: ADULT EDUCATION STATISTICS 1981-1989

1989

MONTH	DAEO	TEACHERS			DIOCESE TEACHERS					TRDP/T	LEA/GENDER		LEARN.
	FT	PT	SH	TOTAL	LOD	LOR	KAK	KAT	TOT	TRDP	MEN	WOMEN	TOTAL
1	55	35	5	95	0	0	8	0	21	0	1043	1019	2062
2	55	35	2	92	0	13	8	0	21	0	978	998	1776
3	55	35	3	93	0	13	8	8	29	0	1074	1104	2178
4	55	35	3	93	0	13	8	0	21	0	1034	1044	2078
5	55	33	3	91	0	13	8	0	21	0	993	1101	2004
6	55	33	15	103	0	13	8	0	21	0	1111	1151	2262
7	55	44	3	102	0	13	8	0	21	30	1411	1539	2950
8	55	44	3	102	0	13	8	0	21	30	1417	1535	2952
9	55	44	0	99	77	6	8	0	21	30	1418	1807	3225
10	55	40	4	99	7	6	8	0	21	30	1342	1575	2917
11	55	40	8	103	7	6	8	0	21	30	1461	1742	3203
12	55	40	8	103	7	6	8	0	21	30	1440	1716	3156
AT	55	35	5	95	13	0	8	0	21	30	1226	1360	2586

1988

1	52	50	9	111	0	0	0	0	0	0	1070	990	2060
2	52	53	9	114	0	0	0	0	0	0	1036	946	1982
3	53	56	9	118	0	0	0	0	0	0	1101	1085	2186
4	53	60	11	123	8	0	8	0	16	0	1328	1406	2734
5	53	62	13	128	0	0	0	0	0	0	1105	1155	2260
6	52	63	13	128	0	0	0	0	0	0	1106	1138	2244
7	59	64	10	134	0	10	8	0	18	0	1342	1317	2659
8	59	63	3	125	9	10	8	0	27	0	1279	1401	2680
9	59	35	29	123	13	0	8	0	21	0	1379	1213	2592
10	57	35	21	113	13	0	8	0	21	0	1190	1196	2376
11	56	35	17	108	13	0	8	0	21	0	1186	1179	2365
12	56	35	17	108	13	0	8	0	21	0	1186	1179	2365
AT	55	50	13	118	13	13	8	0	21	0	1192	1182	2374

1987

1	60	66	6	125	0	0	0	0	0	0	1351	1994	3345
2	60	66	15	131	0	0	0	0	0	0	1190	1366	2556
3	53	66	15	134	0	0	0	0	0	0	1401	1573	2974
4	47	40	1	90	0	0	0	0	0	0	892	918	1810
5	54	42	6	102	0	0	0	0	0	0	905	832	1737
6	46	33	8	87	0	0	0	0	0	0	1092	947	2039
7	55	42	9	106	0	0	0	0	0	0	931	1011	1942
8	53	45	7	105	0	0	0	0	0	0	995	990	1985
9	54	45	7	105	0	0	0	0	0	0	995	990	1995
10	53	47	9	109	0	0	0	0	0	0	891	891	1682
11	53	47	9	109	0	0	0	0	0	0	1027	965	1996
12	53	42	10	110	0	0	0	0	0	0	997	954	1951
AT	53	48	9	109	0	0	0	0	0	0	1055	1119	2174

1986

1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	122	0	0	0	0	0	0	1307	1303	2610
5	0	0	0	106	0	0	0	0	0	0	1276	1260	2536
6	0	0	0	105	0	0	0	0	0	0	1168	1263	2431
7	0	0	0	134	0	0	0	0	0	0	1046	1027	2073
8	0	0	0	138	0	0	0	0	0	0	1128	1141	2269
9	0	0	0	116	0	0	0	0	0	0	1080	1096	2176
10	0	0	0	118	0	0	0	0	0	0	1152	1123	2275
11	0	0	0	122	0	0	0	0	0	0	1316	1481	2797
12	0	0	0	134	0	0	0	0	0	0	1314	1468	2782
AT	0	0	0	121	0	0	0	0	0	0	1054	1240	2294

1985

1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0
7	64	66	7	137	50	0	0	0	50	0	2716	2464	5179
8	0	0	0	0	0	0	0	0	0	0	0	0	0
9	53	63	5	121	7	0	0	0	7	0	1524	1344	2868
10	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0
AT	59	65	6	129	29	0	0	0	29	0	2120	1904	4024

1984

1													
2													
3													
4													
5													
6													
7											1400	1114	
8											1373	1171	2544
9											1376	1147	2523
10											1250	1344	2594
11													
12													
AT											1350	1194	2544

1983

1	59	63	8	130	2658	2095	4753
2	60	66	3	129	2269	1716	3985
3							
4							
5	59	66	3	128	2146	1557	3703
6	60	66	13	139	2299	1886	4185
7	60	68	3	131	1955	1543	3498
8	60	66		126	2069	1426	3495
9	59	62		121	1627	1330	2957
10							
11							
12							
AT	60	65	6	131	2146	1650	3796

1982

1	10	12	18	40	86	166	252
2							
3							
4							
5	60	62		122	2369	1923	4292
6	60	62		122	2117	1512	3683
7	60	66		126	1880	1518	3398
8	60	66		126	2021	1726	3747
9	60	66	6	132	2193	1715	3908
10	60	66	16	142	2210	1634	3944
11	60	66	5	131	2239	1883	4125
12	60	66	3	129	2269	1716	3985
AT	60	59	10	129	1693	1532	3225

SOURCE: ADULT EDUCATION DEPARTMENT

APPENDIX 2: NON - TEACHING STAFF:1989

NAME	PNO	QULIF	PROF	STA	APPT	DIV
AMINGA MAUTI	550918	EACE	SNR. S.S.	LODWAR	1979	HQ
MASINDE WAFULA	548710	EAACE	E.O.III P1	LODWAR	1980	CEN
NAKHAIMA WANYONYI	984229	CPE	DRIVER III	LODWAR	1982	HQ
OLWANDA WAMBUTSI	915929	EAACE	AG.EO II	LODWAR	1967	HQ
RONO KIPYEGON	755708	CAMB	EO II P1	KATILU	1972	KAT
WAMUKOYA OCHANJI	915944	EAACE	HCO	LODWAR	1982	HQ

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 3: ADULT EDUCATION FULL TIME TEACHERS: 1989

NAME	QUALIF	APPT.	CENT.	LOC	DIV.
NGUNGU NATHAN	EACE	1979	NAKWKWI	LODWAR	CENTRAL
NGOKO DOMINIC	EACE	1979	LODWAR	LODWAR	CENTRAL
ONYANSI SAMSON	CPE	1979	T.HALL	LODWAR	CENTRAL
OMOKE JARED	CPE	1986	NATOLE	KALOKOL	CENTRAL
ONDERI REBECCA	CPE	1981	PCEA	LODWAR	CENTRAL
OSWANGO RICHARD	CPE	1981	NAPUU	LODWAR	CENTRAL
OTEBE JEPHER	CPE	1980	CALIFORNIA	LODWAR	CENTRAL
OLWANDA JUSTUS	EACE	1988	KALOKOL	KALOKOL	CENTRAL
OUMA JAEI	KJSE	1980	TRP.LDWR	LODWAR	CENTRAL
EKAAL THOMAS	CPE	1980	KALOKOL	KALOKOL	CENTRAL
ADEI PETER	CPE	1979	KATABOI	LODWAR	CENTRAL
EWOI JOHN	CPE	1986	LODWAR	LODWAR	CENTRAL
IKALOKON FRANSI	KCE	1986	KALOKOL	KALOKOL	CENTRAL
JALENG SALINA	EACE	1980	NAMAKAO	LODWAR	CENTRAL
KAMONY JAMES	CPE	1979	NAKURIO	KERIO	CENTRAL
LOGILON TERESA	CPE	1979	KANAMKMR	LODWAR	CENTRAL
LONGOLIA RAPHAEL	CPE	1979	KAWALATHE	LODWAR	CENTRAL
LOPOYOK MOSES	CPE	1979	KALKL.Y.P	KALOKOL	CENTRAL
LOKBO RAPHAEL	CPE	1979	KAWLATHE	LODWAR	CENTRAL
20					
WAMBUA PETER	EACE	1988	P.A.G.KNK	KAINUK	KATILU
LOMEYAN PHILIP	CPE	1979	KLMNGRK	KATILU	KATILU
LOBIRO DANIEL	CPE	1979	NAKMRU	KAPUTIR	KATILU
AKOL SARAH	CPE	1979	LOKICHAR	LOKICHAR	KATILU
ARKWEIT WILLIAM	CPE	1979	LOKICHAR	LOKICHAR	KATILU
CHIKOMOE PAUL	CPE	1980	LOPUR	KATILU	KATILU
EDUNG GEORGE	CPE	1979	KAPEKIBOK	KAPUTIR	KATILU
ESOKON JOSEPH	CPE	1979	LOYAPAT	KAINUK	KATILU
EJORE EZEKIEL	CPE	1979	LORINYANG	KATILU	KATILU
NJUGUNA LEAH	CPE	1979	KATILU	KAINUK	KATILU
MATET SALOME	CPE	1979	KAINUK	KAINUK	KATILU
11					
ABUYA ROSE	EACE	1981	HOSPITAL	-	LOKITAUNG
EKAI JOSEPH	CPE	1979	KANOKURIO	-	LOKITAUNG
EKOLON JOHN	CPE	1985	NASECHABUIN	-	LOKITAUNG
ETUKO JOHN	CPE	1979	KANAKURIO	-	LOKITAUNG
ELAILO STEPHEN	CPE	1979	LOKITAUNG	-	LOKITAUNG
LEWOTO PETER	CPE	1979	LOWRNGK	LOKITAUNG	LOKITAUNG
NAPEI GRACE	CPE	1979	NACHUKUI	LOKITAUNG	LOKITAUNG
7					
LOKOMOCHOM JOHN	CPE	1979	TRP KKMA	KAKUMA	KAKUMA
KAPUA SIMON	CPE	1980	-	-	KAKUMA
LOCHULO JOSEPH	CPE	1979	KAKUMA	KAKUMA	KAKUMA
KOLO DENIS	CPE	1980	LETEA	LETEA	KAKUMA
WANGARE MARGRET	EACE	1988	K.MP.S.	-	KAKUMA
YANAE PAUL	CPE	1980	NADAPAL	-	KAKUMA

EKITOWO PAUL	CPE	1980	KALMNYANG	LORUGUM	TURKWEL
ETYANG JOHN	CPE	1979	TURKWEL	KAPUTIR	TURKWEL
KAROBÉ STEPHEN	CPE	1980	LORUGUM	LERUYON	TURKWEL
LEMU ALFRED	CPE	1979	LORUGUM	LORUGUM	TURKWEL
LOKWAWI CHARLES	EACE	1979	KATARUK	KATARUK	TURKWEL
LOMOE MICHAEL	CPE	1979	LORUGUM	LORUGUM	TURKWEL
6					
EKORN DANIEL	CPE	1979	ELELEA	KATILU	LOKORI
EYANAE PAUL	CPE	1979	LOKORI	NAIBALAE	LOKORI
KAMUSIA MOSES	CPE	1980	LOTUBAE	NGIBILAE	LOKORI
LOKOROD DAVID	CPE	1980	KADAM	NGIBILAE	LOKORI
LONGUNYAE SIMON	CPE	1979	MORULEM	NGIBILAE	LOKORI
5					
N.ANTONY	CPE	1979	LOKIGGIO	LOKIGGIO	LOKIGGIO
1					

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 4: DISTRICT ADULT EDUCATION PART TIME TEACHERS: 1989

IMANI JOSPHENI	CPE	1988	LODWAR	LODWAR	CENTRAL
LOBEE PATRICK	CPE	1988	T.B.MYTT.	LODWAR	CENTRAL
LOREE PHILLIP	CPE	1988	NAPASNYG	LODWAR	CENTRAL
LORUNYE JONATHAN	CPE	1989	NAKURIO	KERIO	CENTRAL
MAKADA PAUL	CPE	1989	KALOKOL	KALOKOL	CENTRAL
MATAKAYA ISAAC	CPE	1988	PRISON	LODWAR	CENTRAL
MIENI GEORGE	KCE	1988	KALOKOL	KALOKOL	CENTRAL
NGILIMO JOHN	CPE	1989	NAKIRIA	LODWAR	CENTRAL
WANYAMA NASIMIYU	CPE	1989	LODWAR	LODWAR	CENTRAL
SUGARY SAMMY	CPE	1988	NAMUKUSE	KALOKOL	CENTRAL
EKUNOIT B	CPE	1988	DAPAL	LODWAR	CENTRAL
AKHAMIS RUTH	CPE	1988	C.O.CENTRE	LODWAR	CENTRAL
AKWAM ANNA	CPE	1989	NAMAKAE	LODWAR	CENTRAL
(13)					
KWAKI MOSES	CPE	1988	NADOME	LOMERO	LOKORI
TIKOL JOHNSON	CPE	1989	KAPEDO	LOMERO	LOKORI
MORUNGOL JOSEPHAT	CPE	1989	AGODI	KOCHODIN	LOKORI
ETABO PHILIP	CPE	1988	LOPEROT	KOCHODIN	LOKORI
ETHEKON WILSON	CPE	1988	KAPEDO	LOMERO	LOKORI
ATE JAMES	CPE	1988	LOTUBAE	NGIBILAE	LOKORI
(6)					
EJORE PETER	CPE	1989	NAOTIN	LORUGUM	TURKWEL
LOREE DICKSON	CPE	1989	NGIKOYN	LOLRUGUM	TURKWEL
OBONYO MARY	CPE	1989	KOSPIR	LORUGUM	TURKWEL
ONYANCHA JOYCE	KCE	1989	NADAPAL	NADAPAL	TURKWEL
LOKICHANGOR SAMUEL	CPE	1989	AKIS	LORUGUM	TURKWEL
LOKOMAN DAVID	CPE	1989	LOKORI	KAKUMA	TURKWEL
(6)					
ERAGAE P.M	CPE	1988	KAITENGIRO	LOKITG	LOKITNG
MASES HENRY	KCE	1988	KAERIS	LOKITG	LOKITNG
ORENGE ISAYA	KCE	1988	TODOYANG	LOKITG	LOKITNG
MEYAN MICHAEL	CPE	1988	NAKRNGI	LOKITG	LOKITNG
ATABO CHRISTINE	CPE	1988	KALOKOL	LOKITG	LOKITNG
(5)					
EKAEL ANNA	CPE	1989	AIC	KAKUMA	KAKUMA
LOKWAWI JOAB	CPE	1989	KAROREYEI	KAKUMA	KAKUMA
LOMURIA MARY	CPE	1989	NADAPAL	KAKUMA	KAKUMA
?K.L.SIMON?	CPE	1989	NATIIRA	KAKUMA	KAKUMA
LOCHAM DANIEL	CPE	1989	KALOBEL	KAKUMA	KAKUMA
(5)					
AMURIA ESTHER	CPE	1989	LOREKONYE	KAPUTIR	KATILU
EWOI JOHN	CPE	1989	SABAA	LOKICHAR	KATILU
NAMOE ELIZABETH	CPE	1989	LOKICHAR	LOKICHAR	KATILU
(3)					
LOCHII FRANCIS	CPE	1988	LOBITEI	LOKICHO.	LOKICHO.
AREMAN PETER	CPE	1988	LOKICHO.	LOKICHO.	LOKICHO.
(2)					

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 5: TRDP PART TIME TEACHERS: 1989

NAME	QUAL.	APPT.	CENT.	LOC.	DIV
Ereng Solomon	CPE	1989	Lowarngk	Lowarngk	Lokitng
Lochomin Shadrack	CPE	1989	Narengwoi	Lowrngk	Lokitng
Ekal Christoper	CPE	1989	Korinyang	Katilu	Katilu
Limayo Vincent	CPE	1989	Lwgmtk	Lokichar	Katilu
Losekon Josephat	CPE	1989	PAG.Knk	Kainuk	Katilu
Kibanga Geoffrey	CPE	1989	Kainuk	Kainuk	Katilu
Kapua Reuben	CPE	1989	Juluk	Kaputir	Katilu
Erukon N.J	CPE	1989	Lopur	Kakuma	Kakuma
Lokunyuko John	CPE	1989	Loyal	Kakuma	Kakuma
Mzee Rachel	CPE	1989	Towakayen	Kakuma	Kakuma
Ekadel Simon	CPE	1989	Turkwel	Lorugum	Turkwel
Ekarani Rosemary	CPE	1989	Loturere	Nadapal	Turkwel
Kaaleng Jane	CPE	1989	I PHC	Nadapal	Turkwel
Natiang Margret	CPE	1989	Lorengipi	Lorengipi	Turkwel
Simiyu Caroline	KCE	1989	Turkwel	Lorugum	Turkwel
Lekuya Moses	CPE	1989	Lokwii	Ngibilae	Lokori
Ngachuro Joseph	CPE	1989	Lokmsing	Kochodin	Lokori
Louren James	CPE	1989	Morulem	Ngibilae	Lokori
Kasses James	CPE	1989	Lomelo	Lomelo	Lokori
Echuchuka James	CPE	1989	Lotubae	Ngibilae	Lokori
Akwan Elizabeth	CPE	1989	Longech	Lodwar	Central
Chepkurui Florence	KCE	1989	Napuu	Lodwar	Central
Esinyon David	CPE	1989	PAG Lodr.	Lodwar	Central
Gitonga Clare	KCE	1989	Frt.Camp	Lodwar	Central
Khatzenzia Margaret	CPE	1989	AIC Ldwr.	Lodwar	Central
Ndenga J.E	KCE	1989	C.Ldwr	Lodwar	Central
Swanya Norah	CPE	1989	Lodwar	Lodwar	Central
Wanjira A.G	CPE	1989	C.Servts.	Lodwar	Central
Lokoel David	CPE	1989	Ellie	Kangtosa	Central
Longok Pius	CPE	1989	Prison	Lodwar	Central

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 6: SELF HELP TEACHERS: 1989

NAME	IDNO.	CNTRE	APPTDATE	LOCATION
CENTRAL				
Akine Paul	8618889/70	Maendeleo	8/89	Kalokol
Akusi Paul	0611262/63	Nakwamekui	8/89	Kalokol
Ekitela Pete	7871318/70	Lochungu	6/89	Kalokol

KAKUMA				
Ekuleu Rob	4764378/67	Lokore	11/89	Pelekech
LosiruFranc	8738341/70	Natiir	11/89	Kakuma
Mawa Joseph	859793/70	Napelilim	11/89	Pelekech
Peikan Dave	4786650/67	Lokamngae	8/89	Pelekech

CENTRAL				
NasimiyuTeresa	9839890/71	B.Mahon	6/89	Lodwar

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 7: FULL TIME TEACHERS: 1988

NAME	QUALF.	P/NO.	CENTRE	LOCATION
CENTRAL				
O.A.GEORGE	CPE	981533	NAPUU	LODWAR
O.O.SAMSON	CPE	985654	TOWNHALL	LODWAR
O.O.JEPHTER	CPE	9844734	CALIFORNIA	LODWAR
O.O.RICHARD	CPE	984645	PCEA CHRCH.	LODWAR
N.M.DOMINIC	KCE	984794	PAG WEST	LODWAR
L.E.CHARLES	KCE	981546	NAPETET	LODWAR
L.A.TERESA	CPE	981654	KANAMKEMER	LODWAR
O.A.JAEL	KJSE	984655	TRP HALL	LODWAR
J. SALINAH	KCE	984664	PRISON	LODWAR
A.A.ROSE	KCE	984736	HOSPITAL	LODWAR
O.J.REBECCA	CPE	984741	PAG EAST	LODWAR
L.L.RAPHAEL	CPE	981541	NADOTO	KERIO
E.E.JOHN	CPE	981532	NAKURIO	KERIO
E.E.THOMAS	CPE	981539	KALOKOL	KALOKOL
L.L.MOSES	CPE	981555	MAENDL.HALL	KALOKOL
L.L.DAVID	CPE	984657	LONGECH	KALOKOL
I.L.FRANCISOK	KCE	981556	MAENDL.HALL	KALOKOL
E.T.JOHN	KCE	985263	F.G.CHURCH	KALOKOL
?.JARED	CPE	985264	NATOLE	KALOKOL
N.B.NATHAN	KCE	981454	NAKWAMEKWI	LODWAR
O.M.JUSTUS	KCE	984295	FISH.CAMP	KALOKOL
N.J.JOYCE	CPE	984298	COMM.CENTRE	LODWAR
TURKWEL				
E.O.JOHN	CPE	981538	TURKWEL	LORUGUM
L.E.ALFRED	CPE	981542	LORUGUM	LORUGUM
K.E.STEPHEN	CPE	984735	LORG.PR.SCH.	LORUGUM
E.L.PAUL	CPE	981544	KALEMUNYANG	LORUGUM
L.L.MICHAEL	CPE	981534	NAMURUPUTH	LORUGUM
KAKUMA				
A.L.JOSEPH	CPE	981650	KAKUMA	KAKUMA
Y.PAUL	CPE	984653	NADAPAL	KAKUMA
L.L.JOHN	CPE	981553	TRP CAMP	KAKUMA
N.E.ANTONY	CPE	981647	LOYAAL	KAKUMA
K.E.SIMON	CPE	984663	LOKICHOGGIO	LOKICHOGGIO
A.SALOME	CPE	981655	NADAPAL	KAKUMA
W.MARGRET	CPE	984294	ARID ZONE	KAKUMA
K.Y.DENIS	CPE	984297	LETEA	LETEA
LOKITAUNG				
E.T.STEPHEN	CPE	981645	LOMEKWI	LOKITAUNG
L.E.RAPHAEL	CPE	981552	LOWARENGAK	LOKITAUNG
E.A.JOHN	CPE	985126	NASECHABUIN	LOKITAUNG
N.E.GRACE	CPE	981549	NACHUKUI	LOKITAUNG
A.P.PETER	CPE	981543	KATABOI	LOKITAUNG
L.E.PETER	CPE	981644	TOPERINAWI	LOKITAUNG

KATILU				
Y.E. PAUL	CPE	981526	FULL. G. CHURCH	LOKICHAR
A.A. SARAH	CPE	981528	LOKICHAR MISS.	LOKICHAR
E.L. JOSEPH	CPE	981529	KAINUK	KAINUK
N.W. LEAH	CPE	981530	KATILU	KATILU
E. GEORGE	CPE	981535	KAPELIBOK	KAPUTIR
K.E. JAMES	CPE	981540	KAPUTIR	KAPUTIR
A. WILLIAM	CPE	981547	ASST. CHURCH	LOKICHAR
L. PHILIP	CPE	981646	KALEMUNGOROK	KATILU
E. EZEKIEL	CPE	981649	KORINYANG	KAPUTIR
L. DANIEL	CPE	981652	NAKWAMORU	KAPUTIR
E.L. JOSEPH	CPE	984647	LOYAPAT	KAINUK
C.N. PAUL	CPE	984659	LOPUR	KATILU
M.A. JAMES	CPE	984742	LOTONGOT	KAINUK
E. I. DANIEL	CPE	981551	LOCHWMGKT.	LOKICHAR
W.N. PETER	CPE	984293	KAINUK	KAINUK
LOKORI				
L. SIMON	CPE	981527	MORULEM	NGIBILAE
K.K. MOSES	CPE	984733	LOTUBAE	NGIBILAE
L. E. DANIEL	CPE	984296	LOKWI	NGIBILAE

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 8: PART TIME TEACHERS 1988

NAME	CENTRE	ID/NO	LOCATION
CENTRAL			
P.Lobe	T.B.Manyatta	0143490/63	Lodwar
I. Matakoya	Prison	0569138/68	Lodwar
R. Akamais	C.C.Centre	0144005	Lodwar
E. Wekesa	P.A.G	-	Lodwar
J. Imari	Friends Church	1458258/65	Lodwar
J. Nailimo	Nakiria-	4792692/67	Kalokol
B. Ekuroit	Dapal -	016014/63	Kalokol
P. Loree	Napasinyang	9007682/71	Kalokol
G. Mieni	F/Gospel	7719179/70	Kalokol
S. Sugary	Namukuse	0140720/63	Kalokol
J. Lorunge	Nakuno	42722535/67	Kerio Delta
M. Ekeno	Ille-Springs	-	Kangathosa
M. Khatsanzas	A.I.A.	1975833/64	Lodwar
KAKUMA			
L. David	Napeililim	0144476/63	1988 Pelekech
I. Francis	Lopur	4773677/67	1988 Pelekech
N. Michael	Pokotom	0147220/63	1988 Letea
L.L.Daniel	Kalobeyei	4792620/67	1988 Kalobeyei
A.Peter	Natiir	0145040/63	1988 Kakuma
F. Etir	Arid Centre	0145090/67	1988 Kalobeyei
LOKITAUNG			
L. John	Lowarengak	8561632/70	1988 Lokitaung
E.M.Peter	Kaetangiro	0145550/63	1988 Lokitaung
E.Solomon	Kaleng	0611345/63	1988 Kaleng
O.Isaya	Lowarengak	0305404/63	1988 Lokitaung
A.Christine	Kaikor	4801473/63	1988 Kaikor
M.Michael	Todonyang	?148783/63	1988 Lokitaung
KATILU			
L.Vincent	Loch.imatek	0278506/63	1988 Lokichar
E.Philip	Sabaa	8592557/70	1988 Lokichar
N.Elizabeth	Catholicch.	4764922/67	1988 Lokichar
E.Julius	Koskiria	10122111/72	1988 Lokichar
LOKORI			
E.Wilson	Kapedo	8586672/70	1988 Lomelo
K.Moses	Nadome	4757443/67	1988 Lomelo
A. James	Lotubae	4767419/67	1988 Ngibilae
E.James	Loture	4767529/67	1988 Ngibilae
TURKWEL			
Caroline Simiyu	Turkwell	8628413	- Lorugum
Agness Ekitela	Lorengippi	873832870	- Lorengippi
Peter Nakiru?			
Michael Lodum?			

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 9: FULL TIME TEACHERS: 1987

NAME	NO.	ACQUAL.	CENTRE	LOCATION
CENTRAL				
OKECH GEORGE	981533	CPE	NAPUU	LODWAR
ONGUTI SAMSON	985654	CPE	T.HALL	LODWAR
OTEBE JEPHTER	984734	CPE	KALIFORNIA	LODWAR
OSWAGO RICHARD	984645	CPE	PCEACHURCH	LODWAR
NGOKO DOMINIC	984794	KCE	PAGCHURCH	LODWAR
MORUITA JAMES	984742	CPE	NAKWAMAKWI	LODWAR
OGETO ARAKA	-	CPE	NAPETET	LODWAR
EKITELA CHARLES	981546	KCE	NAPETET	LODWAR
LOGILEN TERESA	981654	CPE	KAMONKEMER	LODWAR
OUMA JAEI	984655	KJSE	DAO OFFICE	LODWAR
JALENGA SAHUNEH	984664	KCE	GKPRISON	LODWAR
ABUYA ROSE	984736	KCE	HOSPITAL	LODWAR
ONDERI REBECCA	984741	CPE	PAG EAST	LODWAR
EKAAL THOMAS	981539	CPE	NAKWAMEKWI	KALOKOL
LOPEYOK MOSES	981555	CPE	YOUTH POLY	KALOKOL
LOKOROD	984651	CPE	LOUNGECH	KALOKOL
IKATUKON FRANCISCO	981556	KCE	MAENDELEO	KALOKOL
EWOI JOHN	985263	CPE	FG CHURCH	KALOKOL
OMOKE JARED	985264	CPE	WATOLE	KALOKOL
LOLIBO RAPHAEL	981541	CPE	NADOTO	KERIO
ETUKO JOHN	981532	CPE	NAKURIO	KERIO
TURKWEL				
ETYANG JOHN	981538	CPE	TRPTURKWEL	LORUGUM
LEMU ALFRED	981542	CPE	NURSERY	LORUGUM
KOROB STEPHEN	984735	CPE	PRIMARY	LORUGUM
EKITOWO PAULK	981544	CPE	KALEMUNYANG	LORUGUM
KAKUMA				
ALETEA JOSEPH	981650	CPE	KAKUMA	KAKUMA
YONAE PAUL	984653	CPE	NADAPAL	KAKUMA
LOKUMOCHON JOHN	981553	CPE	TRDPKAKUMA	KAKUMA
NAPEKER ANTONY	981647	CPE	LOGAAL	KAKUMA
AKAURON SALOME	981655	CPE	DAYCARECENT.	KAKUMA
KAPUE SIMON	984663	CPE	LOKICHOGGIO	LOKICHOGGIO
LOKITAUNG				
ELALIO STEPHEN	981645	CPE	LOMEKWI	LOKITAUNG
LONGOLIA RAPHAEL	981552	CPE	LOWARENGAK	LOKITAUNG
EKOLOM JOHN	985126	CPE	NASECHABIM	LOKITAUNG
NAPEI GRACE	981549	CPE	NACHUKUI	LOKITAUNG
LOMOE MICHAEL	981534	CPE	LOKITAUNG	LOKITAUNG
ADEI PETER	981644	CPE	MAENDELEO	LOKITAUNG
LOWOTO PETER	981644	CPE	TOPIERINAWI	LOKITAUNG

KATILU
 ESEKON JOSEPH 984647 CPE
 LOMEYANA PHILLIP 981646 CPE
 EJOE EZEKIEL 981649 CPE
 NJUGUNA LEAH 981530 CPE
 CHIKAMOE PAUL 984659 CPE
 EYANAE PAUL 981526 CPE
 AKOL SARAH 981528 CPE
 ARKWEIT WILLIAM 981547 CPE
 EDUNG GEORGE 981535 CPE
 KOURIONG JAMES 981540 CPE
 LOBIRO DANIEL 981652 CPE
 EKAI JOSEPH 981529 CPE

LOKORI
 KOMUSIA MOSES 984733 CPE
 LONGUMIYAE SIMON 981527 CPE
 EKARAIN DANIEL 981551 CPE

SABAA KATILU
 KALEMUNGOROK KATILU
 KORINYANG KATILU
 KATILU KATILU
 LOPUR KATILU
 FGCLOKICHAR LOKICHAR
 LOKI.MISS. LOKICHAR
 ASSE.GOD LOKICHAR
 KAPELIBOK KAPUTIR
 KAPUTIR KAPUTIR
 NAKWAMORU KAPUTIR
 PAGKAINUK KAINUK

LOYAPAT LOKORI
 MOKILEN KOCHODIM
 LOPEROT KOCHODIM

APPENDIX 10: PART TIME TEACHERS: 1987

NAME	QULIF	APTT	CENTER	LOC
CENTRAL				
J. OBONYO	CPE	1987	ISLAMIC	LODWAR
J. NATINGS	CPE	1987	KAWALATHE	LODWAR
E.EKAAEL	CPE	1987	G.K.PRISON	LODWAR
P.LOBEE	CPE	1987	T.B. MANYATTA	LODWAR
S. ACHWA	CPE	1987	NAPETET	LODWAR
D. LOREE	CPE	1987	NGIDIRIKONYEE	LODWAR
J. LORUNYE	CPE	1987	ELIYE SPRING	LODWAR
D. LOKOEL	CPE	1987	ELIYE SPRINGS	LODWAR
P. EKITELA	CPE	1987	LOCHUNGA	LODWAR
P. LOREA	CPE	1987	NAPASINYANG	LODWAR
B. EKUMOIT	CPE	1987	DAPAL	LODWAR
P. EKUSI	CPE	1987	NAMADAK	LODWAR
P. AKIRIE	CPE	1987	NAKWAMEKWI	LODWAR
P. ELPA	CPE	1987	KALOKOL	LODWAR
G. MIENI	CPE	1987	G.G. KALOKOL	LODWAR
E. LOKULAN	CPE	1987	KAWARIKO	LODWAR
?. NGILIMO	CPE	1987	KALOKOL	KALOKOL
L. LUCAR	CPE	1987	KALOKOL F.G.	KALOKOL
M. EKENO	CPE	1987	DELTA NAKURIO	KALOKOL
G. LEMORU	CPE	1987	DELTA NAKURIO	KALOKOL
R. AREMAN	CPE	1987	LORUGUM	KALOKOL

LOKITAUNG					
L. ANASTANCIA	CPE	1986	NAPETET		LOKITAUNG
E. SOLOMON	CPE	1986	KANAKURDIO		LOKITAUNG
N. PETER	CPE	1986	?		LOKITAUNG
E. PAUL	CPE	1986	LOWARENGAH		LOKITAUNG
E. M. PETER	CPE	1986	KATABOI		LOKITAUNG
N. ISAYA	CPE	1986	NAPETET 'B'		LOKITAUNG
J. LOMOSINGO	CPE	1986	TODONYANG		LOKITAUNG
N. WILLIAM	CPE	1986	KAIKOR		LOKITAUNG
L. JOHN	CPE	1987	TODONYANG	LOKITAU	LOKITAUNGNG
P.M. EREGAE	CPE	1987	KAITENGERO	LOKITAU	LOKITAUNGNG
M. AYANGAN	CPE	1987	LOKITAUNG	LOKITAU	LOKITAUNGNG
S. LOMODUI	CPE	1987	LOMEKWI	LOKITAU	LOKITAUNGNG
C. ATABO	CPE	1987	KAIKOR	LOKITAU	LOKITAUNGNG
L. EROT	CPE	1987	KACHODA	KACHODA	LOKITAUNG
W. EBEL	CPE	1987	KAALING	KACHODA	LOKITAUNG
S. ERENG	CPE	1987	KANAKURUDIO	KAALING	LOKITAUNG

KAKUMA					
M. KWAKI	CPE	1989	NADOPE	KAKUMA	KAKUMA
M. LEKUYA	CPE	1989	MORULEM	KAKUMA	KAKUMA
J. ATE	CPE	1989	LOTUBAE	KAKUMA	KAKUMA
J. ECHUCHUKA	CPE	1989	LOTUBAE	KAKUMA	KAKUMA
?. EDAPAL	CPE	1989	TOWN	KAKUMA	KAKUMA
D. LOMAMAR	CPE	1989	NAPALILIM	KAKUMA	KAKUMA

E. ETOOT	CPE	1989	LOPEDE	KAKUMA	KAKUMA
A. SIKIRIA	CPE	1989	MARKET	KAKUMA	KAKUMA
F. MBOTELA	CPE	1989	MARKET	KAKUMA	KAKUMA
P. AREMAN	CPE	1989	MARKET	KAKUMA	KAKUMA
F. KAMERI	CPE	1989	MARKET	KAKUMA	KAKUMA
M. NGASIKE	CPE	1989	POTELEA	KAKUMA	KAKUMA
A. ACHILA	CPE	1989	KAKUMA MKT	KAKUMA	KAKUMA
F. IRAN	CPE	1989	KALEBEYEI	KAKUMA	KAKUMA
V. LIMAYA	CPE	1989	LAPEYEI	KAKUMA	KAKUMA
J. LASEKAN	CPE	1989	KAINUK	KAKUMA	KAKUMA
LOKORI					
W. ETHEKON	CPE	1989	KAPEDO	LOKICHA	LOKORI

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 11: FULL TIME TEACHERS: 1986

NAME	NO.	QUAL.	CENT.	LOC.	DIV.
L. NJUGUNA	981530	CPE	KATILU?	LODWAR	CENTRAL
F. IKATUKAN	981556	KCE	MAENDELEO	KALOKOL	CENTRAL
J. MORUITA	984742	CPE	PAGEAST	LODWAR	CENTRAL
J. ETUKO	981536	CPE	KANGATOTHA	LODWAR	CENTRAL
G. OKECH	981533	CPE	NAPUU	LODWAR	CENTRAL
M. LOMOE	981534	CPE	NAMORUPUTH	LODWAR	CENTRAL
A. OGETO	981536	CPE	NAPETET	LODWAR	CENTRAL
D. N. NGOKO	984794	KCE	PAG CHURCH	LODWAR	CENTRAL
R. ONDERI	984741	CPE	CIVIL S. CANT	LODWAR	CENTRAL
T. EKAAL	981537	CPE	NAKWEMEKWI	LODWAR	CENTRAL
R. LOLIBO	981541	CPE	NADOTO	KERIO	CENTRAL
R. ETIIR	981552	CPE	NAKWAMEKWI	LODWAR	CENTRAL
M. LOPEYOK	9815555	CPE	K.V.POLYTECHN	KALOKOL	CENTRAL
P. ELIM	981644	CPE	NAMADAK	KALOKOL	CENTRAL
S. ONGUTI	984654	CPE	TOWNSHIP	LODWAR	CENTRAL
S. JELANGA	984664	KCE	G.K. PRISONS	LODWAR	CENTRAL
J. OTEBA	984734	CPE	CALIFORNIA	LODWAR	CENTRAL
R. A. ABUYA	984736	KCE	AIA LODWAR	LODWAR	CENTRAL
R. OSIRAGO	984645	CPE	AIC	LODWAR	CENTRAL
J. EKA1	981529	CPE	RCEA	LOKICHA	KATILU
C. EKITELA	981546	KCE	LOPUR	LOKICHA	KATILU
J. KOURIONG	981540	CPE	KAPUTIR	LOKICHA	KATILU
S. AKOURON	981655	CPE	MARKET	LOKICHA	KATILU
G. EDUNG	981535	CPE	NAKWAMORU	LOKICHA	KATILU
D. LOLIBO	981652	CPE	LOKUI	LOKICHA	KATILU
E. EJORE	981649	CPE	KORINYANG	LOKICHA	KATILU
M. KOMUSIA	984733	CPE	MOTCOM	LOKICHA	KATILU
D. LOKOROD	984651	CPE	LONGECH	KAINUK	KATILU
P. TIOKO	981646	CPE	KATILUC.C.	KATILU	KATILU
S. ABEI	981528	CPE	MISSION	LOKICHA	KATILU
P. EYANAE	981526	CPE	KGKLOKORI?	LOKICHA	KATILU
W. ARKWEIT	981547	CPE	AG LOKICHA	LOKICHA	KATILU
A. LEMU	981542	CPE	LORUGUMU	LORUGUM	TURKWEL
P. LOMALUK	981544	CPE	KALEMUNYANG.	TURKWEL	TURKWEL
D. JOHN	981538	CPE	TURKWEL	TURKWEL	TURKWEL
T. ACHUKA	981654	CPE	KALEMNYANG	TURKWEL	TURKWEL
S. KAROBE	984735	CPE	LORUGUM	LORUGUM	TURKWEL
J. ALETEA	981659	CPE	KAKUMA MKT	KAKUMA	KAKUMA
P. YONAE	984653	CPE	KAKUMA NADAPA	KAKUMA	KAKUMA
A. EBENYO	981647	CPE	LOYAAL	KAKUMA	KAKUMA
J. LOWA	981553	CPE	TRP KAKUMA	KAKUMA	KAKUMA
D. EKARAN	981551	CPE	LOTUBAI	KAKUMA	KAKUMA
G. NAPEL	981549	CPE	NACHUKWI	LOKITAUNG	LOKITAU.
S. TEDE	981645	CPE	KAERIS	LOKITAU.	LOKITAU.

P.A. ADEI	981543	CPE	KATABOI	KATABOI	LOKITAU.
D. LOBU	984648	CPE	APLINE	LOKORI	LOKORI
S. LONGUNIYAE	981527	CPE	MORULEM	LOKORI	LOKORI
S. KAPAU	984663	CPE	LOKICHOGGIO	LOKICHO.	LOKICHO.
E. ANDREW	985124	?	?	?	?
E. TERIKWEI	985124	?	?	?	?
J. ETABO	981554	?	?	?	?
E. EKAI	981651	?	?	?	?
A. PUNGURE	984646	?	?	?	?

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 12: PART TIME TEACHERS: 1986

NAME	IDNO	QUALF	CENTRE	LOCATION	DIVISON
A. SALOME	81134563	CPE	NAPETET	LODWAR	CENTRAL
A. PAUL	661000969	CPE	KALOK MAEND	KALOKOL	CENTRAL
E. SHADRACK	16007063	CPE	GAMETIME	LODWAR	CENTRA
E. PETER	47977767	CPE	NAKWAMEKWI	LODWAR	CENTRAL
E. EDWARD	13741363	CPE	PRISON	LODWAR	CENTRA
E. MICHAEL	0	CPE	NAKURIO	KERIO DELTA	CENTRAL
E. PETER	787131870	CPE	LOCHOGA	KALOKOL	CENTRA
E. BENJAMIN	771917970	CPE	DAPAL	KALOKOL	CENTRAL
K. JAMES	478008467	CPE	GAMELINE	LODWAR	CENTRAL
L. PATRICK	14384963	CPE	TB MANYATTA	LODWAR	CENTRAL
L. DAVID	61024563	CPE	ELIYE SPRINGS	KANGATHOSA	CENTRAL
L. STEPHEN	859429170	CPE	NAOTIN	NADAPAL	CENTRA
L. GABRIEL	479316467	CPE	KERIO	KERIO DELTA	CENTRAL
L. DICKSON	61007763	CPE	NGIDIRIKONYEN	LODWAR	CENTRAL
L. JONATHAN	472523567	CPE	NAKURIO	KERIO DELTA	CENTRAL
M. GEORGE	16101463	CPE	FULL GOSPEL C	KALOKOL	CENTRAL
N. JACOB	12925063	CPE	KAWALATHE	LODWAR	CENTRAL
N. JOHN	479269267	CPE	ATAMARE	NIL	CENTRAL
O. JARED	144198563	CPE	KALOKOL	KALOKOL	CENTRAL
A. REGINA	14630963	CPE	LORUGUM	LORUGUM	TURWEL
N. PETER	14516263	CPE	NAOTIN	NADAPAL	TURKWEL
A. NICODEMUS	476404167	CPE	KABOKOK	KAINUK	KATILU
E. CHRISTOPHER	47222667	CPE	LOPUR	KATILU	KATILU
E. JAMES	479534	CPE	KORINYANG	KATILU	KATILU
L. MICHAEL	480047967	CPE	ANGARABAT	KATILU	KATILU
L. VINCENT	27850663	CPE	LOCHONGAMATAK	LOKICHAR	KATILU
L. ANDREW	476216267	CPE	KABOKOK	KAINUK	KATILU
L. EDWARD	856532870	CPE	LOPUR	KATILU	KATILU
L. ELIZABETH	476494567	CPE	LOKICHAR	LOKICHAR	KATILU
ATE JAMES	476741967	CPE	LOTUBAE	NGIBILAE	LOKORI
E. JAMES	476752967	CPE	LOTUBAE	NGIBILAE	LOKORI
E. EZEKIEL	478866867	CPE	LOKORI MARKET	NGIBILAE	LOKORI
E. WILSON	858667270	KJSE	KAPEDDO	LOMELO	LOKORI
K. MOSES	455744367	CPE	NADOME	LOMELO	LOKORI
L. MOSES	479535867	CPE	MORULEM	NGIBILAE	LOKORI
N. DAVID	47910667	CPE	LOTUBAE	NGIBILAE	LOKORI
N. ELIM	476966867	CPE	KATILIA	KATILIA	LOKORI
A. ALBERT	14701763	CPE	NAYANAE-EMEYA	KAKUMA	KAKUMA
A. SCOLASTICA	856163270	CPE	KAKUMA TOWN	KAKUMA	KAKUMA
A. PETER	14504063	CPE	NATIIR	KAKUMA	KAKUMA
E. SAMUEL		P3	OROPOI	LOKICHOGGIO	KAKUMA
C. ANDREW		P3	MAKUTANO	PELEKECH	KAKUMA
E. BENSON		P3	OROPOI	LOKICHOGGIO	KAKUMA
E. EDWARD		CPE	LOKUDOLE	LOKICHOGGIO	KAKUMA
K. FRANCIS	859941370	CPE	LETEA	LETEA	KAKUMA
K. MICHAEL		CPE	NAKALALE	PELEKECH	KAKUMA
L. DAVID	14447663	CPE	NAPEILILIM	PELEKECH	KAKUMA
L. WILLIAM		CPE	LOPUR 'B'	PELEKECH	KAKUMA

L. ELIUD	858909970	CPE	LETEA	LETEA	KAKUMA
N. MICHAEL	14722063	CPE	LOPUR 'A'	PELEKECH	KAKUMA
S. ANTHONY	1481563	CPE	KAKUMA MARKET	KAKUMA	KAKUMA
L. GABRIEL		CPE	KAKUMA	KAKUMA	KAKUMA
K. WILIAM		CPE	MAKUTANO	PELEKECH	KAKUMA
A. MICHAEL	90070371	CPE	KAITENGIRO	PELEKECH	KAKUMA
A. CHRISTINE	480147367	CPE	KAIKOR	KAIROR	KOKITAUNG
E. WILLIAM	14654763	CPE	KAIKOR	KAIKOR	KOKITAUNG
E. PAUL	61125163	CPE	NAPETET	LOKITAUNG	KOKITAUNG
E. JOSEPH		CPE	KACHODA		LOKITAUNG
E. M. PETER	14555063	CPE	KAITENGIRO		LOKITAUNG
E. SOLOMON	61134563	CPE	KANAKURUDIO		LOKITAUNG
E. JOSHUA		CPE	LOITANIT	KAIKOR	LOKITAUNG
L. ANASTACIA	23978763	CPE	LOWARENGAK	LOWARENGAK	LOKITAUNG
L. JOHN	856163270	CPE	KERIO	KERIO DELTA	CENTRAL
L. JOSEPH		CPE	LIKIPATET		
N. SUSAN		CPE	LOYAPAT	KAINUK	KATILU

SOURCE:DEPARTMENT OF ADULT EDUCATION

APPENDIX 13: ADULT EDUCATION DEPARTMENT GOK FINANCIAL ALLOCATION 1987-1990
1987
JAN/JUN JUL/DEC

ITEM	K#	
Leave expenses	503	503
Transport Op.expenses	1525	1098.5
Trav.& Accommodation	275	95
Postal Expenses	18.5	12.5
Telephone	107.75	89
Electricity	11	10
Water	10	10
Publishing & Printing	26.25	13.75
Uniforms	82.75	62.5
Purchase of Stationery	32.75	125
Advertising & Publicity	150	12.5
Fees, commiss.&honorary	2004.5	1660
Office expns.general	55	12.5
Purchase of Plnt & equip	125	62.5
Maint.of plant & equip	25	25
Total Ksh	99230	75835

	1988		1989		1990
	JAN/JUN	JUL/DEC	JAN/JUN	JUL/DEC	JAN/JUNE
ITEM	K#				
Training of Teachers	0	0	4250	4250	0
Leave expenses	503	525	525	120	120
Trnp.op.expenses	1098.15	1350	1350	1650	1500
Trav.& Accommodation	95	132	132	168	166
Postal Expenses	12.5	13	13	13	13
Telephones	89	94	94	119.5	119.5
Electricity	10	0	0	0	0
Water	10	0	0	0	0
Publishing & Printing	13.75	14.5	14.5	14	14
Uniforms	62.5	65.5	65.5	13	13
Purchase of Stationery	12.5	13	13	15	15
Advert.& Publishing	12.5	13	131	102.5	79.5
Fees, comm & honorary	1660	1575	1525	2625	2337.5
Office expenses general	12.5	13.5	13.5	12.5	12.5
Purchase of Plnt Equip	62.5	65.5	1565.5	0	0
Maint of Plnt & Equip	25	25	25	28.5	15.5
Building Dis.Hq.	0	0	5000	5000	0
Total Ksh	75838	80340	291720	282620	88110

SOURCE: ADULT EDUCATION DEPARTMENT

APPENDIX 14: TURKANA ADULT EDUCATION DEPARTMENT: SALARIES 1987-1989

PERIOD	AVRG.	TOTAL	G. TOTAL
GOK			
1987			
Education Officers	4,000X4X12 =	192,000	
Full Time Teachers	1,400x60x12=	1,008,000	
Part-Time Teachers	150x66x12 =	118,800	
			1,318,800
1988			
Education Officers	4,200x4x12 =	201,600	
Full-Time Teachers	1,500x60x12=	1,080,000	
Part-Time Teachers	150x35x12 =	63,000	
			1,344,600
1989			
Education Officers	4,500x3x12 =	162,000	
Full-Time Teachers	1,600x60x12=	1,152,000	
Part-Time Teachers	250x40x12 =	120,000	
			1,434,000
NORAD			
1989			
TRDP	450X30X6 =	81,000	
			81,000

Based on imputed averages not actual
SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 15: DISTRIBUTION OF MCSS WOMEN GROUPS: 1989

NAME LOCATION

CENTRAL (22)

Nakurio	Kerio
Kerio	Kerio
Nadoto	Kerio
Lorengelup	Kerio
Eliye Springs	Kangattha
Nabei	Kangattha
Kanamkemer	Lodwar
Nangolia	Lodwar
Nawoitong	Lodwar
Lodwar Parish(3SG)	Lodwar
Nakwamekwii	Lodwar
Lodwar Market	Lodwar
Evangelistic	Lodwar
G.C.F.of Africa	Lodwar
Kalifornia	Lodwar
CPK Lodwar	Lodwar
Namakae	Lodwar
Namadak	Kalokol
Kamugengiro	Kalokol
Kalokol Basketry	Kalokol
Namukuse	Kalokol
Natole	Kalokol

KATILU (17)

Katilu	Katilu
Korinyang	Katilu
Keekunyuk	Katilu
Kalemungorok	Katilu
Akisenut	Katilu
Loyapat	Loyapat
Malimalite	Loyapat
Lorokon	Loyapat
Kaputir Centre	Kaputir
Narengkitela	Kaputir
Kapelbok	Kaputir
Juluk	Kaputir
Lokichar Market	Lokichar
Lokichar F.G.C.	Lokichar
Lokichar R.C.E.A.	Lokichar
Lokichar K.A.G.	Lokichar
Lochwangamatak	Lokichar

LOKORI (14)

Kapedo	Lomelo
Kapetasekon	Lomelo
Lomelo	Lomelo
Nadome	Lomelo
Lokori	Ngibalae

Morulem	Ngibalae
Lotubae	Ngibalae
Lokwii	Ngibalae
Kangetit	Ngibalae
AIC Lotubae	Ngibalae
Katilia	Katilia
Elelea	Katilia
Lopeerot	Kochodin
Lokuamosing	Kochodin

LOKITAUNG (7)

Kaikor	Ngwikatela
Kaaling	Ngiyapakono
Loki'ng Maendeleo	Lokitaung
L.S. Army	Lokitaung
Nakitoekoonon	Ngisiger
Kataboi UmojaBask.	Ngisinger
Kachoda	Ngiyapakono

TURKWELL (4)

Kalemunyang	Lorugum
Namoruputh	Loima
Lorugum	Lorugum
Turkwell	Lorugum

KAKUMA (4)

Kakuma	Kakuma
Kalobeyei	Kalobeyei
Lopur	Pelekech
Letea	Letea

LOKICHOGGIO (1)

Lokichoggio	Lokichoggio
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KIBISH (1)

Kibish	Kibish
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SOURCE: DISTRICT SOCIAL DEVELOPMENT OFFICE, MCSS

APPENDIX 16: DISTRIBUTION OF MOH/CBHC TOTS: 1989

CENTRE NUMBER

CENTRAL (41)

Lodwar	30
Kerio	3
Kangatosa	2
Kalokol	2
Nakurio	1
Nadoto	1
Namukuse	1
Ille	1
Kaengolekirion	1

KATILU (23)

Nakwamoru	5
Katilu	4
Locwaa	2
Lokichar	2
Lorokon	2
Kaputir	2
Juluk	2
Kotaruk	1
Kapelbok	1
Kainuk	1
Loyapat	1

LOKITAUNG (17)

Lokitaung	5
Lowarengak	4
Kaikor	3
Tondenyang	1
Kaaleng	1
Kaeris	1
Kankurodio	1
Kachoda	1

TURKWELL (12)

Turkwell	4
Lorugum	4
Namuruputh	2
Lorengippi	1
Kalemunyang	1

KAKUMA (8)

Kakuma	5
Lokangae	1
Letea	1
Kalobeyei	1

LOKORI (7)

Lokori	3
Kapedo	2
Lokwii	1
Elelea	1

LOKICHOGGIO (6)	
Lokichoggio	5
Lopur	1
Oropoi	1

KIBISH (1)	
Kibish	1

SOURCE: CBHC PROGRAMME, MOH.

APPENDIX 17: SUMMARY: TURKANA ADULT EDUCATION TEACHERS: JANUARY 1990

DIVISION	FTTS DAE	PTTS DAE	PTTS TRDP	SHTS	FTTS DOL	TOTAL
CENTRAL	19	13	10	4	7	53
KAKUMA	6	6	3	4	8	27
TURKWEL	6	5	5	0	6	22
KATILU	12	3	5	0	0	20
LOKORI	4	6	5	0	0	15
LOKITAUNG	7	5	2	0	0	14
LOKICHOGGIO	1	2	0	0	0	3
KIBISH	0	0	0	0	0	0
TOTAL	55	40	30	8	21	154

SOURCE:DEPARTMENT OF ADULT EDUCATION

APPENDIX 18: TURKANA PROFICIENCY TEST PERFORMANCE 1982-1989

YEAR	MCAND	FCAND	TCAND	MPASS	FPASS	TPASS
1982	-	-	-	-	-	79
1983	-	-	-	-	-	300
1984	0	0	0	0	0	0
1985	154	100	254	70	65	135
1986	177	90	267	80	60	140
1987	0	0	0	0	0	0
1988	116	90	206	71	36	107
1989	80	44	124	73	51	124

SOURCE: DEPARTMENT OF ADULT EDUCATION

APPENDIX 19: ADULT EDUCATION INTERVIEW CENTERS AND LEARNERS INTERVIEWED:

DIVISION	TOTALCENT	INTERVIEWCENT	NO. INTERVIEW
CENTRAL	53	AIC Eliye Spring	2
		CCNursery E.Spring	2
		PAG Kalokol	2
		Nakiria	2
		Namukuse	2
		CCFA Lodwar	2
		Longesh Lodwar	2
		Town Hall Lodwar	2
		TBManyattaLodwar	2
Subtotal		(17%)	18
KAKUMA	27	Kalobeyei P. School	1
		Natiira	1
		Kakuma Mixed	2
		Kakuma Nadapal	2
		Lopur	2
		Lokore	2
Subtotal		(22%)	10
TURKWELL	22	Lorengum T.C.	2
		Kalemunyang P.School	2
		Lorengippi	2
		Nakangae Kospir	1
		TRP Turkwel	1
		PAG Church Turkwel	1
Subtotal		(27%)	9
KATILU	20	Lochwangamatak	2
		Kalemungorok	2
		Lokichar	2
		Kainuk	2
		(20%)	8
LOKORI	15	Kadam	2
		Lotubai	2
		Elelea	3
Subtotal		(20%)	7
LOKITAUNG	14		0
LOKICHOGGIO	3	Nadapal	2
		Lopinding	2
Subtotal		(67%)	4
KIBISH	0		0
TOTAL	154	30 (20%)	59

APPENDIX 20: TURKANA ADULT EDUCATION CENTRES INSPECTED

DIVISION	TCENT	INSPECTEDCENT	
CENTRAL	53	AIC Eliye Spring CCNursery Eliye Spring PAG Kalokol Nakiria Namukuse CCFA Lodwar TRPCompound Lodwar Longesh Lodwar Town Hall Lodwar TBManyatta Lodwar Nakamae Lodwar Napiu Lodwar Power and Lighting Lodwar Kalifornia Lodwar Full Gospel Lodwar PCEA Lodwar PAG Lodwar	
Subtotal			17
KAKUMA	27	Kalobeyei P. School Natiira Kakuma Mixed Kakuma Nadapal Lopur Lokore	
Subtotal			6
TURKWELL	22	Lorengum T.C. Kalemunyang P.School Lorengippi Nakangae Kospir TRP Turkwel PAG Church Turkwel	
Subtotal			6
KATILU	20	Lochwangamatak Kalemungorok Lokichar Kainuk	
Subtotal			4
LOKORI	15	Kadam Lotubai Elelea	
Subtotal			3
LOKITAUNG	14		0
LO'CHOGGIO	3	Nadapal Lopinding	
Subtotal			2
KIBISH	0		0
TOTAL	154		38 (25%)

APPENDIX 21: TURKANA ADULT EDUCATION LEARNERS INTERVIEWED

FEMALE (30)

1. Esther Akuwom
2. Esther Ekitela
3. Leah Lokwakipi
4. Susan Pedo
5. Jecenta Adapal
6. Lucy Akai
7. Alice Nakapwan
8. Elizabeth Munyes
9. Esther Asekon
10. Agnes Longole
11. Scholastica Kangipusia
12. Lochek Ayangan
13. Anna Samuel
14. Hindi Mohammed
15. Anjelina Ajiambo Ojiambo
16. Kalokol Emmanuel
17. Mary Ngisanyana
18. Maraka Abong
19. Ikai Akuta
20. Elizabeth Frank
21. Regina Peter Kapua
22. Mary Loluk
23. Teresa Paul
24. Mary Nakoyan
25. Muya Illickwel
26. Elixabeth Edung
27. Mary Apurot
28. Mary Lokwawi
29. Sabina Naote
30. Magaret Lopeyok

MALE (26)

- Juma Losiit Aryong
- James Lopua
- Achuka Lotieng
- James Ekidor
- Anomat Napirwae
- Nyangaita Maarok
- Romano Lojiip
- Josephat Lochi
- Emase Akeripon
- Michael Etabo
- Lokaran Samal
- Lojore Eporon
- Philip Ekurudi
- John Ewoi
- Joseph Lonyeit
- Paulo Ipoo
- Philip Ekuwam
- Martin Lomulen
- Gabriel Ewoi
- Jackson Kapus
- Mulwani W. Olando
- Lucas Lokeris
- Isaiah Ewoi
- Eric E. Areki
- Nakolekit Loboche
- Samuel Lemuya

APPENDIX 22: FEMALE LEARNERS FIELD QUESTIONNAIRE

QUESTIONNAIRE FOR WOMEN LEARNERS

Name of respondent _____

1. (Est.) age of respondent (<20=1, 20-30=2, 30-40=3, >40=4)
[]

2. When did you join adult literacy classes?
19....

3. Why did you join adult literacy classes?

4. Have you stopped attending classes? Yes/No
(if response is "No" skip to q.4 below. If "yes" ask 4a)

4a.i) When did you stop attending?

ii) Why did you stop attending?

iii) Was instruction better[] or worse[] than today?

5. What did you expect to learn when you started school?

a)

b)

c)

d)

6. Who has been your main teacher? (tick in front of choice)

a) trained male

b) Untrained male

c) Voluntary male

d) Trained female

e) Untrained female

f) Voluntary female

7. Are/were you satisfied with the teaching ability of your
main teacher? Yes [] No []

8. Does it make any difference whether your teacher is male or
female? same [] male better [] female better []

9. How do you see the value of your education for the following:

	very useful	a little useful	no differe.	harm- ful
pastoralism				
Agriculture				
family health				
craft making				
developmment				
Women interests				

10. How were you recruited into an adult class?

Individually [] In a women group []

11. Which method is better for women joining adult classes?

As individuals [] As members of a women group []

12. What do your friends think of your going to school?

Like [] dislike [] don't care []

13. List the most important things you have learnt in adult literacy classes

a)

b)

c)

d)

14. What does your husband think of your going to school?

Positive [] Negative [] Indifferent [] Not applicable []
15. How do you think adult education for women can be
improved?

(list four main suggestions briefly but clearly)

APPENDIX 23: MALE LEARNERS FIELD QUESTIONNAIRE

QUESTIONNAIRE FOR MALE LEARNERS

Name of respondent _____

1. (Est.) age of respondent (<20=1, 20-30=2, 30-40=3, >40=4)

[__]

2. When did you join adult literacy classes?

19....

3. Why did you join adult literacy classes?

4. Have you stopped attending classes? Yes/No

(if response is "No" skip to q.4 below. If "yes" ask 4a)

4a.i) When did you stop attending?

ii) Why did you stop attending?

iii) Was instruction better[] or worse[] than today?

5. What did you expect to learn when you started school?

a)

b)

c)

d)

6. Who has been your main teacher? (tick in front of choice)

a) trained male

b) Untrained male

c) Voluntary male

d) Trained female

e) Untrained female

f) Voluntary female

7. Are/were you satisfied with the teaching ability of your main teacher? Yes [] No []

8. Does it make any difference whether your teacher is male or female? same [] male better [] female better []

9. How do you see the value of your education for the following:

	very useful	a little useful	no differe.	harm- ful
pastoralism				
Agriculture				
family health				
current affairs				
developmmnt				
Turkana problems				

10. How were you recruited into an adult class?

Individually [] As a member of a group []

11. What do your friends think of your going to school?

Positive [] Negative [] Indifferent []

12. List the most important things you have learnt in adult classes.

a)

b)

c)

d)

13. Does your schooling affect your influence on local issues?

Positively [] Negatively [] Not at all []

14. Who was most important in persuading you to join adult

classes?

15. What are the four main problems with adult education in Turkana? (list them briefly but clearly starting with the main problem)

16. Why do you think adult education has been slow in growth in Turkana?

APPENDIX 24: ADULT EDUCATION DEPARTMENT: TRDP FUNDING

ACCOUNT NUMBER	ITEM	ALLOC KSH.	EXPENDITURE JUL/DEC 89	BALANCE JAN/JUN 90
245/000	Teacher salaries	190,000	81,000	109,000
245/100	Vehicle OOM	80,000	24,800	55,200
245/110	Travel and Subs.	110,000	43,050	66,950
245/150	Office Equipment	20,000	14,000	6,000
245/154	Training	160,000	116,675	43,325
245/170	Consumable stores	50,000	44,800	45,200
245/220	Vehicle Purchase	500,000	-	500,000
Total		1,150,000	324,325	825,675

SOURCE:TRDP

APPENDIX 25: TERMS OF REFERENCE.

TERMS OF REFERENCE FOR AN ADULT EDUCATION BASELINE STUDY IN TURKANA DISTRICT

BACKGROUND

Under the on-going Turkana Rural Development Programme (TRDP), NORAD has undertaken to support a range of development activities in Turkana district. In 1988 the Department of Adult Education in the district, through the DDC, requested for NORAD support to its activities. During the 1989,1990 financial year, a sum of Ksh. 1,150,000 has been pledged by NORAD in support of adult literacy endeavors in the district.

NORAD's approval of this request has been based on a number of considerations. The perceived need to strengthen literacy campaigns in an area lagging behind national averages of adult literacy, the accepted role of literacy in the creation of an enabling environment for the sustainable growth of other development initiatives, the view that literacy will increase a people's capacity to influence development dialogue on issues affecting their situation, and the role of adult literacy in strengthening the on-going programme of training in Turkana.

Although the importance of an adult literacy campaign for the success of other development efforts has been appreciated, there exists very little information on the status of adult education in Turkana district. Whereas an evaluation was carried out on the adult literacy activities under the diocese of Lodwar, no study has been undertaken to appraise the past and current activities of the Department of Adult Education, their strengths and weaknesses, and viable avenues of complementing them. These limits on basic information impair the planning of new activities and the rational allocation of limited support funds.

OBJECTIVES

The aim of this study is to carry out a census of activities and institutions involved in the adult literacy campaign in Turkana district, assess their effectiveness in goal attainment, and recommend avenues for NORAD support to the adult literacy campaigns in the district. The consultant shall inquire into the status and performance of existing projects, the level and usefulness of results from past efforts, the types of problems encountered in the different areas of adult instruction, and the relevance of the type of curricula used in the district. Such inquiry into the identified information loopholes shall be undertaken with a view to suggesting the most efficient way of utilizing available supplementary funds to strengthen the current efforts by the government, voluntary groups, and local leaders; and possible ways of strengthening the course contents in current adult literacy classes in Turkana district with a view to increasing its relevance for the Turkana pastoral population.

SCOPE OF STUDY

In line with the stated objectives, the consultant shall device and utilize such research instruments as will enable him to provide information including the following:

1. Course Content and Relevance

Through a combined use of representative samples of institutions, interview with government officials, teachers, learners and opinion leaders, the consultant shall provide an assessment of the type and consistence of instruction delivered at the existing teaching points in the district. Such an assessment should detail the nature of instruction, the forms of delivery (pedagogy), forms of measuring levels of literacy attained by learners, range of teaching aids, level of relevance of course content vis a vis identified needs of the pastoral population, assessment of relevance by former trainees of literacy classes, and suggestions for tenable improvements in course content.

2. Adult Literacy Personnel.

The consultant shall, with the assistance of the Adult Education Office, provide detailed information on the existing full time and (esp.) part-time teachers and voluntary instructors in the district. Such information shall include age, gender, qualification of the different teachers; and impressions of the departmental officials on the performance of the different teachers, and possible implications of recruiting new teachers for their performance. The needs and possible options for further training of adult educators shall also be assessed.

The consultant shall assess the nature of recruitment and retention of adult learners. Such an assessment shall identify the methods of attracting potential learners, an assessment of the drop-out rate, methods used to retain recruited learners, and any follow-up post-literacy activities to sustain acquired skills.

3. Women and Adult Education

Whereas it has been agreed that women constitute an important target group for all rural-based productive activity, no clear emphasis appears to have been placed on targeting women as possible adult learners in Turkana. A number of problems have been tentatively identified which constrain the realization of this goal. These include the shortage of women teachers, absence of teachers in some cases, and the competing priorities keeping women away from instruction centers.

The consultant shall investigate the extent of women participation in adult classes with a view to identifying the constraints behind and possible solutions to their low attendance. He shall also investigate possible ways of raising the level of Turkana women's participation in the different components of the Adult Education Programme.

4. Institutional Arrangements

Generate a status report on the physical infrastructure developed for the adult literacy programme in the district both at district and divisional level with a view to establishing their adequacy and the level of regional spread attained.

Undertake a census of the adult literacy institutions and sites available in the district; including such details as the number and status of established teaching places and the facilities therein; whether the facilities are multi-purpose (church buildings, community halls, ordinary school buildings etc) or specifically maintained for adult education; and, the extent of non-governmental organizations' involvement in adult literacy in Turkana district. Using various methods, the consultant shall assess the relevance of existent loci for adult literacy in the attainment of stated educational goals.

5. Logistics and Evaluation

It has been noted that the terrain of Turkana district and resource scarcity have undermined efforts by the District Adult Education Office to inspect, counsel and evaluate the different teachers and officers in the district. While some immediate problems of motorized transport have been identified, alternative organization of monitoring and evaluation have not been seriously looked into. The consultant shall, accordingly, discuss with the relevant authorities the intensity of the logistical and evaluations problem, with a view to suggesting alternative approaches to resolving it in the context of long term viability.

The consultant shall also supply any relevant information for the proper planning of support to this project that he may come across in the course of his assignment.

6. Timetable and Presentation

The study shall be carried out over a period of five weeks. Preliminary work and preparation of research instruments will be done in Nairobi starting the 24th January 1990. Fieldwork will commence in Turkana on 28th January until 11th February 1990. A preliminary verbal presentation of findings will be made at the NORAD office on 19th February, while a final written report will be submitted not later than the 28th of February 1990.

Nairobi, 24th January '90

APPENDIX 26: MINUTES OF ADULT EDUCATION COMMITTEE MEETING HELD
AT NAWOITORONG WOMEN GROUP CENTRE AT 10.00 AM ON 1/2/1990

ADULT EDUCATION DEVELOPMENT COMMITTEE MEETING

HELD AT NAWOITORONG WOMEN GROUP CENTRE STARTING AT

10.00 A.M. ON 1/2/1990.

MEMBERS PRESENT: -

<u>NAME:</u>	<u>DESIGNATION</u>	<u>ADDRESS.</u>
1. A.L. Emuria	A.H.A.	Box 52 Lodwar
2. Francis Mc laffy	Lodw/Lorugum Parist	P.o. Box 15, Lodwar
3. Rudolf Boogaanr	T.D.P.U Adviser	Box 105, Lodwar
4. A. Jeremiah Etheri	EWS-Co-ordinator	Box 105, Lodwar
5. B. Ekadeli	Div. Co-ordinator	Box 105, Lodwar
6. Philip Rono	A.A.E.O.	P.o..Katilu
7. William W. Olwanda	Dist.Adult Edu, Officer	P.o. Box 127,Lodwar
8. Eric Korsten	Planning & Training Facilitator	-Box I,Lodwar
9. P.O. Rapando	Social Dev. Officer	Box 104, Lodwar
10. Catherine Acheni	C.B.H.C.	Box 104 Lodwar
11. Rhoda A. Loyoi	C.B.H.C. Programme	Box 192,Lodwar
12. Bobby Hultbere	C.B.H.C. Advisor	Box 192,Lodwar
13. Joseph Louse	C.B.H.C.	Box 320,Lodwar
14. J.C.M. Mutiso	Muticon	Box 14333, Nairobi
15. Hudson Lugano	Program Officer	Box 175, Lodwar
16. Patrick Ekiro	(CBHC) TRDP	Lodwar
17. Timothy Lomechu	(CBHC) Lodwar Hospital	Box 18, Lodwar
18. Erastus Ngala	C.B.H.C. " "	Box 18, Lodwar
19. Richard Masinde	A.E.O. (taking minutes)	Box 127, Lodwar

AGENDA:

1. Training Section
2. Supervision Section
3. Deployment Section
4. A.O.B.

MIN/1/90: CHAIRMAN'S OPENING REMARKS: -

- (1). The chairman opened the meeting by requesting the members present to introduce themselves indivisually. He addressed the members to the objectives of the meeting, particulizing afew items that would guidethe members in their discussion. He then called upon the D.A.E.O. to address the members on how the Adult Education Programme is run in Turkana District.

(2). D.A.E.O.'S SPEECH: -

The District Adult Education Officer gave his remarks on the general education runing of the Adult Education Programme in the whole District. He briefly talked about the government's policy on recruitment of the personnel in the D.A.E. He also briefed the members in the following areas:

...../

- (a). Enrolment of learner's in the whole District, citing 1989 as being 3156 learners.
- (b). Daily attendance of learners.
- (c). Drop Outs and reasons behind it.
- (d). Constraints affecting the programme in the District.
- (e). Training policy
- (f). Equipment - teaching/learning materials
- (g). Supervision of literacy Centres in the whole District.

(3). THE CATHOLIC DIOCESE ADULT EDUCATION PROGRAMME:-

The Cowordinator of the Diocese of Catholic on Adult Education Programme told the members how the programme is run in the Diocese. Only two parishes i.e. Lodwar and Lorugum Parishes run Adult Education in the Diocese. In Lodwar they have only 9 centres while in Lorugum they have 13 literacy centres. All these he said deal with literacy as well as Adult Education (functional) to help the learners taggle their day today own life activities. He cited some income generating projects that some of their literacy learners had inciated. He also talked of the dropouts of learners due to various reasons but he mostly cited the time of rain season when wanainchi have to go and start preparing their shambas.

MIN/2/90: TRAINING OF TEACHERS:

- (1). The chairman briefed the members that when the District Adult Education presented their proposal to Morad through the TRDP for finacial assistance to help run the Adult Education Programme, it looked so brief or sketching in several fields. So he requested the members to be free and talk or examine in details on how training of Adult Education Teachers would help to make then more effective and at the same time expand the programme.
- (2). First of all District Adult Education Officer was given chance to brief the meeting how the training has been being conducted. The D.A.E.O. told the members on how the policy of the government states on training of these teachers.
i.e.
 - (a). Full-time teachers to have 2 weeks induction course on appointment
 - (h). Full-time teachers should undergo a 3 years professional course in Adult Education their after to be graded according to the level of individuals qualification i.e.

Div. 3	— AT' .1,
Div. 4	— AT' .2,
K.C.P.E.	— AT 3

- (c). Full-time teachers to undergo a one month course in IRHFP which will help them to integrate other subjects relevant to wanainchi's life into literacy programme.
- (d). All teachers to undergo on child survival course.
- (e). All teachers to undergo on low cost materials production course.
- (f). Facilitator/Tutors have to come from officer's in the District Adult Education or external Departments.

After some lengthy discussion on this issue of training the members came up with the following recommendations.

- (1). That there is need to train the teachers in methodology in the areas of technical subjects using specialists to help the programme expand.
- (2). That intensive training of all category of teachers at all levels starting from the grassroots is required.
- (3). That the training of teachers should be relevant to the type of life that a Turkana person leads in his/her day to day activities.
- (4). The members felt that the PT and S/H teachers should also if funds available undergo professional training to help them have a future living.

MIN/3/90

SUPERVISION AREA: -

After some brief from the D.A.E.O. on how supervision is conducted throughout the District, members agreed and suggested that a part from mass supervision, and Divisional Supervision by senior officers, selected full time teachers could be utilized to help in supervising the part-time and the Harambee teacher's in the Divisions where A.E.O. have not been deployed there.

MIN/4/90

DEPLOYMENT: -

After some discussion on how the teachers could be deployed the members felt strongly that teachers could also be deployed in some other fields such as: -

- (a). Well organized women groups
- (h). Community based health care
- (c). Well organized livestock group of pasteurised etc.

...../..

- - -

This of course, will mean that the teachers have ^{to} undergo proper training especially in the fields where technical subjects are involved. This will also try to assist in expansion of this programme in Turkana District.

MIN/5/90 A.O.B.:

- (1). Dr. Mutiso thanked the members for attending the meeting at a very short notice and much so their contribution positively on how Adult Education can be expanded in this District.
- (2). The chairman thanked the members for their nice contribution in the meeting which will help the consultant to come up with a clear and concrete true report as far as Adult Education Programme is run in this Turkana District.

Having no any other business the meeting closed at around 1.30p.m.

Minutes Confirmed:

Chairman:

Date:

Secretary:

Date:

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APPENDIX 27: LIST OF ADAKARS, LEADERS AND AWIS 1989.

ADAKAR NAME	LEADER	TOTAL AWIS
1. NGIKAJIK	LOTTILAN ERUWAN	550
2. KADU	LOWOTON LOKAMAR	517
3. NGIMAMUKI	LOROPE AKURENYANG	500
4. NGIJUKAKITO	NAMWAR IMMA	500
5. NGIBURACHAI	JOHN ATELO	216
6. ANGIMARUKO	LONGOLI LOMALA	200
7. NGIONGOR KOPIR	LOTELEI NAUIYELE	200
8. NGIKUROKUNYUKO	LORISAMOE LOROGOI	200*
9. NGINGORIKOPIR	LOTELEI NAUIYELE	200*
10. NGILAAPOKO	PUNA EPUU	160
11. NGIJALUNA	LOOTEDE LONGOK	160
12. ANGINYAKILE	EMASE LOMEYAN	160
13. NGINYANGAKILE	EDUKON KAI	150
14. NGIPUDOKIRO	KARIAMAO ERIS	120
15. NGINGATUNYO	NAKOEL LOMURUKAI	100
16. NGIKOPOREA	KARIMAPUS LOKWARASNO	100
17. NGIESETAU	NANGODIA IMMA	95
18. NGIMERIPUS	LOSIKE ENGOR	90
19. NGIKOTONYA	LOTONGA NAALUNG	75
20. NGIMERIPUS	LOTONIA NAALUNG	70
21. NGIBAANGA	EPURIEMONG AKIYOPUS	65
22. NGINGOROTOKIM	LOODUNGA	65
23. NGIKIRIONOK	EDWARD EMUKON	65
24. NGINYANGAMONG	MOITA LORUMOR	65
25. NGIGARISEKON	AGOLOKORI ESEKON	62
26. NGIGARISEKON	AGOLOKORI ESEKON	62
27. NGIWOYAKWARA	LONGELELUK KOKOI	60
28. NGIMAMPOLIA	NANWAR IMA	60
29. NGISILENGOR	EGERON NABALI	60
30. NGIKOPOTOM	KABULOKOR LOKWANG	53
31. NGINYANGAKILE	MANIA NAKENO	50
32. NGIMERIBOT	LOKORODI NGITIT	50
33. KAMASOL	LORINGELE CHYWARAKOL	50
34. KASUROKORIO	ACHUKA APAUKE	50
35. LOKWII	LOWELAN ASOJU	50
36. NGINGATUNYO	APAIDOU EREMON EREE	50
37. NGIMEROROT	LOKORODI NGITIT	50
38. NGITOBOSOKWA	LOTILEM EYAAN	50
39. NGINYANGAMOG	KAPUA AYANAE	50
40. NGINGATUNYO	APAIDOU EREMON EREE	50
41. LOPEROT	MANA NAKENO	50
42. NGINGORIKOPIR	KEEPA LOSIYELIMOE	50
43. NGISAKOL	ETOM EPOU	50
44. ARAM	LOTIONO	50
45. NGINATAPERI	LONIWA EYANGAN	50
46. NGIKIDICAE	LOTIENO AKIMAT	48
47. NGIBELENGA	INOK LOKERED	45
48. NGIONGORIKAKU	AWIO ILIKWEL	45
49. NGIGACHALAK	ACHUKA LOMULEN	45
50. NGIKWAKORA	ALEGIA NGITIRA	45
51. ARIGAN	AKADAE LODIA	45
52. NGIKACHALAK	ACHUKA LOMULEN	45

53. NGIKKWANG	LONGOR LOCHAKAL	45*
54. NGIBELIANGA	INONG LOKEREDE	45
55. NGIDOKOCHIN	LOKINEI KUWAM	44
56. NGIURUKUS	LOMODO MUYA	40
57. NGIKWANGAE	LOMILIO AKIYOROK	40
58. NGINYANGAMONG	ILETE ESURON	40
59. NGISEBOE	ATUKON TITIM	40
60. NGISONYOKA	LOKWISIR EYAPAN	40
61. NGIRENGELUP	LOKALE LAYO	40
62. NGILINGAKAN	KATABOI LOKUI	40
63. NGINYANGAMONG	ILETE ESURON	40
64. NGIBILATOM	EKIPOR ELAYA	40
65. KADU NGIRISAE	IKARAN LOTIANG	40
66. KADU	PEDO LOAANA	40
67. NGIWOYASIKE	ATURO LOMOIT	40
68. NGIPUSIKWA	LOSEKONA NAGETEI	40
69. NGIKOROKINEI	ALEPA EYONO	40
70. NGINGATUNYO11	EDUNG LOTIANG	40
71. NGIDOKOCIN	TIOKO LOBOLEI	39
72. NGIPUSIKWA	ARUPE APACHUN	39
73. NGISURUMANYANGA	LOCHUL SIKE	35
74. NGINUKAKIM	AGIRON EIPA	35
75. NGILOPOTOM	TIOKO LOLUPUKONGO	35
76. NAMBA MOJA	LOOPAI LOCHAMPA	35
77. NGINUKAKIM	AGIRON EIPA	35
78. NGIMARUKO	NATUBA ANGATA	35
79. NGISIKARANGOKWO	LOMARANI MARAKA	34
80. NGIRISAE	NAPESE	30
81. NGIWOYASIKE	LOTIENG MARAKA	30
82. NGIPUSIKWA	LOKARACH APAKWE	30
83. NGINGATUNYO11	EMASE EREE	30
84. AJAMITA	ARANTORI	30
85. NGINYALAE	EKALE EPORON	30
86. NGIDORAMWA	LORISAMOE TUKEI	30
87. AMOJA	NALING IPOO	30
88. NGINGATUNYO11	EMASE EREE	30
89. NGINANGA	LOLIM LOMERIMOE	30
90. NGINANGA	LOLIM LOMERIMOE	30
91. NGIMINING	LOMONGIU LOBWANGOR	30
92. LOMUROI	LOTELEI ANGELEI	30
93. NGIMERIPUS	EPERO APALIA	30
94. NGILACOK	MICHAEL NANGODIA	27
95. NGICUMATAK	NGATAPARIN LOWOYA	27
96. NGAPURUSIO	LOKAPITEI LOMURU	27
97. NGICUMATAK	NGITAPARIN LOWOYA	27
98. NGIRUYOTO	LODER LOCHAM	26
99. NGIRIYOTO	LODER LOCHAM	26
100. ARAM 1	KALINYANG EBUU	26
101. ARAM	KALINYANG EBUU	26
102. NGILEPOKALA	NATAABA EYANGAN	25
103. NGIDOKOCHIN	NAKOROT LODIO	25
104. NGILIKI-NGOKWO	IRIA NAROGOI	25
105. NGIURUKUS 11	NAKWANI EKIBU	25
106. NGISIKARAKIENY	NAMONI NAKORITAOK	25
107. NGIWANIA	MENIYE NGISEKONA	25
108. ANGIMERIMESEK	KEEPA LOKILEMOE	25

109.NGISONYOKA	LONGIELAN EREGAE	25
110.NGIBOIPAS	LOKAPITEI AKOLIA	25
111.NGINYANGAMONG	MARAK LOKAALA	25
112.NGINYANGAMONE	MAROK LOKAALA	25
113.NGIDOKOCHIN	NAKOROT LODIO	25
114.NGIJAKSIKIRIA	IBUYA TIOKO	25
115.NGISEMAE	TIOKO LOLUPUKONGU	23
116.NGIKUROKUNUKO	LOPUSANG EMORU	23
117.NGIMINAPESE	LONGOLEKOL LOCHARAN	23
118. NANGUTU 11	NALEMUKORI LORIPON	23
119.NGINGECHIK	LOWONIO EMASE	22
120.NGILEPOKALA	NGITELELIO LOKORINYA	22
121.NGIESETOU	LOKUWANY MEKEDE	22
122.NGIRANUK	KORODI LOKOLITO	21
123.NGINUKAKIM	DORIS EREGAE	21
124.NGINUKAKIM	LORIS EREGAE	21
125.NGINUKAKIM	SILALE KUAM	21
126.NGIROPYEA	ARIKOR MAROK	21
127.NANGUTU	NANGERAT EKOMWA	21
128.NGIDWARANWA	MUYA EKUNOIT	20
129.NGIMAMUKI	LOKOPE AKURENYANG	20
130.NGIWOYASIKE	AMODOI EKUTAN	20
131.NGIKWAPOKO	NAPEIMONG LORUMOR	20
132.NGIKWANGAE	NAONYEI	20
133.NGIKWAKAIS	LEAMOE NGORIA	20
134.ARAM 11	ESEKON AMILIKENY	20
135.NGIKUROKUNYUKO	ELILIM LOSIDOK	20
136.NGIKURODUON	NYANEKOROTI	20
137. NGIPUSIKWA	RIONOKOL EPORON	20
138.NGILOROWORUT	MOKURA AROTANGIMOE	20
139.NGIPUPOKURO	AROMON LOMOE	20
140.NGINYANGAMON	NOITAN LORUMOR	20
141.NGIKEROTOK	ZAKARIA LOWOYA	20
142.NGIKAPELO	IBOKAN ESINYEN	20
143.NGINGATUNYO	EREGAE LOOWA	20
144.NGIMONIA	AMASE MANGOLE	20
145.NGISEBOE	ATUKON TITIMI	20
146.AKADOIDOYAT	LOKWANG EBEI	20
147.NGIMINAMEGUR	EYAPAN ETIIR	20
148.NANGUTU	LONGOLEKONGU MILIKEN	20
149.NGIMATACHIN	LOKICHAR ELOILOI	20
150.NGILEKARETANGAJ	ERUKON NATODOI	19
151.NGIKUNYUKO	CHAAMA KAMAR AKWAAN	19
152.NGIKARACHUWA	EPETET TOMODONYANG	19
153. NGIKARACHUNA	EPETET TOMODONYANG	19
154.NGIMERIMESEK	LOPAI LOCHOMPA	19
155.NGIUKOOMOR	LOKUTUR ARTII	18
156.NGIDICA	EGETEM LOWOI	18
157.NGIKOPORIA	LOKIA LOMARUK	18
158.NGIWOYAKIRU	LORUBO LOCHORIAKIYO	17
159.NGIWOIYALOTO	LOKERIS EMASE	17
160.NGIRURUMWA	LOKERIS EMASE	17
161.NGIPUPUOKURO	AREMON	17
162.NGIMALITENYA	SAMUEL LOCAMPA	16
163.NGIMALITENYA	SAMUEL LOCHAM	16
164.NGISAALI	EWOI ELEMEN	16

165.NGIMERIROT	ELEMAN	16
166.DONELE ELEMEN	NGIMERIROT	16
167.ARAM 111	EKASUKOUT LOMEYAN	15
168.NGIWAREA	ALEPER WALAKORI	15
169.ARAM 111	EKASUKOT LOMEYAN	15
170.NGISALI	EKURE MORUKITENG	15
171.NGISEMAE	LOKWAKIP LEMUIYA	15
172.NGIKUROSIKE	LOTIRA LOREE	15
173.NGISALI	EKURE MORUKITENG	15
174.NGIROAKIPI	EMURON NAUYONGOROT	15
175.NGIPUSIKWA	LOKUNO NAKWANGA	15
176.NGINYAMONG	EWOTON CHURO	15
177.NGIKARACHUNA	LOKALE ABEI	15
178.NGIMINAMERI	EROT LOKAALA	15
179.ANGISARICHO	LOKADONGOI ABOLIO	15
180.TOPERNANI	KATABOI KAI	14
181.NGIKUROKUNYUKO	ELIBIT LORIMOWI	14
182.NGIRIYOTO	ENAL KAIBEI	14
183.NGIRAMUK	EKIDOR NAKOR	14
184.NGIRAMUK	EKIDOR NAKOR	14
185.NGARIYOTO	EKAL KAIBIE	14
186.NGIDONGA	APEYON MAISA	13
187.NGISALI	EWOI ELEMEN	13
188.NGIKWANGAE	LOSAGAAM LONYIET	13
189.NGIBOIPAS	IBOKANI ESINYEN	13
190.NGIBOCHOROS	EWOI LOYAMA	13
191.NGIMERIROT	NANGODIAN EKADELI	13
192.NYANGAMONG	LOKWAPETET EREGAE	12
193.NGISMLI	EKAI LOSIKIRIA	12
194. NGISALI	EKAI LOSIKIRIA	12
195.NGIKUROKUNYUKO	LOMACHARA	12
196.LOKITOE	NGIKADERIO EKITELA	12
197.NGIKOLIA	IKAI NANGOLI	12
198.ELELEA	EKAL ANGATA EKILENG	12
199.NGISIKARANGOKWO	TIOKO KADELO	11
200.NGIBOIPAS	EBOKOR ARIONG	11
201.NGIGIELUNA	LOSE LOBOTOL	11
202.NGIWOYALOTO	LOKERIS EMASE	10
203.NGILEETET	EYAAN ATACH	10
204.NGIDOKOCHIN	EMASE EREE APAAEPEL	10
205.NGIKWANGAE	LOUWA IKAI	10
206.NGIDOKICHIN	EMASE APAAEPEL	10
207.NGIKWANGAE	LOUWA IKAI	10
208.NGISARICHO	EKAAL KVALANG	10
209.NGICIPITA	LOAPU EKAI	10
210.KARE-AKWAN	EKAL LOBUIN	10
211.NGINANGANGISET	EKENO LOKIDOR	10
212.NAMIDIMIDA	TUKEI EKITELA	9
213.NGIWOYASIKE	EMUTON KAPOKOR	9
214.NGITUKICHIN	LONGOLE NGITURA	9
215.NGIDEANGITIENG	KADOO NGITIENG	9
216.NGINYANGAKIPOR	ABILANGIMEYA LOKALEI	9
217.NGIMANYADIE	NACUDI AUREN	8
218.NGIYAPAKUNO	KOTABOI EMORU	8
219.NGISAKOL	LEELE TIEKO	8
220.NGISAAKOD	LEELEE TIOKO	8

221.KATULENYANG	APORON KILENG	8
222.NGIKEBORIK	ESINGOLE APOO	8
223.NGINGOLESIICIRI	LOMURIA MERIKAL	8
224.NAPASINYANG	EKENO	8
225.NGIWOYASIKE	BOKOITA LOTUKOI	7
226.NGIDIRITAPURU	EKAL EPERO	7
227.NGISEBOE	ARUMAIT LONGOMO	7
228.NGIKUROKUNYUKO	NGITARA NACIDA	7
229.NGIKATUKOK	LOTEON ETUKON	7
230.NGIMERIYEK	LOITAKORI	7
231.NGIMANIKO	LOSIKE NANGOLOL	6
232.NGITAKITO	AKUBO MORUNGOLE	6*
233.NGISEBOE	ADUNG LOGIEL	6
234.NGIRIITO	NAMUGE AKOPIROT	6
235.NGINGOLEKURUK	EPUU KOKI	6
236.NGIMERIROT	EWOTON KAMAI	6
237.NGISIAKUJUK	LONGORI BUSAAMOE	5
238.NGIKUROKUNYUKO	ESIRITE LONGOLAN	5
239.NGIKIMIA	LOREE LOKWANGA	5
240.NGIKOROKINEI	ALEPER EYOMO	5
241.NAMERITABA	ICHAKAN KORDI	4
242.AMABALA	EBENYA MOJONGIR	4
243.NGIKUI	LOKOOYO LOMODO	4
244.NASECHABUIN	KAKELEA EMATHE	4

Note this is not the final list. Further analysis and proofing is underway by the parties concerned.

SOURCE: MET and DCPU

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APPENDIX 24: PERSONS INTERVIEWED

1. Suleiman Toyya	District Commissioner, OP
2. W.W. Olwanda	District Adult Education Officer
3. Francis MacCaffrey	Lodwar/Lorugum Parishes Adult Ed. Coordinator
4. Patrick N. Etaba	Lodwar/Lorugum Parishes Adult Ed. Supervisor
5. Sister Anne Ronayne	Diocese of Lodwar
6. Jeremiah Etheri	Early Warning System Coordinator
7. A. L. Emuria	Animal Health Assistant.MOLD
8. Rudolf Boogart	Early Warning System Adviser
9. B. Ekadeli	Early Warning System Div. Coordinator
10. Phillip Rono	Assistant Adult Education Officer
11. Eric Korsten	Planning and Training Facilitator, TRDP
12. P.O. Rapando	Asst. Social Development Officer, MCSS
13. Catherine Acheni	CBHC Programme, MOH
14. Jael Ouma	Adult Education Teacher, MCSS
15. Celina Jelanga	Adult Education Teacher, MCSS
16. Rhoda Loyer	CBHC Programme, MOH
17. Thomas Ekai	Adult Education Teacher, MCSS
18. Bobby Hultberg	CBHC Programme Adviser, MOH
19. John Tioko Ewoi	Adult Education Teacher, MCSS
20. Japhther Oteba	Adult Education Teacher, MCSS
21. Joseph L. Louse	CBHC Programme, MOH
22. Hudson Lugano	TRDP Programme Officer, MRDASW
23. Inger Sangnes	WG Adviser, MCSS
24. Annah Kiriya	Kanu/ Maendeleo Ya Wanawake
25. Moses L. Lopeyok	Adult Education Teacher, MCSS
26. John E. Ngilimo	Adult Education Teacher, MCSS
27. Thomas E. Ekale	Adult Education Teacher, MCSS
28. Sammy Sugary	Adult Education Teacher, MCSS
29. Ruth A. Chegem	Adult Education Teacher, MCSS
30. Tony Barret	DOL Education Department
31. Emannuel Imana	Principal, Lodwar Polytechnic
32. Michael L. Ekeno	Adult Education Teacher, MCSS
33. David A. Lokoel	Adult Education Teacher, MCSS
34. Jan Vossen	TRDP Programme Adviser, MRDASW
35. Patrick Ekiru	CBHC Programme, MOH
36. Samson O. Onguti	Adult Education Teacher, MCSS
37. Timothy Lemechu	CBHC Programme, MOH
38. Erastus Ngala	CBHC Programme, MOH
39. Richard Masinde	Assistant Adult Education Officer, MCSS
40. Cissie Hultberg	Nawoitrong Women Group
41. Eliza. A. Ekicheles	Adult Education Teacher, MCSS
42. Alfred Lemu	Adult Education Teacher, MCSS
43. Paul L. Ekitowo	Adult Education Teacher, MCSS
44. Emmanuel Lomosingo	Assistant Chief, Lorengippi
45. Margaret Alima	Adult Education Teacher, MCSS
46. Mary E. Obonyo	Adult Education Teacher, MCSS
47. Caroline Simiyu	Adult Education Teacher, MCSS
48. Simon Ekadeli	Adult Education Teacher, MCSS
49. John Oprong	Adult Education Teacher, MCSS
50. Peter A. Ewoton	Adult Education Teacher, MCSS

51. M.N. Lokapitei	Chief, Lokichoggio
52. Francis E. Lochii	Adult Education Teacher, MCSS
53. A. Mkudungorok	Chief, Kalobeyei
54. Simon L. Kole	Adult Education Teacher, MCSS
55. Margaret Wangare	Adult Education Teacher, MCSS
56. Paul Yonae	Adult Education Teacher, MCSS
57. James Kalale	Adult Education Teacher, MCSS
58. Simon E. Kapua	Adult Education Teacher, MCSS
59. ///////////////Ngugi	District Agricultural Officer, MOA
60. D. M. Chinwani	District Veterinary Officer, MOLD
61. Simon Longuniyae	Adult Education Teacher, MCSS
62. Ezekiel E. Ejore	Adult Education Teacher, MCSS
63. Francisco I. Lomuge	Adult Education Teacher, MCSS
64. Anthony Ebei	District Primary School Inspector, MOED
65. James Lowoi	Chief, Kainuk Location
66. Vincent Limaiyo	Adult Education Teacher, MCSS
67. Peter Wambua	Adult Education Teacher, MCSS
68. Philip T. Lomayana	Adult Education Teacher, MCSS
69. Lokalei E. Lotukoi	Assistant Chief, Kalemungorok Subloc.
70. S. Ekitela Aboto	Chief, Katilu
71. William Arkweit	Adult Education Teacher, MCSS
72. David Lokori	Adult Education Teacher, MCSS
73. James Ate	Adult Education Teacher, MCSS
74. Columbus Acham	Mobile Extension Team, TRP
75. Romano Nasur	Water Association, TRDP
76. Darlington Akabwai	Camel Project, MOLD
77. Gabriel Kaviti	District Officer, OP
78. Francis N. Lokaale	Chief, Pelikech
79. Joseph Lokolio	Assistant Chief, Lopusik
80. Johan Helland	Consultant- Livestock
81. Stuart Stevenson	Consultant- Environment

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