Editon Consortium Journal of Economics and Development Studies [ISSN: 2664 - 9462]

Issue no: 1 | **Vol no:** 6 | **December** 2024:38-49

Resource Allocation and Usage: Investigating the Availability and Utilization of Resources in Supporting Alternative Approaches to Basic Education in Samburu County, Kenya

Ropilo Lanyasunya[(1)]

(1) Moi University, Kenya
Main author email: ropilolanyasunya@gmail.com

Article History
Received: 2024-10-22
Accepted: 2024-11-27
Published: 2024-12-28

Cite this article in APA
Lanyasunya, R. (2024). Resource allocation and usage: Investigating the availability and utilization of resources in supporting Alternative Approaches to Basic Education in Samburu County, Kenya. *Editon consortium of journal of economics and development studies, 6*(1), 38-49. https://doi.org/10.51317/ecjeds.v6i1.562

ABSTRACT

This study assessed the availability and utilisation of resources to support the AABE programme in Samburu County. Alternative Approaches to Basic Education (AABE) was introduced by the Kenya Government, religious entities and Non-Governmental Organisations (NGOs) with the aim of promoting access to basic education and enhancing Universal Primary Education for all (UPE). However, school enrolment and literacy levels in Samburu have been low, at (44%) and (12%) respectively, raising the need to examine the success of AABE in meeting the envisaged purpose. The study tested one hypothesis, namely, resource input, in Samburu County. The study applied a survey research design and collected data from both primary and secondary sources. Three structured questionnaires were used for 400 learners' household heads and 56 teachers in charge of the 56 AABE Centres and 10 AABE providers. Secondary data were obtained from the Ministry of Education offices, AABE Centres, libraries and the internet. A stratified random sampling technique was used to sample the 400 respondents. Data was presented using frequency tabulations, chi-square, multiple regressions and correlation analyses. The findings had (73.4%) of the respondents who stated that resource input was inadequate. The respondents gave suggestions that there is a need to approach the development in nomadic pastoralist areas from a multi-faceted approach, such as addressing the problems of inadequacy of water, medical facilities, infrastructure, livelihoods and the problem of conflicts. The study recommended that more studies be done on the viability of AABE in other nomadic pastoral areas and encompass other variables.

Key words: AABE Programme, availability, resources, Samburu County, utilisation.

INTRODUCTION

With school enrolment and literacy rates in Samburu County still being very low at 44 per cent and 12 per cent, respectively, in spite of the existence of AABE for over 21 years, there is great concern whether AABE programmes in Samburu County have been successful or not. The Alternative Approaches to Basic Education programmes were promoted in Kenya by the government in partnership with other international and national organisations as one of the initiatives believed to be capable of fostering access to basic education and boosting literacy, subsequently taking the country towards the realisation of Universal Primary Education (UPE).

The purpose of this study was to investigate the viability (success) and challenges to the Alternative Approaches to Basic Education programme in Samburu County. This research was envisaged to provide a database for understanding the factors influencing the viability of Alternative Approaches to Basic Education in Samburu County and, by extension, in other nomadic pastoralist areas. Such an attempt has not hitherto been instituted in Samburu County. This study, therefore, fills the gap in knowledge on this vital topic. The results will be useful to AABE providers such as NGOs, the government, and religious entities, as well as to target communities and academicians. They envisage helping these stakeholders redefine their strategies in order to make their efforts effective, efficient, and impactful. In the long term, it is hoped that the study will enhance access to basic education in the nomadic pastoralists' communities and, thus, the realisation of UPE.

LITERATURE REVIEW

Bedanie et al. (2007) investigated the quality of alternative basic education for the purpose of improving the effectiveness of ABE programmes in the Amhara region of Ethiopia, focusing on learning environment, curriculum content, facilitators, resource input and provider initiatives as the determinants of the quality of ABE. The study viewed ABE as equivalent to formal education, and with the provision of quality ABE, the two could meet at some point, leading to the mainstreaming of ABE programmes. It followed a descriptive survey method, using purposive and random sampling of ABE centres and learners in Amhara, with 80 per cent of zonal education departments, 10 per cent of local education offices, 3 per cent of ABE centres and 1 per cent formal primary schools representing the population, and the class as the unit of analysis. Data were collected through document analysis, interviews, focus group discussions, questionnaires, and observation.

The data were analysed using SPSS computer software, and the results were presented in the form of bar charts, tables, and textual conclusions. The study found that learners from ABE centres performed poorly academically as compared to those from formal schools. Lack of reading materials and basic necessities such as seats and toilets in ABE centres affected the performance of the learners. The home environment also affected learners' performance. The study also found that performance in the ABE centres and the formal schools were at par, where resources and personnel were adequately supplied, and the learning environment was conducive. This study used the *Input - Process - Outcome* model, viewing non-formal programmes as a process of basic education. Dibaba (2010) indicated that NFE programmes were delivery approaches to basic education, which formed a continuum that overlapped the input and the outcome of education (Kratli, 2001). ABE ought to give outcomes similar to formal education (MoEST, 2004), but low levels of resource input usually compromise academic performance.

An assessment of the needs of literacy personnel for non-formal education in Pakistan (Ghazi et al., 2005) prompted an increased demand for education, with the view that non-formal education would provide the solution, and looked at lack of physical facilities, lack of trained personnel, lack of incentives, lack of job satisfaction, financial constraints and policy failure to make NFE an integral part of the development system as factors that hindered effectiveness of managers, supervisors and instructors of NFE literacy programmes. The study encompassed the context of the general national population without specifying any special needs groups, with the sample comparing the four districts of Faisalabad, Tobatak Singh, Jhang and Sargodha. The respondents were eight executive District

Literacy Officers, forty-two NGO managers, seventeen Tehsil Literacy Officers, eighty-three NGO supervisors and a hundred instructors of Non-Formal Education schools, all sampled from the four districts. Data was collected through questionnaires, with different sets for managers, supervisors and instructors. It was presented in tabular form and analysed using percentage and mean score formulas. The study found that the existing NFE programmes were not enough for the promotion of NFE.

The majority of the educators were not familiar with the system of non-formal education, and the duration of their training was not enough. There was a marked lack of application of innovative means of dissemination of knowledge such as the radio, TV, computer and the internet in the NFE programme. Most of the programme managers were not specialists in education. The instructors were not equipped with guidance and counselling skills or skills to handle the teaching/learning process. The lack of a substantive government policy and adequate resource input resulted in dismal outcomes for the NFE programmes. The success of such programmes was dependent on a supportive policy framework and adequate resource allocation (African Union, 2006).

Debelo (2010) investigated the factors affecting the performance of alternative basic education facilitators in Arsi Negele Woreda of West Arsi Zone of Oromia in Ethiopia with an aim to improve quality and delivery in ABE programmes, positing that alternative approaches to basic education were the solution to the need for access to basic education for the large number of school-age children who were not able to attend formal schooling, especially so in marginalised areas. The study focused on facilitator issues of staff numbers and gender balance, qualification and academic level of achievement, teaching experience in ABE programmes, working relationship with supervisors, remuneration and incentives and provision of basic teaching/learning facilities and materials as determinants of their effectiveness in delivery as ABE facilitators. Apart from facilitator competence, participant perception and willingness to engage in ABE programmes also determine the viability of the programmes (De Sauza, A. 2006).

The investigation employed a descriptive survey method, targeting ABE facilitators, education officers, NGO project staff, ABE centre management members and ABE learners in level three in Arsi Negale Woreda. The research sample was identified using purposive sampling for education officers, NGO staff members and ABE management committee members, availability sampling technique for facilitators and systematic random sampling for the learners, with the sample consisting of 40 facilitators, 4 educational experts, 24 ABE centre management committee members and 2 NGO project staff members. Data was collected using questionnaires, semi-structured interviews, focus group discussions, and observation checklists; the data was analysed as percentages of sum scores and presented in tabular form.

The study found that all the facilitators had an academic qualification of grade 10, but none had achieved grade 12 or a diploma qualification; 80 per cent of the facilitators had a working experience of three years and below, 20 per cent had an experience of 4-6 years, while none had more than six years of experience, pointing to high facilitator turn-over; majority (66.6%) of the facilitators indicated that they had adequate teaching facilities and materials; there was great need for training of ABE facilitators, with 77.7 per cent indicating need for training in active learning methods, 80.5 per cent in lesson preparation, 52.7 per cent in classroom management, 94.4 per cent in continuous assessment and 86.1 per cent in report writing; the facilitator had conducive working relationship with their supervisors, with satisfaction ranging between 75 per cent and 97.2 per cent on various entities; 88.8 per cent of the facilitators indicated that their salary did not meet their basic needs, and all (100%) indicated that their salary levels were much lower compared to their counterparts in formal schools; 58.3 per cent indicated that there were periodic salary increments, with 86.1 per cent indicating that the increments were tied to their qualifications. Apart from motivation and resource factors, facilitator perception of NFE and their purpose in engaging in facilitation are other determinants of their effectiveness. The high attrition rate (none of the facilitators who were interviewed had a working experience as a facilitator for more than six years)

indicates that the facilitators might have been using ABE as a stepping stone, a means to gain some form of job experience or even a way of passing the time before moving on to the desired area of specialisation. This attitude could emanate from the obvious lack of policy and strategies that equate ABE to the formal education system.

An examination of the practices of alternative basic education in Horo-Guduru Wollega Zone, Oromia Region by Dibaba (2010), with the view to bring to focus the prospects that the programmes bore, posited that though underperforming, ABE programmes were still best suited for imparting literacy and numeracy skills to the marginalised communities in Ethiopia. The study looked at programme, community and facilitator factors that contributed to the under-performance of ABE programmes. A descriptive survey was used to gather data through questionnaires, interviews, focus group discussions and observation from education officials, ABE supervisors, learners, facilitators and centre management committee members, selected through purposive and random sampling techniques. The data was analysed through statistical methods and presented in tabular form as textual statements. The presentation of data in percentages gives a clear picture of the findings and the sample's representation of the study population (Coolican, 1999). The study found that the ABE programme was challenged by the unavailability of learning materials, low perception by the community, under-performance by the instructors and low human resource capacity. From the findings, a lack of community awareness campaigns and effective government policy, as well as adequate resource input, which are key determinants of the success of AABE programmes (Ahmed, 2009; Hoppers, 2007; Gerace & Carkin, 1978), appear to undermine the effectiveness of the ABE programmes.

Similarly, Ayieko (2007), in his study of AABE in Eldoret rescue centres, found out that NFE Centres were having several challenges that seemed to hinder their purpose of existence. These challenges included inadequate teachers, textbooks, meals and HIV/AIDS challenges. The majority of the teachers in AABE Centres were not professionally trained to teach and were not consistent in their going to the Centres to teach. They were also few, and therefore, some classes were never taught. They also concentrated on the topics or subjects they somehow understood. In regard to HIV and Aids, he asserts that some of the children in the centres had been found to be HIV positive while others were orphaned due to HIV and AIDS. This made the other children vulnerable to infection, while most of them were missing classes regularly. They added another burden to the Centres of the need for counselling on HIV/AIDS and how to cope with it, while the centres lacked counsellors to carry out the task.

UNESCO's official assessment of the Experimental World Literacy Programme (EWLP) revealed that NFE's programs' efforts and costs were far in excess of the results achieved, one reason being that the resources injected were inadequate to achieve quality basic non-formal education. Tchombe (1995), writing about Cameroun, observed that although 'government's action on NFE has been enormous', it is 'not effective', and in Kenya, the literacy programme is facing a problem of limited coverage and sustaining growth'.

METHODOLOGY

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

Table 1: Population and sample

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

The primary data were collected using three sets of structured questionnaires. These were for learners' household heads, AABE teachers and the other for AABE centres' sponsors. The research work used both primary and secondary data collected using three structured questionnaires targeting household heads, teachers and sponsors. Secondary data were obtained by perusing various literary documents in libraries, the internet, and Ministry of Education offices in Nairobi, at the county level, and at the AABE centres. This was on policy issues, enrolment, curriculum, supervision, assessment, staffing, funding, providers and their involvement in running the centres. This study employed descriptive and inferential statistics in data analysis.

RESULTS AND FINDINGS

The study to assess the availability and utilisation of resources to support AABE programme in Samburu Count, is discussed below.

(i.) Staffing

The study also sought to find out the status of the teachers as a key resource for AABE. The data is summarised below:

(a) Teachers Distribution by Sex

As shown on the below majority (92.5%) of the AABE teachers were male and only 7.5 per cent were female. On seeking clarification, the study established that since learning was mostly done in the evening up to almost 10pm, female teachers feared walking every day at night. Their husbands also were also reluctant to release them at night.

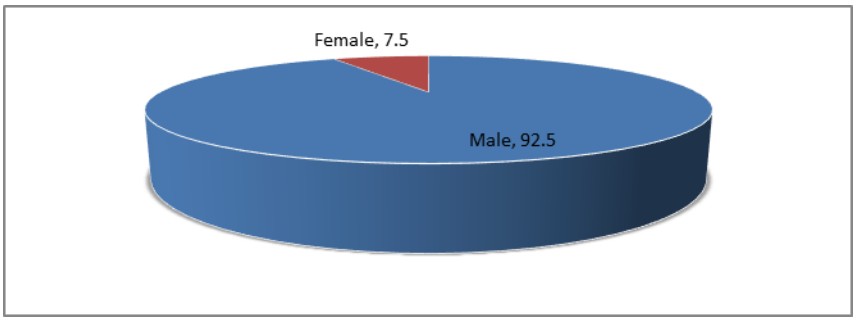

Figure 1: Sex of the Teacher

(b) Teachers Distribution by Age

The study also sought to establish the age of the teachers, as tabulated in Table 2 below.

Table 2: Age of the Teacher

	Min	Max	Mean
Age	20	53	29.8

The study found out that the average age for the teachers was 29.8 years. The maximum age was 53 while the minimum was 20 years.

(c) Full-Time/Part-Time Teachers

The study also tried to establish whether teachers were full-time or part-time. The following were the findings.

Table 3: Other Occupations of Part-Time Teachers

Full/Part Time	f	%
Full time	11	19.6
Part-Time	45	80.4
Total	**56**	**100**

Table 3 shows that 17 (30.4%) teachers were full time while the majority 39 (69.6%) were part time.

(c) Other Occupations of Part-Time Teachers

Table 4 below shows that the majority of the occupations of the part-time teachers were distributed between being herdsmen (35.5%), pre-school teachers (29%) and catechists (26.7%). Few were farmers and business people – tying at (4.4%) respectively.

Table 4: Other Occupations of Part-Time Teachers

Designation	Frequency	Per cent
Catechist	12	26.7
Farmer	2	4.4
Herdsman	16	35.5
Business	2	4.4
Pre-school teacher	13	29.0
Total	**45**	**100**

(d) Marital Status of Teachers'

The figure below shows that the majority (69%) of the teachers were married, while the rest (31%) were single.

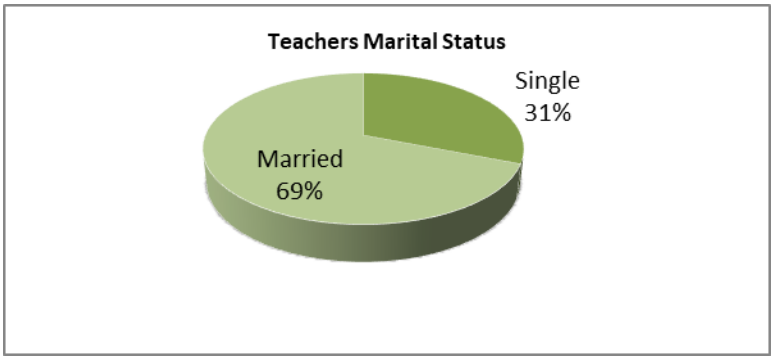

Figure 2: Teachers' Marital Status

(e) Level of Education

Table 5 shows the education level of the teachers

Table 5: Level of Education

	f	%
Primary	28	50
Secondary	14	25
Certificate	11	19.6
Diploma	3	5.4
Total	**56**	**100**

Table 5 also reflects that majority (50%) of the teachers had primary level of education. This shows that their capacity to teach AABE who were also supposed to be at primary school level was wanting. The others had certificates mostly in Early Childhood Education (19.6%), secondary education (25%), and Diploma mostly in ECDE (5.4%).

(f) Training Received by AABE Teachers

The study too, delved into establishing the training received by the AABE teachers as shown by figure 3 below.

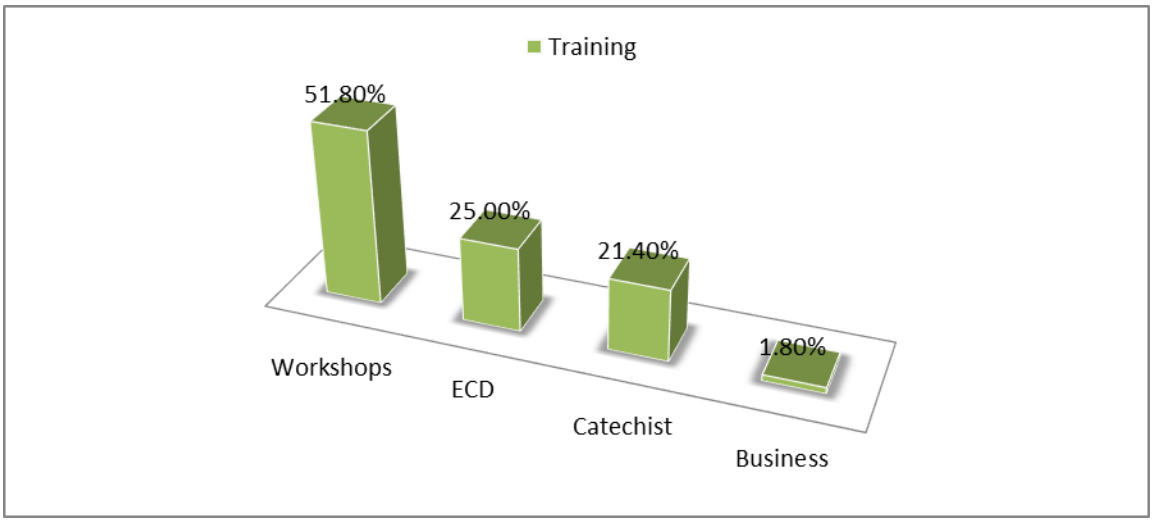

Figure 3: Training Received by AABE Teachers

The figure shows that majority (51.80%) of the teachers' training was by way of workshops, others were ECD trained teachers (25%), while others got training as Catechists 921.4%) and in business-related course (1.8%). This implied that special or specific training on AABE was lacking. Lack of adequate resource input in training of teachers contributed to ineffectiveness of AABE programmes (Ghazi, Safdar, Hafeez, Yaqoob, 2005; Dibaba 2010).

(g) Teachers' Remuneration

The study found that the average monthly pay paid for the teachers was Ksh 2800. The maximum was 12000/- and a minimum of 500/- per month. Those paid higher were the ones paid by the government and established NGOs. On the regularity of payment, (49%) said 'not regular' and 51% said 'regular'. On the adequacy of the amount paid, (89%) said 'NO' and (11%) said 'YES'.

(h) Home Area and AABE Centre Area
The study found that the majority (72%) of the teachers were residing within a 2.5km distance from the centres as compared to (28%) who were more than 2.5km away from the centres.

Summary of Teacher Resource
From the analysis and findings discussed in the teacher resource section, we found out that the situation was wanting. The findings are summarised below. The availability of teacher resources is (26.3%), while (73.7%) was lacking. More specifically, the teachers' time input in AABE was only (19.6%) and Teacher Training on AABE or even primary teacher education was (0%). Similarly, (50%) of the teachers completed secondary school level of education. Too only (11%) said the remuneration of teachers was adequate, and finally (51%) reported that the salaries were regular. By implication, it meant that if the human resource was wanting, AABE, or any other venture, could not succeed.

Table 6: Status of Teachers' Issues

Status of teacher-issues	**YES**	**NO**
Teachers full-time to AABE work	19.6	80.4
AABE Teachers Training	O	100
AABE Teachers Level of Education	50	50
AABE Teachers Adequacy of Remuneration	11	89
Regularity of Remuneration	51	49
Average	**26.3**	**73.7**

(ii) Physical Facilities/Infrastructure
The study further inquired into the availability and quality of physical facilities for AABE Centres. The data are analysed here under.

(a) Availability and Ownership of Premises Used by AABE Centers
The study, too, inquired whether centres have their own learning facilities (classrooms and land). The following table shows the ownership of the premises used by AABE centres.

Table 7: Ownership of the Premises Used by AABE Centers

AABE centres ownership		
	F	**%**
Church	12	21.4
Primary School/pre-school	36	78.6
AABE	0	0
TOTAL	56	100

Table 7 indicates that majority (78.6%) of the AABE centers used primary and pre-school facilities, while the rest used churches (21.4%). We noted that there were many traditional shelters and 3 tree-shades used for AABE learning but when we inquired they said that they were started for used by primary and pre-schools. So AABE used them only when they learners are around. It meant that none of the centres had their own facilities.

(b) Availability and Adequacy of all other AABE Resources
The study examined the availability of all other AABE resources, namely teachers, teaching and learning resources, physical facilities and meals, as shown below:

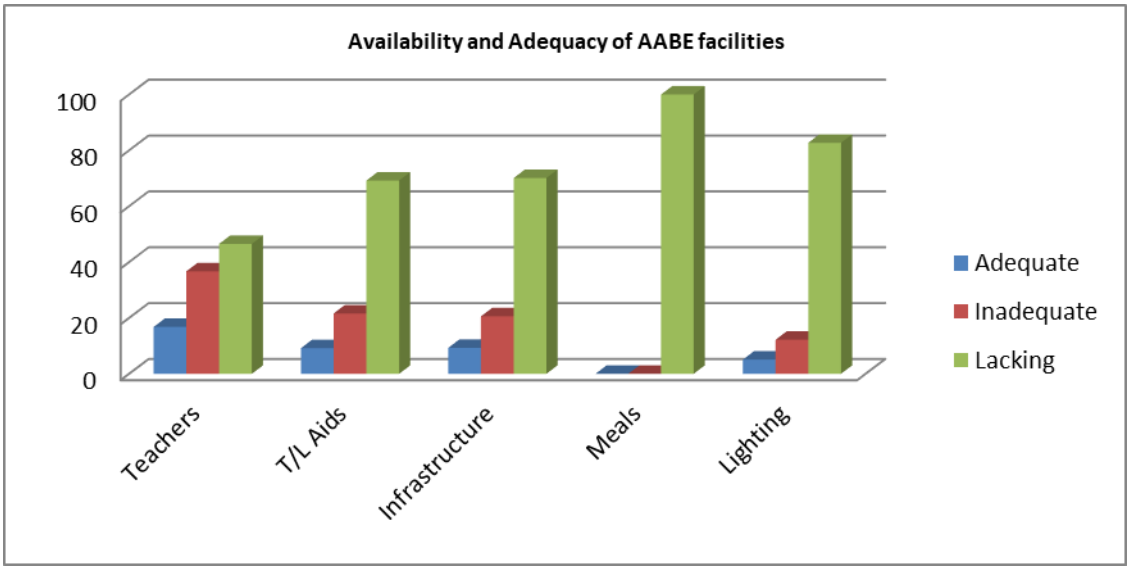

Figure 4: Rating On Availability and Adequacy of Resources (Household Head)

Figure 4 illuminates that (46.5%) of the respondents reported that teachers were lacking, (36.7%) said they were inadequate while (16.8%) said they were adequate. Too other facilities that were reported as lacking were teaching and learning aids (69.2%), infrastructure (70.1%), meals (100%) and lighting (82.7%).

In terms of teaching and learning aids, the respondents clarified that they relied mostly on primary school books. Otherwise, AABE textbooks were available in very few Centers. They also relied on churches, primary schools, and pre-schools for classrooms; otherwise, no AABE Centre had its own premises. They, therefore, clarified that the inadequacy of such facilities was because primary schools sometimes used them for evening preps, and most of them had classes for upper levels only, and lower primary schools sat under shades of trees. Some also said that primary schools were far away. Thus, they had to walk to them or take classes around the *manyattas* (homesteads). So, not every time were those classes used by some centres.

The other sorry situation was that of lighting. Since a big percentage of centres had classes in the evenings, lighting was a prerequisite, but availability was a problem. The respondents reported that centres relied on the generosity of primary school head teachers for the provision of lighting. Most of the time, the primary schools also exhausted their kerosene, and all of them (AABE and primary schools) stayed without, meaning missing classes. This implied that facilities, and especially lighting, were a critical indicator of the success of AABE. Further, no AABE Centre reported that they had meals. The centres that were most affected were those that had afternoon classes because shepherds came when they were exhausted and hungry. Girls also went fetching firewood and water, then later went to AABE Centers in the afternoons but could not concentrate because of hunger. So, most centres then organise classes in the evenings, but learners are delayed until they eat supper in their respective households, implying that classes are delayed to start, eventually reducing the learning time drastically. This, by implication, further affects the quality.

The respondents further mentioned that to address the problem of lack or inadequacy, especially of teaching and learning resources, they had to go begging and not rely solely on specific sponsors who initiated the centres. The main hurdle was especially in writing materials for learners. Most came from herding and expected the teachers to provide. This also put a strain on their primary school siblings as they were forced to cut the exercise books in half.
In summary, the availability of resources in the AABE is illustrated below, where the responses of

adequacy and lacking are considered as YES and NO:

Table 8: Resources Availability

Resources Availability	YES	NO
Availability of Teachers	16.8	46.5
Teaching and Learning Aids	9.2	69.2
Physical Facilities	9.3	70.1
Meals	0	100
Lighting	5.1	82.7
	40.4	**368.5**
Average	8.08	73.7

The table reflects that only (8.08%) of the AABE resources were available and adequate, while a bigger percentage (73.7%) was lacking. The above analysis almost concurred with the summary respondents gave when they were asked to state whether the facilities in general were adequate or inadequate/lacking. They gave the following views:

Table 9: Resources Availability

Resources Availability	f	%
Adequate	106	26.6
Lacking	293	73.4
Average	399	100

According to the majority of the respondents (73.4%), the facilities/Resources in general were inadequate or lacking. Only (26.6%) said they were adequate. These two analyses almost concur with the researcher's computation above. Lack of adequate resource input is responsible for the ineffectiveness of AABE programmes, indicated by low enrolment and non-growth of the programmes (Dennis & Fentiman, 2007; Onwu & Ogu, 2010; DEC, 2006; Huntington, 2008; Khan, 2009).

The chi-square test was also done in an attempt to ascertain whether the respondents viewed the adequacy or inadequacy of AABE resources as having had any effect on the viability of AABE. The association between these two variables was aptly captured in the table below:-

Table 10: Association between Resource Input and Viability of AABE

	AABE RESOURCE-INPUT		
VIABILITY	ADEQUATE	LACKING/INADEQUATE	Row Total
Viable	72 (68.0)	101 (34.5)	173 (43.4)
Not Viable	34 (32.0)	192 (65.5)	226 (56.6)
Column Total	106 (100.0)	293 (100.0)	399 (100.0)

Missing observations 1
Contingency coefficient 0.64
$X^2 = 36.14469$
df=1
Significance 0.0000

Overall, only (43.4%) of the sample reported that AABE was viable, while the majority (56.6%) acknowledged that AABE was not viable. The margin was probably not very big because AABE Centers used facilities for primary schools and churches. Table 10 further revealed that out of 106

respondents who reported AABE Resources were adequate, the majority (68%) also said that it was viable. By contrast, out of 293 respondents who said that AABE resources were lacking, the majority (65.5%) also mentioned that AABE was not viable.

Indeed, the association between resources and viability of AABE was found to be very significant at a (100%) confidence level. Hence, we concluded that resources affected the viability of AABE in Samburu County (Ghazi, Safdar, Hafeez, Yaqoob, 2005; Ouma, 2004; Bendanie, 2007). The contingency coefficient value (0.64), however, suggests that the relationship is weak. In fact, the small value of the contingency coefficient (0.64) indicates that other factors exist that can strongly explain the viability of AABE in Samburu County.

The multiple regression analysis shown in the appendix displayed that resource input was the last/sixth predictor of the viability of AABE in Samburu County. The partial regression coefficient depicted that a unit increase in resource input increased the viability of AABE by 0.17 units. It could, therefore, be inferred that the provision of resources in AABE Centers could enhance the success of AABE to some degree. The study established that (73.4%) of the respondents reported that resources in AABE Centers in Samburu were not adequate.

The table, too, depicted that the regression equation was significant at a (100%) confidence level, making the study reject the hypothesis of no significant relationship between availability and use of resources on viability of AABE in Samburu County.

In correlation analysis (see appendix), the resources variable rated last in its association with the viability of AABE, with a positive coefficient of +.2161. This meant that the higher the resource input in AABE Centers, the higher the viability of AABE. The resource-input rating was last among the variables correlating with the viability of AABE, and this came as a surprise to the researcher. The reason might be that, even if the AABE resources were provided, participation would still be low due to other factors like distance, nomadic way of life, perception and so on. It may also mean that if the pastoralists cannot access formal education with at least some provision of facilities, there will be no guarantee that AABE facilities will guarantee participation. Further, it could be deduced that the respondents considered resource input in terms of static facilities only. The policy implication is for the government to provide mobile facilities that can be moved as pastoralists move.

CONCLUSION AND RECOMMENDATIONS

Conclusion: The factor that was found to have affected the viability of AABE in Samburu County was resource input. Several indicators were used to measure its availability and adequacy, and findings were as follows: Availability of Teachers (16.8%), Teaching and Learning Aids (9.2%), Physical Facilities (9.3%), Meals (0%), Lighting (5.1%), giving an average of (8.1%). The respondents' general views were that resources were inadequate (26.6%). Contingency tabulation to assess the relationship between resource input and viability revealed that the association was significant at a (100%) confidence level but not very strong, as indicated by the contingency coefficient value of 0.64. On resources, the majority of the respondents preferred the following in order of priority: meals for AABE Centers (24.8%), provision of portable AABE classrooms (21%), provision of exercise books and pens (19.5%), and an additional number of teachers (18.2%).

Recommendations: There is a need to approach the development in nomadic pastoralist areas from a multi-faceted approach. This means addressing the problems of inadequacy of water, medical facilities, infrastructure, livelihoods, and conflicts. To strengthen the existing work, it is recommended that more studies be done on the viability of AABE, especially covering other factors not included in this study. More studies on the viability of AABE are needed to document experiences in a wide range of nomadic pastoral areas.

REFERENCES

African Union. (2006). *Second Decade of Education for Africa: (2006-2015) Plan Of Action*. Retrieved from http://www.*unesco.org*

Ahmed, T. (2009). *Approaches for Policy-Making in Skills Development: The Need for a Comprehensive Vision*. Swiss Agency for Development and Cooperation (SDC). Retrieved from http://www.norrag.org

Ayieko, J. (2007). *Improving Non-Formal Education for Street Children at Rescue Centre Eldoret.* UNESCO Forum for Regional Scientific Forum Committee Africa, Accra Ghana, 22nd- 4th March 2007. Retrieved from http://*portal.unesco.org*

Bedanie, M., Getahum, H., & Assefa, G. (2007). *A Study on the Quality of Alternative Basic Education in Amhara Region*. Save the Children Norway, (Redd Barna). Retrieved from ttp://www.norad.no

Coolican, H. (1999). *Research Methods and Statistics in Psychology (3rd Ed.)*. Hodder & Stoughton.

De Sauza, A. (2006). *Reaching Nomadic Populations in Africa, Forum on Flexible Education*. Retrieved from http://www.col.org

Debelo, D. (2010). *Factors Affecting the Performance of Alternative Basic Education Facilitators in Arsi Negele Woreda of West Arsi Zone of Oromia.* Addis Ababa University: School of Graduate Studies, College of Education.

Dennis, C. & Fentiman, A. (2007). *Alternative Basic Education in African Countries Emerging From Conflict: Issues of Policy, Co-Ordination and Access*. Department of International Development. Retrieved from http://www.dfid.gov.uk

Dibaba, W. (2010). *The Assessment of the Practices and Prospects of Alternative Basic Education in Horo-Guduru Wollega Zone, Oromia Region*. Addis Ababa University: School of Graduate Studies. Retrieved from http://www.etd.aau.edu.et

Gerace, F. & Carkin, G. (1978). *Drama in Development: Its Integration in Non-Formal Education.* Michigan State University: Non-Formal Education Centre, College of Education.

Ghazi, S., Safdar, M., Hafeez, A., Yaqoob, M. (2005). *Assessing the Needs of Literacy Personnel in Non-Formal Basic Education.* Retrieved from http://www.*col.org*

Hoppers, W. (2007). *Meeting the Learning Needs of All Young People and Adults: An Exploration of Successful Policies and Strategies in Non-Formal Education*. Institute of International Education, UNESCO.

Huntington, E. (2008). *Educating the Forgotten: Non-Formal Education in Urban Kampala.* Uganda: Development Studies, School for International Training.

Khan, A. (2009). *Survey Results on Non-Formal Education (NFE) and Marginalised Groups*. World View Literacy Information & Research.

Kratli, S. (2001). *Educating Nomadic Herders out of Poverty? Culture, Education and Pastoral Livelihood in Turkana and Karamoja*. Institute of Development Studies, University of Sussex.

Kratli, S. (2001). *Education Provision to Nomadic Pastoralists: A Literature Review*. Institute of Development Studies. Retrieved from http://www.eldis.org

Ministry of Education, Science & Technology-MoEST. (2004). *Development of Education in Kenya.* MoEST.

Onwu, G., Agu, A. (2010). Examining some aspects of alternative basic education programmes in Ethiopia. *Perspectives in Education, 78*(2).

Ouma, W. (2004). *Education for Street Children in Kenya: The Role of the Undugu Society*. International Institute for Educational Planning. Retrieved from http:/www.unesco.org/iiep

Tchombe, T. M. (1995). *Planning, Administration and Management of Teacher Education Programmes for Peace and Sustainable Development in Cameroon.* A Paper presented at the National Training Workshop on Teacher Trainers for Peace and Nation-Building at IPAR, Buea, 20-24 March 1995.

UNESCO (1994). *Utilising Education and Human Resource Sector Analysis*. Retrieved from http://www.unesco.org