

## Abstract

The drive to access basic education to out - of - school (OOS) children has preoccupied successive governments in independent Kenya. Despite the efforts, attaining Education for All (EFA) has remained elusive. The reality of out - of - school children prompted individuals or organisations to initiate non formal education (NFE). Upon recognition of NFE as a viable means of providing education to the OOS children, then Kenya Institute of Education (KIE) (now Kenya Institute of Curriculum Development [KICD]) developed the Non - formal Basic Education Curriculum (NFBEC) to be used by the NFECs in Kenya. The purpose of this study was to assess the influence of learner factors on the implementation of the Non Formal Basic Education Curriculum (NFBEC) in Nairobi, Mombasa and Kisumu urban centres. The study employed cross sectional survey design. The target population consisted of 750 learners. The sample comprised on 420 learners pupils drawn across the three cities. Data was collected by use of questionnaires and interview. The analysis was done by use of STATA 11 Special Edition (SE) statistical application, Epi info and Predict ive Analytics SoftWare (PASW). The study further revealed that learner characteristics such as their attitude negatively influenced curriculum implementation. The study recommended that the government should finance NFE centres. The Ministry of Gender and Social Services and non - governmental organisations (NGOs) under which these centres are registered should provide teaching and learning facilities to motivate learners join the NFE centres. The study also recommended that Kenya Institute of Curriculum Deve lopment (KICD) should provide in - service training for teachers so that they are able to translate and use the NFBE curriculum.