

**FACTORS INFLUENCING ACCESS TO ADULT AND CONTINUING
EDUCATION PROGRAMMES IN KENYA: A CASE OF BUMULA SUB-
COUNTY; BUNGOMA COUNTY.**

BY

NYAGOHA DOROTHY

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DECLARATION

This research project is my own original work and has not been submitted for any award in any other university.

Signature.....

Date.....

Dorothy Nyagoha.

ADM NO: L50/63706/2013.

This research project has been submitted for examination with my approval as the University Supervisor.

Signature.....

Date.....

Prof. Gakuu Christopher

Senior lecturer

Department of Extramural Studies

University of Nairobi

DEDICATION

I dedicate my work to my parents Mr.&Mrs Alfred Isinga, my husband Patrick Wanyonyi,my children Ellen, Shalom and Jadiel for their social, moral and financial support.

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LIST OF ACRONYMS AND ABBREVIATIONS

ABE-	Adult Basic Education
ABEP-	Adult Basic Education Program
ACE -	Adult and Continuing Education
ACEAC-	Adult and Continuing Education Advisory Committee
ACEP-	Adult and Continuing Education Program
BAE-	Board of Adult Education
CBOs-	Community Based Organizations
CEDAW-	Convention on the Elimination of all forms of Discrimination against Women
FBOs-	Faith Based Organizations.
KNALS-	Kenya National Adult Literacy Studies
MDG-	Millennium Development Goals
NALP-	National Adult Literacy Program
NGOs-	Non-Governmental Organizations
OVAE-	Office of Vocational Adult Education

ABSTRACT

This study aimed to investigate the factors that influence access to Adult and Continuing Education, To determine the various influences the study will be guided by the following study objectives: to determine how available learning and teaching materials influence the access to Adult and Continuing Education , to assess how funding influence access to Adult and Continuing Education ,to establish how learner economic background influence access to Adult and Continuing Education and to investigate how governmental policies influence access to Adult and Continuing Education Program in Bumula sub-county. The study was conducted through descriptive research design. This study is significant in improving the quality of adult and continuing education in order to enhance access to the programme This study was limited by reluctance of respondents for fear of victimization which was mitigated by developing of a rapport with respondents. The scope of the study was adult education centers of Bumula sub-county. The target population for the study was 150 respondents. The Sample size of 95 adult learners was selected using simple random sampling while the 12 adult teachers were selected purposively. The sample of 150 according to Krejcie & Morgan tables is 107. The instruments for collection of data were questionnaires; both structured and open-ended. Simple Random Sampling was employed to collect the data. Data was collected randomly from Adult educators and adult learners in several Adult and Continuing Education Program Institutions in Bumula Sub-county of Bungoma County. Data collected was analysed using descriptive statistics and presented in frequency tables. Concerning the influence of available learning and teaching materials and implementation of adult and continuing education the bulky of respondents cited that flexible class scheduling influenced access to adult and continuing education. The findings showed that majority of the respondents felt that flexible class scheduling had a strong influence on access to adult and continuing education as cited by 85.04%. It was also revealed that economical and technological changes in the job market influenced the access to adult and continuing education by 75.70% responses. On the basis of the findings and conclusions above, the study recommended that the Government and other stakeholders should ensure that qualified adult and continuing teachers are employed and paid well to facilitate proper teaching process. The training centers' need also to be well equipped so as to meet both students and teacher educational needs. The study also recommends that the government also needs to promote Literacy surveys and Curriculum development that meets the needs of adult and continuing students. Training centers should be situated near to the learner so as to encourage them to enroll into adult classes; the fees for the programme should also be subsidized further to make it more affordable to the learners. An effectual policy should be backed up by legislation so as to ensure its full implementation and enable the concrete actions taken to bear fruit, for instance, policies should take place within a political framework of real participatory democracy and good governance of both National and local levels. The study also suggests a similar study to be carried in other sub counties so as to compare the study findings.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Adults Education according to Merriam & Brockett (1997) is an activity intentionally designed for the purpose of bringing about learning among those whose age, social roles or self perception define them as adults. Adult Education describes a set of organized activities carried on by a wide variety of institution for the accomplishment of specific educational objectives. Therefore, Adult Education can be defined as a process whereby persons who no longer attend school on a regular basis undertake organized activities with the conscious intentions of increasing their information, knowledge, understanding, skills, appreciation and attitudes.

The 'Education for all conference' in Jomtien, Thailand in 1990, defined the purpose of education and the means to achieve it. Education for All (EFA) targets for education include; promoting learning and life skills for young people and adults through equitable access to appropriate learning and life skills programs and to reduce illiteracy levels by 50% by 2015. The Fifth International Conference on Adult and Continuing Education (CONFINETA V) and 'The International Commission on Education For the 21st century' popularly referred to as the Jacques Delors commission; identifies four pillars of learning .They include learning to know, to do, and learning to live together .The post-literacy program aims at enabling learners to acquire and sustain functional skills, knowledge, attitudes and values. These will help in enhancing the participation of learners in the national development process.

However, national trends suggest greater need for academic standards in education across state lines. Gaikezheyongai, (2000) through his research that was carried out on, " Ways of increasing awareness of and access to literacy programs for Native people in Toronto, Ontario", came up with findings that were synthesized into a model for using a culture-based approach and

framework to increase awareness of and access to literacy programs. This was based on awareness and building a vision of native literacy, learner recruitment, outreach, and referrals; building community partnerships, knowledge and reasoning; the need for relevant learning experiences; and program design and delivery issues. Historically, adult educators have been undercompensated, functioning in low marginalized system of low or no pay, part-time work schedules and poor or no employee benefits.

Belding et al (2006). "I've Opened Up" Exploring Learners' Perspectives on Progress; members held a number of on-going discussions regarding learner- based program within community-based literacy program. They recognized the importance of learners' voices in developing shared understanding of what constitutes progress. The research showed the importance of understanding and valuing the perspectives learners have of their progress. Learners realized very well what literacy can do for them and value the many non-academic outcomes they experience in various facets of their lives. Through this study, the need to explore , define and create a system for a national credential for adult education instructional staff would be highly emphasized under three major components ;standards, recommendations for educator preparation and mechanism for Earning and Awarding credentials. Therefore there was need to consider the driving and restraining forces around establishing a national certifying and credentialing system ; consider current needs and practices and identified solutions ,tasks and next steps.

Local programs and state administrators struggle with the task of meeting these 21st century challenges with an underprepared teaching force. Adult Education teachers are often asked to perform the complex task of teaching all subjects to adults who up to half of them are learning disabled. Many adult education teachers come to this work through a variety of doors, often with little or no adult teaching standards or with outdated ones and there are few models to guide their work .Due to these challenging teaching assignments, they may be required to teach subjects for which they have limited knowledge or underdeveloped instructional skills. For the

field to attract the best and the brightest, it must seek a higher level of professionalism. Fisher, (1999); Lauer,(2001); Lecher(1985);OVAE (1997 and 2000) assert that commitment to continuous professional development for teachers or other staff is characteristic of successful programs. Literacy goes beyond the more mechanical acts of reading and writing.

According to Davis, (2001) , The percentage of adults aged 65 years or older is expected to increase from twelve percent of the population in 1980 to more than twenty one percent by the year 2030.Since many adults stay involved with learning activities well into their 70s and 80s ,educational organizations have a great opportunity to supply learning activities to this population. To take advantage of this opportunity, adult educators need to understand uniqueness of these older adults and the barriers they face. These unique characteristics and challenges can be categorized into four: physical challenges (changes in visual, hearing and muscular system) , cognitive challenges(decreased short term memory, decreased ability to think abstractly, decreased level of concentration , and increased reaction time);life-stage challenges, including loss of identity , self confidence, and independence ; changes in roles because of retirement; loss of a spouse; and society's view of older adults and education; and other barriers, such as inadequate transportation, lack of encouragement at home , fear of new technologies and lack of new technologies at home. This could be addressed by creating programs that emphasize fun in learning new technologies and promoting availability of facilities such as free computer laboratories.

Campbell (1992); Canada: Alberta; the construction of an illiterate population has created a national ideology of illiteracy that locates the blame for educational deficiencies in the individual, rather than structural inequalities within society. An emerging feminist discourse is exploring the issue of illiteracy. First, It is examining the social forces that restrict women from pursuing their desire to engage in literacy practices that reflect the specificity of their needs, including social disapproval and situational barriers, sexual division of labor; the control of

women's sexuality. Second, this feminist discourse is exploring what must change to meet women's needs. Research shows that women in literacy programs want both social contact and an educational event. Women-positive programs can be a first step in reducing women's isolation. Third, the feminist discourse is investigating what resistance literacy workers might encounter as they actively begin to support women. The resistance may come from funders, colleagues, male students and male partners of the women students. Adult education activities, and particularly those related to literacy and adult basic education, have been closely tied to and influenced by the political and economic struggles in the whole society.

According to Nafukho & Otunga (2005) Adult illiteracy rates are high in Africa due to inadequacy of resources; basic adult literacy is very expensive. Advocates for adult education have learned a keen appreciation of the need to gain the support of the real (though sometimes latent) powers in society if their often ambitious plans are to come to fruition. But it is precisely here, at the beginning of a new century, that there is a pervasive sadness that the hoped for adult education renaissance has been a great disappointment. Over the past decade there has been much intellectual and other effort devoted to getting adult basic education policy and, to some extent, methodology and materials right. In this, South Africa has developed substantial expertise. But, at the same time, experience and track records of competent delivery have been ignored.

The adult educators have also been curiously inept and naive in their attempts to gain footholds in the corridors of power (UNESCO, 2003). Particularly in the NGO field, they seem always to have underestimated the fragility of their organizations and support bases and financial support. Adult education has been very closely associated with the political transformation of South Africa. As dependent as any enhancement of adult education, and particularly literacy and

ABEP, provision is on political will. It is likely that its successes and sometimes dreadful defeats will continue to reflect the South African struggle to be a more democratic, enlightened and industrious society.

Continued researches on efficient adult education systems have revealed the need for effective programmatic and institutional characteristics. Program evaluation and assessment ensures developed measurable goals for every component of the program, for instance, recruitment, orientation and counseling so that they could monitor success in meeting these goals. Lecher, 1985; OVAE , 2000; Solórzano et al,(1989).The evaluation data facilitates improvement of the literacy programs in place. Lerche (1985) and OVAE (1997) mentioned the need for convenient location, facilities, and schedules which make the program more accessible. President Nyerere, 1970, in Tanzania, considered adult education as important for individual learners and the country. This means adult education not only encourages personal improvement but it also plays an important role in ensuring the nation's political, economic and cultural development.

Tanzania's Vision 2025 aims at a high quality of life for all Tanzanians through the realization of universal primary education and the eradication of illiteracy, among other things. Within the Vision 2025 context, education is the strategic agent for attitudinal change and the creation of a well-educated nation with the knowledge and skills to solve the development challenges which face the nation. The Vision emphasizes the need to ensure that science and technology, including awareness of its application for promoting and enhancing productivity and reducing people's vulnerability to poverty, permeate the whole society through continuous adult learning and publicity campaigns.

A key focus on effective instructional strategies is on the need for innovation. Further research reveals that innovation is a principal way to ensure that adults are able to meet their needs. Researchers describe innovative practices that include varying teaching styles and media in order to appeal to the needs of a particular population and their learning styles .OVAE, 1997; Friedlander & Martinson,(1996). Successful adult education programs emphasize clearly defined learning objectives linked to the strategies, materials and performance indicators.

Adult and Continuing Education (ACE) is essential for the success of any social economic development programs. It is important for the quality desirable learning outcomes which are attainable only with improved opportunities for equal access, inclusion, equity and high literacy levels. However, the Kenya National Adult Literacy Survey (KNALS, 2007) revealed that only 61.5% of the adult population had attained minimum literacy level. This leaves 38.5% youth and adults illiterate. The survey further revealed that only 29.6% of Kenyan youth and adults had attained desired mastery literacy competence. The changing condition of work necessitates provision of lifelong education and learning which are requisites for economic prosperity, social cohesion and political stability. Since many adults stay involved with learning activities well into their 70s and 80s, Educational organizations have a great opportunity to supply learning activities to this population

Effective ACE programs focus on significant effort on recruitment and retention of participants in their program (Friedlander & Martinson, 1996; Lecher, 1985; OVAE, 1997 & 2000; & Solórzano et al (1989)). As state resources become tighter, the capacity of state staffs do develop, all of their professional development resources becomes increasingly strained- particularly in the least populous states, which have the fewest resources. This, by creating a national mechanism for developing standards, making available a diverse range of professional development resources and providing credentialing options, the field will be able to expand capacity throughout the nation, while creating a system for teachers (both paid and volunteer) to acquire portable, stackable credentials.

1.2 Statement of the problem.

KNALS (2013) reveal that literacy levels in Bungoma County are at 43.95%, as compared to 47.35% in Busia County, 50.45% in Vihiga County and 53.57% in Kakamega County. The population of Bungoma County stands at approximately 1.6 Million, a half of which are illiterate, (KNALS 2013). There is therefore need for alternative basic adult and continuing

education to cater for those who cannot access regular school programs. According to Davis (2001), The percentage of adults aged 65 years or older is expected to increase from twelve percent of the population in 1980 to more than twenty one percent by the year 2030. There's a largely unmet need for adult learners to access comprehensive learning opportunities including jobs, embedded learning on continuing basis. The post literacy curriculum seeks to facilitate acquisition of competencies in areas that define core learning themes.

While the need is increasing, the enrolment to adult education institutions is decreasing. This is due to poor learning environment, lack of awareness of adult basic education programs, gender imbalance since more women enroll as compared to men; 2532 women against 215 men and poor attitude towards basic adult literacy classes (KNALS 2007). However, stakeholders try to create awareness through chiefs who are expected to encourage enrollment to these institutions while they are promised promotions in turn. Educational programs have also to be revamped to include micro-enterprise training and other development matters. The Board of Adult Education exists to enable adult learners to be literate, productive and successful in the work place, home and community by delivering comprehensive adult education instruction in a learner centered, supportive and collaborative environment.

According to statistics from Bungoma County Adult and Continuing Education Department (2013), Bumula Sub County has the lowest enrolment of 95 adult students, compared to other Sub County(s) in the County. Bungoma South Sub County leads with 389 students, followed by Kimilili Sub County with 278, Webuye West Sub County with 250 students, and Mount Elgon Sub County with 184 students respectively. It is against this background that the current study sought to establish factors that influence access to Adult and Continuing Education Programmes in Bumula Sub-county, Bungoma County; Kenya. This study also came up with strategies that, if put in practice by the various stakeholders would help enhance the need for enrollment into the Adult and Continuing Education Programmes.

1.3. Purpose of study.

The purpose of this study was to investigate factors influencing access to Adult and Continuing Education programmes in Bumula sub-county; Bungoma county.

1.4. Objectives of the study.

This study sought to achieve the following objectives:-

1. To establish the extent to which availability of learning-teaching materials influence access to adult and continuing education in Bumula sub-county.
2. To assess how funding influences access to Adult and Continuing Education in Bumula sub-county.
3. To establish how learner economic background influence access to Adult and Continuing Education in Bumula sub-county.
4. To examine how government policy influence access to Adult and Continuing Education Program in Bumula sub-county.

1.5. Research questions

The following research questions guided the study

1. To what extent do availability learning-teaching materials influence access to Adult and Continuing Education in Bumula sub-county?
2. How does funding influence access to Adult and Continuing Education in Bumula sub-county?
3. How does learner economic background influence access to Adult and Continuing Education in Bumula sub-county?

4. How does government policy influence access to Adult and Continuing Education in Bumula sub-county?

1.6. Significance of study.

It is hoped that the study will be of benefit to the district planning committee (DPC) in assessing the effectiveness of the adult and continuing education implementation at the district level. The findings of the study will assist the Quality Assurance and Standard officers (QASOS) both at the district and the national levels in doing the follow up of adult and continuing education so as to give more advice and guidance to adult educators on how to improve on their teaching approaches and methodology. The findings of this study will contribute additional knowledge which will provide the ministry of education officials with better ways of carrying out the teaching of adult education curriculum in future. The findings of this study will hopefully be used to improve the performance of adult students in adult education centers in Bumula Sub County.

1.7. Limitation of the study.

The study was carried out on factors that influence access to Adult and Continuing Education in adult basic centers in Bumula Sub County and was affected by a number of limitations: first, the findings of the study would be generalized to all adult basic education institutions in Kenya. This study was also limited by reluctance of respondents for fear of victimization; some respondents had busy time schedules and ignorance. The researcher mitigated these limitations by developing a closer rapport with the respondents, assuring them of confidentiality of the information obtained and making several return visits to collect questionnaires.

1.8. Delimitation of the study.

The scope of study was limited to Adult and continuing basic education institutions that are attached to many primary schools in Bumula sub county of Bungoma county, Kenya. Since there are many other forms of Adult and Continuing Education, this study only dealt with basic literacy and post-literacy forms of education. The study findings will be generalized to other counties since the rural adult basic education institutions operate under similar organization structures.

1.9. Basic Assumptions of the study.

It is assumed that viable records would be achieved since all participants were cooperative and gave required information and responses from adult educators which would be true reflections of access to Adult and Continuing Education Programs. It was also assumed that sample chosen was representative of total population and data collected was analyzed and recorded accurately. It was also assumed that the researcher would have adequate time to complete the study within the set timeframe, budget of the study, and action plan. These assumptions were made assuming that all factors not mentioned in this study would remain constant.

1.10. Organization of the study.

This study was divided into five chapters as follows: Chapter one gave the background of the study and introduced the problem statement describing the specific problem addressed in the study, as well as the purpose, objectives and research questions that the study sought to answer. Chapter two presented a review of literature and relevant research associated with the problem addressed in the study, giving theoretical foundations of the study and conceptual framework. Chapter three presented the methodology and procedures to be used for data collection and analysis. Chapter four presented data analysis, presentation and discussion while Chapter five

presented summary of findings, conclusion, recommendations and suggestions for further research.

1.11. Definition of significant terms.

Access: Ability to receive adult basic education.

Adult: A person above 18 years of age as provided for in the Kenyan constitution.

Adult basic education: Education for people above school going age who did not have the opportunity of attending formal instructions at tender age.

Basic education: primary or secondary education or their equivalence.

Basic literacy: provided to equip illiterate adults and out-of-school youth with numeracy, reading, writing and communication skills.

Continuing Education: all educational processes that may enable people to continue learning across the lifespan.

Post literacy: an integrated learning process that helps create a reading culture and assists the graduates of basic literacy to retain improve and apply their basic knowledge, skills and attitudes.

Stakeholders: an individual or body or organization that has a stake or responsibility in Adult and Continuing Education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter contains the review of literature and provides readers with a brief review of the theoretical literature together with empirical literature associated with the main objective of the study. The sources include; books, journals, periodicals, magazines and internet. A conceptual framework was used to operationalize the variables and lastly the gaps in literature have been summarized.

2.2 The concept of Adult Education

Aitchison (1998) defines adult basic education as education provision for people aged 15 and over who are not engaged in formal schooling or higher education and who have an education level of less than grade 9. For adult learners in Kenya, adult basic education is aimed at learners who have dropped out of school before acquiring adequate literacy and numeracy skills and for those learners who have never attended school nor received formal educational training.

Prosser (1967) identified four main avenues through which adult learners are provided with opportunities for learning that is formal adult education, fundamental (basic) education, liberal adult education and technical and in service training. For the purpose of this research we shall focus on basic education. Adult basic education is concerned with teaching basic techniques of reading, writing and arithmetic which are important for enhancing personal and community development through participation in economic activities.

Mutahi 2008, to underscore the importance the government attaches to achievement of Education For All(EFA) and MDGs, we reviewed our adult learning and education programs to

ensure that all primary school age children access education through Free Primary Education Initiatives and also availing Adult Basic Education (ABE) for adults and out of school youth through non-formal and adult education programs. The developmental potentials of adult education has been well summarized by UNESCO as; empowering individuals because it opens avenues of communication that would otherwise be closed, expands personal choice and controls to ones environment. ABE also gives people access to information through both print and electronic media, equips them to cope better with work and family responsibilities and strengthens their self confidence to participate in community affairs and influence on political issues and lastly empowers entire nations because educated citizens and workers have the skills to make democratic institutions function effectively to meet demands for a more sophisticated workforce for a cleaner environment and to meet their obligations as parents and citizens.

Adult education centers enable learners to be more supportive of their children's education, When adults are involved with the development of their own education through Adult Basic Education Programmes (ABEP) in local schools, they are more inclined to participate and involve themselves in these schools, Through ABEP learners are in a better position to address issues such as poverty and social injustices, ABEP also has a pertinent role to play in addressing and alleviating gender inequity, In addition, a review research by Oxen ham, (2002) on ABEP and improved livelihoods found that ABEP learners generally perceive Literacy and Numeracy as: protection against being cheated and manipulated in the market place, skills to quantify gains in lifetime income, getting access to credit, an entry into vocational skills training, and realizing tangible short term incomes.

2.3. Availability of Learning-Teaching Resources and Access to Adult and Continuing

Education

Houl, (1996), Full time teachers, studies have shown, stabilize any education program and contribute heavily in the mobilization and participation of learners. However, findings from the (KNALS, 2007) reveal a 40% decline in adult teacher recruitment as well as a high turnover of teacher's thus hindering access to the Adult and Continuing Education (ACE) programmes. Those who left service either on early retirement, new opportunities, retrenchment or even death have not been replaced. Karan, (1996) for instance attributes the declining enrolment in Adult Education to the inability to recruit adequate and qualified teachers. Majority of the teachers currently serving are either self help or part-time who are paid a token for volunteering to teach adults. They are poorly remunerated, lack essential skills and mostly come from the rank of retired teachers or O-level Form four school leavers. Kebathi,(2008). Even the foreign funded Education services, Singh,(1999) observes, are sometimes also delivered by unpaid volunteers such as students and activists who may or may not have the professional training required for the job.

A UNESCO Report on Adult Education of 2005 sums up these in its observation that Adult Educators are inappropriately trained, hold minimal qualifications, are underpaid and work in educationally unfavorable conditions. This has prompted outbursts from many education activists, for instance, Mulama, (2011) asserts that it is a mockery of justice to have only a handful of teachers to cater for the millions of adults, as with no teachers, learners may not see the reason for attending classes. Access to an ACE program depends on all instructional administrators, tutors and teachers having those skills. Lauer, (2001) found that teachers in high performing, high needs schools reported that effective professional development activities addressed content standards, addressed diverse learners and modeled teaching strategies that led to improvement in teaching and were grounded in research. The stakes for adult learners and for

the program that support them are higher than ever, as all must meet the needs for higher standards and greater complexity in the 21st century .

There is also a lack of professional development that can enhance Adult teachers' efficiency and help them gain new knowledge and adopt new practices in the ACE Programmes. According to Bradley & Holman, (1996) there is need for Adult Education teachers to adapt to the present needs and influence of the Adult learners. This is so because it's likely that the Educators may find that they are younger and less "world wide" than some of their students or as Timarong, (2003) observes, some of the adult learners may have been out of school for a long time or may never have attended school in the first place, they will therefore need help from the Educators to acquire study skills and techniques to recall information learnt and to apply it to their day to day experiences. Their thinking process may also be slow with age hence need more time to grasp new concepts or demonstrate the knowledge learnt.

Teaching and Learning materials have long been established as great facilitators of learning at all levels of education, ACE programmes included. According to Moulali, (2005), the quality of Education process at all levels is enhanced by the availability of teaching and learning materials such as textbooks, teachers' guides as well as physical facilities. Moja, (2005) also points out that poor conditions of buildings due to lack of maintenance and repair may cause brain drain of teaching and administrative personnel out of the Education Sector or even worse, contribute to high Adult learner drop-outs from school. Most Previous studies indicate a lack of seriousness in ACE provision especially in equipping the centers with the necessary materials to enhance a conducive learning environment. Kebathi (2008) points out that Adult learning centers lack adequate and relevant teaching and learning materials and that most of the learning venues are community owned places such as public schools, churches, mosques and halls. The furniture in these centers is also inappropriate. This may de-motivate the learners and result in absenteeism or even drop-outs.

2.4 Funding and Access to Adult and Continuing Education

Hagedorn, (2005) Adult students may encounter many challenges when progressing through the post secondary system because they are perceived by many stakeholders as being “out of sequence” strongly held social norms emphasize that formal education is for the young, meaning adult students face problems relating to factors such as access, success, retention and institutional accommodation. The UNESCO report on the quality of education of 2006 pointed out that there is a noticeable tendency to under-invest in ACE programmes across many nations of the world. (Rue de la Concorde 60, 2006) for instance asserts that if public subsidies to individual learners are restricted to formal Education or vocational training, then, there is a danger that general Adult Education will be considerably weakened.

Oluoch &Ayodo (2008), in their study carried out in Kisumu concluded that financial constraints were the most obvious disincentives in adult literacy that had been identified by all the respondents in the study. The Lack of, or inadequacy of physical and instructional facilities in government owned Adult Education training centers, Nnazov, (2005) observes, is indicative of neglect or the marginal status of Adult Education. This mainly is due to the low amounts of budgetary resources devoted to ACE programmes that are insufficient to cater for all the needs. Republic of Kenya (2006) in its survey observes that the decrease in public funds devoted to adult literacy contrasts with an educational demand that has remained as high as it is felt by a demographic growth of illiterates which was found to be at 7.8 million as at the year 2006. Caillods, (1989), the financial crisis facing adult literacy has been particularly due to lack of funds for capital and non-salary expenditure, especially outlays for teaching materials.

The next in line has been the living freezes and non-replacement of dead or retiring staff. Oketch (2004) notes that in Uganda, in spite of the financial boost that functional adult literacy received as a result of being included as a key strategy under Poverty Eradication Action Plan (PEAP), the funding still remains inadequate. The adult literacy program still depends on unpaid volunteer instructors, lacks facilities and still largely operates under trees, has very inadequate

allocation for training instructors and lack means to carry out effective supervision. However, Ekundayo, (2002) points out those strategies that promote access for learners to the literacy programmes act as incentives and can encourage them to enroll and acquire necessary skills. Further satisfaction can be stimulated if the programme offers the curriculum delivery mechanism to allow them to study the topics they find interesting and relevant to their needs. Mulira, (2005) observes that certificates, badges and graduation ceremonies are good incentives for learners.

2.5. Learner Economic Background and Access to Adult and Continuing Education

Adult learners, as already mentioned elsewhere in the study come from various backgrounds that affect their participation in the ACE programmes. Karan, (1996) for instance blames a decline in Adult literacy enrolment in Kenya on Socio-economic factors which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs.

Government statistics in Kenya for instance indicate that 54% of Kenyans live below the poverty line of a dollar per day. High poverty levels usually create very unique challenges to the success of any education program. They affect the attendance rate of the learners, the quality of instruction given as well as basic resource availability. According to (UNESCO, 2008), countries with the poorer literacy rates also have higher poverty levels and the worse the social situation; the less likely people are able to take part in Adult Education (Rue de la Concorde 60, 2006). A recent report by (UNESCO, 2006) on Adult illiteracy, Brain Architecture and empowerment of the poor for instance revealed that high poverty levels have adverse effects on the health of the

poor and this may compound schooling. Drinking contaminated water, Iodine deficiency and depression commonly associated with the poor was shown to result into reduced intelligence and impaired visual motor functions that may result to drop-outs or lack of participation in ACE programmes by many adults.

Families from low socio-economic status communities, Graham & Walsh, (1996) observe, are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs which negatively impacts their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. This situation, according to (UNESCO, 2005) is compounded by the increasing number of female headed households which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves.

According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ACE classes. This is because the cost of living may be too high considering costs like transport, child care and course fees among others. Poverty reduction is therefore a vitally important component of the ACE policy that must stand alongside political commitment, economic and community development as it is the integrated multi-agency approach that will build sustainable futures Bagheri, (2009). Improving overall educational provision accessible to the poor therefore involves re-prioritizing expenditure patterns in the

sector with increased allocation, not just to basic education but also to informal Adult Education and literacy programmes (Oxaal, 1997).

2.6. Government Policy and Access to Adult and Continuing Education

A coherent ACE policy Nnazov,(2005), observes enables co-ordination of programs and activities and sets the scope and guidelines. It acts as a reference point for the partners as well as providing a framework for co-ordination and setting standards for quality and service thus enabling countries to meet such challenges in ACE like sustaining participation rates and stimulating and motivating prospective learners. This is why national development or competitiveness, no matter how passionately desired, is not likely to occur to any meaningful extent if a county is not earnestly committed to a sustainable and coherent ACE policy, purposefully articulated within its development goals.

Adult Education according Ouane, (2009) is an inalienable human right thus suggests that it be enshrined constitutionally by all countries to ensure its effectiveness and practicability. Initiatives to restructure Education therefore will only be meaningful if they are endorsed and articulated at political levels. Ekundayo,(2007) This will commit the governments to take Adult Education as serious as other Pillars in development. According to (Rue de la Concorde 60, 2006), an effectual policy should be backed up by legislation so as to ensure its full implementation and enable the concrete actions taken to bear fruit. Keriga, (2009) for instance, advocates that policies take place within a political framework of real participatory democracy and good governance of both National and local levels.

Other researchers however argue that enshrining Principles and regulations in law do not necessarily achieve the intended results, rather, sustained political will and effective

partnership is needed to convert the intentions into practice. Kenya like many other countries of the world for instance has adopted a devolved government that enhances management of essential services including education, by the local people. World Bank, (2008) points out that decentralization of the Education system, requires strong political commitment and leadership in order to succeed as decentralization can substantially improve efficiency, transparency and accountability and responsiveness of service provision compared with the strong centralized system.

The Government also needs to promote Literacy surveys and Curriculum development. For instance, Ouane, (2009) observes that Adult learning and Education Programs are rarely responsive to indigenous people, rural populations and migrants. The diversity of learners in terms of age, gender, cultural background, Economic status and unique needs such as disabilities and language are not reflected in the programmes. Hinzen, (2007) therefore questions how possible it is to improve employability of the work force without providing good quality education in general and vocational training for the youth and adults continuously.

2.7 Theoretical framework

Concepts are building blocks of theory and represent the points around which social research are conducted Bryman, (2001). This study was guided by Cognitive Field Theory by Kohler and Koffker. Individuals experience the world as an organized form. According to Kohler and Koffker, a problem should be perceived holistically before gaining an insight or solution through trial and error. Learning is a consequence of forming a re-arrangement of previous experience in order to come up with new patterns of thought that help us gain new insight into new relationships. This theory was applied to this study because for a successful ACEP, appropriate teaching and learning materials and equipment should be provided. Learning is also based on learning needs. Discovery methods and thought provoking questions should be used to

allow for divergent thinking in class which enables each participant to contribute to the success of the program.

2.8 Conceptual framework.

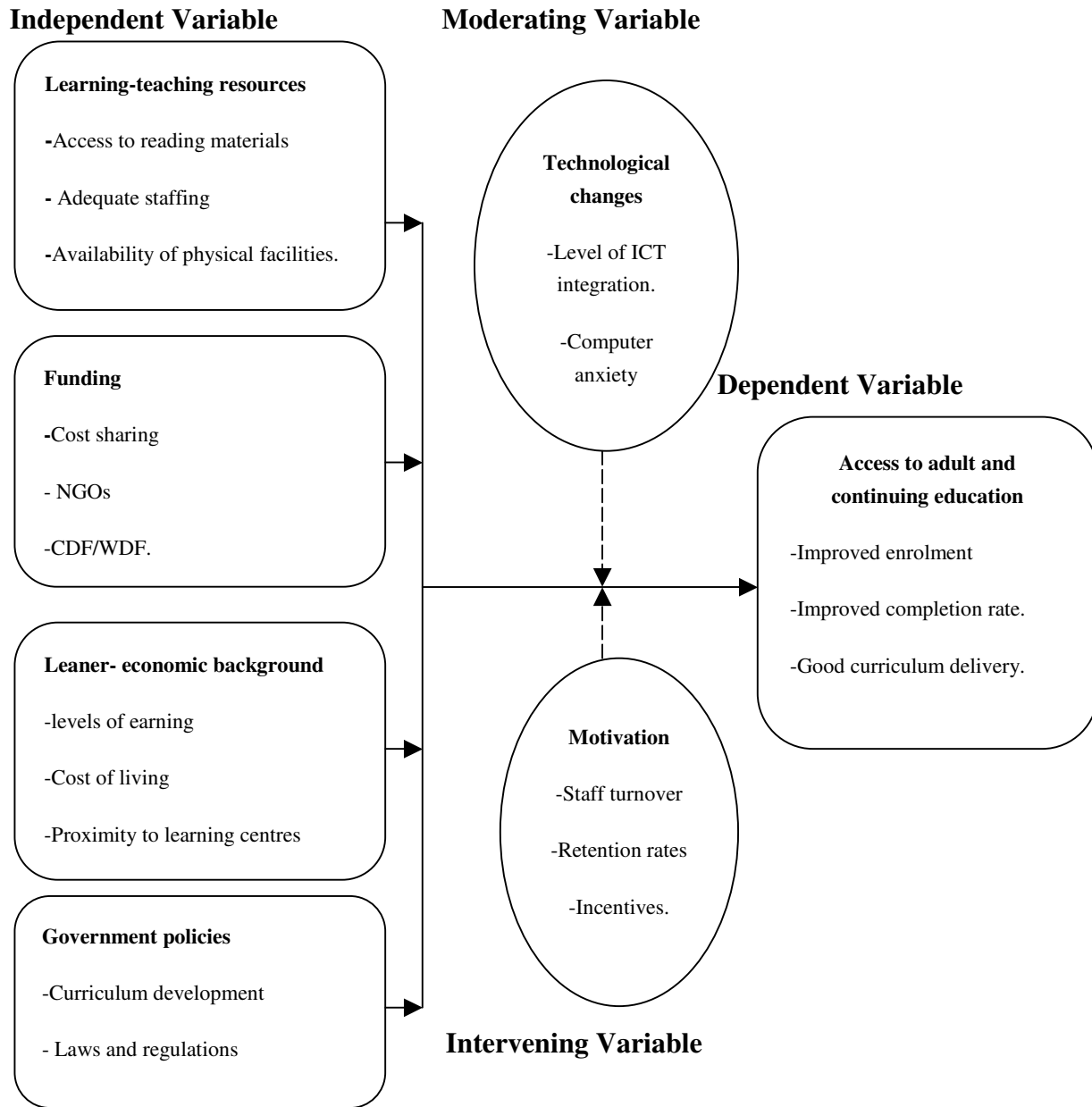


Figure1. Conceptual Framework

The conceptual framework for this study was researcher based framework. In the framework, the researcher intended to determine how factors such as available teaching and learning materials, funding, learner economic background and governmental policies influence access to ACEP in Bumula sub-county, Bungoma County, Kenya. The interpretation of the above conceptual framework is that there is a relationship between the independent variables under the factors influencing access to Adult and Continuing Education programmes, with the extraneous variables comprising of moderating variables and intervening variables also being taken into account during operationalization of the variables as they could influence research findings, since they act as catalysts in the relationship between the independent and the dependent variable, in this case, as they may influence learner enrolment in adult classes.

2.9 Summary of Literature.

The literature review is geared towards understanding the factors that influence access to adult basic education programmes in our communities. The reviews capture the views of various people's opinions on the implementation and focus is on what will influence its access since it is facing many challenges (Sparks, 2002). The literature review was guided by objectives like; availability of learning- teaching resources, funding, and learner economic background and how government policies influenced access to adult and continuing education programmes. Non-participation in traditional adult basic education program is an ongoing concern for educators and administrators. Most studies of such non-participation have focused on lack of motivation or other psychological deterrents suggesting that individuals have a choice and that their culture is somehow deficient if they choose not to participate. The basic literacy programs vary and represent the need to respond to adult needs. Their impact is affected by inadequate staffing, low levels of community information about literacy, misconceptions about the process of becoming literate and regional details that prevent people from pursuing literacy education and anxiety of incoming new computer technology. Thus the study also aimed to establish to what extent learner economic background, funding, availability of learning-teaching resources and government policies influence access to adult and continuing education programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter comprises of the methodology to be used in this study. This refers to the system of procedures used in sampling and collecting data required for a particular research, that is; research design, target population, sample size, sampling procedure, research instruments, data collection procedures ,validity and reliability of the research instruments and data analysis techniques.

3.2 Research design.

In this study, a descriptive research design was adopted. The most attractive feature of this design is that it enhanced direct generation of information which creates the opportunity for in-depth responses through sharing on the past present and future possibilities that provided a good understanding of the phenomena under study. It thus constitutes a blueprint for the collection, measurement, and analysis of data (Kothari, 2003). Descriptive research design is commonly used when examining social issues that are in communities like education, gender and culture. This research was therefore concerned with researching on issues like social-cultural influences, financial and technological issues that have posed major challenges to access to adult and continuing education programs. The use of descriptive design involved observing and describing the situation without manipulating variables. The use of this design was to help portray an accurate profile of the situation of enrolment into basic literacy program institutions in Bumula sub-county in relation to the problem under study.

3.3 Target population

A target population refers to the entire group of individuals, objects or things that share common attributes or characteristics and may not be found within the same geographical location. Bumula sub-county covers an area of 243 square kilometers which is about 4% of the total area of former Western province that comprises of Bungoma , Kakamega , Busia and Vihiga counties.(KNBS,2009). The sub-county had nine established basic literacy centers. This centers work under the supervision of the Adult and Continuing Education Advisory Committee (ACEAC) of Bumula sub-county. Bumula Sub – County has nine adult education centers with student population of 138 adult learners and 12 adult teachers making a total 150. (MOEST, 2012).

3.4 Sample size and Sampling Procedure.

This section describes the sample size and sampling procedure adopted by the study

3.4.1 Sample size.

The sample size is the number of respondents the researcher selects from the target population to constitute a sample that fulfills the requirements of representativeness of the target population (Kothari, 2008).The subjects of this study were drawn from adult learners and adult educators. The choice of adult learners was based on the enrolment in adult classes. According to Krejcie and Morgan (1970) if the target population is 150, then the sample size is 107.

3.4.2 Sampling Procedure.

Simple random sampling was used to select 95 adult learners. This was done by placing the names of learners in a container and then picking the required number at random. The 12 adult educators were purposively selected. The number of learners was obtained from the list of enrolled learners in the register.

3.5 Research instruments

Research instruments are tools for data collection. The choice of instruments was guided by the nature of data to be collected, time available as well as the objectives of the study. The study was mainly concerned with finding out views, opinions, perceptions, feelings and attitudes of the respondents. The researcher with the aid of the research assistants used both questionnaires and interviews to collect desired data.

3.5.1 Pilot of the study

Before actual data collection, the researcher conducted a pilot study in the neighbouring Bungoma south sub-county, in six adult education centres. A sample size of 30 adult educators and learners were sampled which was the minimum number of cases required for conducting statistical analysis as recommended by Mugenda & Mugenda, (2003). The purpose of the pilot study was to ascertain the validity and reliability of the research instruments, and familiarize the researcher with administration of questionnaires and therefore fostering study preparedness.

3.5.2 Validity of research instruments.

Validity is the extent to which the instrument measures what it appears to measure according to the researcher's subjective assessment (Nachmias: 1958). Validity deals with the

adequacy of the instruments for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion. Frenekel (1993) suggests that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the actual research is carried out. According to Borg & Gall (1989) content validity of an instrument is improved through expert judgment. In this study, the researcher sought help from the supervisors and lecturers in the school of education to judge the validity of the questionnaire and the questions in the written task.

3.5.3 Reliability of research instruments.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda: 2003). In a research study, a reliability coefficient can be computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a higher degree of reliability of the data (Mugenda & Mugenda, 2003). Reliability of the data is in fact a very important aspect of a research study and should be addressed early in the research process and also reported in the final document. In this study, Cronbachs alpha coefficient of internal consistency was used to determine the correlation coefficient which was 0.75 achieved through test re-test method.

3.6 Data collection procedures.

After approval of the proposal, the researcher obtained an introductory letter from University of Nairobi to enable him get a permit from the sub county commissioner of Bumula. A letter of permission was also obtained from local authority; from the chief's office .Another

letter was also obtained from the sub-county Adult and Continuing Education Officer as a show of courtesy. Copies of notification to carry out research were obtained from the chiefs of various locations in Bumula. The researcher then carried out pilot testing of the respondents before the actual study to ensure reliability. The researcher then collected data from the field using data collection instruments and analyzed it, write a report and submit it before the panel for consideration of the award of a Masters Degree in Project Planning and Management.

3.7 Data Analysis Technique.

The data collected was coded, analyzed using the Statistical Package for Social Sciences (SPSS) Computer program. The data collected from open ended questions and interviews was analyzed using inferential statistics. The quantitative data from the closed ended questions was analyzed using descriptive statistics to meaningfully describe the distribution of measurements of the phenomena under study. This involved use of measures of distributions (frequencies and percentage) and presentation of information in tables.

3.8 Ethical considerations

This study sought to find information that would help improve adult and continuing education programs in Kenya thus before collecting data, permission was obtained from local administration. Information obtained from our resource persons was treated with confidentiality and only used for academic purposes.

3.11 Operational Definition of Variables

Indicators are shown by the main variables under the study to ensure that they are measurable.

Table 3.1 Operational definition of variables

Objective	Type of variable	Indicators	Scale of measurement
To establish the influence of available learning-teaching materials and access to adult education	available learning-teaching materials	-physical facilities, staffing and access to reading materials.	Nominal Ordinal
To establish the influence of funding and access to adult education	Funding	NGOs, cost sharing, cdf/wdf	Ordinal Nominal
To establish the influence leaner economic background and access to adult education	Leaner economic background	Level of earning Cost of living,	Ordinal Nominal
To establish the influence Government policy and Access to adult education	Government policy	Laws & regulations, constitution	Ordinal Nominal

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussions of quantitative data analysis of the study. It is divided into two major sections. The first section describes the demographic results of the empirical survey, covering the ages and gender of the respondents. The second section of the chapter provides results and discussions which were based on the four major research questions of the study. All the questionnaires' were fully filled and returned; then the analysis was done based on the research findings. For the purposes of this preliminary analysis, descriptive statistics (frequencies) were frequently used to describe the general characteristics of the data collection. The demographic information of the empirical survey of this study includes: the age of respondents, gender, educational level and area of residence.

4.2 Response Return Rate

Out of the 107 Questionnaires dispatched to the respondents, all the Questionnaires were dully filled and returned. Table 4.1 shows the response return rate.

Table 4.1 Response return rate

Category	Frequency	Percentage
Adult learners	95	100
Adult teachers	12	100
Total	107	100

It can be deduced from table 4.1 that the study was able to get a general return rate response from all the 107 respondents. The study received 100% (107) response rate. According to Gay, (1981), 80% return rate is enough for a descriptive study and therefore this return rate of 100% has helped boost the reliability of the study. This was achieved through proper administration of the questionnaires and ethical consideration on the part of the researcher and the research assistants that ensured that all questionnaires administered were returned.

4.3 Demographic characteristics of respondents

The social information of respondents was sought under the following themes:

4.3.1 Gender of respondents

The gender of the respondents was sought and the results are given in the table 4.2.

Table 4.2 Gender of respondents

Gender	Frequency	Percentage
Male	78	72.89
Female	29	27.11
Total/Average	107	100

The findings show that gender distribution of the respondents revealed that 72.89% (78) were male while 27.11% (29) were female.

4.3.2 Age distribution of respondents

The age of the respondents was sought and the findings are shown in Table 4.3.

Table 4.3 Ages of Respondents

Response	Frequency	Percentage
20-25 years	14	13.08
25-30 years	30	28.04
30-40 years	50	46.72
40 and above	13	12.16
Total	107	100

The findings show that majority of respondents were aged between 30-40 years with 46.72 % (50) responses, they constitute mainly adult student. The findings shows that majority of respondents when relieved of parental responsibilities, they desire to pursue education, the need for them also to participate in community affairs makes them to hunger for more education.

4.3.3 Educational level of respondents

The educational level of the respondents was also sought and the findings are shown in Table 4.4.

Table 4.4 Education level of respondents

Education	Frequency	percentage
Lower primary	14	13.08
Upper primary	13	12.16
Mid secondary	80	74.76
Total/Average	107	100

The findings show that majority of respondents were in mid secondary school level with 74.76 %(80) responses, they constitute mainly adult student. It can be deduced that majority of adult learners had dropped out of secondary schools and had to enroll back to adult education centers.

4.3.4 Residence of respondents

This study also sought to determine the residence of the respondents and the findings are shown in Table 4.5

Table 4.5 Area of residence of respondents

Residence	Frequency	Percentage
Bumula	50	46.76
Kabula	34	31.77
Kimaeti	13	12.14
Siboti	10	09.33
Total	107	100

The findings show that majority of respondents were residents of Bumula with a response rate of 46.76 %(50) responses, this can be attributed to fact that most adult learning centres are situated in this area with many students encouraged to join them. The statistics also show that many learners tend to join centres that are within their reach.

4.4 The Influence of Availability of Learning and Teaching resources on Access to adult and continuing education in Bumula Sub-County

This study sought to find out the influence of availability of learning and teaching materials on access to adult and continuing education in Bumula Sub-County and findings were as follows:

4.4.1 Influence of learning resources and Adult educators on access to adult education

This study sought to find out whether learning resources and adult educators influence access to adult and continuing education. The study findings revealed that 85.04% (91) respondents cited that flexible class scheduling influence access to ACE, 10.28% (11) revealed that appropriate learning and teaching materials for low-level learners influence access to ACE, while 4.68% (5) indicated that continued support from programme managers influence access to ACE. Table 4.6 shows the study findings.

Table 4.6 Influence learning resources and Adult educators on access to adult education

Category	Frequency	Percentage
Flexible class scheduling	91	85.04
Appropriate materials for low-level learners	11	10.28
Continued support from programme managers	5	4.68
Total	107	100

Table 4.6 shows that 85.04 % (91) of the respondents cited that flexible class scheduling influence access to ACE. Accessibility learning resources and Adult educators support encouraged more students to enroll into adult education programmes. Teaching and Learning materials have long been established as great facilitators of learning at all levels of education, ACE programmes included. According to Moulali, (2005), the quality of Education process at all levels is enhanced by the availability of teaching and learning materials such as textbooks, teachers' guides as well as physical facilities. Moja, (2005) also points out that poor conditions

of buildings due to lack of maintenance and repair may cause brain drain of teaching and administrative personnel out of the Education Sector or even worse, contribute to high Adult learner drop-outs from school. Most Previous studies indicate a lack of seriousness in ACE provision especially in equipping the centers with the necessary materials to enhance a conducive learning environment.

4.4.2 Influence of physical facilities and Access to adult continuing education

The study also sought to determine whether physical facilities influence access to adult and continuing education. The findings revealed that 75.70%, (81) indicated that well equipped libraries influence access to adult and continuing education, 17.75% (19) of the respondents cited that conducive learning environment influence access to adult and continuing education and lastly 6.55% (7) revealed that good classrooms influence access to adult and continuing education. Table 4.7 shows the study findings.

Table 4.7 Influence of physical facilities and Access to adult continuing education

Category	Frequency	Percentage
Well equipped libraries	81	75.70
Conducive learning environment	19	17.75
Good classrooms	7	6.55
Total	107	100

Table 4.7 shows that 75.70%(81), indicated that well equipped libraries influence access to adult and continuing education. Most Previous studies indicate a lack of seriousness in ACE provision especially in equipping the centers with the necessary materials to enhance a

conducive learning environment. Kebathi, (2008) points out that Adult learning centers lack adequate and relevant teaching and learning materials and that most of the learning venues are community owned places such as public schools, churches, mosques and halls. The furniture in these centers is also inappropriate. This may de-motivate the learners and result in absenteeism or even drop-outs.

4.5 Influence of funding and Access to Adult and Continuing Education

This study sought to determine the influence of funding on access to adult and continuing education in Bumula Sub County under the following themes.

4.5.1 Influence of Cost Sharing and Access to Adult and Continuing Education

This study sought to determine the influence of cost sharing on access to adult and continuing education in Bumula Sub County. Table 4.8 shows the study findings.

Table 4.8 Cost Sharing Policies and Access to Adult and Continuing Education

Category	Frequency	Percentage
Cost sharing are too demanding to trainees due to the current hard economic times	88	82.24
Low economic status' communities are less likely to have the financial resources to support education	12	11.21
Learner economic background affect the attendance rate of the learners	7	6.55
Total	107	100

Table 4.8 shows that 82.24% (88) revealed that cost sharing is too demanding to trainees due to the current hard economic times for effective access to adult and continuing education. However, 11.21% (12) revealed that learners from low economic status' communities are less likely to have the financial resources or time availability to support academic status, while 6.55% (7) indicated learner economic background affect the attendance rate of the learners. According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ACE classes. This is because the cost of living may be too high considering costs like transport, child care and course fees among others.

A coherent funding programme as noted by Nnazov, (2005), enables co-ordination of programs and activities and sets the scope and guidelines. It acts as a reference point for the partners as well as providing a framework for co-ordination and setting standards for quality and service thus enabling countries to meet such challenges in ACE like sustaining participation rates and stimulating and motivating prospective learners. This is why national development or competitiveness, no matter how passionately desired, is not likely to occur to any meaningful extent if a county is not earnestly committed to a sustainable and coherent ACE policy, purposefully articulated within its development goals.

4.5.2 Influence of other funding bodies and Access to adult and continuing education

Lastly the study sought to find out whether funding by non governmental organizations and other bursary bodies influence access to adult and continuing education in Bumula Sub County. The findings showed that 75.70% (81) cited that non governmental organizations and other bursary bodies are rarely responsive to the financial needs of adult learners and rural

populations. This therefore means that it negatively influenced access to adult and continuing education in the sub county. 17.75% (19) indicated that the local bursary bodies has not addressed the issue of diversity of learners in terms of the various learning institutions they attend; while 6.55% (7) asserted that unique needs such as disabilities are not reflected in the funding programmes. Table 4.9 shows the study findings.

Table 4.9 Influence of funding bodies and Continuing Education curriculum and its Accessibility

Category	Frequency	Percentage
Non governmental organizations and other bursary bodies are rarely responsive to the needs of adult learners	81	75.70
Local bursary bodies has not addressed the issue of diversity of learners in institutions they attend such secondary schools, universities.	19	17.75
Unique needs such as disabilities are not reflected in the funding programmes for adult learners	7	6.55
Total	107	100

Table 4.9 shows that 75.70% (81) of respondents cited that by non governmental organizations and other bursary bodies are rarely responsive to the financial needs of adult learners. This therefore means that it negatively influenced access to adult and continuing education in the sub county. Hagedorn L.S (2005) asserted that adult students may encounter many challenges when progressing through the post secondary system because they are perceived by many stakeholders as being “out of sequence” strongly held social norms emphasize that formal education is for the young, meaning adult students face problems relating

to factors such as access, success, retention and institutional accommodation. The UNESCO report on the quality of education of 2006 pointed out that there is a noticeable tendency to under-invest in ACE programmes across many nations of the world. (Rue de la Concorde 60, 2006) for instance asserts that if public subsidies to individual learners are restricted to formal Education or vocational training, then, there is a danger that general Adult Education will be considerably weakened.

4.6 Influence of Learners' Economic Background and Access to Adult and Continuing Education

The study also sought to determine the influence of learner's economic background and access to adult and continuing education in Bumula Sub County.

4.6.1 Level of earning and cost of living on Access to Adult and Continuing Education

Investigation on the level of earning and access to adult and continuing education in Bumula Sub County revealed that, 81 (75.70%), indicated that financial support of family members is a major influence on access to adult and continuing education, 17.75% (19) of the respondents cited that well balanced life priorities influence access to adult and continuing education and lastly 6.55% (7) revealed that other competing priorities have had a negative impact on access to adult and continuing education. Table 4.10 shows the study findings.

Table 4.10 Level of earning and Access to Adult and Continuing Education

Category	Frequency	Percentage
Financial support of family members is a major influence on access to ACE	81	75.70
Well balanced life priorities influence access to ACE	19	17.75
Other competing priorities have had a negative impact on access to ACE	7	6.55
Total	107	100

From Table 4.10, Majority of respondents 75.70% cited that financial support of family members is a major influence on access to adult and continuing education.

The findings are similar to other earlier research findings that asserted that Adult learners, as already mentioned elsewhere in the study come from various backgrounds that affect their participation in the ACE programmes. Karan, (1996) for instance blames a decline in Adult literacy enrolment in Kenya on Socio-economic factors which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. Government statistics in Kenya for instance indicate that 54% of Kenyans live below the poverty line of a dollar per day. High poverty levels usually create very unique challenges to the success of any education program. They affect the attendance rate of the learners, the quality of instruction given as well as basic resource availability.

4.6.2 Proximity to learning centres and Access to adult and continuing education

The study also sought to determine proximity to learning centres and its influence on adult and continuing education in Bumula Sub County. The findings indicated that 95.32% (102) of the respondents cited that they were influenced to join basic adult education classes due to nearness of adult education centers', while 3.73% (4) revealed that they joined basic adult classes regardless of their location and 0.95% (1) were undecided. Table 4.11 shows the study findings.

Table 4.11 Proximity to learning centres and Access to adult and continuing education

Location	Frequency	Percentage
Nearness of adult education centers	102	95.32
Regardless of their location	4	3.73
Undecided	1	0.95
Total	107	100

From Table 4.11, majority of respondents 95.32% were of the opinion that nearness of adult education centre's influence student's enrolment in adult and continuing education classes hence its implementation.

Previous studies also suggest that families from low socio-economic status' communities, Graham & Walsh, (1996) observe, are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs which negatively impacts their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer

sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. This situation, according to (UNESCO, 2005) is compounded by the increasing number of female headed households which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves. This is because the cost of living is too high to consider costs like transport, child care and course fees among others.

4.7 Influence of Government Policy and Access to Adult and Continuing Education

The study lastly sought to determine the influence of government policy and access to adult and continuing education in Bumula Sub County

4.7.1 Relevance of Curriculum and Access to Adult and Continuing Education

The study sought to determine the influence of adult curriculum on access to adult and continuing education in Bumula Sub County. Table 4.12 shows the study findings.

Table 4.12 Relevance of Curriculum and Access to Adult and Continuing Education

Culture	Frequency	Percentage
Curriculum is rarely responsive to learners needs	102	95.32
Weak political commitment	4	3.73
Prevailing employment opportunities	1	0.95
Total	107	100

From Table 4.12, The findings revealed that 95.32% (102) of the respondents cited that the curriculum is rarely responsive to learners needs which greatly influences its access, 3.73% (4) revealed that weak political commitment negatively impacts on adult education curriculum development hence influencing access to adult and continuing education while 0.95% (1) indicated that prevailing employment opportunities influence access to adult and continuing education. It can be deduced that majority of respondents cited that the curriculum is rarely responsive to learners needs hence impacting negatively to access to ACES. The Government also needs to promote Literacy surveys and Curriculum development. For instance, Ouane, (2009) observes that Adult learning and Education Programs are rarely responsive to indigenous people and rural populations. The diversity of learners in terms of age, gender, cultural background, Economic status and unique needs such as disabilities and language are not reflected in the programmes. Hinzen, (2007) therefore questions how possible it is to improve employability of the work force without providing good quality education in general and vocational training for the youth and adults continuously.

A coherent ACE policy Nnazov, (2005), observes enables co-ordination of programs and activities and sets the scope and guidelines. It acts as a reference point for the partners as well as providing a framework for co-ordination and setting standards for quality and service thus enabling countries to meet such challenges in ACE like sustaining participation rates and stimulating and motivating prospective learners. This is why national development or competitiveness, no matter how passionately desired, is not likely to occur to any meaningful extent if a county is not earnestly committed to a sustainable and coherent ACE policy, purposefully articulated within its development goals.

4.7.2 Adult and Continuing Education Policy and Access to Adult and Continuing Education

The study sought to determine the influence of adult and continuing education policy and access to adult and continuing education in Bumula Sub County. The findings indicated that 85.04% (91) respondents cited that felt effective ACE education policy should be backed by legislation, 10.28% (11) revealed that there is need for a sustainable and coherent ACE policy, while 4.68% (5) indicated that good governance at both county and National levels is a pillar to the smooth access to adult and continuing education. Table 4.13 shows the study findings.

Table 4.13 Adult and Continuing Education Policy and Access to Adult and Continuing Education

Category	Frequency	Percentage
ACE education policy should be backed by legislation	91	85.04
Need for a sustainable and coherent ACE policy	11	10.28
Good governance at both County and National levels	5	4.68
Total	107	100

Table 4.13 shows that 85.04% of the respondents felt that an effective Adult and continuing education policy should be backed by legislation. Adult Education, according to Ouane, (2009) is an inalienable human right thus suggests that it be enshrined constitutionally by all countries to ensure its effectiveness and practicability. Initiatives to restructure Education therefore will only be meaningful if they are endorsed and articulated at political levels.(Ekundayo, 2007) This will commit the governments to take Adult Education as serious as

other Pillars in development. According to (Rue de la Concorde 60, 2006), an effectual policy should be backed up by legislation so as to ensure its full implementation and enable the concrete actions taken to bear fruit. Keriga, (2009) for instance, advocates that policies take place within a political framework of real participatory democracy and good governance of both National and local levels. Kenya like many other countries of the world for instance, has adopted a devolved government that enhances management of essential services including education, by the local people. World Bank, (2008) points out that decentralization of the Education system, requires strong political commitment and leadership in order to succeed as decentralization can substantially improve efficiency, transparency and accountability and responsiveness of service provision compared with the strong centralized system.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of major findings as deduced by the study, it also presents Conclusions, Discussion, and Recommendations.

5.2 Summary of the Findings.

In this sub section the research outlines summary of findings based on objectives of the study. The study sought to investigate factors influencing access to adult and continuing education in Bumula Sub County and the following were the study findings.

The study sought to find out the influence of available learning-teaching materials and access to adult and continuing education. On whether learning resources and adult teachers influenced access to adult and continuing education, the study findings revealed that, 85.04% respondents cited that flexible class scheduling influenced access to ACE, 10.28% revealed that appropriate learning and teaching materials for low-level learners influenced access to ACE, while 4.68% indicated that continued support from programme managers influence access to ACE. Concerning the influence of physical facilities and access to adult and continuing education, The study findings revealed that 75.70%, indicated that well equipped libraries influence access to adult and continuing education, 17.75% of the respondents cited that conducive learning environment influence access to adult and continuing education and lastly 6.55% revealed that good classrooms influence access to adult and continuing education.

The study sought to find out the influence funds and access to adult and continuing education. Concerning the influence of cost sharing on access to adult and continuing education in Bumula Sub County. The study findings showed that 82.24% cited that cost sharing was too

demanding to trainees due to the current hard economic times for effective access to adult and continuing education, however 11.21% indicated that learners from low economic status' communities were less likely to have the financial resources or time availability to support academic status, while 6.55% indicated learner economic background affected the attendance rate of the learners. On whether funding by non-governmental organizations and other bursary bodies influenced access to adult and continuing education in Bumula Sub County, the findings showed that 75.70% cited that non-governmental organizations and other bursary bodies are rarely responsive to the financial needs of adult learners and rural populations. This therefore means that it negatively influenced access to adult and continuing education in the sub county. 17.75% indicated that the local bursary bodies has not addressed the issue of diversity of learners in terms of the various learning institutions they attend; while 6.55% asserted that unique needs such as disabilities are not reflected in the funding programmes.

The study sought to find out the influence that learner economic background had on access to adult and continuing education. On whether the level of learners earning influence access to adult and continuing education in Bumula Sub County, the study findings revealed that, 75.70% indicated that financial support of family members was a major influence on access to adult and continuing education, 17.75% of the respondents cited that well balanced life priorities influence access to adult and continuing education and lastly 6.55% revealed that other competing priorities have had a negative impact on access to adult and continuing education. On accessibility of learning centres influence on adult and continuing education in Bumula Sub County, the findings indicated that 95.32% (102) of the respondents cited that they were influenced to join basic adult education classes due to nearness to adult education centers, while

3.73% revealed that they joined basic adult classes regardless of their location and 0.95% (1) was undecided.

The study sought to find out the influence of Government policies and access to adult and continuing education. Concerning the influence of adult curriculum and access to adult and continuing education in Bumula Sub County, the findings revealed that 95.32% of the respondents cited that the curriculum is responsive to learners needs thus greatly influence its access, 3.73% revealed that weak political commitment negatively impacts on adult education curriculum development hence influencing access to adult and continuing education while 0.95% indicated that prevailing employment opportunities influence access to adult and continuing education. On whether adult and continuing education policy influence access to adult and continuing education in Bumula Sub County. The findings indicated that 85.04% respondents cited that effective ACE education policy should be backed by legislation, 10.28% revealed that there is need for a sustainable and coherent ACE policy, while 4.68% indicated that good governance at both county and National levels is a pillar to the smooth access to adult and continuing education.

5.3 Conclusions

The study sought to investigate factors influencing access to adult and continuing education in Bumula Sub County and the following were the study conclusions;

Concerning the influence of available learning and teaching materials and access to adult and continuing education the bulky of respondents cited that flexible class scheduling influenced access to ACE. The findings showed that majority of the respondents felt that flexible class

scheduling had a strong influence on access to adult and continuing education. It was also revealed that well equipped libraries influenced access to adult and continuing education.

The study also sought to find out the influence of funds and access to adult and continuing education with majority of respondents citing that cost sharing was too demanding to trainees because of the current hard economic times for effective access to adult and continuing education. According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times, hence would most certainly push the adults out of the ACE classes. This is because the cost of living may be too high to allow considering other costs like transport, childcare and course fees among others.

The study also sought to find out the influence of learner economic background and access to adult and continuing education with the bulky of respondents asserting that financial support of family members was a major influence on access to adult and continuing education. Nearness to adult education centers also influenced student's enrolment in adult and continuing education classes hence its accessibility.

The study also sought to find out the influence of Government policies and access to adult and continuing education with the bulky of respondents asserting that cost sharing policies are too demanding to trainees due to the current hard economic times for effective access to adult and continuing education. According to the Institute of Economic Affairs the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ACE classes. This is because the cost of living may be too high considering costs like transport, child care and course fees among others. Adult and Continuing Education curriculum are rarely responsive to the needs of indigenous people, and

rural populations. This therefore means that it negatively influenced access to adult and continuing education in the sub county.

5.4 Recommendations

On the basis of the findings and conclusions above, this section presents the recommendations of the study.

The Government and other stakeholders should ensure that qualified adult and continuing teachers are employed and paid well to facilitate proper teaching process. The training centres require to be well equipped to meet both students and teacher needs.

The study also recommends that the government also needs to promote Literacy surveys and Curriculum development that meets the needs of adult and continuing students.

Training centers should be situated near to the learner so as to encourage them to enroll into adult classes; the fees for the programme should also be subsidized further to make it more affordable to the learners.

An effectual policy should be backed up by legislation so as to ensure its full implementation and enable the concrete actions taken to bear fruit, for instance, policies should take place within a political framework of real participatory democracy and good governance of both National and local levels.

5.5 Areas for further study.

Similar studies should be carried out in other sub counties in Kenya in order to compare the findings.

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APPENDICES

APPENDIX I. LETTER OF INTRODUCTION

Date.....2014.

TO WHOM IT MAY CONCERN.

Dear Sir/Madam,

RE: REQUEST FOR COLLECTION OF DATA.

I am Dorothy Nyagoha, Admission No: L50/63706/2013, a post graduate student at The School of Continuing and Distance Education, University of Nairobi. I am conducting a research study entitled; “*Factors influencing access to Adult and Continuing Education Programs in Kenya. A Case of Bumula sub-county*”

You have been selected to form part of this study. Kindly assist by filling in the attached questionnaire. The information given will be treated with confidence and will be purely used for academic purposes. Do not indicate your name or unwanted details on the questionnaire.

A copy of the final report will be availed upon your request. Your assistance and co-operation will be highly appreciated.

Yours Sincerely,

Sign.....

DOROTHY NYAGOHA

ADM NO: L50/63706/2013.

APPENDIX II: RESEARCH PERMIT

APPENDIX III: QUESTIONNAIRE FOR ADULT LEARNERS

Dear respondent,

Please fill in this questionnaire from the best of your knowledge. All information given will be treated confidentially. This research is meant for academic purposes only. Do not indicate your name or name of institution.

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

Kindly () tick where applicable

1. What is your gender: Male ()
 Female ()
2. How old are you: 20-25 ()
 25- 30 ()
 30 -40 ()
 40 and above ()
3. What is your educational level : Upper primary ()
 Lower primary ()
 Mid secondary ()
4. Where is your residence :Kabula ()

 Kimaeti ()

 Siboti ()

SECTION B: TEACHING AND LEARNING RESOURCES USED AND ACCESS TO ADULT AND CONTINUING EDUCATION

Indicate the extent to which you agree with the statements below which form the basis for investigating factors influencing enrolment of learners in adult classes

Kindly () tick where applicable

KEY: 5 strongly agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree (D), 1 strongly disagree (SA)

QUESTIONS		SA	A	U	D	SD
		5	4	3	2	1
4	I attend adult classes because of support for the programme from managers and adult teachers					
5	Flexible class scheduling influence access to adult and continuing education					
6	Appropriate materials for low-level learners influence access to adult and continuing education					
7	I enrolled into adult education classes because of opportunities to achieve success.					
8	Economical and technological changes in the access to job market influence adult and continuing education					
9	Need to curb illiteracy levels influence access to adult and continuing education					
10	Need to achieve lifelong opportunities for educational success influence access to adult and continuing education					

SECTION C: FUNDS AND ACCESS TO ADULT AND CONTINUING EDUCATION

QUESTIONS		SA 5	A 4	U 3	D 2	SD 1
12	Cost sharing are too demanding to trainees due to the current hard economic times					
13	Learner economic background affect the attendance rate of the learners					
14	Low economic status communities are less likely to have the financial resources to support education					
15	Non governmental organizations and other bursary bodies are rarely responsive to the needs of adult learners					
16	Local bursary bodies has not addressed the issue of diversity of learners in institutions they attend such secondary schools, Universities					
17	Unique needs such as disabilities are not reflected in the funding programmes for adult learners					

SECTION D: LEARNER ECONOMIC BACKGROUND AND ACCESS TO ADULT AND CONTINUING EDUCATION

QUESTIONS		SA 5	A 4	U 3	D 2	SD 1
18	My enabling economic background influence access to adult and continuing education					
19	Balanced life priorities influence access to adult and continuing education					

20	Poor economic background influence access to adult and continuing education					
21	Other competing priorities have had a negative impact on attendance of adult classes					
22	Adult education centers are located far from adult education students hence constraint the learners.					
23	My enrollment into adult education program was limited by the cost sharing policy					

SECTION E: GOVERNMENT POLICY AND ACCESS TO ADULT AND CONTINUING EDUCATION

24	Adult education policies have positively influenced my attendance of adult classes.					
25	Adult education policies have enhanced my sustainability on attendance of adult classes					
26	Adult learning and Education Programs are responsive to indigenous people					
27	My enrollment into adult education program was based on the cost sharing policy					

APPENDIX IV: QUESTIONNAIRE FOR ADULT EDUCATORS

Dear respondent,

Please fill in this questionnaire from the best of your knowledge. All information given will be treated confidentially. This research is meant for academic purposes only. Do not indicate your name or name of institution.

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

Kindly () tick where applicable

1. Gender: Male ()

Female ()

5. Age: 20-25 ()

25- 30 ()

30 -40 ()

40 and above ()

6. Educational level : Upper primary ()

Lower primary ()

Mid secondary ()

7. Residence :Kabula ()

Kimaeti ()

Siboti ()

Bumula ()

SECTION B: TEACHING AND LEARNING RESOURCES USED AND ACCESS TO ADULT AND CONTINUING EDUCATION

Indicate the extent to which you agree with the statements below which form the basis for investigating factors influencing enrolment of learners in adult classes

KEY: 5 strongly agree (SA), 4 Agree (A), 3 Undecided (U), 2 Disagree (D), 1 strongly disagree (SA)

QUESTIONS		SA 5	A 4	U 3	D 2	SD 1
4	I attend adult classes because of support for the programme from managers and adult teachers					
5	Flexible class scheduling influence the implementation of adult and continuing education					
6	Appropriate materials for low-level learners influence the implementation of adult and continuing education					
7	I enrolled into adult education classes because of opportunities to achieve success.					
8	Economical and technological changes in the job market influence the implementation of adult and continuing education					
9	Need to curb illiteracy levels influence the implementation of adult and continuing education					
10	Need to achieve lifelong opportunities for educational success influence the implementation of adult and continuing education					

SECTION C: FUNDS AND ACCESS TO ADULT AND CONTINUING EDUCATION

QUESTIONS		SA	A	U	D	SD
		5	4	3	2	1
12	Bursary funds for adult and continuing education learners influence the implementation of adult and continuing education					
13	Financial assistance from Non Governmental organizations influence the implementation of adult and continuing education					
14	Financial assistance from other bursary bodies influence the implementation of adult and continuing education					

SECTION D: LEARNER ECONOMIC BACKGROUND AND ACCESS TO ADULT AND CONTINUING EDUCATION

QUESTIONS		SA	A	U	D	SD
		5	4	3	2	1
15	My enabling economic background influence the implementation of adult and continuing education					
16	Balanced life priorities influence the implementation of adult and continuing education					
17	Poor economic background influence the implementation of adult and continuing education					
18	Other competing priorities have had a negative impact on attendance of adult classes					
19	Adult education centers are located far from adult education students hence constraint the learners.					
20	My enrollment into adult education program was limited by the cost sharing policy					

SECTION E: GOVERNMENT POLICY AND ACCESS TO ADULT AND CONTINUING EDUCATION

21	Adult education policies have positively influenced my attendance of adult classes.					
22	Adult education policies have enhanced my sustainability on attendance of adult classes					
23	Adult learning and Education Programs are responsive to indigenous people					
24	My enrollment into adult education program was based on the cost sharing policy					

APPENDIX IV: QUESTIONNAIRE FOR ACEAC

- 1. Does Kenya have professional development systems in place that offer exemplary resources to adult education teachers.

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- 2. Adult education teachers are competent, encouraging, supportive, approachable, accessible and knowledgeable

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- 3. Adult teachers demonstrate more consistency in their awareness of factors present in their students' lives including family and work life situations

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- 4. Teachers encourage an overall classroom culture that assumes success for all students

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- 5. Adult education Provide goals beyond passing exams, such as graduation ceremony

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- 6. Teachers address content standards and model teaching strategies which lead to improvements in teaching

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7. Adult education programs emphasize defined learning objectives that are linked to the strategies, materials and performance indicators

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8. Adult education programs focus on early childhood development, parenting skills, health and nutrition, violence and abuse and consumer economics

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9. Adult education programs is hampered by potential staff turnover because of low pay and poor publicity

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APPENDIX V: TABLE OF DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES