Adult Literacy Programme in Vihiga: The Capacity of Facilitators to Produce Learners with Functional Skills

Audi Oluoch
PhD Candidate
Department of Education Foundation and Management
Maseno University

Ayodo TMO
Faculty of Education
Theology and Arts
Kabarak University
Kenya

Simatwa Enose
Department of Education Foundation and Management
MasenoUniversity

Abstract

Functional adult literacy programmes combine reading, writing and numeracy and basic vocational skills that are linked to occupational aspirations of the beneficiaries. The skills acquired from the programme are always important in promoting income generating activities and improvement of the living standards of the beneficiaries. Functionality approach in literacy is therefore very important as the skills acquired have to be used to improve the learners' lives and facilitate their involvement in socio-economic activities.This is because the knowledge and skills acquired make them to become more innovative and productive and to engage more effectively in the world of work. To facilitate functional literacy, the teachers or the facilitators must of necessity be well prepared, properly trained and motivated, lest they may not be able to help the learners in reaching their full potential. A study conducted in Vihiga County, Kenya therefore tried to establish the capacity of facilitators in the adult programme to produce learners with functional skills to enable them effectively implement the curriculum. It was established that the owing to their low education and training, the facilitators serious capacity-gap and lacked adequate capacity to help the learners acquire functional skills to improve their lives.

Key Words: Facilitators, functional, literacy, programme, skills

Introduction and Background

Literacy, according to UNESCO (1997), confers a wide range of benefits on individuals, communities and nations.With this in mind, an increasing number of countries have embarked upon the organization of nation-wide adult literacy programmes over the last few decades. Although the rationale behind these programmes varies from country to country, it is generally expected that efforts to increase the literacy levels of adults will have positive consequences for both the learners and the nation as a whole. Various studies have also demonstrated the positive effects of a given number of years of primary schooling on farmers' productivity, and the relationship between literacy rates and indicators of economic development and social well-being.

Adult literacy should be seen as an integral section of adult education which is taken to mean any educational activity designed for adults with the aim of bringing about change in knowledge, skills and attitudes. According to Karl Marx, it is a means of combating the alienation of man from economic activity, and it leads to improved knowledge, health and skills, better organization and management of one's life (Smith, 2002). The process of acquiring these attributes is therefore part of basic education for all which is regarded as a basic human right and a prerequisite for human development.

An educational programme has also to be effective in order for the achievement of the intended results in the most economical manner, and this is what is desired for the adult literacy programme (UNESCO, 2005).

During the 1990's, adult illiteracy had become accepted as a product of a complex interplay of cultural, socio-economic and educational factors including failure in the formal educational system. It is therefore not a disorder or a disease that can be swiftly and effectively eradicated. The older operational notions of literacy of deciphering competence with written text were complemented in the 1960's by broader concept of functional competence in society, implying the close relationship between the individual and society.

Because it has generally been accepted that a functionally literate person should engage in activities in which literacy is required for effective functioning, the notion of functional literacy in effect emphasizes the link between literacy, productivity and overall socio-economic development. It involves social awareness and critical reflection which can empower individuals and groups to promote social change (UNESCO, 2007). Literacy is therefore about acquisition and use of reading skills in order to acquire further skills for fostering the development of active citizenship, improved health, environmental sustainability and gender equality.

Modern research and thinking about literacy has expanded the meaning of literacy to include the ability to use varying levels of analysis, degrees of abstraction, more sophisticated symbol manipulation, the application of theoretical knowledge and other skills that go far beyond simple reading and writing. It is basically *what they are challenged to with these skills* in society and the economy(UNESCO, 2004).

In Kenya, there were no large scale efforts undertaken before independence to eradicate illiteracy, although several non-governmental organizations (NGOs) were running literacy projects in different parts of the country. Shortly after independence, the government established the Department of Community Development in 1964 to promote adult literacy activities anda special Division of Adult Education was created in the Ministry of Cooperative and Social Development to mount the literacy campaign. By 1978, a massive countrywide national functional literacy programme was launched to eliminate illiteracy which was described as a major obstacle to individual participation in socio-economic development of the country (Republic of Kenya, 2007).

The functional approach to the provision of adult literacy was therefore adopted with the aim of establishing systematic links between literacy and the everyday activities of the participants. It was expected to provide the literacy beneficiaries with appropriate knowledge and skills to solve various problems in their societies. The approach to the provision of literacy was therefore to make it be work-oriented and meant to promote and stimulate integrated development, particularly in the rural areas. It aimed at systematically transmitting knowledge and skills directly to the learners to improve their living conditions in terms of production, health, sanitation, environmental sustainability and family planning among others. Instead of the traditional method of alphabet learning, a global orientation strategy was proposed whereby the promotion of income-generating projects and the solution of livelihood and contemporary problems of society became an essential and integral component of literacy classes (Carron, Mwiria & Righa, 1989).

In Vihiga County, like the rest of the country, the adult literacy programme targets out-of-school youth and adults who require basic literacy and numeracy skills. The programme also integrates the basic literacy with livelihood skills to make adult learning meaningful and relevant to their needs of learners. Here, the learners are expected to get such skills as reading, writing, calculating, language and communication among others, not for its own sake, but to facilitate the solution of various problems faced in society.As no study had been conducted in Vihiga on this topic, there was need to conduct one to establish the capacity of facilitators to produce functionally literate learners.

This was especially important because literacy can provide necessary knowledge, skills, attitude and behaviour to enable the learners to play a positive role in the community.It is also seen as capable of enabling individuals to make more effective economic, political, social or cultural transactions, and according to Bhola (1990), it is a *"symbolic capital"* that nations must join.

Because of the importance of literacy, the country had incorporated into the curriculum various issues of functional nature that the learners were expected to learn in order to be functional. What therefore remained was the facilitator to make the learners acquire the necessary functional skills. As noted by Pillay (1998), the facilitators need to be proficient, skilled and overly competent, experienced and specialized in facilitating adult literacy learning.Their skills also need to be continuously upgraded through various staff development programmes because the quality of learning in adult literacy is to a great extent determined by the education agents.

Capacity building of facilitators in the adult literacy programme is therefore critical for quality provision as it also enables the staff to articulate and respond to the ever-changing needs of the learners. It should not be done as an after-thought or*ad hoc* (Schmelkes, 1995).

As facilitators are the main determinants of the overall management efficiency in any educational programme, capacity building ensures that quality facilitators are produced to run the programme. This is because manpower constraints have great impact on educational reforms as it limits thequality of individuals available to serve as facilitators. It may also impact negatively on education quality as there is a direct relationship between qualification of facilitators, the quality of education offered and learners' achievement (Pillay, 1998).This study was therefore a deliberate response to the recommendation by Pillay (1995) on the need to conduct a study *to discover, recommend and develop effective ways of forming new educators and to evaluate the qualifications of various levels of facilitators in the adult literacy programme.*

To successfully facilitate in the adult literacy programme, the facilitators therefore need to be properly prepared as literacy teaching is often hindered by insufficiently qualified instructors, poor content design, lack of learning materials and lack of participatory and learner-centredness. This calls for the literacy facilitators to be properly selected and trained from among those who really believe in it and trained appropriately as this prepares them to use appropriate andragogical learning skills in facilitating adult learning. Andragogy connects adult's life experiences to their learning and allows them to think critically, creatively, deeply and analytically as they bring a wealth of knowledge, experiences and build understanding of the world around them. It is the process of adult cognition over the content of teaching and facilitates the acquisition and downstream application of particular skills that the programme is meant to equip the learners with.

Although there might be invisibility of tangible returns to education at times, through the acquisition of functional knowledge and skills, literacy education should always lead to the solution of various problems of the society as well as to improved performance in various areas of development (DACE, 2007). The facilitators should also be able to critically check the extent to which the learners apply the knowledge and skills that they have acquired as a consequence of their participation in the programme. This will help in getting a sense of actual capabilities that the learners have acquired as a consequence of their study. This evaluation may also be conducted as a means of assessing whether the goals and expectations of participants have been achieved (Lekoko & Gboku, 2007). It also allows the teachers and learners to assess their own level of accomplishment and to draw lessons from their successes and mistakes (Easton, 1997).

Proper training and preparation of the facilitators, according to Archer & Cottingham (1996), make them toeffectively respond to the changing needs of the learners, learn from experience and make adjustments in their overall work.

Objective

The objective of the study was therefore to establish the capacity of adult literacy facilitators to effectively impart knowledge and skills that enabled the learners to be functional in society.

Research Methodology

Research Design

Descriptive survey research design was used. It helped to accurately determine the status and nature of the situation with respect to the variables (Borg & Gall, 2007) and to explain and describe the phenomena based on opinions (Mugenda & Mugenda, 1999).This design that was also qualitative and it helped the researcher to collect data on accounts, experiences and activities of participants. This technique also helped in gatheringfactual information through critical inspection of facts and status of the outputs and allowed for increased opportunities for in-depth and longitudinal explanations (Ospina, 2004).

Area of Study

The study was conducted in Vihiga, Hamisi, Emuhaya and Sabatia sub-Counties in Western Kenya. The area had a population 554,622 with 262,716 (47%) being male and 291,906 (53%) being female and a poverty level of 62% (Republic of Kenya, 2009).It also had a literacy level of 73.3% by 2007 when the Kenya National Literacy Survey was conducted in which the literacy level for the females was 79.3% while that of the males was 67.3% (Republic of Kenya, 2007).In the adult literacy programme run by the government, there were 55 adult literacy centres with an enrolment of 8,598 learners whereby men were 2,087 with women being 6,511.

The people of Vihiga belong to the *Maragoli, Banyore* and *Tiriki* sub-tribes of the larger Luhya tribe and they are broadly subsistence farmers who depend on tea as the main cash crop. Other subsistence crops grown are millet, maize, bananas and fruit trees such as avocadoes. The area is generally fertile but hilly and receives rainfall almost throughout the year with only a few dry months. Its main natural resources are forests, rivers and stone quarry (Republic of Kenya, 2013).

Sample

The population of the study consisted of the 55 facilitators comprising of 18 full-time and 37 part-time facilitators. Of these, the female facilitators were 36 and the male ones being 19. Sampling was done through simple random sampling technique to select individuals within a statistical population and to estimate the characteristics of the whole population. This facilitated faster data collection, and homogeneity of information. Random sampling method affords each member of the population an equal and independent chance of being selected. A formula used to calculate the desired sample size for the study was $nf = n/(1+ n/N)$ (Mugenda & Mugenda, 1999).

Here, nf = desired sample size.

n = sample to be used to calculate the desired sample size when the population is less than 10,000 (in this case 384).

N = estimate of the population size (in this case the accessible population of 2,622 for the learners and 55 for the facilitators).

(n= 384).

Using this formula, a sample of 39 was selected from the 55 available facilitators representing 70.9% of the target population.

Questionnaires specifically structured to help in establishing the capacity of the facilitators to effectively impart knowledge and skills that could help the learners to function better in society were used to collect data.

Validity and Reliability of the Tools

The instruments were critically studied by experts to establish if theymet the face, construct and content validity, and also if they were precise and consistent. This was to help in checking if the tools were really measuring what they purported to measure and to ensure wider acceptance (Kerlinger & Lee, 2000). The instruments were later corrected and modified and some questions reconstructed, while others were deleted. Validity was further established through the contacts with the facilitators in which there was corroboration.

For reliability, the instruments were pre-tested on 12 facilitators selected through simple random sampling technique and who shared the same socio-economic similarity with those to be involved in the study. Action was however taken to avoid any interaction between the respondents involved in pre-testing and the others to be involved in the actual study in order to avoid contamination of the result as recommended by van Teijlingen and Hundley (2001). This was done because, according to Golafshani (2003),instruments can be unreliable when respondents are sensitized to the subject matter and their responses influenced their response during the second test. Using Spearman's Rank Correlation Coefficient formula (Royal Geographical Society, 2013), the relationship between the two tests was established, and this produced an *r* value of *r=0.82,* hence the instruments were consistent and reliable enough to be used to collect dependable data.

Data Analysis

The data collected was organized to assemble the information to facilitate the drawing of conclusions on the capacity of literacy facilitators. Data collected was manually sorted out to bring out issues that were classified into appropriate descriptive categories, sub-categories and themes and then coded. As most of the data was qualitative in nature, the analysis involved generation of codes from the concepts that emerged from the research question. The coding process, as recommended by Fereday and Cochrane (2006), entailed identifying vital moments in the data and coding these before the process of interpretation. Descriptive techniques were used to analyze quantitative data. This involved scoring individual the data obtained, coding the responses and summarizing the prevalence of codes and calculation of means, frequencies and percentages for categorical variables. This kind of data was then and presented in form of statements, tables and graphs.

Analysis of the items on Likert-type scale was done using Cronbach's Alpha to assess reliability of responses gathered by the tool. This yielded an alpha level of α=0.7 which is an acceptable coefficient (Santos, 1999).

Results and Discussions

The study established that most (65.5%) of the facilitators were women who were still in the child-bearing age. It should be noted that, where there are more female workers of child-bearing age, there is usually a problem of non-use of human capital, especially when they spend a lot of time outside of their labour force while engaged in child-rearing.

As the success of an educational programme is to a large extent dependent on the capacity of staff, the study established that the majority of the facilitators (94.6%) had only Form 4 level of education while others (5.4%) had only Primary school educational qualification.

It was further established that, 54.5% of the facilitators which formed the majority had trained as Adult Education facilitators and acquired Adult Education Teachers' Certificate (AETC), while only 1.8% had been trained as a P1 facilitator, but had retired from teaching in the local primary school. Another one (1.8%) had also trained as an ECD facilitator, and 41.8% others teaching as untrained facilitators. Worse still, 5.5% of the untrained facilitators had gone only up to Primary Class 8 (Table1). Because it is education that provides individuals with capacity to understand and conceptualize complex issues, the educational attainment of the facilitators was therefore destined to have an impact on the facilitators' capacity to deliver necessary information needed by the learners.

As under-education of facilitators leads toshould be considered important as it is what determines educational quality which is essential for improving learning outcomes.

It was also observed that, the staff managing the programme in the County was very thin, translating into a ratio of one facilitator handling 156 learners (1:156) which is just unacceptable in a normal learning environment. The inefficiencies in student flow that lead to non-completion are often accompanied and facilitated by inefficient use of scarce facilitators and student space. The fewer number of facilitators in the areas may however be attributed to hiring freezes and non-replacement of retiring staff (World Bank (2001), that had somehow been a policy even in Kenya for some time, especially during the first decade of the current millennium.This problem of inadequate staff for the ALP especially in the rural and remote areas had also been noted by Caillods (2008), and this is especially important as Vihiga is 97.3% rural.

The study also found that, although motivation exists within certain sets of configurations of incentives that make individuals to have more interest and be committed to the task to be undertaken, the level of staff motivation was very low. This condition had basically resulted from lack of capacity enhancement of staff and the convergence of conditions that lead to discouragement of able and committed facilitators from effectively rendering their services. These include inadequate supervisory support, funding and lack of adequate learning and teaching materials.

It was further established that 81.8% of the facilitators had never been given any form of induction or in-service training as a refresher course to upgrade their skills. This was happening despite the fact that training should be seen both as a strategic and competitive necessity as it ensures that the staff becomes more productive and enthusiastic in their work (Oasis Outsourcing, 2013). Training also leads to better output in terms of giving the facilitators the necessary capacity to assist the learners through the process that leads to the achievement of the goals of the programme. According to Caillods (2008), this situation may have a devastating effect on the quality of teaching and the capacity of the facilitators to offer functional and usable knowledge and skills to the learners. The skills for functional application of skills must therefore invariably be acquired through capacity enhancement of the facilitators. The facilitators who were untrained in Vihiga may therefore be said to have had limited capacity to establish the relationship between the quality of learning and various educational inputs, and hence had inadequate capacity to facilitate the acquisition of functional skills.

Table 1: Professional Qualification of the Facilitation

Area of training/Course	(n)	(%)
AETC	30	54.5
Primary I (PI)	1	1.8
ECD Trained	1	1.8
Untrained	23	41.8

The results also showed that, many of the facilitators were themselves untrained and therefore not intellectually and professionally prepared to educate adults, and this was contributing to the internal efficiency of the programme. This also means that the facilitators lacked adequate capacity to contribute to creative and critical thinking and generation of understanding and awareness about the problems the learners faced, or even to propose solutions to the problems (Wolfensohn, 2000).The training is therefore important for the development of the facilitators 'abilities to help the learners acquire functional skills.

Just like in Vihiga, many poorly educated and untrained facilitators in other places have been recruited and sent to start the learning centres on the wrong assumption that they would receive attention, guidance and supervision from qualified staff, leading to a serious problem of absenteeism by the facilitators (Caillods, 2008). There is therefore need to address the strong concern for general education and training of facilitators in specific skills and to generally develop human resources for effective implementation of literacy programmes.

It was also established that the facilitators lacked teaching and learning materials which are important in guiding them on how to link adult literacy programme to real life problems in society and how to make the skills learnt to be functional. This was complicated by the fact that, it was the facilitators who were single-handedly deciding on what was to be taught. It is instructive to note that, what the facilitators considered as important might not have been relevant to the needs of the learners.

The study also established that, whenever any training session was organized for the facilitators, the contents dwelt on such areas as *Adult Learning, Managing Learning Situations, Teaching* and *Learning Resources* and *Motivation* of *Adult Learners.*These had nothing to do with how to make what was learnt to be functional or how to make the skills learnt to be used to solve the problems that the learners faced in society (Oluoch & Othuon, 2008).

Whenever the training sessions organized, they were also very rare,*ad hoc* and very irregular due to lack of funds. This was confirmed by the fact 81.8% of the facilitators had never attended any refresher or skills-upgrading course since they joined the programme over 20 years earlier.

This kind of situation had also been identified by the World Bank (2001) in her studies in most developing countries in which a high percentage of unqualified facilitators have been managing adult literacy programmes due to lack of funds for training or for recruiting properly qualified personnel. Because of lack of proper training, the facilitators also agreed that they lacked sufficient capacity to facilitate in the programme. They had therefore to involve external experts to facilitate for them the areas in which their felt deficient. Had the facilitators conducted the sessions well, the learners would have been assured of adequate skills and gotten engaged in various entrepreneurial and income-generating activities and which was not the case.

As Caillods (2008) had also suggested, training programmes are important for a more enlightened participation in various aspects of development. The training programmes should therefore not be seen as strict alternatives, but as complimentary inputs into an overall educational programme that is aimed at equipping the personnel with requisite knowledge and skills for survival and development.

Training for capacity enhancement should therefore be well-planned and scheduled to ensure that it correctly constitutes an extension of manpower development. This is necessary as educational planning derives from manpower planning and orientates the planning to production and employment (Mackie, 2006). When this is done, the goal of education becomes the provision of adequate knowledge and skills to facilitate manpower production for sustainable development.

It should also be recognized that, as great facilitators create great learners, an inspiring and informed facilitator is the most important centre-related factor that influences learner-achievement. It is therefore important to pay close attention to how both the new and experienced facilitators are trained and supported (Edutopia, 2013).

In-service and induction therefore help Institutions to revamp their educational programmes to include an emphasis on current knowledge and how to make learners functional as a consequence of their participation in the programme.

Training also facilitates acquisition of effective facilitation methodologies needed for learning that promotes functionality to take place. This is especially important when it comes to situations like in the case of adult literacy where what is learnt is meant for immediate application to solve the problems in society.

Because of capacity gap, the facilitators in the programme were found to be inviting external facilitators to facilitate for them the topics in which they felt ill-prepared. It was therefore established that the facilitators invited from outside the adult education fraternity (Figure 1)came from the Provincial Administration(8.1%), the Ministry of Agriculture (40.5%), the Ministry of Health (24.3%), the Veterinary Services (8.1%) and from the Ministry of Water and Natural Resources (5.4%). This clearly shows that non-professional educators were being involved in the training of adult learners. This confirmed that, the adult literacy facilitators were not properly qualified to facilitate in several areas in which adult literacy learners were supposed to be helped.
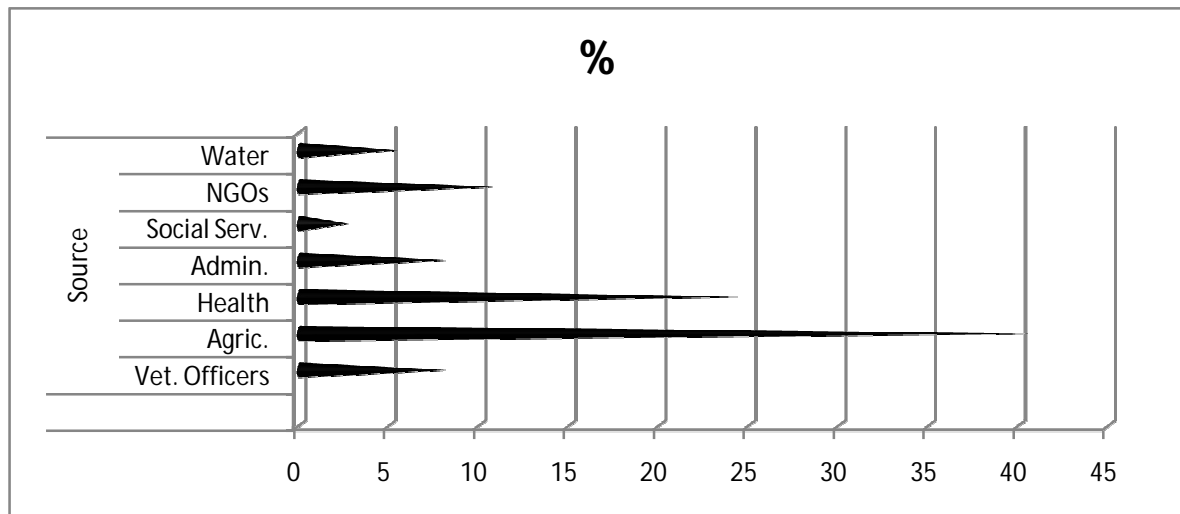
Figure 1: Source of External Facilitators in Specialized Areas

All the external facilitators invited by adult education and literacy facilitators were not trained adult educators. They could therefore not recognize the fact that adult learners desired much more than just knowledge and that they resisted pedagogical teaching strategies such as drills and rote memorization which were being used in school children. Involving external facilitators who were not trained to facilitate adult learning shows a serious capacity-gap that existed within a significant part of the labour force in the society such as the adult literacy programme. This, according to Calloids (2008), shows that there exists an under-education that is detrimental to the development of society. Openjuru (2004) also asserts that, involving non-professional educators in educational programmes shows lack of success in projecting necessary changes in skill requirements. Involving experts from outside to facilitate in the adult literacy programme, may however be good especially in areas where the facilitators are not comfortable although it amounts to curriculum juggling as the learners may in most cases not easily be susceptible to manipulation.

The basis of involving these outsiders is basically to satisfy the manpower requirements and to enforce education-occupation relationships. However, this kind of arrangement is unlikely to produce the kind of mass results anticipated by the proponents as these experts conduct their business without following any prescribed curriculum and because involving them may also be methodologically counter-productive. This is because those trained to facilitate in the adult literacy programme are able to use a methodological counter-proposal to the banking concept of education as adult learners need skills for immediate use (Gonzalez, 2011). Necessary human capital should therefore be developed within an enterprise like in the adult literacy programme.

The use of expatriate manpower in high level occupations have also been found to give less developed countries access to otherwise unavailable skills (UNESCO, 2012). This practice has been found to be particularly necessary in the subsistence sectors like the adult education and literacy programme which for long have been outside the scope of manpower forecasts; at least as far as education planning is concerned. This has been so because for long, adult education and literacy programme sub-sector has had no necessary link with the mainstream formal education sector. In view of the utilization of knowledge and skills acquired from the adult literacy programme as revealed by the study, it should be realized that investment in human capital is important in promotion of functional adult literacy. This is because the level of cognitive achievement and functionality attainment bear a highly significant positive relationship to educational level and ability of the facilitators (Knight & Sabot, 2011).

Conclusion

Due to low education and inadequate training among the adult literacy facilitators, the facilitators lacked adequate capacity and skills to conceptualize complex issues they needed to facilitate in the programme. Their failure to make the learners acquire functionality attainment as a consequence of their participation in the programme is a sign of internal inefficiency in the adult literacy sub-sector. The education quality which is essential for improving learning outcomes was also mortally compromised due to inadequate capacity of the facilitators. Staff inadequacy and poor motivation also conspired to kill the innovative aspirations of the learners to be creative and functional, and hence unable to effectively render their services. The facilitators therefore need well-planned in-service and induction training to upgrade their skills as they lacked requisite skills to spearhead the programme. This was why they involved non-adult educators who used inappropriate methodologies to help them bridge the capacity-gap.

References

Archer, D. & Cottingham, S. (1996). *Regenerated Freirean Literacy through empowering community techniques (REFLECT Mother Manual*. London: Action-Aid.

Bhola, H.S. (1990). *Evaluating literacy for development projects and programmes.*Hamburg: UNESCO.

Borg, W.R. & Gall, M.D. (2007).*Educational research: An introduction. 7th Edition.*New York: Longman.

Caillods, F. (2008).*Education and unemployment revisited: Francoise Caillod'scontribution to IIEP's search for education-employment relationships.* July, 2008; Paris: UNESCO.

Carron, G., Mwiria, K. & Righa, G. (1989).*The functioning effects of the Kenyan literacy programme: A view from the local level.* Paris: UNESCO-IIEP.

Directorate of Adult and Continuing Education (2007).*National basic functional literacy curriculum.*Nairobi: DACE.

Easton, P.A. (1997). *Sharpening our tools: Improving evaluation in adult and non-formalEducation.* Hamburg: UNESCO.

Edutopia (2013).*Why is teacher development important?: Because students deserve the best.* Retrieved from
        http://www.edutopia.org/teacher-dev-introductionon 22nd October, 2013at 4.32pm.

Fereday, J. & Muir-Cochrane, E. (2006).Demonstrating rigour using thematic analysis: A hybrid approach of inductive and deductive coding and thematic development.*International Journal of Qualitative Research, 5 (1)*, 1-11.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research.*The qualitative Report, 8 (4)-606.*Retrieved on 12th September, 2013 from http://www.nova.edu/ssss/QR/GR8-4/golafshani.pdf.

Gonzalez, N. (2011). Popular education and pedagogy: *Adult Education and Development. Issue No.* 76.p 163-7.

Kerlinger, F.N. &.Lee, H.B. (2000).*Foundations of behavioural research*. New York: Wadsworth Publishing.

Knight, J.B.& Sabot, R.H. (2011).*Education, productivity and inequality: The East African natural experiment.*Oxford University Press.Retrieved from Google on 15thFebruary, 2011 at 12.30am.

Lekoko, R.N. & Gboku, M. (2007).*Developing programmes for adult learners in Africa:African perspectives on adult education*.Hamburg: UNESCO Institute for Learning.

Mackie, R. (2006). Adult education special focus edition.*Journal of Education.No.* 36.p-7-38.

Mugenda, O.M. & Mugenda, A.G. (1999).Research methods.Quantitative and qualitative approaches. Nairobi: African Centre for Technology Studies (ACTS press).

Oasis Outsourcing (2013).*The impact of teacher training on student achievement: Quasi-Experimental evidence from school reform efforts in Chicago.*Retrieved from
        *http://sitemaker.umich.educ.bajacob/files/training*on22nd October, 2013 at 4.30pm.

Oluoch, P.A.& Othuon, L.A. (2008).*Participation of learners in adult literacy programmes*. Kisumu: Lake Publisher and Printers.

Openjuru, G. (2004). Adult literacy and development link.Adult Education and Development. Issue 61.p. 7-19.

Ospina S. (2004). Qualitative research. London: Sage Publications.

Pillay, H. (1998). Expansion or consolidation: A solution to vocational training in South Pacific Island of nations.*Adult Education and Development. Issue* No. 45.

*Republic of Kenya (2013).*A policy framework for aligning education andtraining to the Constitution of Kenya (2010) and Kenya Vision 2013 and beyond. Nairobi: Ministry of Education, Science & Technology.

Republic of Kenya (2007).*Kenya National Literacy Survey*. Nairobi. Kenya National Bureau of Statistics.

Royal Geographical Society (2013).*Migrations and global environment change: FutureChallenges and opportunities*.Retrieved from http://www.rgs.org.on 15th Jan. 2014.

Santos, J.R.A. (1999). Cronbach's alpha: A tool for assessing reliability of scales. *Journal ofExtension. Vol.* 37.No. 2 (2-15).

Schmelkes, S. (1995). Latin American Research: Future agenda: *Adult Education and Development.*Issue No. 45. p.139-144.

Smith M.K. (2002). *Malcolm-Knowles adult learning theories: Concept of andragogy*.Retrieved on 12th may, 2011 at 8.30am from http://www.lifecircles-inc.com/Learningtheories/knowles.html.

UNESCO (2012).*UN System Team on the Post-2015 UN development Agenda: Education and Skills for inclusive and sustainable development beyond2015*. Paris: UNESCO.

UNESCO (2007).*Education for all: Global monitoring report: Literacy for life.* Paris: UNESCO.

UNESCO (2005).*Literacy for life: EFA Global Monitoring Report 2006.* Paris: UNESCO.

UNESCO (2004).*The literacy decade: Getting started: UN literacy decade 2003-2012.*Paris: UNESCO.

UNESCO (1997).*Income generating activities: Appeal Training Materials for ContinuingEducation*.Retrieved from http://www.unesco.org.on 14th Dec. 2013.

Van Teijlingen, E.R & Hundley, V. (2001).*The importance of pilot studies.The SocialScience Update.University of Surrey.* Retrieved on 29th October, 2013 at12.01pm from :http://sru.soc.surrey/ac.uk.

Wolfensohn, J.D. (2000). A time for action: Planning education at the core of development. *Adult Education and Development*.Issue 55. Pp. 67-92.

World Bank (2001).*Education: Sector policy paper*. Washington. D.C: World Bank.