INFLUENCE OF COMMUNITY LEARNING RESOURCE CENTRES ON ADULT LEARNERS' PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS: THE CASE OF NYAMIRA NORTH SUB–COUNTY, KENYA

Benjamin Obonyo Bella

A Dissertation Submitted to the Faculty of Social Studies in Partial Fulfillment of the Requirements for the Award of a Master of Development Studies of St. Paul's University

SEPTEMBER, 2020

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SEPTEMBER, 2020

DECLARATION

This Dissertation is the product of my work and has not been previously presented to any other institution for any award.

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Word Count: 19,617 words

Recommendation

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DEDICATION

This work is dedicated to my dear wife, Susan Bogomba, daughters, Irene Kwamboka, Mary Gesare, Stephanie Kerubo, Agnes Moraa, son, Charles Mokaya, Tamia Mokeira and dad, Sebastian Obonyo, and my late mother, Mary Gesare.

ACKNOWLEDGEMENT

I am grateful to the God almighty who has graciously enabled me to undertake my Master's studies at St. Paul's university. Sincere and special gratitude goes to my supervisor, Dr. Peter Koome who tirelessly and patiently guided me, I'm grateful for his encouragement and academic mentorship. I am also thanking Dr. Susan Kamuru for her tolerance and having time to guide me to the completion of this research dissertation.

I take cognizance of my family members for their understanding and tolerance during the many hours I was out to attend classes and undertake data collection. I am greatly indebted to the principal secretary, Ministry of Education for offering me a course approval which enabled me to pursue this course and to Mr. Irreneous KinaraNyabwari, the Director of the Directorate of Adult and Continuing Education, for his professional guidance. I most sincerely thank my informants for their time and voluntarily giving the required information at very short notice.

Immense gratitude goes to all adult educators in Kenya who have endured very challenging attitudes to allow those who never had a chance of stepping into a classroom or might have dropped out of school for one reason or the other a second chance to learn. I also thank the adult learners who have gone to class to get knowledge and improve their livelihoods through adult literacy.

Finally, my gratitude goes to my colleagues in the directorate of adult and continuing education who gave me encouragement and support while pursuing this study. At the same time to the library staff of St.Paul's University, Nakuru Campus, and finally the University of Nairobi who offered me the opportunity to access study materials.

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ABBREVIATIONS AND ACRONYMS

ABET	Adult Basic Education and Training
ACE	Adult and Continuing Education
AE	Adult Education
AIDS	Acquired immune deficiency syndrome
CLRC	Community Learning Resource Centre
DACE	Directorate of Adult and Continuing Education
EFA	Education for All
ESDP	Education Sector Development Program
FALCs	Functional Adult Literacy Centres
GOK	Government of Kenya
HIV	Human Immune Virus
IFAD	International Fund for Agricultural Development
IFAEP	Integrated Functional Adult Education Program
KNALS	Kenya National Adult Literacy Survey
LLL	Life-Long Learning
MDGs	Millennium Development Goals
NFE	Non- Formal Education
NGO	Non- Governmental Organization
REFLECT	Regenerated Freirean Literacy through Empowering Techniques
SDGs	Sustainable Development Goals
SCDC	Scottish Community Development Center
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Many countries across the world have taken steps to address the issue of adult education with the main objective of eradicating illiteracy and giving those who might have missed a chance to get an education in their formative years. The main objective is the empowerment of the individual so that they can effectively participate in personal, community, and national development.Adult literacy has been considered as one of the pillars of development. To enhance its rates in Kenya, the government has made efforts by establishing community learning centers in Nyamira, where learners are equipped with skills for participation in community development. However, the extent to which community resource centers influence graduate learners to participate in community development projects is not known. In this regard, the study sought to investigate the influence of community learning resource centers on adult learners' participation in community development projectsin NyamiraNorth Sub–County, Kenya. The objectives that guided the study were: To investigate the influence of learner's involvement in community learning resource centers on their participation in community development projects; determine the extent to which the training and learning methods used at the community learning resource centers influence the participation of learners in community development projects; and, to establish the role of instructional materials used at the community resource centers in influencing participation of learners in community development projects. The study was guided by the Cognitive field and the constructivism theories. This study utilized the descriptive survey design. A simple random sampling procedure was used to select 4 adult instructors, while purposive sampling was used to select 4 Community Learning Resource Centers and 1 County adult education administrator. The sample of the study was 1 Adult educator, 4 adult instructors, and 487 adult learners, across the gender divide. Content and construct validity was applied to check whether the instruments provided adequate coverage of the topic while Cronbach`s Alphacoefficient was computed to determine the reliability of the instruments. A self-administered questionnaire and an interview schedule were used respectively, to get information from the respondents. Data collected were analyzed using the Statistical Programme for Social Sciences. (SPSS Version 20).Descriptive statistics such as frequencies and percentages were used to present the findings.Small scale farming was the major economic activity that influenced learners to participate in CLRC activities. The study recommends, intaallia, that there should be learners' specific needs assessment before admission into the CLRCs. More learning activities should be included in the centers which are custom to the particular needs of the learners. Diversification of skills is necessary including information communication and computer skills. The Ministry of Education should put in place a robust training mechanism of the instructors to fully carry out this task. More funding of the CLRCs is needed to improve on the state of the equipment available as there is a need for more state of the art facilities to meet the needs of modern technology for the achievement of the development agenda by the Government of Kenya, substitute face to face learning and be a platform for digital learning thus making learning accessible in far to reach and remote arrears. This study also recommends that similar studies should be conducted in other Counties and Sub-Counties across the country to support or derive diversity or generalization of results. It also recommends that researchersshould examine other factors (other than the influence of CLRCs on community projects), that can influence learners' enrolment into such centers and eventual utilization of the available resources and skills.

CHAPTER ONE
INTRODUCTION

1.1 Overview of the chapter

This chapter comprises of the background of the study, statement of the problem, the purpose of the study, research questions, significance of the study, limitation of the study, basic assumptions, and definition of terms.

1.2 Background of the Study

United Nations Educational Scientific and Cultural Organization (UNESCO, 2009) indicated that internationally, basic education, largely adult literacy programs remain the most overriding form of adult education, with 127 nations (82%) affirming it as one of their programs. In the Arab States, primary education is the valued practice at 84 percent, Latin America and the Caribbean are at 96 percent, while in sub-Saharan Africa it is at 93 percent. It is claimed that adult education delivery in Latin America and the Caribbean is chiefly aligned on literacy programs, approved that this is where the popularity of the 513 million persons without reading and writing skills live (Govinda, 2017). Adult literacy and levels of adult literacy are not problems limited to low-income countries. Furthermore, it was observed that many Western countries have chosen to tackle these issues by rolling out adult literacy learning elementary skills, more so financial literacy lessons(Wagner, et al., 2012).

The right to education by all citizens was declared by the Universal Charter of Human Rights in 1948, and several countries have also domesticated it by law or in their national constitutions (English, 2010). World nations have engrained adult and lifelong learning in their constitution to help in their management and administration. The Conference on Adult Education IV Belem Framework for Action articulated how lifelong learning should be essentially followed by the 144 Members States. It says that "Policies and legislative measures for adult education need to be inclusive and integrated inside a lifelong and life-wide learning standpoint (Milana& Holford, 2014). With literacy as the point of departure, based on sector-wide and inter sartorial approaches, covering and linking all components of learning and education" geared towards promoting the implementation of the entire 2030 Agenda for Sustainable Development, specifically SDG 4 (English, 2010).

Community learning resource centers were founded by many emerging nations to offer learning ventures for youth and adults who missed out on education in primary and secondary formal education. In Bangladesh and Nepal, the focus was on literacy, post-literacy, and life skills. In China, Japan and the Republic of Korea, lifelong learning (LLL) is founded on Confucian culture in which learning throughout life and different dimensions of life is rooted in people's way of Community-Based Lifelong Learning and adult education where the role of Community learning centers is seen as an enabler of lifelong learning (Sokolovsky, 2015).

In instituting lifelong learning through CLRCs in modern times, many countries have provided a mixture of programs for learners from different age groups to involve in learning that will advantage their lives and humanity at large. China, Thailand, and Vietnam, lifelong learning is functional and embraced in national development policies and practices. Lifelong learning has also been promoted in education for all (EFA) and the millennium development goals (MDGs), especially in ensuring gender equality in education to address the illiteracy of women in Asia-Pacific and the lesser proportion of women in higher levels of education (Govinda, 2017).

Lifelong learning in Sustainable Development Goals, the education 2030 Framework for action signed by the Member States and other education stakeholders in Incheon in May 2015 committed to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. It also recognizes that the provision of flexible learning avenues, as well as the recognition, validation, and accreditation of the knowledge, skills, and competencies acquired through non-formal and informal education, are important. Learning as a life-wide pursuit, highlight the provision of education through different systems beyond the formal education system to include non-formal, informal, and other education systems such as indigenous learning systems that are relevant and accessible to all learners (Benavot& Naidoo, 2018).The Asia-Pacific region addresses the situations of out-of-school children and youth by developing more inclusive, responsive, and resilient education systems to meet the needs of children, youth, and adults in these situations, including internally displaced persons and refugees (Govinda, 2017).

To achieve this, they have adopted the community learning resource center approach to empower communities. This is a local education establishment outside the formal

education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life; these learning centers play a key role in personal and societal development. They are an effective mechanism for empowering individuals and promoting community development as they also develop resilient enterprises to enrich community-based Education for Sustainable Development with a realization that Stronger partnerships contribute to advancing Education for Sustainable Development at the community level through non-formal and informal learning opportunities, with the ultimate aim of achieving sustainable development. The main thematic area inter alia addressed by these centers includes Environmental conservation, Disaster risk reduction, Income generation, entrepreneurship, community development, cultural diversity and dialogue, intergenerational exchange, Literacy, and Community Empowerment. (Noguchi, et al., 2015)

Various communities empower themselves by offering learning through the community learning resource centers, they achieve this by providing a chance for all members of society to engage in lifelong learning; They reach out to the community and promote the development of a community, their programs are tailored to and reflective of the needs and aspirations of members of the community in which they live, one of its key features is that they draw their mandate from the community and serve the community in which it is located (Srisawang, 2015).

Mabuza (2019) indicates that adult education contributes to poverty alleviation and empowers members of the public to be aware of their role in development activities abounding in their local communities. The White Paper for Post-Schooling Education and Training in South Africa has thought of a new approach of making adult learning establishments as community colleges, this change is envisioned to enable youth and adults to access formal education within their local communities. However, they are also envisioning the possibilities of these centers functioning within the broader education and training infrastructure, rather than being restricted to providing only adult basic education and training programs (Hunter, 2010).

The potential of community learning resource centers is being recognized in various circles. Accordingly, the National Commission on Higher Education in South Africa has considered making the most of the use of a large number of educational facilities in the

country by establishing a national network of learning centers that would be focal points for learner support activities associated with distance education programs, it is also proposed that these centers serve as locations for education and training programs for adults. Same

According to Awgichew&Seyoum (2017) in Ethiopia, the government has tried to organize the resources and developed the networks essential to sustain adult education programs. The focus is on the integrated functional adult education program (IFAEP) geared to convey knowledge and skills in income generation, environment protection, cultural education, health, civic education, skills in agriculture and enable them to read and write. Similarly, Weldemichael (2018)affirms that the programs have achieved high rates of success in empowering communities through the community learning resource centers and that best practice' that can be carefully adapted not only to Tigray but also to other regions of Ethiopia. Nevertheless, in Ethiopia, a high level of illiteracy in the adult population is still one of the major barriers to achieving development goals by 2025 (Negassa, 2019).

The government of Uganda has also shown the importance of adult education by enshrining it in its constitution. Through its approach to the functional adult literacy method, it has realized success in the Lango region of Uganda. Women have acquired knowledge and skills enabling them to participate in income-generating activities and bringing out individual and collective social capital leading to community development (Bolton, 2017).

The main objective of offering adult education through the community centers is because there is a connection between adult education and national development, it plays a key role in human development through its contribution to the enhancement of people's capabilities, functioning leading to empowerment in three dimensions of imagination, senses, thought and quality of life (Ahmed, 2010). This contributes to economic growth, leading to increased knowledge which is an indicator in the measuring of human development index used to gauge a country's average achievement in, life expectancy, educational attainment, and adjusted real income(Weldemichael, 2018). Also, the human poverty index which captures poverty beyond income and expenditure and takes into account the country`s adult literacy which is offered at the community learning resource centers(Ndegwa,2016).

Adult education has been the only avenue for community development, but many after obtaining their certificates will opt-out to work outside their communities and in some instances never returns, (Onchari, 2016). Education is the only avenue for giving a community better development using the members of the community, more specifically the adults. Adult education has been in place to reach out to adult members, and the need to regenerate this form of education for better usage in the community is vital.

The Kenya government has demonstrated its commitment to the promotion of education to all its citizens by participating in and signing global policy education framework such as the world declaration on education for all in Jomtien, Thailand, The Dakar Framework for Action: Education for All: Meeting our collective commitments ,including six regional frameworks for action (McKay,2015).

These opportunities emphasize the importance of education for all, out of school youth and adults. The Dakar world education forum in particular set six specific education goals for all (EFA) to be achieved by all the 164 countries that participated in the forum. In this regard, Kenya is committed to achieving the six EFA goals. National adult and continuing education policy (2010).

Since independence, Kenya has committed herself to the provision of adult education. Adult education in Kenya is said to include all forms of organized education and training that meet the basic learning needs of adults. It further includes literacy and numeracy instruction as well as general knowledge, skills, attitudes, and values that assist them to survive, develop capacity, live, and work in dignity hence contribute to national development (Nyatuka&Ndiku, 2015).

In Kenya, the obligation to provide adult education and life-long learning is placed in the directorate of Adult and continuing education (DACE) and it is enshrined in the constitution through an act of parliament and has in place the following programs through which it carries out its operation; adult literacy programs, Continuing Education Programmes and Community Education and Skill Training programs,National Adult and continuing Education policy (2010).

According to Ngaruiya (2012), the Learning Resource Centre as an idea was introduced in Kenya in the mid-seventies as a way of improving the educational system, however, it was in 2002 when the idea was picked by the directorate of adult education to leverage

the gains of the post-literacy program hence serve as a One-Stop-Shop offering a variety of adult education services to the local community, through the functional adult literacy program. This saw the introduction of 300 community resource centers across the country. In Nyamira County there are 10 community learning resource centers, while there are three community learning resource centers and 22 basic adult education centers with an enrollment of 1728 male, 4002 female learners, totaling to 5730 learners

While in the research area of Nyamira North Sub-County there are four community learning resource centers, 18 functional adult learning centers, 22 basic adult education centers with an enrollment of 773 male and 1287 female learners' cumulatively, adding up to 1287 learners. County adult and continuing education office, (Nyamira County, 2019).

Adult education community programs in the community learning resource centers in Nyamira are of a wide range and provided through various channels. The learning activities at the centers comprise of book and non- book materials, information communication technology material sets, modern training facilities to provide capacity building opportunities in areas identified by the learners. The in-class training is complemented by practical learning on the adjacent Farmer Field Schools (Model Farm) which encompasses a Greenhouses, Tree Nursery and Poultry Farms that provide practical examples of modern farming practices to training participants home economics extension services; primary and preventive health care; HIV/AIDS; nutrition; family life education; environmental education, cooperative education, gender education, Business management, and entrepreneurship skills training programs, among others. It is because of this need of offering the community with a one-stop-shop facility where they can learn all the skills they need less than one roof at their convenient time and place. Then, they are encouraged to apply the knowledge and skills acquired by replicating the same in their homes as income-generating activities.

According to the Kenya National Bureau of Statistics (2007) the adult literacy level in the current Nyamira County is females at 66.4% and males at 78.0 , thus 33.6 illiterate females and 22% males respectively. Even though the literacy levels are as shown, adult education participation nationally stands at a 19.9% and 15% for males and females respectively, while in the Nyanza region it is at 4.9 for males and 5.2 for females, while the same report shows that 17.3 males and 9.2 females had attended literacy programs.

Nyamira county forms part of Nyanza thus the figures are applicable. Many adult education participants are beneficiaries of the program and who actively participate in community development projects that are funded by the government, NGOs, and donors across Kenya.

Such projects get some degree of success due to the involvement of different stakeholders drawn from the local community in their formulation, implementation, monitoring, evaluation, and sustainability. Yet, we are to know the level of participation of these learners and the impact of the adult education program in community development. Given that adults constitute the membership of committees formed to oversee the implementation of such projects, it is clear that adult education would certainly, contribute towards the success of the projects mentioned above. As such, it is important to understand the influence of learning resource centers and adult learners' participation in community development.

Nyamira North Sub-County has 22 Adult Education centers, 4 community learning resource centers with a learner population of 773males and 1287females respectively. There are more female adult learners compared to males. This can be explained by the fact that more females are illiterate compared to their male counterparts. Community educational needs are on the increase and this has made governments put more emphasis on educating its citizens.

1.3 Statement of the Problem

The world over, literacy has been considered as one of the pillars of development. To enhance literacy rates in Kenya, the government has made efforts by establishing community learning centers in Nyamira, where learners are equipped with skills for participation in community development. However, the extent to which community resource centers influence graduate learners to participate in community development projects in Nyamira County is not known.

According to statistics from Nyamira County Adult and Continuing Education Department (2019), Nyamira North Sub-County has the lowest enrolment of adult learners, compared to other Sub-Counties in the County. It is against this background that the current study sought to establish the influence of community learning resource centers on adult learners' participation in community development projects in Nyamira North Sub-County, Nyamira County, Kenya.

1.4 Objectives of the study

1.4.1 General Objective

The general objective of the study was to investigate the influence of community learning resource centers on adult learners' participation in community development projects in Nyamira north sub- County, Nyamira County.

1.4.2 Specific Objectives

i. To investigate the influence of learner's involvement in community learning resource centers on their participation in community development projects.
ii. To determine the extent to which the training/learning methods used at the community learning resource centers influence participation of learners in community development projects.

    To establish the role of instructional materials used at the community resource centers in influencing participation of learners in community development projects.

1.5 Research questions

i. How does learners' participation at the community learning resource center influence them to participate in community development?
ii. What training/learning methods are used in the community learning resource centers to influence learners' participation in community development projects?
iii. Which instructional materials are used in the community learning resource center to influence learners' participation in community development projects?

1.6 Justification of the study

The study provided adult learners an opportunity to express ideas or opinions on their participation in community development projects through functional adult literacy as an approach to enhancing community development in their regions. The data obtained from the study will inform the government of adult learners' perceptions of Community Development Projects. The study may help the Ministry of Education to take the necessary action based on the findings to help the country to achieve the goals and aspirations of the big four agenda and vision 2030 on Sustainable Development Goals whereby the country wants to transform itself into a rapidly industrializing middle-income nation in which citizens enjoy high-quality life in a clean and secure environment.

1.7 Scope and limitations of the study

The study was confined to Nyamira North Sub-County which is one of the sub Counties in Nyamira County, Kenya. The study was limited to persons undertaking adult education classes within Nyamira North Sub-County. The respondents comprised of adult learner graduates and those participating in the ACE programs. The sample findings cannot, therefore, be generalized to the rest of the population.

The study assumed that, the adult learners targeted were the accessible ones; that the respondents voluntarily gave factual information regarding their participation in community development; and that the research instruments used adequately and accurately captured the data required.

Some of the limitations that the researcher encountered were: some of the respondents withheld the required information however the researcher informed them of the confidentiality of the information and the information given was to be used for academic purposes only. The study was only confined in the Nyamira North sub-county hence the result cannot be generalized. Some of the respondents were busy during weekdays therefore the researcher sought for them on weekends.

1.8 Assumptions of the study

It was assumed that with the use of the right facilitation materials, the adult learners would properly be empowered to participate in community development projects in the regions they come from. It was also assumed that the respondents selected for this study would cooperate with the researcher, answer the questions truthfully and honestly.

1.9 Definition of Key Terms

The following terms are critical in this study and their definitions are as illustrated below**;**

Education: Is a transfer of knowledge, skills, and values, believes, and habits of a given group of people from one generation to another (Alebachew,2018).

Adult Education: specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications, further develop their abilities and talents, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills, and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as continuing education, recurrent education', or second chance education (UNESCO, 2013).

Adult learners: These are persons who attend education programs at a relatively advanced age (Kapur,2019).

Community learning Resource Centre: This is a local adult education establishment outside the formal education system, for villages or urban areas usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life (SrisawangLeowarin, 2010).

Community: - A group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings. The participants differed in the emphasis they placed on particular elements of the definition. The community was defined similarly but experienced differently by people with diverse backgrounds. (Macqueen, et al, 2002).

Community Development: -It is a process whereby community members come together to take collective action and generate solutions to common problems that aim at achieving the development and welfare of the community (SCDC, 2019).

Development Projects: -This is a project that sets up organizations, networks, and tools that have an impact in terms of synergy and development for the community. It can generate or drive other projects and gather actors from different horizons to work towards a common objective.

Literacy:- Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts (Montoya, S. 2018).

Mali mali:- Assortment of items sold in a given premise or an open-air market.

Mitumba:- Already used clothes, but in usable condition for use to the second party.

Out- of- school youth: These are persons aged 15 years and above who for various reasons are not engaged in learning in the formal education system (Torres. (2013).

Participation: It is a process of taking part in a given activity, project, where one is a stakeholder and/or is qualified to be engaged.

1.10 Summary of Chapter One

The purpose of this study was to study the influence of community learning resource centers on and adult learners' participation in community development projects. The study targeted adult education administrator, participating and non-participating learners from four community learning resource centers in Nyamira North Sub- County. This research was undertaken with financial, time and geographical constraints, the study explored the determinants that influence adult learners to participate in CLRC`S activities in readiness to take part in community development projects, there could be other determinants but this study was confined to the three main variables. This study assumed that if the community members participated in the activities at the community learning resource centers frequently, there will be continuous sustainability of the adult education program. And that the use of the right facilitation materials, the adult learners will properly be empowered to enormously participate in community development projects in the regions they come from. The accruing benefits of this study will go a long way to inform policymakers in the ministry, on the role of CLRCs in learners' participation in community development and used to improve adult learners' participation in community development projects.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of the literature pegged on the three research objectives under the headings;Concept of community learning resource center and adult learners' participation, methods used in community learning resource centers and adult learners participation in community development, the concept of instructional materials used in community learning resource centers for learners' participation in community development and the conceptual framework and theories supporting the study.

2.2 Theoretical Literature Review

2.2.1 Cognitive field Theory

This study was guided by the cognitive field theory by Kohler and Koffker. (Stivers & Wheelan,2012). and supported by the social constructivism theory of adult learning by John Dewey(Fosnot, 2013). According to Kohler and Koffker, Individuals experience the world as an organized form, hence a problem should be perceived holistically before gaining insight or solution through trial and error. Learning is a result of forming a re-arrangement of previous experience to come up with new patterns of thought that help us gain new insight into new relationships. Therefore, for a successful adult continuing education program, appropriate curriculum, and teaching techniques, learning materials besides equipment should be provided in their preferred place of learning; the community learning resource centers. This theory was applied to this study because the adult learners were rich in life experience, they came to the community learning resource centers when they had already identified critical areas in their day to day life which impeded them from realizing their full potential in self and community development. Thus, they use their past experiences to enrich their learning experiences and increase their participation in the learning centers for new skills to make their current situation better (Ihejirika, 2013).

In her study of adult learners in Switzerland, Grossmann, (2011) showed that Learning is also based on individual learning needs, discovery methods and thought-provoking questions should be used to allow for critical thinking. In class, this enables each participant to acquire the necessary knowledge, attitudes, these skills, and practices are a requirement for adult learners in gaining important skills necessary for community

development. The current study differs from Grossmann(2011) who did the study in Switzerland while this study has been done in the African context in Kenya.

2.2.2 Constructivism Theory

The constructivism theory by John Dewey (Cetin&Dindar, 2015) is a philosophy that enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role that experiences-or connection with the adjoining atmosphere-play in student education. Learning as an interaction of learners into a knowledge community that supports collaborative, assimilation, and accommodation of new information, where motivation is both intrinsic and extrinsic. Learning goals and motives are determined by both the learners and the external rewards provided by the knowledge world. In her study on it`s influence on adult learning,Isaacs (2013), mentions that the main strength in adult learning is in the instructor`s ability to organize for group work where learners enter into dialogue and reflect upon pertinent historical, cultural, environmental, and social issues affecting their well-being and seek solutions on how to address them. Adult learners like to share knowledge and experiences among themselves; this becomes the turning point in learning where a learner acquires new skills to face their daily challenges of life, therefore leading to personal empowerment and community development.

In this study, the constructivism learning theory proves that people generate facts and outline significance based upon their day to day interactions. Two of the fundamental perception contained by the constructivism learning theory which creates the intellectual structure of an individual's fresh understanding is adjustment and integration. Understanding causes an individual to include new skills into the old behaviors. This arouses the learner to develop new education dimensions, reorganize what was previously a misinterpretation of facts and ideas, and then appraise what is of value and applicable in the present situation, in due course shifting the learner's view and interpret where they live thus changing their beliefs (Cetin &Dindar, 2015).

Also in this study, the theory emphasizes that the responsibility of the instructor is critically considerable. Instead of being the center upon which knowledge and learning revolve, the instructor in this thinking is thought to function as a launchpad upon which knowledge is transmitted to the recipients and vice versa, their role is to give support to the learner when it comes to their own perceptive. This takes away the focal point role in

learning from the educator and lecture and bestows it upon the learner and their acquisition of new knowledge, skills, and perceptions leading to change of behavior in the environment they live in. The requirements and tutorial strategies that must be applied for this learning premise change and assume a very different tact toward the conventional learning processes as well. Instead of reciting, the instructors have got to begin questioning and interrogating their learners. Instead of responding to issues that only bring into line their syllabus, the facilitator in this scenario must make the whole learning process learner-centered and make sure and crucial that the learners come to the conclusions on their own as an alternative of being lead to form opinions. Also, the trainers are frequently in dialogue with the students, modeling and designing new and challenging learning practices that are open to new guidelines revolving around the actual and felt needs of the student as the learning advances. Instructors practicing or following Piaget's theory of constructivism must confront the student with pertinent issues on their experiences by making them efficient critical thinkers and not being merely a "teacher" but a dependable solver of problems, a professional, and a trainer.

The constructivism learning theory emphasizes the need of learners be depended on their abilities instead of having them influenced by someone else's proficiency. It also espouses that the beneficiaries of this school of thought should be allowed to interrogate relevant information from crucial sources and interrelate with other adult learners so that they can learn from the combination of their knowledge reserves. The classroom sessions should be a meeting place to prorogate and stimulate a temptation of a numerous of different backgrounds and the learning experience which allows the different backgrounds to come together and observe and examine information and ideas. The constructivism learning theory when applied in a learning situation will give learners the much-sought opportunity to widen the skills and self-confidence to analyze the world around them, generate answers or prop up new developing issues, and then justify their expressions and procedures, while enticing and encouraging their peers to do the same as they also respect differences in their opinions for the contributions that they can make to the whole of the processes in adult learning and education. Classroom applications of constructivism support the viewpoint of learning which builds a students' and teachers' understanding which propels and expounds its recipients with immense ability to reflect upon them and demand the desired change in their day to day interactions (Herman &Pinard. 2015). Even though this researcher used online students, this theory is relevant

and applicable to learners in community learning resource centers since most of them come from different backgrounds and are there to upgrade, solve, and acquire the desired knowledge.

2.3 Empirical Literature Review

2.3.1 The Concept of Community Learning resource center and adult learners' participation

Németh(2015) in his article, classify adult basic education as an education that targets those who are considered by the social order to which they fit in, to advance their procedural or proficient requirement, further increase their abilities, supplement their knowledge with the purpose to complete their formal education or to acquire knowledge, skills, and competencies in a new vocation, to invigorate or to keep informed and update their competence in a particular field. It is targeted and provided to people aged 15 years and over and 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. This is particularly to enable them to participate in acquiring the necessary skills development projects and improve their lives (Gabriel, 2016) et al. Participation in this sense denotes those who are involved in the implementation and evaluation of the ACE program after the learners' views, suggestions, and requests have been integrated into the improvement of the program to raise their confidence and enthusiasm to contribute to them.

They should also be involved in curriculum development and implementation, the involvement of adult learners can be improved by the input from other development players who should include the community, the adult learners, and the would-be learners. Program planners should include adult learners in identifying and solving problems that embed them in participating in all stages of development and implementation of the ACE program, (Bonyo, 2013). On top of that, all stakeholders should be involved in deciding and in the formation of the arrangements that will lead to ownership of the program, also accomplishing the objectives and sustainability of the ACE program. The community and the learners are an integral component in ascertaining their learning needs and their relevance in taking part in adult learning directed at community development projects (Kageni, 2014).

In his study on the post-literacy project in Homa Bay district, (Okemwa, 2012). emphasizes that income-generating activities act as an incentive for the learners to participate in center activities because they help them learn new skills crucial in initiating their projects in their homes. In another study, Mutoro (2017) identified learner registers as crucial documents that are used to identify and determine participants' in particular adult education centers and this motivate them to mutually participate in center activities. (Kamau, 2018). also found out that learner attendance registers were documents that distinguish learners of particular centers thus they formed an important document used to enable learners to fully participate in center activities, it was also used to measure drop out rates among male and female learners.

According to Connolly (2013) there are four main avenues through which adult learners are provided with learning opportunities; that is formal adult education, basic education, liberal adult education, technical and in-service training. For this research, we shall focus on adult 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 its importance, the government attributes it to the achievement of Education for All (EFA) and MDGs goals, The government vowed to review the adult learning and education programs to ensure that opportunities are created for adults and out of school youths and out of school youth through non-formal and adult education programs to give them another chance for them to learn. Kenya Adult education policy (Muricho,et al 2013). The developmental potential of adult education has been well summarized by UNESCO (2018) as; empowering individuals because it opens avenues of communication that would otherwise be closed, expands personal choice and controls to one's environment. ABE also gives people access to information through both print and electronic media, equips them with skills to enable cope better with work and family responsibilities and strengthen 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 productive citizens.

The idea of a Community Learning Resource Center (CLRC) came about exactly to solve those problems. ACLRC is a multipurpose institute of the people, by the people,

and for the people to promote learning new knowledge, skills, and behaviors to improve people's quality of life and living standards… it does not only involve the users in competency-based issues in reading writing and arithmetic but it also covers lifelong learning accomplishments which enable learners to fully participate/ integrate themselves in community engagements which they are involved in identifying, understanding participating, initiating and as well as facing the challenges of life in a range of areas, more so in culture, economy, technology, and society., this goes a long in improving their self-consciousness and dignity (Tang, 2015).

When adults are involved with the development of their education through adult basic education training programs (ABET) in their localities, they are more motivated to participate and involve themselves in their center's management. Through this learners are in a better position to address issues such as poverty and social injustices, ABET also has a relevant role to play in addressing and alleviating gender inequity.

Participation Implies those who are involved in the implementation and evaluation of the ACE program after the learner`s views, suggestions, and requests have been integrated into the improvement of the program to raise their inspiration and assurance to participate in them. They should also be involved in making decisions on the program goal, course content resources and logistics of training, the involvement of adult learners can be increased by the contribution of all the stakeholders who should include the community, the adult learners, the would-be learners, the development partners like employers and funding agencies, therefore, the program implementers should involve adult learners in identifying and solving problems that act as obstacles to increasing participation to all stages of development and implementation of the ACE program (Kageni, 2012). Further, all stakeholders should be involved in decision making and in creating the infrastructures that will lead to creating ownership, besides accomplishing the goals and sustainability of the ACE program.

The community and the learners are crucial in identifying their learning needs if they will be any motivation in taking part in adult learning directed at community development. It is therefore paramount that the program developers seek to understand the motivational needs of the participants (Kageni, 2014). In their report (GRALE 2016) ALE is most popular in the community when it addresses issues through programs which address civic, environmental, cultural development, spirituality, and community life

making it to be of immense benefit to individual beneficiaries, families, and the communities they live in (Walters & Watters, 2017). Those who participate do so because they are influenced by the curricula offered, therefore they aim at acquiring multifarious skills enabling them to be well-grounded in making informed decisions and choices making them ready to face their daily challenges of life; this propels them in uplifting their statuses in community and that of the community. (Hub, 2015). The same report alludes that community centers that offer the non-formal, informal and formal curricula help learners acquire greater skills, knowledge, and understanding which have considerable spillover of the external benefits of adult education to their families, work, and community (Pilz, 2017).

A review by the ministry of devolution and planning on the southern Nyanza community development project (2014) sought to find out functional adult literacy. This report found out that these centers empowered the communities in examining and changing those practices, beliefs, norms, attitudes, and behaviors that hindered the community`s response to the socio-economic development challenges. These were challenges facing them towards improved technical and management capacity of local groups and communities leading to improved livelihoods. It was further found that functional adult literacy learners generally perceive adult learning as a means of understanding the need for change in dependency, cultural, and behavior patterns. Protection against being cheated and manipulated in the market place. Also, it imparting them with skills to measure gains in lifetime income, getting access to credit, an entry into vocational skills training and realizing tangible short term incomes (Kageni, 2014). Finally, they recommended and constructed six community learning resource centers as an exit strategy to continuously empower the communities in which they are located.

2.3.2 Methods used in Community Learning Resource Centers and Adult Learners Participation in Community Development;

KNALS, (2007) shows a 40% waning in adult teacher staffing as well as a high staff turnover of the instructors hence hampering access to adult learning and continuing Education (ACE) programs. There those who retired, others went for new opportunities, or even natural exited through natural attrition but have not been substituted. KNALS (2007) is leading to declining enrolment in adult education due to the failure to employ sufficient and capable instructors. Most of those serving either self-help or part-time are paid an honorarium for that function.

Milana (2014) summarizes these in his opinion that adult educators are improperly trained with negligible credentials, are ill-paid, and work in andragogical unfriendly conditions. This has provoked concerns from andragogical campaigners, for example, Wanyama (2014) suggests that it is not proper to have only a few instructors to satisfy the learning appetite of adults, without instructors, learning will be of no value and learners may fall out from joining classes. The right of entry to an ACE program relies on well-grounded adult education officials and instructors. The rewards for adult learners and for the program that support them are advanced than before, as all must meet the needs for raising standards and greater involvement in the 21st century. Although the GOK has made efforts to address the illiteracy problem, there is also minimal career improvement that can boost adult instructors' competence and help them gain new insights and adopt new approaches in ACE Programmes.

Gabriel (2016) illustrates that Adult education classes are short of reasonable and relevant andragogical environment situated in locally maintained spaces such as early childhood centers or in prayer establishments where the types of equipment are unsuitable. This discourages the learners and as a result, leads to non-attendance or even learners' wastage. However, she did not look at adult education-specific community learning resource centers and the factors affecting the learners therein.

Teaching and assessment methodology findings based on the evaluation of centers within the Bungoma Sub-County revealed that adult literacy teachers predominantly used discussions, lectures, demonstrations, and role-playing as teaching methods to implement the adult literacy program (Mutoro, (2017). This confirmed findings of previous studies by Gust (2006), Karen and Rogers (2006) and Omolewa (2008) which indicated the prevalence of these methods that they stated led to low achievement levels in adult literacy. Secondly, the findings also revealed that record-keeping was only average. Whereas most centers showed evidence of schemes of work, practically all centers had no evidence of assessment.

The records did not exist implying that it was doubtful that feedback on learning was obtained by the adult literacy teachers. Thirdly, the continued use of discussions, lectures, demonstrations, and role-playing teaching methods did not encourage the use of many locally available teaching and learning resources (Dorothy, 2015). The real environment in the countryside and the community around the school were frequently

referred to but seldom used by the teachers in providing instruction. These results, therefore, point at the fact that limited freedom and innovativeness, especially through explorative and inquisitive learning proposed by Freire (1972) and in Knowles (1980) andragogy, were hardly applied by the educators in teaching adults.

2.3.3 The Concept Of Instructional Materials Used In Community Learning Resource Centres For Learners' Participation In Community Development

The UNESCO report on the quality of education of 2013 highlighted a clear tendency to under-fund in ACE programs world over, for example, governments give grants to individual learners who are limited to formal education or occupational training and give less to adult learning, this shows that adult education will substantially be declining thus significant learning and initiating their projects becomes a fallacy. (Orodho, 2016) in their study carried out in Murang' a South Sub-County, Murang' a County, Kenya, concluded that financial constraints were the most obvious hindrances in adult literacy that had been identified by all the respondents in the study, on top of that there is want in, infrastructural and teaching and learning aids in public-owned adult education learning centers.

According to the Kenyan policy framework for education and training (2012) it is observed that adult education is indicative of neglect; this mainly is due to the low funding allocated to ACE programs that are inadequate to cater to all the challenges. Even though he talked about the facilities, he did not address the issue of adult learners' curriculum which will be addressed by this research. Republic of Kenya (2007) 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.

(Thompson, 2010) points out those strategies that promote access for learners to the literacy programs act as incentives and can encourage them to enroll and acquire necessary skills. Further satisfaction can be stimulated if the program offers the curriculum delivery mechanism to allow them to study the topics they find interesting and relevant to their needs. Even though he dwelt on the need to address the learner's needs, he did not come out clearly on how the needs should be arrived at through the use of relevant instructional materials. Adult learners, as already stated elsewhere in the study come from various circumstances that hinder their contribution to the ACE

program and community development projects. Onchari, (2014) for instance faults waning in Adult literacy enrolment in Kenya on Socio-economic factors that contribute to some adults from attending classes and lack of a responsive curriculum that addresses learner's needs.

According to Nyagoha (2015) high levels of poverty in the country have had an adverse effect on the adult education programs as learners give priority to looking for food and other basic requirements hence, the basic requirements of the learners, far much overshadow their educational or vocational needs. Onchari dwells on the hindrances due to socio-economic factors and lack of a curriculum, while this research will address how the CLRCS will empower the adult learners to participate in community development projects. Government data in Kenya for example show that 54% of its citizens lack decent earning and living, this affects participation in adult education classes thus the quality of instruction given is dependent on the basic resource accessibility.

A UNESCO (2008) article demonstrates that nations with the inferior literacy rates attract higher poverty returns, and the poorer the social condition; the less likely that people will participate in adult education and community projects. A recent report by Unesco (2012) on Adult illiteracy, Intelligence design and empowerment of the poor for example discovered that great deficiency levels have contrary effects on the well-being of the underprivileged and this leads to deprivation of basic needs directly resulting to wastage or lack of participation in ACE programs by many adults.

In Kenya, there are 7.5 million adults who need literacy programs while 61.5 % of the population had attained minimum masterly levels while only 29, 8% of the adults had the required the desired masterly levels. This calls for the expansion of the adult literacy program by the government of Kenya and makes it easy for the learners to access the programs offered. Kenya National Adult Literacy Survey, (2007) the review also discovered that only 61.5% of the adult people had met the lowest literacy level, thus having a figure of 38.5% (7.8 million) of uneducated adults. It also exposed that only 29.6% of the Kenyan adult population had acquired preferred literacy proficiency. Approximately, 29.9% of the youth aged 15 to 19 years and 49% of adults aged 45 to 49 years don’t know how to read, write, and compute simple math for their survival.

In her study of the adult education program in Bungoma County, Munialo (2017) has highlighted that teaching and learning resources are tools either in hardware or software

form intended to be used by an instructor to simplify and enhance what is being taught in the center. She identified textbooks, reference books, chalk, and blackboards in addition to audiovisual aids such as computers and other technology aids as crucial teaching and learning resources. The real environment in the countryside and the community around the school were frequently referred to but seldom used by the teachers in providing instruction. These results, therefore, point at the fact that limited freedom and innovativeness, especially through explorative and inquisitive learning proposed by Freire (1972) and in Knowles (1980) andragogy, was hardly applied by the educators in teaching adults (Dorothy 2015).

According to the Kenya National Bureau of Statistics (2007), the adult literacy level in the current Nyamira County is as follows, males (66.4%) and females (78.0). Even though the literacy levels are as shown, adult education participation nationally stands at 19.9% for and 15% for females, while in Nyamira the participation rate for those of ages 15 and above who left school and never attend at all stand at 2.5%. Many adult education participants are beneficiaries of the program and who actively participate in community development projects that are funded by the government, NGOs, and donors across Kenya. Such projects get some degree of success due to the involvement of different stakeholders drawn from the local community in their formulation, implementation, monitoring, evaluation, and sustainability. Yet, we don't know the factors contributing to their participation in community development projects emanating from the community learning resource centers.

Given that adults constitute the membership of committees formed to oversee the implementation of such projects, it is clear that adult education would tentatively contribute towards the success of the projects mentioned above. As such, it is important to understand the effect of community learning resource centers and adult learners' participation in community development.

2.4 Conceptual framework

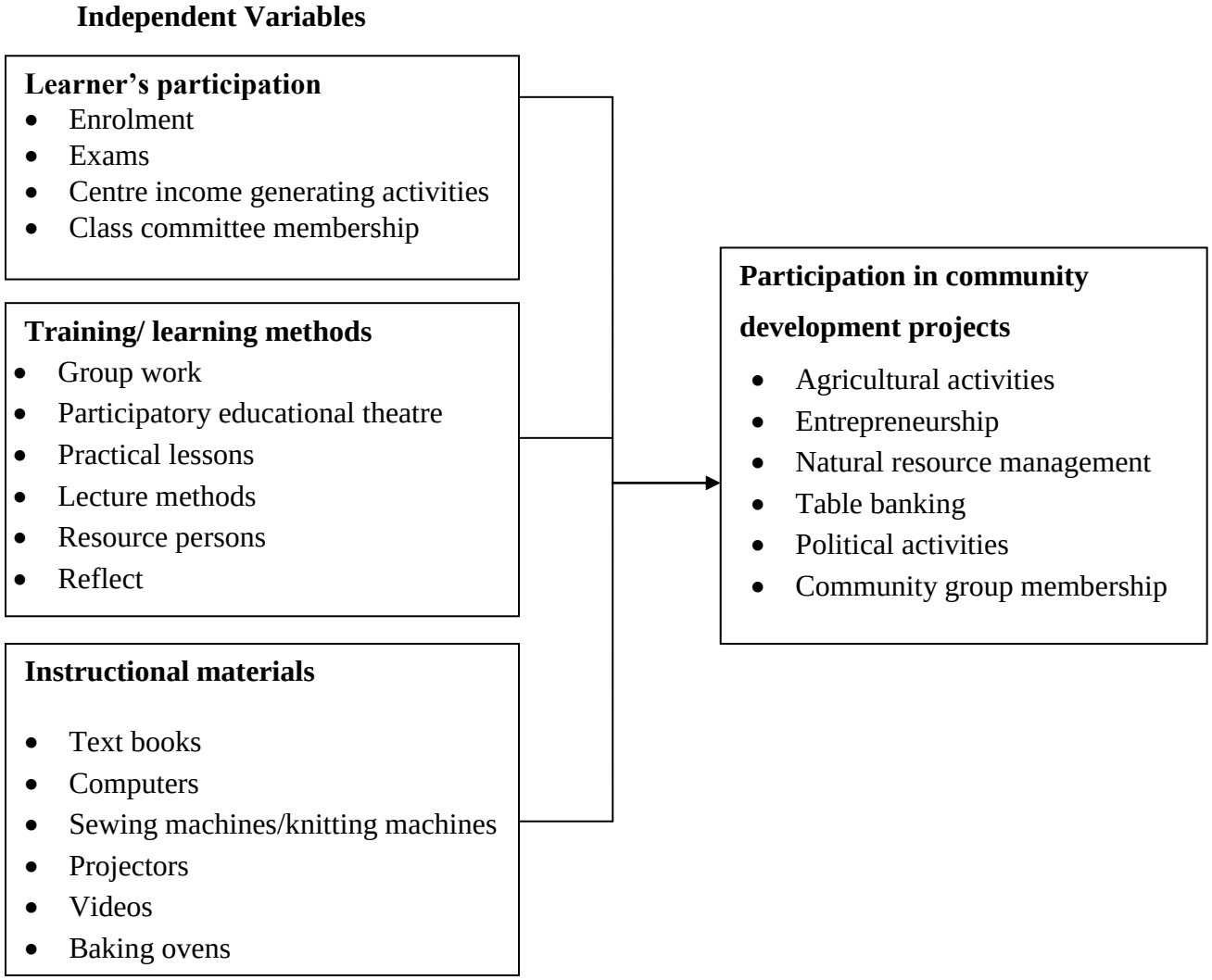


Figure 2.1: Conceptual Framework

2.5 Summary of Chapter Two

The review of relevant literature has highlighted that all regions of the world appreciate the gap between different researchers and use of the findings in adult education and lifelong learning, more so the gap and problems affecting adult education through community resource centers in Sub- Saharan Africa, regional and the local context to the research area of Nyamira North Sub-County, Kenya.

The chapter likewise highlighted the variable of the concepts of community learning resource center and learners participation,Methods used in Community Learning Resource Centers and Adult Learners Participation in Community Development, and the Instructional materials used in community learning resource centers for learners' participation in Community Development.

It finally deals with the theories which guided this study. The chapter also addresses the empirical literature review on the aforementioned variables and finally the conceptual framework.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the methodology used in this study. This refers to the system or procedures used in sampling and collecting data required for 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 enhances the direct generation of information which creates the opportunity for in-depth responses through sharing on the past present and future possibilities that provide 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 the influence of community learning resource centers on adult learners' participation in community development projects.

3.3 Location of the Study

This study was conducted inNyamira North Sub-County, Nyamira County, Kenya. The County lies between 1,250 m and 2,100 m above the sea level.Nyamira County is a County in the former Nyanza Province of Kenya. The main cash crops grown are bananas and tea. It has a population of 605,576. Its capital and largest town is Nyamira, with an urban population of around 41,668. Kenya National Bureau of Statistics. (2010)Agriculture is the County's economic backbone where 90% of its population is dependent on agricultural production and marketing directly and indirectly. It supports 80% of total employment opportunities in the county. The site was selected purposely because it has one of the model communities learning resource centers which was constructed with funds from GOK/IFAD, This saw a number of learners attend and others replicate the same idea in their locality leading to the establishment of three more of the same, and others in Nyamira County.

3.4 Target Population

The target population for this study comprised of 210 males and 282 females totaling to 492 respondents, this included 487 adult learners in community learning resource centers, 4 Clrc instructors (2 males and 2 female) and 1 adult education administrator (female). Directorate of adult and continuing education Nyamira (2012) these are found in Tombe CLRC with a learners' population of 110 males, 80 females, Orwaki CLRC 38 males and 69 females, Nyamatuta 27 males, 65 females and Ntana with a population of 33 males and 65 Females.

Table 3.1: Target Population and Sampling Frame

Unit of analysis	Target Population	Sample size
OrwakiClrc learners	107	59
NyamatutaClrc learners	92	55
TombeClrc learners	190	78
NtanaClrc learners	98	57
Clrc instructors	4	4
Adult Education Administrator	1	1
Total	**492**	254

3.5 Sampling Procedure and Sample size.

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

3.5.1 Sample Size

The sample of the study was drawn from the target population using a sampling calculator research advisor, sample size-web (7) generated by the computer at a confidence level of 75% and a margin error of 0.05, specifically for the CLRC learners, while purposive sampling was used to select the county adult education administrator and instructors, 249 adult learners as respondents were sampled using stratified random sampling from the learner's attendance register. Out of the 249 adult learners,129 were female adult learners while 120 males, 4 adult instructors, one male, and 3 females, and one female administrator. The choice of the county education officer, Sub-County officers, and the instructors were purposively selected because of the nature of expertise and functions they offer in adult learning.

3.6 Sampling Technique

Stratified Random Sampling procedure was used to select community learning resource centers as units of analysis. The strata were the CLRCs pegged on their area of establishment thus urban, peri-urban and rural CLRCs. The choice of this technique was informed by similar attributes and characteristics (Fox, Hunn, &Mathers, 2009). This method of sampling is widely used and very usefulwhen the target population is heterogeneous, while purposive sampling was used to select instructors and 1 adult education administrator.

3.7 Data CollectionInstruments

The study employed questionnaires, in-depth interviews, and a Focus Group Discussion) to collect data.

3.7.1 Questionnaires

The study employed self-completion questionnaires to solicit information from adult education instructors and CLRC learners. The main reason for choosing these tools is because they provide more information within the shortest time possible.

Questionnaires consisted of both open and closed-ended questions. According to Belisario et al, (2015) questionnaires are the most efficient way of reaching many respondents in the shortest time possible, therefore were ideal for this study since it involved many respondents. Questionnaires were also appropriate for the study because they generated significant facts and a better understanding of the extent to which community learning resource center learners participate in community development projects. (Denzin and Lincoln, 2005). The structured closed items were accompanied by appropriate but limited options from which the respondents selected the responses to describe the different phenomenon of the study. The open-ended questions also allowed the respondent to give details freely without any prompting.

The questionnaire was prepared based on its quality of ensuring anonymity and hence the respondent's willingness to freely respond. Questionnaires were divided into two sections, A, B, and C Section A captured the demographic characteristics of respondents while sections B and C dwelled on the main research questions of the study. These questionnaires consisted of Questionnaires for CLRC learners and instructors.

3.7.2 Interview Schedule

Interview schedules were used to collect information from the County adult education administrator. Snowballing was used to solicit information from the previous and current learners at the CLRCS. The main reason for choosing this instrument was because respondents are comfortable communicating orally (Nsubuga, 2000). The questions had a common format, which made it easier to focus, code, analyze, and compare data. The interview was carried in the respective places preferred by the respondents and took between 30 minutes to an hour. Recording of the conversation was done by jotting down the key points of the conversation and the same was transcribed the same day to avoid forgetfulness.

3.7.3 Focus Group Discussion

A Focus Group Discussion is a technique involving the use of an in-depth interview with participants selected because they are purposeful, although not necessarily representative (Melyoki&Kessy, 2020) The study conducted 2 focus group discussions with 20 CLRC learners, out of the four centers, 2 were purposively selected with the help of the instructors to form the focus group discussion. The study had two focus group discussions involving 10 members each. They were met in the CLRCs on the requested dates. They were identified as G1, G2.....G20. A few guiding questions covering the objectives of the study formed the basis of the conversation (Appendix iii). Focus Group discussion was appropriate for the study because it relied upon the interaction of the participants within the group and not with the interviewer and participants focused on a topic that yielded insights that might not otherwise have been available in a straightforward interview; they were economical on time, producing a large amount of data in a short period, but they tend to produce less data than interviews with the same number of individuals on a one-to-one basis (Cohen et al, 2000). This kind of Interview also allowed the researcher to reach the semi-illiterate and illiterate learners in the community as the interview did not require any kind of writing and learners were encouraged to use the local catchment language. Each discussion lasted between 30 minutes to an hour. Recording of the conversation was done by jotting down the key points of the conversation and the same was transcribed the same day to avoid forgetfulness.

3.8 Piloting of the Research Tools

Before actual data collection, the researcher conducted a pilot study in the neighboring Borabu Sub County using different learners in six community learning centers. A different sample size of 40 respondents was sampled which was the minimum number of cases required for conducting statistical analysis as recommended by (Mugenda, 1999). The purpose of the pilot study was to ascertain the validity and reliability of the research instruments, and familiarize the researcher with the administration of questionnaires and therefore fostering study preparedness.

3.9 Pilot Study

After the actual research commenced the researcher and his assistants visited the sites in Nyamira North Sub-County to get acquainted with the place and also created rapport with the target population for ease of data collection.

3.10 Field Work and Data Collection

The questionnaires were administered to the respondents in their various CLRS and the sought information was collected by asking them questions and filling them in the relevant spaces accordingly.

3.11 Validity and Reliability of Research Instruments

According to Kothari (2013) validity is the most crucial criterion that indicates the degree to which an instrument measures what it is supposed to measure. Content validity was applied to check whether the instruments provided adequate coverage of the topic (Kothari, 2013). The questionnaire instruments were then tested to check on their validity to measure the variables.

The two instructors were requested by the researcher to assess whether each measurement in the questionnaire was essential, useful, or necessary to ensure face and content validity. This ensured that the instruments yielded valid data that was collected during the study.

To test the reliability of the instruments, Cronbach`s coefficient Alpha was computed using the SPSS computer program version 20.The Cronbach`s coefficient was calculated to test the reliability of the questionnaire with specific reference to its internal consistency. It indicated the magnitude to which the various items of the subscale measured the constructs of the indicators. The researcher computed the reliability for the

multi-item opinion items for all the subscales in the CLRC learners questionnaire, interview schedule for CLRC instructors, and Adult Education administrator. A reliability coefficient of each was obtained:CLRC learners questionnaire (0.70), interview schedule for CLRC instructors (0.75), and interview schedule Adult Education administrator (0.78). An average of (0.74) reliability was obtained and considered to fulfill the required degree of consistency. Mugenda and Mugenda (2003) posit that a reliability coefficient of above +0.60 is adequate.

3.12 Data Analysis Management

Data were analyzed quantitatively and qualitatively. The data analysis process involved summarizing large quantities of raw data, categorizing, rearranging, and ordering data. This was started by editing the data collected so that what had little relevance was ignored (Mbwesa, 2006). The study had quantitative and qualitative data. Data was organized according to the objectives of the study and thereafter entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS version 20) Computer program. The results were presented with tables. This involved use of charts, percentages, and presentation of information in tables.

Quantitative data analysis was mainly descriptive statistics in the form of frequency counts and percentages,. The purpose of descriptive statistics was that it enabled the researcher to meaningfully describe a distribution of scores or measurements using a few indices (Mugenda &Mugenda 2010). This enabled the researcher to transform large groups of data into a more manageable form that was easy to understand and interpret

Qualitative data involved thematic analysis. Qualitative data was reflectively analyzed starting from the time it was collected in the actual field (Castellan, 2010). This enabled the researcher to discover important sources and information that may be overlooked in the design. This was achieved in three ways: Having consultative meetings or sessions with respondents and supervisors, having field note summaries, and having data summary sheets (Sharma, S. 2010). The recorded interviews were transcribed and notes were read and analyzed. Field notes were analyzed and interpreted in readiness for coding concerning the answers to the structured questions.

3.13 Ethical Considerations

Before embarking on the research process, the researcher requested an introductory letter from St Paul's University to introduce the researcher to the relevant government authorities who were requested permission to carry out research in the aforementioned area. Among the government authorities approached for permission include; National Commission for Science, Technology, and Innovation, County Commissioner Nyamira, deputy County Commissioner Nyamira North Sub-County, and the County director of Education Nyamira County. 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, while Information obtained from our resource persons was treated with confidentiality and will only be used it for academic purposes.

All respondents were treated fairly and justly. Each of them was provided with adequate time to express his or her opinion, at the same time make sure that questioning of the respondents was done respectfully and each was appropriately acknowledged.

3.14 Summary of Chapter Three

This chapter discussed the design and methods and procedures to be used in the study. This chapter explains the target population, the sampling design used, the sampling methods, and the sample size. The chapter further shows the data collection methods, techniques and instruments, procedures, and data analysis techniques. The study will utilize descriptive design data will be analyzed qualitatively, and all responses were written down to capture what the respondents will say. And later quantitative data collected were coded and analyzed using the Statistical Package for Social Sciences (SPSS version 20) Computer program.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter immerses itself on the response return rate and demographics, analysis, results, and discussion of the study based on the research objectives of the study.

4.2 Response Return Rate

The study received a 55.1% response rate. According to Babblie (2015) the return rate is enough and therefore the return rate helps 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 who ensured that all questionnaires administered were returned.

4.3 Demographic characteristics of respondents

Thesocial information of respondents was sought underthe following themes:

4.3.1 Agedistributionofrespondents

Theageofthe respondents was sought and the findingsareshown in Table4.1. Looking at the general age structure across all the four learning centers the following was derived.

Table 4.1: Age of the Respondents

Age Category	Frequency	Percent
15- 20	7	5.0
21 – 25	9	6.4
26 – 30	14	10.0
31 – 35	10	7.1
36 – 40	22	15.7
41 – 45	20	14.3
46 – 50	17	12.1
51 – 55	7	5.0
56 – 60	12	8.6
61 – 65	8	5.7
66 – 70	4	2.9
71 – 75	6	4.3
76 – 80	4	2.9
Total	**140**	**100**

In terms of age distribution, the study shows that the learners were aged between 15 and 80 years with most of them being in the age bracket of 36 to 40 years (15.71%). followed by 41-45 years (14.29%),46-50 years (12.14%), 26-30 years (10%), 56-60 years

(8.571%), 31-35 years (7.143%), 21-25 years (6.429%), (5.714%) for 61-65years,(5%) each for 15 – 20 years and 51-55 years, (4.286%) for 71 – 75 years, and finally (2.857%) each for age groups 66-70 years and 76-80 years. This is an indication that the area has more adult learners aged between 21 and 50 years.

Thefindings alsoshowthatmajority of respondentswererelievedofparentalresponsibilities while learning because they wanted maximum concentration in areasthey desiredtopursueeducation and acquire necessary skills to enable them to participatein communityaffairs, thismade them hunger formore education.

4.3.2Enrollment and GenderofRespondents

Thegenderoftherespondents was soughtand the results aregiven inTable 4.2.

Table4.2: Enrollment and GenderofRespondents

Gender	Frequency	Percentage
Male	**208**	**42.28**
Female	**284**	**57.72**
Total	**492**	**100.00**

The findings show that the gender distribution of the respondents revealed that (57.72%) were female while 42.28% (29) were male. The gender and age distribution of the respondents were such that more men were willing to join the CLRCs for specific competencies. Learner participation in the CLRCs was also, authenticated through the attendance registers and center management committee minutes., theClrc instructors did affirm the same on learner enrollment and registration for proficiency exams.

4.3.3 Economic Activities of the Respondents

The study sought to find out some of the economic activities that the respondents were involved in. The responses were as shown in Table 4.3.

Table 4.3: Economic activities of the Respondents

Economic Activity	Frequency	Percentage%
Small scale farming	75	53.6
Farmhands	24	17.14
Casual workers	20	14.28
Other economic activities	14	10
Shopkeeping	7	5
Total	**140**	**100**

As shown in Table 4.3, the majority of the respondents were involved in small scale farming at 53.6%, 17.14% were farmhands, 14.28% are casual workers, with 10% being involved in other economic activities such as motorcycle riding, drivers, mechanics, and sweater knitting. Only 5% were involved in shopkeeping.

4.4 Learners Involvement in CLRCs

4.4.1 Educational levelofrespondents

Theeducationallevelofthe respondentswasalsosoughtandthefindingsareshowninTable4.4.

Table4.4: Educationlevel ofrespondents

Education	Frequency	Percentage (%)
Primary	145.2	51.87
Secondary	20.9	7.48
Never gone to school	17.1	6.07
Never Responded	99.3	35.48
Total	**140**	**65.42**

Thefindingsshowthat the majorityofrespondents went to schools up to primary level, with51.87%, those who attained secondary education level 7.48%, while those who never attended formal schooling comprised of 6.07% thus 65.42% formed part of the response return rate implying that 35.48% did not respond. Itcanbededucedthat the majority of adultlearnershad gone to school before and went back to adult classes at the CLRC to continue from where they left.4.4.2 What Influenced Learners Decision to Join Adult Literacy at the CLRC.

Table 4.5: What influenced learners decision to join adult literacy at the CLRC

What influenced Learners Decision	Frequency	Percentage%
To read and write,	16	7.48
Literacy	17	7.94
General farming knowledge	43	20.09
Entrepreneurship education	51	23.83
To be competent in math	17	7.94
Dressmaking	14	6.54
Financial management	15	7.00
To complete their basic education	14	6.54
To improve their livelihood	14	6.54
To learn tailoring skills	13	6.07
Return response rate	140	**65.42**

As indicated above it could be inferred that the programs and activities in the various community learning resource centers attracted learners to specific skill gaps where they wanted to gain competencies for them to participate in community development activities synonymous with their specific locality. It is indicated that 7.48% went to read and write, followed by literacy at 7.94%, then general farming knowledge at 20.09% and entrepreneurship education at 23.83%, 7.94% of them wanted to be competent in math, 6.54% for dressmaking, 7.00%financial management, another 7.00% wanted to complete their basic education, 7.00% of them wanted to improve their livelihood and another 6.07 % wanted to learn tailoring skills.

4.4.3 Participation in Community Development Projects/Activities

The researcher sought to find out from the respondents whether, during the time they have been at the CLRC, they have been involved in any of the following activities/projects in the community. Table 4.4 shows the results.

Table 4.6: Participation in Community Development Projects/Activities

Community Activities/Projects	Involvement	
	Yes	No
Agricultural Activities/Projects		
i. Crop farming and/or Livestock Keeping	80	60
ii. Crop and/or Livestock marketing	65	75
iii. Value addition (for example in Baking, flour making)	0	140
Entrepreneurship Activities		
i. Shop Keeping	75	65
ii. Selling of *Mitumba*/*malimali*	45	95
iii. Groceries	64	76
iv. Garages for Motorcycles, motor vehicles	29	111
Natural Resources Management		
i. Member of local Water Resource Users Association	12	128
ii. Member of Forest/River Management Committee	9	131
iii. Tree Planting	87	53
iv. Bridge/Path Construction	70	70
v. Roadside bush clearing and trench making	48	92
Involvement in Community Groups/Associations/Committees		
i. Agricultural groups/Committee/Association/Cooperatives	42	98
ii. Table Banking	81	59
iii. Member of a political party	53	93
iv. Frequently attend community barazas/ chief meetings	69	71
v. Member of school management committee/BOG	12	128
vi. Member of a church leadership committee	34	106
vii. Member of the local Hospital Management Committee	5	95
viii. Community/Clan Elder	4	135

From the above analysis, it can be deduced that crop farming and livestock keeping, tree planting, table banking have87,81, and 80 learners respectively out of 140 who did immensely participate in the aforementioned activities**.** Bridge and path construction, baraza meetings, sell of groceries plus livestock marketing had a frequency choice of participation as follows. 69,65,64 out of 140 respondents in each category of activity. Membership of a political party had 50 participants, roadside clearing had 48 participants, selling of Mali Mali had 45 while church leadership had 34 participants respectively. On the tail end is the membership of water users association had 12 participants, member of forest/river management committee had 9 participants, while value addition on baking and flour making had zero participants, a demonstration that the

learners had a negative attitude towards baking and therefore did not have the pre-requisite skills in baking.

Notably, through entrepreneurship education based on the responses from the four CLRC instructors learners were intrinsically motivated to enroll, they engaged in income-generating activities that did cut across in all the centers. The activities encompassed tailoring and knitting, and agricultural activities. Distinctly, one center in the research location had one varied activity, this was the hiring out of tents, halls, and chairs for community meetings.4.5 The extent, the training/learning methods used at the community learning resource centers influence participation of learners in community development projects.

The researcher prepared questionnaires for facilitators in the various community learning resource centers. It covered the nomination of learners into the resource centers, the curriculum used, learning methods, qualification of facilitators the responses derived from this were as shown below:

Table 4.7: What curriculum do you use in the CLRC?

Curriculum	Frequency	Percent
Adult Education Curriculum	2	50
Tailor-Made Curriculum	1	25
Basic Functional Literacy Curriculum	1	25
Total	**4**	**100**

As shown above there were 4 types of curricula used and it was clear that the adult education curriculum was the most preferred at 50% followed by tailor-made curriculum and basic functional literacy curricula at 25% respectively. On learning methods, the responses were as shown below:

Table 4.8: How often do you use group work in the CLRC'

Responses	Frequency	Percent
Fairly Often	1	25
Often	1	25
More Often	2	50
Total	**4**	**100**

When asked how often they used group work, the facilitator's responses were; 25% said fairly often, 25% said they often used it, and 50% used it more often.

Table 4.9: Use of Participatory Education Theatre

Participation	Frequency	Percentage
Fairly Often	1	25
More Often	3	75
Total	**4**	**100**

As shown in the table above 75% used participatory education theatre more often with 25% fairly used it.

Table 4.10: Use of practical lessons in the CLRC

Rate of method use	Frequency	Percentage
Less often	1	25
Often	2	50
More Often	1	25
Total	**4**	**100**

In the above table the facilitators indicated that 25% less often used practical lessons, 50% often and 25% more often, an indicator that learners prefer to take practical lessons.

Table 4.11: Use of Resource Persons in the CLRC

Rate of method use	Frequency	Percentage
Fairly often	2	50
More Often	2	50
Total	**4**	**100**

As per the facilitators' responses indicated in the above table, resource persons were used at 50% both at fairly often and more often level.

Table 4.12: Use of Lecture Method in the CLRC

Rate of method use	Frequency	Percentage
Fairly often	2	50
Often	1	25
More Often	1	25
Total	**4**	**100**

The facilitator indicated that the lecture method was fairly used at 50%, often at 25% and more often at 25%. This is as shown in the frequency table above.

As shown in the table below, the reflect method was used more often at 66.7% and fairly used at 33.3%.

Table 4.13: Use of Reflect method in the CLRC

Rate of method use	Frequency	Percentage
Fairly often	1	33.3
More Often	3	66.7
Total	**4**	**100.0**

On the determination of learning, methods used the facilitators' responses were as shown in the table above.

Table 4.14: What determines the use of a method?

Rating of the determinant method use	Frequency	Percentage
Learner characteristics	1	25
Content	1	25
Instructor experience/level of training	1	25
Characteristics of the CLRC	1	25
Total	**4**	**100**

As in the above table, 25% of the community learning resource centers learners' characteristics determine the learning method used. This is because of their dynamics in terms of the level of education variability of learners. The content in each discipline dictates the choice of method to be used as demonstrated above at 25%. The instructor`s level of experience informs the method to be employed to facilitate teaching and learning at 25%. Conversely, the characteristics of the CLRC at 25% depending on the availability of learning resources in the center and its environment. The study findings concur with (Milana, 2014). Who postulates that adult educators are improperly trained with negligible credentials, are ill-paid, and work in andragogical unfriendly conditions. This has provoked concerns from andragogical campaigners to come up with

contemporary andragogical methods tailored to the market needs in the learner`s community

Table 4.15: How often do you involve learners in identifying instructional materials?

Statement	Frequency	Percentage
Less Often	1	25
Often	2	50
More Often	1	25
Total	**4**	**100**

In the above table the learners were involved in identifying instructional materials at 25% less often, 50% often and 25% more often.

Table 4.16: Availability of Textbooks in the CLRC

Rating od availability of textbooks	Frequency	Percentage
Less Available	1	25
Fairly Available	3	75
Total	**4**	**100**

The researcher wanted to know whether learning materials were available in the centers. The responses by the facilitators were as shown above. It was found out that in the CLRCs textbooks were fairly available at 75%, the rest were least available at 25%,indicating that the CLRCs are well stocked with learning materials.

Table 4.17: Availability of sewing and knitting machines in the CLRC

Rating of availability of textbooks	Frequency	Percentage
Less Available	1	25
Fairly Available	3	75
Total	**4**	**100**

As shown above, sewing and knitting machines were at 75% fairly available and 25 % least available. As shown in the table below computers were least available at 80% and fairly available at 20%.

Table 4.18: Availability of ICT facilities in the CLRC

Rating of availability of textbooks	Frequency	Percentage
Less Available	3	25
Fairly Available	1	75
Total	**4**	**100**

On the availability of ICT facilities, especially projectors, television sets, and computers, it was indicated that they were fairly available at 25% while they were nat available at 75%. This means that most CLRCs need to be installed with ICT hardware and software more so during this time of pandemic crisis and virtual dispensation.

Table 4.19: Availability of ovens in the CLRC

Level of Availability	Frequency	Percent
Not Available	3	75
Least Available	1	25
Total	**4**	**100**

The above frequency table shows responses on availability of ovens in the community learning centers, it indicated that 75% said the equipment was not available while 25% indicated the least availability.

Table 4.20: Availability of banana ripening chambers

Level of Availability	Frequency	Percent
Not Available	3	75
Least Available	1	25
Total	**4**	**100**

To confirm the availability of banana ripening chambers, the response above indicated that 75% said they were not available and 25% least available.

Table 4.21: Adequacy of sewing and Knitting Machines

Level of Adequacy	Frequency	Percent
Not Adequate	3	75
Adequate	1	25
Total	**4**	**100**

The in the above table the responses indicated that 75% said knitting machines were inadequate while 25% said they were adequate.

Table 4.22: Adequacy of Ovens

Level of Adequacy	Frequency	Percent
Not Adequate	3	75
Adequate	1	25
Total	**4**	**100**

As shown in the above table ovens were inadequate at 75% and 25% adequate.

Table 4.23: Adequacy ICT facility

Level of Adequacy	Frequency	Percent
Not Adequate	3	75
Adequate	1	25
Total	**4**	**100**

As shown in the table above; the facilitators indicated that computers were not adequate at 75% and only 25% adequate in the learning resource centers.

Table 4.24: Adequacy of Banana Ripening Chambers

Level of Adequacy	Frequency	Percent
Not Adequate	3	75
Adequate	1	25
Total	**4**	**100**

As shown in the table above 75% of the respondents indicated inadequacy while 25% showed adequacy. The study findings do demonstrate a higher percentage of the inadequacy of teaching and learning materials, contrary to Munialo,(2017).Who assertsthatteaching and learning resources are tools either in hardware or software form intended to be used by an instructor to simplify and enhance what is being taught in the center. She identified textbooks, reference books, chalk, and blackboards in addition to audiovisual aids such as computers and other technology aids as crucial teaching and learning resources which should be adequate for efficient learning.

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4.4.4 Learners Participation in community development projects Activities

Table 4.25: Learners Participation in Agricultural Activities

Project	Frequency	Percentage (%)
Crop farming	20	14.29
Entrepreneurship	7	5
Garages for motorcycles and motor vehicles	5	3.6
Malimali and Mitumba	8	5.7
Shopkeeping	6	4.29
Value addition	9	6.43
Crop and Livestock Marketing	10	7.14
Natural Resource Management	8	5.7
Member of Forest/River Management Committee	7	5
Membership to local water user association	11	7.86
Learners involved in bushes clearing	11	7.86
Learners involved in the construction of paths and bridges	7	5
Learners Participation in Table Banking	11	7.86
Learners Participation in Political Activities	5	3.6
Learners Participation in Community Group Membership	8	5.7
Member of a School Management Committee	7	5

From the above table, it was indicated that most of the learners across the clusters majored in crop farming (14.29%) having the highest number at 20 of the140 respondents. This shows that the learning environment is dictated and revolves around the major activities found where the Clrc is located. The study findings conform with (Gabriel, 2016) et al, who contends that participation in this sense denotes those who are involved in the implementation and evaluation of the ACE program after the learners' views, suggestions, and requests have been integrated into the improvement of the program to raise their confidence and enthusiasm to contribute to them and thus take part in various community development activities.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The objective of the study was to find out the influence of community learning resource centers on adult learners' participation in community development projects in Nyamira north sub- County, Nyamira County. The study was carried out in four of the community learning resource centers in the research area. This chapter presents a summary of the findings, conclusion, recommendations, and areas for future studies.

5.2 Summary of the Findings

The targeted respondents were 240 of which 58.3% of the responses were achieved from the sampled participants in the 4 CLRCs in the locale of study in Nyamira North sub-county, Nyamira County, Kenya. The research established that learners' enrollment register, income-generating activities, and registration for proficiency exams were crucial documents to identify CLRC learners who participate in its affairs. It was also established that the following activities were offered at the CLRCs; Farming, Entrepreneurship Education, Farming, Basic literacy, Financial management, Tailoring and dressmaking, Economic empowerment and improvement of livelihood, it was clear too that other than the above specified there was a need for an aggressive needs assessment for the attainment of the learners' competency skills for full participation in community development. It could be seen that more out of school male youths are influenced by the skills available at the CLRCs which are compatible with their economic empowerment needs, this could be seen through their participation in income-generating activities in their various centers. This is a clear demonstration of their engagement in community projects about the contemporary 21st skills required to perform tasks as required by the community they live in.

On the influence of the CLRCs on the participation of learners in community development activities, it was clear that most of them were involved in small scale farming as the major economic activity in their region this could be as a result of the area being more of agricultural rural potential than urban industrial. Other than agriculture, another portion was also involved in a business in such activities as; marketing of livestock and crop, value addition on their farm products, tailoring and dressmaking, shopkeeping, and even grocery outlets.

It was established that the learners are involved in natural resource management activities with majority planting trees, water resources management, bridges, and path construction. In community leadership the learners are actively involved in church leadership, then school management, clan headship, and hospital management, however, they shied away from participation in political activities. It was also clear that the learners relied heavily on social capital as evidenced in high numbers participating in table banking. There were many more agricultural activities thus influencing the adult learners to form agricultural groups to help tackle issues of general agriculture.

The second objective of the research was to find out the training/learning methods that are used in the community learning resource centers to influence learners' participation in community development projects. The research established that the CLRCs used practical lessons as their training method at 50%, other methods such as group participation, lecture, use of participatory education theatre being the often used at 25% and reflect method. This was an indication that the CLRCs used a combination of training methods for learners to grasp the content in different ways.

The third objective of the study was to examine the role of instructional materials used at the community resource centers in influencing participation of learners in community development projects. The instructional materials included textbooks, sewing machines, banana ripening chambers, computers, projectors, ovens, and knitting machines. There was a clear indication that textbooks and sewing machines were more available and adequately utilized, other resources such as computers, projectors, ovens, banana ripening chambers, videos were least available and inadequate. This could have influenced the learner towards agricultural and tailoring activities than ICT and other technology. On the other hand, the curriculum used in training of the learners influenced the skills they developed, as it was established the CLRCs used adult education, tailor-made curriculum and basic functional literacy curriculum and as seen, adult education curriculum being the most utilized at a rate of 50% for each.

5.3 Conclusion

5.3.1 Influence of learner's involvement in community learning resource centers on their participation in community development projects

The research concluded that the learners were involved in community development economic activities which were majorly small scale farming, value addition on their farm products, crop and livestock marketing, these were agricultural activities. Nyamira being largely agricultural area so the influence was more of environmental than their specific needs, other than agriculture, it was also established that some owned shops and garages for motorcycles and vehicles as well, others were involved in the knitting of sweaters, dressmaking for sales, selling of mitumba clothes and Mali Mali, others owned eateries and hotels, livestock and crop marketing. These entrepreneurial skills were developed and enhanced as a result of their enrolment into the community learning resource centers and so in a way it influenced their participation in the economic development of the community.

On the management of natural resources, the study concludes that the learners became more aware of the need for environmental conservation as most of the learners got involved in tree planting, bridges/path construction, roadside clearing, and trench construction.

Regarding community leadership and associations, the study concludes that the learners' participation in the community learning resource centers empowered them to take up activities which are more community based such as, agricultural groups, table banking groups, some were members of school management boards others were church leaders, it was however noted that most of them shied away from politics with only a few of them being community or clan leaders.

5.3.2 Extent to which the training/learning methods used at the community learning resource centers influence participation of learners in community development projects

Based on the research findings the study concludes that the learning methods used in the community learning resource Centre which included practical learning, lecturer, group work, reflect, participatory and resource person. Though, the most often used method was participatory learning where learners actively got involved in the learning activities resulting in better skills enhancement. This gave them the confidence to participate in

community development projects resulting in a positive influence on participation in community development projects.

5.3.3 The role of instructional materials used at the community resource centers in influencing participation of learners in community development projects

On instructional material used, the study concludes that the learning resource centers mostly used textbooks, and sewing machines for learning tailoring skills and dressmaking, however computers, ovens, banana ripening chambers, projectors, knitting machines, videos, and TVs were inadequate. Inadequacy of resources hampered diversification of skills leading to the development of general skill not as per the need of the learner. Lack of tailor-made curriculum to fit into the specific needs of the learners also hindered the development of specific potentials of the learners.

5.4 Recommendations

The study, therefore, recommends the following:

5.4.1 Influence of learner's involvement in community learning resource centers on their participation in community development projects

In regards to the influence of learners' involvement in community development projects, the study recommends that there should be learners' specific needs assessment before admission into the CLRCs. More learning activities should be included in the centers which are custom to particular needs of the learners, this may call for learners' needs assessment before admission into the community resource learning centers. Diversification of skills is necessary including information communication and computer skills. The Ministry of Education should put in place a robust training mechanism of the instructors to fully carry out this task.

5.4.2 Extent to which the training/learning methods used at the community learning resource centers influence participation of learners in community development projects

On the matter of training methods, the study recommends continued use of more practical and participatory learning than lectures to better improve the learner's skills acquisition as competency-based learning is more encouraged than theoretical learning. More empowerment of learners on leadership skills may be required e.g. membership to

political parties, hospital management, and even community leaders such as administrative positions.

5.4.3 The role of instructional materials used at the community resource centers in influencing participation of learners in community development projects

The learning centers should be more and better equipped to accommodate more capacity and diversify training needs. More funding of the CLRCs is needed to improve on the state of the equipment available as there is need for more state of the art facilities to meet the needs of modern technology for the achievement of the development agenda by the Government of Kenya, substitute face to face learning and be a platform for digital learning thus making learning accessible in far to reach and remote arrears. The facilitators and educators should be trained to develop a curriculum that may be in tune with the needs specific of their learners and not majorly rely on adult education and basic functional literacy curricula.

The study also recommends that adequate resources are made available and enhanced and proper utilization of the available resources should be practiced. More community learning resource centers should be established nearer to the community members instead of sharing sparsely distributed resource centers across the entire region, in addition, the study also recommends that exchange programs be encouraged between the community learning resource centers where learners from a center are taken to another one for a specified period to learn different skills and interact with other community members to learn other activities that may be beneficial to their community.

5.5 Recommendation for Further Studies

For a future study, this study recommends that similar studies should be conducted in other Counties and Sub-Counties across the country to support or derive diversity or generalization of results. The researcher to examine other factors (other than the influence of CLRCs on community projects), that can influence learners' enrolment into such centers and eventual utilization of the available resources and skills.

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Appendices

Appendix I: Questionnaire for CLRC Learners

My name is Benjamin Obonyo Bella, a student at St. Paul's University undertaking a Masters of Arts Degree in Development Studies. I am undertaking a study on the "**Influence of Community Learning Resource Centres on Adult Learner`s Participation in Community Development Projects. A case of Nyamira North Sub County, Kenya".**I would like to collect information that would enable me to complete my studies. This information will be held confidentially and used for academic purposes only. I would like to interview you for approximately one and a half hours; I am going to take notes and audiotape the interview.

Name of Interviewer: …… Date of Interview: ……

PART A. Personal Information of Respondents

Name: ……. Age (Years): ……

Name of CLRC: …….. CLRC Enrolment No: ……

Gender: Male [ ] Female [ ]

Location of Respondent (Home Village): …….

Which economic activities are you involved in?

a) Small scale farmer
b) I own/Operate a Shop
c) Laborer/farm hand
d) Casual worker
e) Others (specify)…….

PART B: Learner Involvement in CLRCs

Education Level completed by the respondent:

a) Primary [ ]
b) Secondary [ ]
c) Never Gone to School [ ]

1. How long have you attended the Adult Literacy Education class? ……..
   Months

What influenced your decision to join the Adult Literacy Education class?

i. ……

ii. ……

iii. ……

Do you hold any position in the CLRC: Yes [ ] No [ ] If Yes,

What Position? …….

What are the key duties and responsibilities of your position?

i. …….

ii. ……

iii. …….

iv. ……

PART C: Participation in Community Development Projects/Activities

During the time you have been a learner at the CLRC, have you been involved in any of the following activities/ projects in the community?

Community Activities/Projects	**Involvement**	
	Yes	**No**
Agricultural Activities/Projects		
iv. Crop farming and/or Livestock Keeping		
v. Crop and/or Livestock marketing		
vi. Value addition (e.g. Baking, flour making)		
vii. Others (Specify) …….		
Entrepreneurship Activities		
v. Shop Keeping		
vi. Selling of *Mitumba*/*malimali*		
vii. Groceries		
viii. Garages for Motorcycles, motor vehicles		
ix. Others (specify) ……		
Natural Resources Management		
vi. Member of local Water Resource Users Association		
vii. Member of Forest/River Management Committee		
viii. Tree Planting		
ix. Bridge/Path Construction		

x.	Roadside bush clearing and trench making		
xi.	Others (specify) ……		
Involvement in Community Groups/Associations/Committees			
ix.	Agricultural groups/Committee/Association/Cooperatives		
x.	Table Banking		
xi.	Member of a political party		
xii.	Frequently attend community barazas/ chief meetings		
xiii.	Member of school management committee/BOG		
xiv.	Member of a church leadership committee		
xv.	Member of the local Hospital Management Committee		
xvi.	Community/Clan Elder		
xvii.	Others (Specify) ……..		

Appendix II: Interview Schedule for CLRC Instructors

My name is BenjaminObonyo Bella, a Student at St. Paul's University undertaking a Masters of Arts Degree in Development Studies. I am undertaking a study on the *"**Influence of Community Learning Resource Centres on Adult Learner`s Participation in Community Development Projects. A case of Nyamira North Sub County, Kenya".***I would like to collect information that would enable me to complete my studies. This information will be held confidentially and used for academic purposes only. I would like to interview you for approximately one and a half hours; I am going to take notes and audiotape the interview

Name of Interviewer: ……. Date: …….

Details of the respondent:

Name: ……..

Name of CLRC: ……Enrolment: ……

How long have you have been a facilitator? ……. Months……

I. Learners involvement in CLRC activities

1. How do you evaluate the learners? (*tick all that apply*)
    a) Examinations [ ]
    b) Proficiency tests [ ]
    c) Craft/Trade tests [ ]
    d) Practical exams [ ]
    e) Others (specify) …….

2. Which are some of the income-generating activities carried out in the CLRC? (*tick all that apply)*
    a) Tents and furniture for Hire [ ]
    b) Cottage industries/*Juakali* [ ]
    c) Tree Nursery [ ]
    d) Conference Hall for hire [ ]
    e) Tissue culture bananas nursery [ ]
    f) Tailoring, Knitting, and embroidery [ ]
    g) Others (specify) ……..

3. How do you identify CLRC learners?
    a) Application by a learner for enrollment [ ]
    b) Referral from the community for enrollment [ ]

4. How do you identify members of the CLRC committee?
    a) Election by class members [ ]
    b) Appointment by the Ministry [ ]
    c) Appointment by local administration [ ]

ii. Training/ learning methods used at the community learning resource centers

What curriculum do you use in the CLRC?
    a) Adult Education
    b) Tailor-made curriculum
    c) Basic Functional Literacy Curriculum
    d) Others (specify) …….

5. How often do you use the following training and learning methods in the CLRC?

Method	Less often	Fairly Often	Often	More Often
Group work				
Participatory education theatre				
Practical Lessons				
Lecture				
Resource persons				
Reflect				

6. What determines the use of the above methods?

i. ……

ii. ……

iii. ……

iv. ……

The role of instructional materials used at CLRC on Learners' participation in community development projects.

7. Please rate the availability of the following instructional materials in the CLRC

Instructional Materials	**Not available**	**Least available**	**Fairly Available**	**Most Available**
Text Books				
Sewing machines				
Computers				
Projectors				
Knitting machines				
Ovens				
Videos/TVs				
Banana Ripening chambers				

How often do you involve learners in identifying instructional materials?

Less Often [ ] Often [ ] More Often [ ]

Please indicate the adequacy of the following instruction materials

Instructional Materials	**Not adequate**	**Adequate**
Text Books		
Sewing machines		
Computers		
Projectors		
Knitting machines		
Ovens		
Videos/TVs		
Banana Ripening chambers		

Appendix III: Interview Schedule for the Adult Education administrator

My name is Benjamin Obonyo Bella, a Student at St. Paul's University undertaking a Masters of Arts Degree in Development Studies. I am undertaking a study on the "**Influence of Community Learning Resource Centres on Adult Learner`s Participation in Community Development Projects. A case of Nyamira North Sub County, Kenya".**I would like to collect information that would enable me to complete my studies. This information will be held confidentially and used for academic purposes only. I would like to interview you for approximately one and a half hours; I am going to take notes and audiotape the interview.

Name of interviewer: ……The date of the interview: …….

Details of respondent

Name of respondent: …….. Station: ……..

Professional qualification: ……

Position: ……..……

Years in service/experience…….…….

1. How many CLRCs are in your area of work?

2. Is the number of CLRCs adequate for the demand for adult literacy education?
   Yes [ ] No [ ] If No, please explain

…….....

……..……..

……..……..

……

How many instructors do you have in the CLRCs?

Are your instructors well trained? ……..

What other trainings do you take your instructors to enhance their skills?

…….…..

……..

How do you identify instructors of CLRCs? ……..……

…….……..

…….……..

What is the professional requirement of CLRC instructors?

1. …….....
2. ……...……
3. …….……..
4. ……...……

What do you think is the role of CLRCs in influencing participation of learners in community development Projects?

…….....

……..…….……..

…….……..

……..……

Which training/learning methods are most preferred to enhance learners' participation in community development projects?

1. …….....
2. ……...……
3. …….……..
4. ……..……

What determines the availability and adequacy of instructional materials in CLRCs?

1. …….....
2. ……...……
3. ……..……

4. ……..……

To what extent do you think the learners are participating in community development projects?

…….....

…….……..

…….……..

……..……

How often do you involve learners in identifying instructional materials?

Less Often [ ] Often [ ] More Often [ ]

Appendix IV:Focus Group Discussion for CLRC Learners

My name is Benjamin Obonyo Bella, a student at St. Paul's University undertaking a Masters of Arts Degree in Development Studies. I am undertaking a study on the "***Influence of Community Learning Resource Centres on Adult Learner`s Participation in Community Development Projects. A case of Nyamira North Sub County, Kenya".*** I would like to collect information that would enable me to complete my studies. This information will be held confidentially and used for academic purposes only. I would like to interview you for approximately one and a half hours; I am going to take notes and audiotape the interview.

Name of Interviewer: …… Date of Interview: ……

PART A: Personal Information of Respondents

Name: ……. Age (Years): ……

Name of CLRC: …….. CLRC Enrolment No: ……

Gender: Male [ ] Female [ ]

Location of Respondent (Home Village): …….

Which economic activities are you involved in?**PART B: Learner Involvement in CLRCs**

Education Level completed by the respondent:

d) Primary [ ]
e) Secondary [ ]
f) Never Gone to School [ ]

How long have you attended the Adult Literacy Education class? …….. Months

What influenced your decision to join the Adult Literacy Education class?

iv. ……

v. ……

vi. ……

Were you holding any position in the CLRC: Yes [ ] No [ ] If Yes, What Position? …….

What were the key duties and responsibilities of your position?

v. ……

vi. ……

vii. ……

PART C: Participation in Community Development Projects/Activities

During the time you were a learner at the CLRC, which activities were you involved in the community?----------

---

Appendix V: University Authorization Letter

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: postgraduatestudies@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 728-062420
(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

National Commission for Science, Technology and Innovation
Off Waiyaki Way, Upper Kabete
P.O Box 30623, 00100
Nairobi, KENYA.

Dear Sir/Madam,

RE: OBONYO BENJAMIN BELLA- MDSNKR625518

This is to confirm that the above named is a final year student of St. Paul's University registered for Master of Arts degree in Development Studies.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is:

INFLUENCE OF COMMUNITY LEARNING RESOURCE CENTRES ON ADULT LEARNERS PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS

The research will take place in NYAMIRA County from March 2019 to May 2019.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

BOARD OF POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 11 APR 2019 KENYA TEL: 020 - 2020505 P.O. PRIVATE BAG - 00217, LIMURU.

Appendix VI: NACOSTI Permission Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/76964/29695**

Date: **23rd April 2019**

Benjamin Obonyo Bella
St. Paul's University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"influence of community learning resource centers on adult learners' participation in community development projects: a case of Nyamira North Sub-County, Kenya."*** I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for the period ending **23rd April, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County

The County Director of Education
Nyamira County.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified

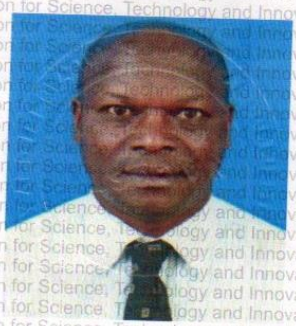
Appendix VII: NACOSTI Research Permit

THIS IS TO CERTIFY THAT:
MR. BENJAMIN OBONYO BELLA
of ST. PAULS UNIVERSITY, 536-40502
NYANSIONGO,has been permitted to
conduct research in *Nyamira County*

on the topic: *INFLUENCE OF COMMUNITY LEARNING RESOURCE CENTRES ON ADULT LEARNERS' PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS: A CASE OF NYAMIRA NORTH SUB-COUNTY, KENYA*

for the period ending:
23rd April,2020

Permit No : NACOSTI/P/19/76964/29695
Date Of Issue : 23rd April,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 24118

CONDITIONS: see back page

Appendix VIII: Ministry of EducationAuthority

MINISTRY OF EDUCATION



Telegram: "EDUCATION", Nyamira
Telephone: (058) 6144224

When replying please quote

NCEO/1/25 VOL.II/108
REF.....

COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
P.O.BOX 745
NYAMIRA

29TH APRIL, 2019
DATE: .....

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH BY BENJAMIN OBONYO BELLA
The above named person is a student at **ST. PAUL'S UNIVERSITY.** He has been given authority by the National Commission for Science, Technology and innovation to conduct Research on **"Influence Of Community Learning resource centers on adult learners" participation in community development projects: a case of Nyamira North Sub-County of Nyamira County."**

The research will commence immediately and end on **23RD April, 2020**

Please accord him your assistance.

COUNTY DIRECTOR OF EDUCATION - NYAMIRA
P.O. BOX 745 - 40500, NYAMIRA
SIGN:.....DATE:.....

DIMBA KENNEDY
FOR; COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY.

Appendix IV: County Commissioner`s Permission Letter

REPUBLIC OF KENYA

THE PRESIDENCY

Ministry of Interior and Coordination of National Government

Telephone: 020-2012491
Fax: 058-6144446
Email: cc.nyamira@interior.go.ke
ccnyamira2012@gmail.com.

OFFICE OF THE COUNTY COMMISSIONER
NYAMIRA COUNTY
P.O. BOX 2 - 40500
NYAMIRA

When replying please quote our

REF: NYRC/ED.2/VOL.II/213 **DATE: 24-9th April, 2019**

Deputy County Commissioner
NYAMIRA NORTH

RE: BENJAMIN OBONYO BELLA – ST. PAUL'S UNIVERSITY
RESEARCH AUTHORIZATION

Reference is made to letter Ref. No. NACOSTI/P/18/76964/29695 dated 23rd April, 2019 from the Director General/CEO, National Commission for Science, Technology and Innovation, Nairobi authorizing ***Benjamin Obonyo Bella*** to carry out research on ***"Influence of community learning resource centers on adult learners" participation in community development projects: a case of Nyamira North Sub-County of Nyamira County.."***

This is to inform you that the planned research will be conducted in Nyamira County, upto **23rd April, 2020.**

Kindly accord him the necessary assistance.

GRACE L. NGINDA
FOR: COUNTY COMMISSIONER
NYAMIRA

Copy to:

National Commission for Science, Technology
& Innovation,
P.O. Box 30623
NAIROBI

County Director of Education
P.O Box 4
NYAMIRA