

**SOCIO ECONOMIC DETERMINANTS OF WOMEN PARTICIPATION
IN ADULT EDUCATION IN GALOLE DISTRICT, TANA RIVER
COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT OF THE
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ABSTRACT

Adult education for women is a powerful means to contribute to socio-economic development. Yet, it is widely recognized that women are largely excluded from educational provision in Africa, especially when it comes to adult education. The main purpose of the study was to investigate the determinants of women participation in adult education in Galole District, Tana River County. The objectives of the study were to analyze determinants of women participation in adult education, explore the main cultural, political, economical as well as structural factors that determine women participation in adult education, investigate the prevailing practices and interventions for improving women participation in adult education and find out possible capacity building measures that may contribute to the promotion of women in adult education in Galole District, Tana River County. The researcher employed descriptive survey design. The study sample consisted of 5 education centers, 15 teachers and 52 students. A semi- structured questionnaire was administered to the students, while interview schedules were used for DEOs and DAEOs. This research was guided by Participatory Learning Theory. Descriptive statistics were used to analyze the data collected on determinants of women participation in adult education in Galole District, Tana River County. The study findings showed that young adults enrolled in the program for basic literacy course and others for primary school education. This indicated they were interested adult education. The study also established that most adult learners were those within the low income brackets earning below 10,000 shillings per month. Many respondents indicated that they did not have time for adult education. The findings from the study showed that both the adult learners and their teachers appreciated adult education. The research findings indicated that socio cultural factors affected the participation of women in adult education program. The research findings identified the need for various stake holders to be involved in tackling hurdles that face the adult education program.