



Public Funds Management, Sufficiency and Participation for Adult Education in Kenya; A Case Study of Mombasa County

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Abstract: *This article explored the present status of management of public funds and sufficiency in participation of Adult Education Learners' in adult education centers in Mombasa County of Kenya. The study employed descriptive survey design where a purposive and stratified random sampling techniques were utilised to obtain One Hundred and Twenty research participants to engage in the study. The study sought to comprehend and establish how the Government of Kenya has been providing public resources in Adult and Community Education in Mombasa County. It also looked into the adult centers in Mombasa County and the limitations thereof that the management encounter in execution of adult literacy business in the communities. The level at which the management of the funding is executed will disclose how the adult and community education programs are run and managed in adult literacy centers in the communities.*

Keywords: *Public Funds Management, Adult Basic Education, Adult Learner Participation, Adult Education Centers, Mombasa County.*

1. INTRODUCTION

1.1. Background of the Study

According to various studies undertaken in Kenya disclosed that the education sector's budget, which has been increasing over the past years has been on account of introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education in 2008, this has a positive and negative implications on strategies to develop education (Odhiambo, 2010). These has made the Kenyan Government to increase the funding which is given to the education sector over the past years. The total expenditure is mostly expected to grow by 15.5 per cent from KSh 628 billion in 2022/2023 to KSh 644.4.3 billion in 2023 and 2024. Recurrent expenditures for State Departments of Basic Education, University Education; and Vocational and Technical Training was increase by 1.1, 60.8 and 2.7 per cent, respectively, in 2022 and 2023. Teachers Service Commission remains the largest beneficiary of recurrent expenditure in the Ministry of Education with expenditure expected to register a 7.3 per cent increase in years of 2022 and 2023.

The increase was mainly attributed to a new policy put in place on financing of universities based on enrolment by course. This includes the expansion of universities, financing of free primary Education (FPE) and Free Day Secondary Education (FDSE). There is also an increase in the enrolment in university education, vocational and technical training institutions. Development expenditures in the Department of Basic Education and University Education was expected to account for 46.7 per cent and 38.6 per cent respectively on the total development expenditure in the ministry in the period of 2022 and 2023. (Kenya economic survey, 2022) These efforts to devote meaningful public funding to education is justified against the backdrop that available evidence from literature review suggests a positive and significant correlation between indicators of quality education and financial allocation (Oketch & Ngware, 2012).

However, on account of the increase in government spending in the formal education sector in Kenya; other informal types of education in Kenya such as the Adult Literacy Education (ALE) has been facing a lot of multiple constraints in the management and the running of the institutions. Although,

the institutions’ encounter myriad limitations. According to World Bank (2006; 2012) in congruence with Lembani (2021), literacy and other basic skills imparted to adults and out of school youths through Non-Formal programs have both directly benefited the participants plus also indirectly by improving the family income, has a positive impact on managing family health status, the children’s educational performance in schools also improves and there is improvement on proper management of the local natural resources in their area. It is noted that effective Adult Literacy Programs contribute directly and powerfully to poverty reduction of the individuals and to their families and communities at large. The adult literacy programs mostly target the vulnerable and under- privilege, especially women and girls since it is arguably revealed that by providing education to both women and girls, it implies that the whole community benefits positively. The programs focus on delivering crucial basic literacy and numeracy skills that equip disadvantaged individuals to improve their livelihoods and quality of life. According to Lembani (2019) and World Bank (2012), Adult Basic Education (ABE) underpins and complements primary schooling and gives a second chance to those who have missed primary schooling, it also equips the parents with the knowledge on the significance of Basic Education (BE). This makes the parents to be more supportive on primary education for their children. Leading to a more and improved conditions for community involvement in formal schools.

According to Lembani (2019), affluent nations like United Kingdom, Germany, Australia and United States of America (USA), many low-income learning citizens are seen to live in the remote rural communities. Moreover, throughout the world, the rates of both poverty and of adult illiteracy are highest in rural areas. In developing countries like Kenya & Zambia, high levels of illiteracy are also seen in the rural areas as well as the low-income earners settlements in the urban settings. According to the Government of the Republic of Kenya (2007), the government places Adult and Continuing Education (ACE) on its development agenda as part of the country’s general policy of bringing about accelerated and sustainable socio-economic development. It recognizes the important role played by ACE in maximizing the human resource potential. The Kenya National Adult Literacy Survey (KNALS) which was conducted between June and August 2006 by the Kenya National Bureau of Statistics (KNBS) in collaboration with UNESCO’s Department of Adult Education (Nairobi Office) and other key partners showed that the country had a national adult literacy rate of 61.5 % and a numeracy rate of 64.5 %, indicating that more people were knowledgeable in computation than reading. The crucial finding was that on average, 38.5% (7.8 million) of the Kenyan adult population was illiterate, which is a major setback, given the central role literacy plays in national development and the empowerment of individuals to lead a fulfilling life. (Government of the Republic of Kenya, 2018). The regional disparities confirm the trend where areas that are viewed as economically well-off have a head start in terms of academic achievements compared to poor areas (Burnet, 2012; Republic of Kenya, 2017) as indicated on the figure below.

Table1. *Information on the literacy & numeracy rates for provinces by gender*

Province	Literacy			Numeracy		
	Male	Female	Total	Male	Female	Total
Nairobi	87.1	86.9	87.1	89.3	84.1	86.6
Central	75.7	71.0	73.3	81.3	76.2	78.9
Coast	72.2	57.5	65.1	76.4	60.9	68.9
Eastern	54.1	55.3	54.7	56.8	58.1	57.5
N/Eastern	12.3	4.3	8.1	13.7	5.0	9.1
Nyanza	69.6	62.4	66.0	75.2	65.0	70.0
R/Valley	60.0	53.1	56.5	65.2	55.9	60.5
Western	58.5	55.5	56.7	58.0	58.0	58.0
Total	64.3	64.3	61.5	67.3	61.4	64.6

Source: Republic of Kenya (2017). Kenya National Adult Literacy Survey (KNALS) – 2017

The Nairobi Province has a literacy rate of 87.1% for the males as compared to 86.9% for females, while North Eastern Province had 12.3 percent and 4.3% respectively. The provinces with the highest difference in literacy rates between the male and the female are Coast with 14.7 percentage points, followed by North Eastern, 8 percentage points, Nyanza, 7.2 percentage points and Rift Valley, 6.9 percentage points. On the other hand, numeracy rates recorded for Nairobi and North Eastern

Provinces are 89.3% and 13.7% for males compared to 84.1% and 5% among the females, respectively. The regions with the highest difference in numeracy rates between males and females are the same as those for literacy.

It is imperative to state that the financing adult and community education programs is based on certain considerations, as identified by Ricco 1994 and these are the following below:

- i) If the money spent on educational program is producing results needed by the individuals and organizations.
- ii) Whether the money, if spent on other activities in the same program will lead to the attainment of individual and organizational goals.
- iii) What improvements can be made to the training/educational procedures in order to reduce the costs and improve efficiency and the final outcome?
- iv) If the training given or educational programs that are offered have a direct positive impact on individuals and organizational effectiveness;

There are a number of procedures through which mechanisms for comparing costs of a function or programme with its outcomes can be viewed they include: Cost-Benefit Analysis (CBA), cost utility analysis operation research, operation analysis, cost quality analysis and cost effectiveness analysis (Hassan, 1994). The terms that are mostly focused on include cost effectiveness and cost benefit analysis. Meanwhile, cost-benefit analysis according to Akilaiya (1999), implies a systematic comparison of the magnitude of the cost and benefits of some form of investment in order to assess its economic profitability; it is used in education because of its investment nature which is expected to yield positive returns. Cost benefit analysis can be used in the following ways:

- a. To identify how allocation of resources can be done especially in financial and human resources in education.
- b. To identify the body or organisation that should finance education.
- c. To help identify a way through which the cost of education can be increased so as to also increase the rate of returns.

Notwithstanding, Boateng (2009) asserts that the costs for formal programs range from € 150 to 200 in Finland and Belgium to € 3,300 in Cyprus. In contrast, average expenditures for adult education programmes are less than € 250 in almost all European countries. Some are even less than € 100. These low costs for non-formal Adult Education (AE) programs suggest that this is due to fact that they take a very short duration of only a few hours long (Boateng 2009).

According to Voss (2007) the Danish Government enacted an act of Parliament whereby the government set aside 125 million Euros so as to boost adult and community development programs in the country and this has made Denmark to be more competitive and able to cope with the conditions of a globalized world. These shows that where there was political will on the government side then, there is a direct development that is seen in the country. Adult and community development organizations are among the financially marginalized educational institutions in Africa. (Afrik, 2000). There are constraints such as; lack of proper budget of the money that has been given to the organizations, lack of a clear transparency and accountability of the little money given by the government and donors. (Afrik, 2000).

Even so, in Kenya, Adult and Community Education (ACE) is a shared responsibility of many different service providers, the major one being the government itself followed by other organizations such as Faith based organisations (FBOs)Community-Based Organisations (CBOs), International NGOs (INGOs)and other development agencies such as; UNICEF, UNESCO, and even individuals among others. These make it difficult to determine the actual level of resources that get invested in adult learning in each one year (Lembani, 2019). The directorate of Adult and Continuing Education on average receives less than 1% of the total education budget in the nation. This is because a lot of funding is directed to free primary and now free public secondary education. Whereby the total number of educational institutions grew by 4.0% from 82,889 in 2015 to 86,180 in 2016 which was a

6.0% increase. (Kenya economic survey 2017) leading to the government to use a lot of its resources in education sector and underfunding the adult and continuing programs.

While it is unfair and injustice to compare a ministry with several sub-sectors and a department, it is worth noting that Adult and Continuing Education (ACE) as a sub-sector of education is inadequately funded, taking into consideration the magnitude of adult illiteracy and the need to exhort adults to keep learning through post-literacy and other continuing education programs. The funds allocated to ACE are used for various development programs and not limited to development of learning materials, training of personnel and payment of salaries of the teachers. In light of that, this study sought to establish the extent to which provision of these facilities influences participation rates in adult literacy centres in Nairobi County of Kenya.

1.2. Literature Review

Adult and Community Education (ACE) in Kenya has been on the country's development agenda since independence in 1963. This is seen in Sessional Paper No. 10 of 1965, whereby literacy was seen as an essential tool in fighting the societal ills such as; poverty, Climate Change's effects, Gender Based Violence (GBV), social injustice and economic welfare for all, hence necessary for sustainable development. Thus, a Board of Adult Education (BAE) was created in 1966 by an Act of Parliament, cap 223 Laws of Kenya. The Board was mandated to coordinate, regulate and advise providers and policy makers on all matters pertaining to Adult and Continuing Education (ACE) in Kenya. The core mandate for ACE rests in the Ministry of Education. However, its provision is provided for within the legislative and policy framework which guides the general education sector. Due to its heterogeneous and diverse nature, ACE is aligned to policies in other sectors beyond the mainstream education (Republic of Kenya, 2008; 2012a).

In view of that, the Kenyan Government (KG) has continuously envisaged the need to enhance and underpin adult and continuing education all throughout the years. This is noticed by the numerous government reports and sessional papers that have guided and influenced the development of education policies in the country. The most recent ones include: The free primary Education (FPE) program (2003) which is a strategy towards achievement of Education for All (EFA) with an aim of increasing literacy for adults and out-of-school youth. Sessional paper No. One of 2005 on 'A Policy Framework for Education, Training and Research' recognized ACE as a vehicle for transforming and empowerment of individuals and the society.

It is significant to state that Kenya Education Sector Support Program (KESSP) 2005 – 2010 which is a government and donor initiative for funding programs in the education sector which was meant to fulfil the MDGs and EFA goals then in Kenya recognized Adult and Continuing Education as one of its twenty- three (23) investment programs. Gender Policy in Education (2007) that underlined the need to increase participation of illiterate adults, especially women and out-of-school youth in gender equitable basic literacy and continuing adult education programs.

Howbeit, Kenya Vision 2030 (Swahili: *Ruwaza ya Kenya 2030*) is a Kenyan Development Program aiming to raise the average standard of living in Kenya to middle income by 2030. It was launched on 10th June 2008 by the former President Mwai Kibaki. It was developed through "an all-inclusive and participatory stakeholder consultative process and engagements involving Kenyans from all parts of the country," the Vision is based on three *potential pillars and these are*: Economic, Social, and Political. The Vision's adoption comes after the country's Gross Domestic Product (GDP) growth went from 0.6% in 2002 to 6.1% in 2006 under Kibaki's Economic Recovery Strategy for Wealth and Employment Creation (ERS). In light of the 'Kenya Vision 2030' Kenya endorsed that it will provide globally competitive quality education, training and research to her citizens for development and individual well-being. The overall goal in the Medium-Term Plan (MTR) is to reduce illiteracy by improving access to education and achieving 80 per cent adult literacy rate.

According to Lembani (2019) in congruence with Tsang (1993), the cost of adult literacy programs refers to the economic value of the various inputs that are used in the production of an adult who is literate. The economic value or cost of an input is measured in terms of opportunity cost, that is, the value of the input and how best it can be used. The total cost of an adult literacy program includes the whole sum of the costs of the inputs to the program. This definition of cost implies that the costs of adult literacy programs includes not only the actual expenditures on inputs by the provider of training,

but also the opportunity costs associated with ‘free’ inputs (such as donated equipment or free facilities) as well as the participants’ time and expenditures they incur as they attend the trainings.

Lembani (2020) agreed with Blomberg (1989) that no one standard scheme for classifying the costs of ACE exists across countries, this is because of the great diversities of ACE programs in terms of objectives, methods of financing, mode of training, sponsorships and method of delivery. For most applications in ACE, nonetheless, three cost classification schemes can be considered. The first one is a one-dimension classification scheme by input categories such as personnel inputs, supplies and materials inputs, equipment inputs, facilities inputs and other expenses. Each of these categories can be divided into sub-categories or items. For instance, the personnel category includes instructors, adult literacy instructor and administrators, other staff, learners, outside consultants etc. According to Lembani (2020) the equipment category includes rental of equipment and maintenance of equipment. The other-expense category may include meals, travel and incidental costs for participants and for other personnel. These input-based cost categories may be rearranged in different ways. For example, input costs may be grouped according to the source of expenditures (institutional costs and private costs), or the length of service of inputs (recurrent costs and capital costs). This scheme provides basic information for costing and planning of ACE. The second scheme is a two-dimensional method in which a cost matrix classifies costs by both input categories and sources of finance.

The common sources of financial resources include the government (or different levels of government), the sponsor, the employer-private sector, the participants and the community. Compared to the first scheme, this scheme provides additional information which is useful for financial management of adult literacy programmes. The third scheme is also a two-dimensional method in which a cost matrix classifies costs by both input categories and function of inputs (Phillips, 1983). The functional categories may include needs assessment, development, delivery and the evaluation of the program. Lembani (2020) agreed with Blomberg (1989) that this scheme is useful for program evaluation purposes. The second and third schemes are obviously superior to the first scheme in terms of understanding the financing aspect and functional aspect of resources devoted to AET respectively. In practice, variations of the first scheme are more commonly adopted because of their less-stringent information requirements. According to Tsang (1993), the total cost of adult literacy program consists of institutional costs and private costs. Institutional costs are divided into recurrent costs and capital costs. Recurrent costs are measured in terms of the expenditure by providers on both personnel and non-personnel items. Capital costs are measured in terms of annualized expenditures on buildings. Private costs consist of direct private costs and indirect private costs. Direct private costs refer to participants’ own expenditures related to training (such as fees and spending on writing supplies, transportation, etc.). Indirect private costs refer to the opportunity costs of participants’ time. The current study thus seeks to identify areas whereby public funding has been done in adult literacy programs in Mombasa County in Kenya.

1.3. Statement of the Problem

Despite the need for adult learners to engage in lifelong learning so as to improve their lives and that of the communities where they emanate from, there is generally a slow tendency of adults in Kenya to engage in lifelong learning. Some of the reasons for the low enrolment and participation has been attributed to the low status of adult education, lack of incentives, lack of teachers and community instructors, poor provision of learning & teaching materials, lack of own facilities and other resources amongst others. Although cumulatively, these factors could have led to less motivation among learners in enrolling for adult education classes (Otieno & Colclough, 2007) the aspect of inadequate funding has not been critically addressed, especially in the study of Mombasa County.

1.4. Purpose and Objectives of the Study

This study aimed at establishing the extent to which public financing of Adult Education programs has influenced access and participation rates in adult education centres in Mombasa County. The objective of this study was to assess the sufficiency of public financing of adult literacy programs in enhancing participation rates in adult literacy programs in Mombasa County, Kenya.

1.5. Theoretical Framework

This study was directed and underpinned by the Human Capital Theory. Following the work of Sakamoto and Powers (1995) and Psacharopoulos and Woodhall (1997), Human Capital Theory is anchored on the assumption that education is highly instrumental and even necessary to improve the production capacity of a population. The human capital theorists argue that an educated population is a productive population and emphasized on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability. According to Fagerlind and Saha (1997) Human Capital Theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory was consistent with the ideologies of democracy and liberal progression found in most Western societies. Who have continuously capitalized on an educated society for a better and more economic returns? Efforts to promote investment in human capital were seen to result in rapid economic growth for society. For individuals, such investment was seen to provide returns in the form of individual economic success and achievement. Even so, Human Capital Theory assumes that education determines the marginal productivity of labour and this determines earnings. Since the 1960s, it has dominated the economics, and policy and public understanding, of relations between education and work. It has become widely assumed that intellectual formation constitutes a mode of economic capital, higher education is preparation for work, and primarily education (not social background) determines graduate outcomes.

Most economists agree that it is human resources of a nation, not its capital nor its material resources that ultimately determine the character and pace of its economic and social development. Lembani (2020) in liaison with Ali et al. (2013) declared that Human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. This theory was relevant to this study as it provides a justification for public expenditure on adult education programs by highlighting the benefits of the program and therefore provides a basis on which participation in adult education programs should be exhorted by all prime stakeholders in the society.

2. RESEARCH METHODOLOGY

2.1. Research Design

The researcher employed descriptive survey design which is a process of collecting data from members of a population in order to determine the current status of the subject under investigation with respect to one or more variables (De Vos, 2013).

2.2. Target Population and Sampling

Mombasa County's main economic activities are the following: Tourism, fishing, Mining (limestone), Industry & Trade, Crop Production, Livestock Keeping and Forestry Farming. It against this background that the target population of this inquiry consisted of one (1) District Adult Education Officer, one hundred and twenty (120) adult literacy teachers and four hundred (400) learners. This means that the target population of this study was five hundred and twenty-one (521). The study used one (1) District Adult Education Officers (DAEOs) serving in the Sub-County. The study then used simple random sampling technique to select sixty (60) Adult literacy teachers out of the one hundred and twenty (120) who were involved in the study. Initially, the table for determining sample size for research activities was used. Hence, using simple random sampling technique, 20% of 400 learners, making 80 of the totals, were selected to participate in the study. The sample size for the study, therefore consisted of 1 District Adult Education Officer, 30 adult Literacy Instructors and 80Learners, making a total of 111 respondents. The sample was adequate for the nature of study adopted (Dominik et al., 2013).

2.3. Data Collection and Data Analysis

The research instruments utilized in this study were interview guides for the District Adult Education Officer, the Division Adult Education Officer and Adult Education Learners. Also, questionnaires for Adult Education Instructors and an observation tool were employed. Questionnaires were utilised because according to Mulwa (2013), they enable one to collect as much information as possible in a short time. An observation schedule will enable the researcher to obtain additional information as well as seek confirmation from the responses given by respondents (Punch, 2009). For the purpose of

this study, content validity of the instruments was checked through the pilot study where the responses given by respondents were evaluated and ambiguous items rephrased while irrelevant ones were removed out rightly. Threats to internal validity were checked through administration of the research instruments by the researcher.

According to Ali et al. (2013) in tandem with Tromp (2009) reliability of a measure refers to its reproducibility i.e. the measure’s consistency in producing similar results in different but comparable conditions. Data was processed by conducting three major activities namely; data editing, data coding and tabulation. The data was edited to identify and correct wrong entries and errors in responses, omissions and other inconsistencies. The final data was then coded and tabulated. Data analysis was done using the Statistical Package for Social Sciences (SPSS) as illustrated by Sinha (2021). Closed items were analysed using statistical analysis while open-ended items were analysed using descriptive statistics. Data was analytically presented using frequency and percentage tables.

3. FINDINGS AND DISCUSSIONS

3.1. Sufficiency of Public Financing of the Adult Literacy Centers

The study sought to establish if the funds given to the programs is adequate to manage the adult literacy programs and if the public funds have a nexus with the number of adult learners who have enrolled in the programs and their retention rates.

Table2. *The findings are presented in Table 2. Allocations and Projected Expenditures of Adult Education centres.*

Catchment Area financed	Gok(kshs)	Other sources	Projected expenditure	Variance (Kshs)
Adult Literacy CenterOne	35,000	8,000	82000	-47,000
Adult Literacy Center Two	42,000	5,000	140000	-93,000
Adult Literacy Center Three	37000	6,000	120000	-77,000
Adult Literacy Center Four	54,000	15,000	156,000	-87,000
Adult Literacy CenterFive	44,000	12,000	135000	-79,000
Grand Total:	212,000	46,000	633,000	-375000

Source: *Field data.*

The findings on Table 2 above depict that all the 5 Adult Literacy Center received public funding from the government. Unfortunately the money given by the government fell below the projected budgets of the centres. For instance, Adult Literacy Centre two had a deficit of Kshs 93,000, Adult Literacy Centre three had a deficit of Ksh 77, 000. Adult Literacy Centre Four Ksh 87,000 and Adult Literacy Centre five Ksh 79,000. The total number of the funding in all the 5 Adult Literacy Centres that were sampled for the study depicts that there was a deficit of Ksh 375,000 (Names of Adult Literacy Centres withheld for confidentiality purposes). These findings were an indication that public funds channelled directly to centres are inadequate in financing the operations of adult education programs in Mombasa County. Adult Literacy Instructors who were interviewed disclosed that some of the money that is received was used for the construction of classrooms and buying of furniture to be used by the learners. The money was also used to make teaching and learning materials so that they are used in the learning process. The Adult Literacy Centers that did not have their own classrooms and furniture recorded a low enrolment and retention of the adult learners. This is because the learners indicated that they were not comfortable using the secondary and even primary schools as their centres for learning. Funds that were received from the National Aids Control Council were used to initiate testing and counselling for the learners in the centres as most of the centres provided more services than just basic literacy education. The women enterprise fund also gave some funds that assisted the learners to start Income Generating Projects (IGPs). This motivated them to continue with the program and even motivate more adult learners to enrol in the adult literacy programs. The centers that started to build their own classrooms felt that the funds were not sufficient to procure furniture and other facilities like chairs and tables for their utilization in adult literacy centers.

The public funding was still not ample to fully complete the construction of the classrooms and washrooms for their use. They added that the classrooms were half-complete, thus dusty and uncomfortable to be used. On account of insufficient public funds, the Instructors disclosed that teaching and learning resources were not adequate and indicated that they were not enough for

effective learning process to be conducted. The adult literacy centers lacked adequate funds to finance daily operations. The Adult Instructors revealed the low salaries that they got on monthly basis. It was also noted that some of the teachers were mere volunteers in adult literacy centers who later left when they found other well-paying engagements. All these made the adult education programs to be of demotivation and unattractive to the residents, leading to low enrolment and retention rates of the learners in almost all the visited centers. The District Adult Education Officer also revealed that the public funds were not sufficient making the operations of the adult literacy programs to be challenging in Mombasa County.

Table3. *Sufficiency of Public Funding &Enrolment and Retention Rate*

Effects of Public funding	frequency	Percentage %
Sufficient public funding to start IGPs for the learners acts as an incentive for learners to enrol and remain in the program.	72	82
Sufficient public funding enables adult education instructors to enrol to teach and remain in the program.	40	68
Sufficient public funding makes teaching and learning materials available for learners to remain and enrol in the program.	40	66
Sufficient public funding enables the provision of physical facilities e.g. infrastructure for the enrolment of adult learners on the program.	80	72
Sufficient public funding enables for the support of the adult learning process by both the learners and the Kenyan Government	80	70

Source: *Field data.*

Table 3. depicts and revealed that the provision of public resources dictates availability of Start-Up Capital for IGPs which make adult Learners to enrol and remain on the program. This works as a motivational factor for learners to really like and enrol in astronomical numbers into the adult learning centers. Which according to the study that was conducted was 82%. Provision of public resources dictates the teaching and learning materials’ provision and availability leading to the enrolment and retention of the adult learners which was at 66%. Provision of public financial resources determines the availability of physical facilities enrolment and retention of the adult learners in the programs this led to high retention rate of the learners it was 72%. Provision of public funds enables the support of the learning process by both the learners and the government adult education learners to enrol and remain in the programme which was at 70%. Sufficiency of public financial funds dictates the delivery of ample adult education instructors, thus enrolment and retention which was standing at 68%.

These findings disclosed that the provision of sufficiency of public financial resources to Adult Education programs in Mombasa County stage played a major role in improving enrolment and retention rates as it magnifies the provision of facilities needed by the adult literacy program, facilitation of awareness campaigns and provision of incentives for adult learners which stimulate them to join and remain on the adult literacy program. Most of adult learners could be discouraged from participating in the program if learning environment is not conducive (Lembani, 2019).

4. CONCLUSION

This study explored the level of sufficiency of current public sources in facilitating access and participation in adult education centres in Mombasa County in Kenya. The study findings pointed to the conclusion that public financial funds allocated to adult literacy centers were not enough in financing the operations of adult education programs in the community.

This has made adult education programs seemingly not stimulating and ultimately leading to low enrolment, participation and retention rates. The emphasis pressed by the Ministry of Education that adult education centers be provided with facilities instead of being given funds has reduced the program be perceived only for those who cannot read or write, hence making the adult literacy programs to be branded as centers for the illiterate people in Mombasa County in Kenya. Besides, the study revealed that there are public financing agencies that dictate to adult literacy centers the areas in which the public funds should be used and this is leading to a situation where funds are directed to less crucial priorities.

Even so, the procrastination in the disbursement of public resources for Adult Education programs is also a bottle-neck which led to procrastination in the implementation of adult literacy projects, this ultimately lead to discourage many adult education learners from participating in the programs.

RECOMMENDATIONS

The findings of this study infers to the following recommendations which the Government of the Republic of Kenya must put into consideration in congruence with the Kenya Vision 2030 (Swahili: *Ruwaza ya Kenya 2030*):

- i) The government in collaboration with other funding and development agents of adult literacy education programs should fund the programs efficiently so that the programs can be attractive to the adult learners. Besides, the government and other agencies should market adult literacy programs to the general public through the public media so that the general public can get to know of the programs proffered and what is offered in the centres and they can get to know the adult literacy centers in their proximity where they reside as this was discovered to be a gap during the research.
- ii) The government together with other funding institutions should provide the financial resources and then monitor and audit how the funds were utilised and not dictating how the money is to be used by the adult literacy centers in the county.
- iii) The government with its stakeholders must conduct needs assessment of the adult learners in the programs in Mombasa. This will act as a yard-stick to the Public Funders so that they can get to know urgent matters to be addressed in the adult literacy programs and also how to budget for the present financial resources in a more efficient manner. Thus, this can make adult literacy programs more stimulating to the learners.
- iv) Considering the fact that the financial resources allocated to the adult literacy programs are not adequate, the government should deliberately work towards increasing the funding given to the adult literacy programs as they are as crucial as the other education institutions in the country. This will lead to more enrolment and retention of the adult learners in the programs across Mombasa County.
- v) The Board of Adult and Community Education should expand its access and also to assess quality education provided to the adult learners so as to put up with the desirable and specific skills. This will also ensure that the government is aware of what is taking place in all the adult centers in the country. This can result into high enrolment and retention rate of the adult learners countrywide, besides Mombasa County.
- vi) The adult literacy programs to have adequate, qualified and competent staff to enable it achieve its mandate of providing adult and continuing education to all the adult learners in Mombasa. It will ultimately lead to high enrolment and retention of the adult learners in literacy centers.
- vii) The government must formulate a policy that dictates to Mombasa County and other government initiatives like the Constituency Development Funds and Local Authority Transfer Fund to underpin adult and continuing programs in counties. This will ultimately make adult literacy centers to be more stimulating to the would-be adult literacy learners countrywide.
- viii) The Government of the Republic of Kenya must recruit adequate Adult Education Instructors so as to provide knowledge and information to the adult learners. This will lead to a high enrolment and retention rate of the adult learners.
- ix) The Government of the Republic of Kenya must equip the Adult Education Centers with adequate learning infrastructure, teaching and learning materials country-wide so as to motivate the learners as lack thereof was noted to be the driver of demotivation by both the adult learners and the Instructors in the service delivery.

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