

**CHALLENGES FACING THE SUSTAINABILITY OF ADULT AND
CONTINUING EDUCATION PROGRAMMES IN KENYA, A CASE OF
NAKURU NORTH DISTRICT, NAKURU COUNTY, KENYA.**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT FOR
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2012

DECLARATION

This is my original work and has not been submitted in any University for any award

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DEDICATION

wish to dedicate this work to my dear mother, Jane and the rest of my family for their unending support, love, encouragement and inspiration throughout the development of this research project

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ABBREVIATIONS AND ACRONYMS

ABET	: Adult Basic Education and Training
ACE	: Adult and Continuing Education
BAE	: Board of Adult Education
CBOs	: Community Based Organizations
CEEP	: Community Education and Extension programmes
CONFINTEA	: International Conference on Adult Education
CSOs	: Civil Society Based Organizations
DACE	: Directorate of Adult and Continuing Education
DAEO	: District Adult Education Officer
DEMA	: Decentralization of Education Management
ECDE	: Early Childhood and Development Education
FBOs	: Faith Based Organizations
GOK	: Government of Kenya
KESSP	: Kenya Education Support Sector Program
KESSEP	: Kenya Education Support Sector
KNBS	: Kenya National Bureau of Statistics
KNEC	: Kenya National Examination Council
KNLS	: Kenya National Literacy Survey
MOE	: Ministry of Education
MOEST	: Ministry of Education, Science and Technology
NGOs	: Non Governmental Organizations

ABSTRACT

The study sought to investigate the challenges facing the sustainability of ACE Programmes in Kenya. The study was carried out in Nakuru North District in Nakuru County. The challenges investigated in the study included: availability of teaching personnel, availability of teaching-learning facilities, Adult learner economic background and Adult learner socio-cultural background which formed the independent variables of the study. Policy implementation by both the National and County governments was the moderating variable. The study covered an extensive literature review of the challenges facing ACE programmes in the various regions of the world, the African continent and in Kenya. Most research studies reveal a lack of enthusiasm by most Governments of the world, in their efforts to promote and enhance the sustainability of ACE programmes as evidenced in the perpetual lack of ACE policies or where they exist, execution and implementation has remained lackluster. The study adopted the use of descriptive Survey Research design and data was collected using semi- structured interviews with the Provincial and District Adult and Continuing Education officers in Nakuru County and structured Questionnaires for the learners, teachers, and administrators in the various Adult Education Centers in Nakuru North District. The respondents were chosen using the purposive and simple random sampling techniques and data collected was analyzed using Descriptive statistics such as frequency counts and percentages and presented in the form of Tables. The study established that availability of teaching personnel, availability of teaching-learning resources, adult learner economic background and adult learner socio-cultural background significantly affected the sustainability of ACE programmes. Demographic characteristics of the respondents were found to have a huge impact on the sustainability of the ACE programmes in the District as well. Most adult learners for instance were mainly women with many centers having as few as two male adult learners. The findings generally revealed a low participation rate of the learners in the ACE programmes marked by frequent absenteeism and high drop-out rates which were attributed to the socio-cultural and economic factors as well as the uncondusive teaching and learning environment and inadequate adult teachers. Following these research findings, several recommendations were made to enhance the sustainability of the ACE programmes such as construction of ACE centers for adult learners far away from Primary and Nursery schools and churches so as to enhance the adult learners' privacy.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Adult and Continuing Education Programmes (ACE) play a very crucial role in the development aspect of any society. They are widely recognized as a powerful tool for eradicating adult illiteracy, reducing poverty and attaining the Millennium Development Goals (MDGs). They provide basic Education and training opportunities to adults and out of school youth, aged fifteen years and above, who have either missed out on formal education in their childhood or for one reason or another, dropped out of school before attaining sustainable levels.

Despite their significance in Kenya's National development, ACE programmes have continued to face regression, stagnation or even erosion in most areas since the mid 1980s. According to recent research findings, ACE programmes still lag much behind what is needed, in respect to employability and an active citizenship, not just in Kenya but in most countries. (Hinzen, 2007) for instance points out that Adult Education provision in most countries is neither sufficient in quantity nor in quality and that related statistics are also limited in scope and often outdated.

The ACE Programmes in Kenya date back to the coming of Arab traders, European missionaries and explorers as well as the colonial officials in the late nineteenth Century who taught the adult converts industrial skills such as carpentry and masonry in addition to literacy, numeracy and agricultural skills, so as to have a skilled labor force. ((Ministry of Gender, Labor and Social Development, (2008). The program reached its near climax in 1979 with the launch of the National mass literacy program, before beginning a downward trend that almost saw its collapse until the recent interventions.

One of the key challenges has been the lack of coherent strategies, regulations and a policy to guide its operations. The Department of Adult Education (DAE) had for instance been placed in the Ministry of Gender, Labor and Social development instead of the Ministry of Education (MOE) thus denying it a direct vote as a mainstream activity of the ministry as well as the professional support and leadership that has contributed to the relative success of both the primary and secondary schools education programmes. The Government of Kenya

(GOK) however, now has a clear policy on Adult and Continuing Education since June 2010, (BAE Act Cap 223 laws of Kenya).

The policy now provides for among other things guidance, co-ordination and facilitation of strategic planning which consequently enables easier identification and mobilization of resources for ACE programmes. The Directorate of Adult and Continuing Education (DACE) has also been transferred from the Ministry of Gender, Sports, Culture and Social services to the Ministry of Education (MOE). The Directorate is headed by a Director, assisted by several Deputy Directors as well as the Provincial, District and Divisional ACE Advisory Committees and the class committees.

The ACE Programmes in Kenya incorporate the Literacy programs, both Basic and the Post literacy programmes that help create a reading culture and ensure retention, improvement and application of the basic knowledge, attitudes and skills. The Adult and Continuing Education (ACE) and Community Education and Extension Programmes (CEEP) form the other types and seek to improve the knowledge, vocational and Technical skills of both the literate and illiterate adults and youth.

The GOK, additionally, collaborates with various providers and stakeholders to mobilize resources and other efforts in the successful provision of ACE services such as NGOs, CSOs, FBOs and CBOs as well as participating in local and international charters and forums that recognize Education as a fundamental human right to improve ACE programmes such as the World Declaration on Education For All, (EFA) (Jomtien, Thailand, 1990)

1.2 Statement of the Problem

Generally, not much research has been done in the area of ACE programmes in Kenya just as in other parts of the world. According to (Carron, 1990) Adult literacy has been a neglected area in terms of data collection and research, so much that finding even precise information about simple facts like the number of enrolled adults or instructors has been difficult in most cases. The few studies done however, indicate a lack of genuine commitment and seriousness in the recognition and actual implementation of the programmes to the extent they are not achieving the goal of adult literacy.

One major recent research activity done in the area for instance is the National Adult Literacy Survey conducted in 2007, to establish the magnitude levels and distribution of adult literacy

obtain comprehensive data and information about the ACE programmes and identify key issues of concern to be addressed in the provision of ACE programmes. The report revealed not only high adult illiteracy levels in the country (7.8 million youth and adults in Kenya are illiterate), but that there was a general decline in the support of ACE programmes, evidenced in the low enrolment, participation and awareness (KNALS, 2007)

Another survey, 'The Economic survey 1997-2007' revealed too, that the total number of adults enrolled in adult classes between 1997 and 2006 had remained consistently low and although it pointed out a noticeable significant increase between 2005 and 2006, the trend remained at most, inconsistent. In yet another study titled 'The Development and State of Art of Adult Learning and Education in Kenya (2008), high adult illiteracy, poor quality and low participation in, and visibility of the ACE programmes were again reported. 'The Executive Summary of Validation Conference on ACE programmes' that followed soon after, at the Kenya School of Monetary Studies in 2008 also ended up just sharing information on the achievements, general status and depth of youth and adult learning in Kenya.

In Another recent study done in Kakamega district by Masinde Muliro University of Science and Technology titled 'Adult Education Learners' Recruitment: Challenges and Prospects of Re-engineered Access to Adult Education in Kenya'(2009), declining enrolment and low participation in the ACE programmes were reported amidst the high adult illiteracy levels in the district. Statistics given by (MOEST, 2005 and Mulama, 2011), confirm the above findings. In the reports, it is noted that the enrolment in the ACE programmes in 1979 when the National literacy Campaign was launched, stood at 415, 074 but by 2001, it had dropped to 93,052. Similarly, teachers serving on full time basis then, were 3000 while those employed on part-time basis totaled about 5,000 but today, only 1,950 are serving on full time basis while 2,000 are serving on a temporary basis.

Nakuru North district for instance, which started off in 2009 with 17 centers, over one thousand adult learners, and about twenty teachers, now has only 531 adult learners, eleven centers and eleven adult educators in a district made up of 12 locations and 29 sub- locations, yet adult literacy level still remains at 68%, much lower than the nationally acceptable literacy level of 72%. From the above data, it is clear that ACE programmes in Kenya have not been accorded their rightful place and continue to witness an inconsistent and fluctuating and downward trend, so much that one wonders whether they are sustainable or not.

Most Previous studies have however tended to concentrate more, either on the functionality of the literacy programs and their impacts on the social, political and economic spheres or dwelt on one aspect of the ACE programmes, such as challenges facing adult teachers or adult learners, hence very little has been done to confront the challenges facing the implementation of the ACE programmes as a whole and much fewer or even none at all, on the sustainability of the programmes. This study therefore sought to establish the challenges facing the sustainability of the ACE programmes in Kenya.

1.3 Purpose of the study

The purpose of this study was to identify and investigate the challenges facing the sustainability of the Adult and Continuing Education Programmes in the Nakuru North District, Nakuru County- Kenya.

1.4 Research objectives

The study was guided by the following objectives:

- i) To assess the extent to which availability of teaching personnel is a challenge to the sustainability of the ACE programmes in Nakuru North District.
- ii) To establish how availability of teaching-learning facilities is a challenge to the sustainability of the ACE programmes in Nakuru North District.
- iii) To investigate the extent to which Adult learner economic background is a challenge to the sustainability of the ACE programmes in Nakuru North District.
- iv) To determine how Adult learner socio-cultural background, is a challenge to the sustainability of the ACE programmes in Nakuru North District.

1.5 Research questions

Research questions for the study were:

- I) To what extent does availability of teaching personnel affect the sustainability of the ACE programmes in Nakuru North District?
- II) How is availability of teaching- learning facilities a challenge to the sustainability of the ACE programmes in Nakuru North District?
- III) In what ways is the Adult learner economic background a challenge to the sustainability of the ACE programmes in Nakuru North District?
- IV) To what extent are the Adult learner socio-cultural background a challenge to the sustainability of the ACE Programmes in Nakuru North District?

1.6 Significance of the study

The Research findings will be very useful to the County leadership, and to the other providers of the ACE programmes in Nakuru county such as the FBOs, CBOs, CSOs, and NGOs to, not only understand the crucial role and essence of ACE in the development of the county, but to come up with strategies that will improve and enhance the performance of programmes in the county as well.

1.7 Limitation of the study/scope

The study was carried out during the heavy rains' season of March/May in the majorly agricultural district, thus most learners were involved in farming activities while others were simply held back from the ACE centers due to the bad weather associated with the cold season. To overcome this research difficulty, the researcher with the help of the adult teachers managed to trace the learners to their homes and administered the questionnaires.

Some respondents were not willing to yield information relevant to the study mainly because of attitude-related factors in regard to ACE programmes, for instance, some did not wish to be known to be participating in the programmes. This was overcome by the researcher assuring the respondents of confidentiality and not exploring personal details of the respondents.

1.8 Delimitation of the study

The study was delimited to the Nakuru North district- Nakuru County, sampled out based on the vast diversity of variables in terms of population distribution patterns and Socio-economic factors among others. The data collection instruments were mainly delimited to the use of self-administered questionnaires with oral interviews on a very limited scale basically with the ACE officials at the District and Provincial headquarters.

1.9 Basic assumptions

The study was based on the assumption that the target population under study will be willing to yield information and will co-operate with the researcher to a relatively high degree.

It is also assumed that the sample size represented the population of the County and that the data collection instruments had the validity and were measuring the desired constructs.

1.10 Definition of the significant terms

Adult – In this study, an adult will refer to any persons aged 15 years and above.

Adult and Continuing Education- Adult Education refers to the Education of persons aged 15 years and above who missed out on the Formal Education system, or for one reason or another dropped out of the mainstream formal Education system.

Sustainability of ACE programmes- Refers to the maintenance of the pomp, vigor, and vibe within the ACE programmes such as high enrolments and participation of adult learners.

Private ACE classes- They refer to ACE classes organized for some adult learners who are interested in participating in the ACE programmes but far away from the glare of the public and so attend the programmes either at night or in their homes.

1.11 organization of the study

This study comprises five chapters and an appendices section. Chapter one contains the background to the study, statement of the problem, research objectives and questions, the significance of the study, assumptions, limitations and delimitation as well as the definition of significant terms.

Chapter two contains a comprehensive literature review of past research regarding adult and continuing education programmes and the accompanying challenges. The chapter also contains a theoretical and conceptual framework as well as a summary and a gaps' section from the literature review.

Chapter three comprises a description of the research methodology thus contains information on the research design, sampling techniques as well as information on data collection, analysis and presentation methods. The chapter also covers a section on the operational definition of variables.

Chapters four contains the presentation, interpretation and discussion of findings while chapter five contains the summary of the findings, conclusions of the findings and the research recommendations and suggestions for further studies and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the systematic identification, determination and analysis of previous studies done, regarding the challenges facing the sustainability of ACE programmes on the global perspective, Africa in general and Kenya in particular, with a view to understanding the various approaches as well as stimulating new ideas about the study area. The review covers several arguments and views postulated by various researchers across the world regarding the challenges of ACE sustainability such as policy matters, socio-cultural and economic challenges among others

2.2 Challenges of ACE programmes in the world

Most previous research done in the ACE area reveal that the governance of the programmes has not been developed globally hence, the divided policy discourse between the 'North' and the 'South' regarding the provision of ACE programmes. Many Country reports since 1997, for instance, reveal that very few countries have specific legislation that sets out the aims and regulating principles of ACE programmes, while others have not even prioritized ACE programmes in their educational and social policies (UNESCO, 2003). The 2002 conference on Adult Education in Sofia (Spain), for instance ascribed ACE challenges to lack of policy frameworks and structures required to advance the requirement of the programmes, (Rue de la Concorde 60, 2006).

The absence of the targets of ACE programmes among the Millennium Development Goals (MDGs) 2000, were also widely perceived to have signaled their low policy importance at the global level (Ouane, 2009). The convening of the international conferences on Adult Education (CONFINTEA 1- VI) since 1949 and especially the CONFINTEA VI conference held in December, 2009 in Belem, Brazil have however, re-affirmed and underscored the right of adults to basic education and skills, therefore resulting in the re-awakening and rejuvenated vigor in matters of Adult Education. Many countries have thus undertaken policy reviews among other things, as a measure to enhance the role of Adult Education in their countries' development.

Awareness of the key role of Adult Education has therefore increased in the majority of European countries. Out of the 27 plus European Union Member states, 17 countries have

adopted ACE strategies and virtually all countries in the region have a policy on ACE especially in countries like Denmark, Iceland, Norway, Sweden and the United Kingdom. (Ouane, 2009). The participation rate for Adults in the program is reported to have been at 9.7% in 2007, having increased from a paltry 7.15% in 2000. In Ireland, the government developed the White Paper on Adult Education in 2000 and also established a forum of Adult Education Practitioners through the National Adult Learning Council (NALC).

In Asia, the Philippines' Alternative Learning System (ALS) and Thailand's National Education Act of Basic Education 2542 (1999), for instance, strive to make Non-formal Education more inclusive and integrated into lifelong learning (Ouane, 2009). The Republic of Korea has also implemented a lifelong Education Strategy in order to build a learning society where all citizens may find adequate learning opportunities in any place and at any time. (Ouane, 2009). According to (UNESCO, 2008), China has been continuously increasing its financial expenditure on Education and adopting a series of Educational laws that have guaranteed a healthy development of the ACE Programmes.

Despite these many gains especially after CONFINTEA V and VI conferences, there are still low overall rates of participation, inappropriately trained and underpaid adult educators and inequity of ACE provision in terms of gender, geographical location, age and socio-economic status, in most countries. According to (UNESCO, 2003), there is a noticeable tendency to under-invest in ACE programmes in many countries. In India for instance, the launch of National Adult Education program in 1978 ran aground due to demotivated learners and lack of interest in the programme by teachers. Singh, (1999) therefore observes that only when Adult learning is seen, assessed and evaluated as an Economic and Social investment will appropriate financing policies be possible.

2.3 Challenges of ACE in Africa

The successful completion of the CONFINTEAVI conference did result in policy reviews in most African countries as well. Majority have adopted elaborate ACE policies as part of their National development strategies even though the sector rarely receives more than 5% of the National Education budgets. The African Union (AU) has proposed a well balanced comprehensive strategy which pays proper attention to issues of ACE programmes. Benin for instance launched a National Policy on Adult Education that contained the new vision, mission, objectives, strategies and resources needed to reach the defined goal. (Ouane, 2009).

Burkina Faso too has a policy that includes a poverty reduction strategy paper revised in 2003. In its ten-year plan on education, one of the objectives is to promote literacy and Non-formal education (Ouane, 2009).

The resurgence of ACE programmes in the development programs of most African countries in the past 15 years has however been weak. Some do not still have clear policies on ACE Programs such as the Democratic Republic of Congo (DRC). In Cameroon for instance, there is no clearly defined law on Adult Education but has related laws passed from 2004 to 2007 to cover literacy and professional training. In Nigeria, (Moja, 2000) singles out the problem of poor implementation of policy as having contributed to the failure of Education in assisting in the social and economic development of the country.

Nnazov (2005) observes a shortage of qualified ACE teachers in most countries and asserts that it is common in developing countries for Adult Education Courses to be taught by teachers without Adult Education Training. Hinzen, (2007) also laments that most countries have legislation for Primary and Secondary schools as well as higher Education and usually, there is financial provision though often not high enough. The same however cannot be said of ACE as most countries have neither policies nor legislation for the programme and even more so often, only meagre finances are available for the sector.

2.4 Challenges of ACE in Kenya

The popularity of ACE programmes in Kenya started eroding way back in the mid 1980s especially when the Government started putting emphasis on Formal basic Education at the expense of the ACE programmes. Education for children, especially the poor ones was perceived by the Government as more important than the Education of their parents thus necessitating a competition over resources between the two sectors that started a downward trend in the provision of the ACE programmes. The fact that formal schooling is an unquestionable priority in the Education sector does not justify ACE programmes being left out.

According to (Seya, 2005), to make children to compete with their parents in the Education process is dangerous as it may create a break between two entities that are mutually dependent. In any case, it is the adults that experience poverty which research has positively linked with illiteracy, hence failure to enhance the education of the adults, only compounds the vicious cycle of illiteracy as they may unlikely be able to support their children's

education. The Government, (Mulama, 2011) observes, lays too much emphasis on the Universal Primary Education (UPE), Free Primary Education (FPE) as well as the Girl-child Education while marginalizing the illiterate adult that is also in urgent need of Educational assistance. The country therefore continues to witness rising levels of Adult illiteracy.

The 1999 population census for instance, estimated that there were 4.2 million illiterate adults in the country, 60% of whom were women. The Human Development Report published in 2004 by the United Nations Development Program (UNDP), similarly pointed out that close to 16% of Kenya's adults are illiterate with 80% of them being women. A recent survey- the Kenya National Adult literacy Survey (KNALS) - conducted between June and August 2006 by the Kenya National Bureau of Statistics (KNBS), also reported very high Adult illiteracy approximated at 7.8 million young people and adults. This does not augur well for a country that wishes to industrialize by the year 2030 especially that research findings have shown that the mothers' literacy levels influence the education of their children

Not Only has enrolment in Adult literacy programs in Kenya been declining steadily, but the programmes have lost their original vibe and become so low keyed that even the providers of the programmes have either pulled out or withheld their services. The acute shortage of ACE teachers for instance is an issue of concern as it undermines the effective promotion of literacy and adult education in the country. Most research also points to low budgetary allocation devoted to ACE programmes, suggesting the low priority given to ACE programmes. Owing to the participation of a variety of providers in the programmes, there is need for proper monitoring and co-ordination to ensure quality but from National Report of Kenya on Adult education of 2008, this is lacking. The report notes the difficulty to even determine the actual level of resources invested in the programmes in any one year

2.5 Challenges facing ACE sustainability in Nakuru North District

The challenges facing the sustainability of ACE programmes in Nakuru North District are discussed as per the Research objectives of the study as follows;

2.5.1 Availability of teaching personnel and sustainability of the ACE programmes

Full time teachers, studies have shown, stabilize any education program and contribute heavily in the mobilization and participation of learners. However, findings from the (KNALS, 2007) reveal a 40% decline in adult teacher recruitment as well as a high turnover

of teachers thus hindering access to the ACE programmes. Those who left service either on early retirement, new opportunities, retrenchment or even death have not been replaced. Karan, (1996) for instance attributes the declining enrolment in Adult Education to the inability to recruit adequate and qualified teachers. Majority of the teachers currently serving are either self help or part-time who are paid a token for volunteering to teach adults. They are poorly remunerated, lack essential skills and mostly come from the rank of retired teachers or O-level Form four school leavers. (Kebathi, 2008).

Even the foreign funded Education services, (Singh, 1999) observes, are sometimes also delivered by unpaid volunteers such as students and activists who may or may not have the professional training required for the job. A UNESCO Report on Adult Education of 2005 sums up these in its observation that Adult Educators are inappropriately trained, hold minimal qualifications, are underpaid and work in educationally unfavourable conditions. This has prompted outbursts from many education activists, for instance, (Mulama, 2011) asserts that it is a mockery of justice to have only a handful of teachers to cater for the millions of adults, as with no teachers, learners may not see the reason for attending classes.

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

2.5.2 Availability of teaching-learning facilities and the sustainability of the ACE programmes

Teaching and Learning materials have long been established as great facilitators of learning at all levels of education, ACE programmes included. According to (Moulali, 2005), the quality of Education process at all levels is enhanced by the availability of teaching and learning materials such as textbooks, teachers' guides as well as physical facilities. Moja,

(2005) also points out that poor conditions of buildings due to lack of maintenance and repair may cause brain drain of teaching and administrative personnel out of the Education Sector or even worse, contribute to high Adult learner drop-outs from school.

Most Previous studies indicate a lack of seriousness in ACE provision especially in equipping the centers with the necessary materials to enhance a conducive learning environment. Kebathi (2008) points out that Adult learning centers lack adequate and relevant teaching and learning materials and that most of the learning venues are community owned places such as public schools, churches, mosques and halls. The furniture in these centers is also inappropriate. This may de-motivate the learners and result in absenteeism or even drop-outs.

The Lack of, or inadequacy of physical and instructional facilities in government owned Adult Education training centers, (Nnazov, 2005) observes, is indicative of neglect or the marginal status of Adult Education. This mainly is due to the low amounts of budgetary resources devoted to ACE programmes that are insufficient to cater for all the needs. The UNESCO report on the quality of education of 2006 pointed out that there is a noticeable tendency to under-invest in ACE programmes across many nations of the world. (Rue de la Concorde 60, 2006) for instance asserts that if public subsidies to individual learners are restricted to formal Education or vocational training, then, there is a danger that general Adult Education will be considerably weakened.

2.5.3 Adult learner economic background and sustainability of ACE programmes

Adult learners, as already mentioned elsewhere in the study come from various backgrounds that affect their participation in the ACE programmes. Karan, (1996) for instance blames a decline in Adult literacy enrolment in Kenya on Socio-economic factors which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. Government statistics in Kenya for instance indicate that 54% of Kenyans live below the poverty line of a dollar per day. In Nakuru County alone, the poverty levels, according to the Kenya 2009 population and Housing Census are 41% in the urban areas and 45% in the rural areas for people.

High poverty levels usually create very unique challenges to the success of any education program. They affect the attendance rate of the learners, the quality of instruction given as well as basic resource availability. According to (UNESCO, 2008), countries with the poorer literacy rates also have higher poverty levels and the worse the social situation; the less likely people are able to take part in Adult Education (Rue de la Concorde 60, 2006). A recent report by UNESCO, 2006 on Adult illiteracy, Brain Architecture and empowerment of the poor for instance revealed that high poverty levels have adverse effects on the health of the poor and this may compound schooling. Drinking contaminated water, Iodine deficiency and depression commonly associated with the poor was shown to result into reduced intelligence and impaired visual motor functions that may result to drop-outs or lack of participation in ACE programmes by many adults.

Families from low socio-economic status' communities, Graham and Walsh, (1996) observe, are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs which negatively impacts their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities.

This situation, according to (UNESCO, 2005) is compounded by the increasing number of female headed households which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves. According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ACE classes. This is because the cost of living may be too high considering costs like transport, child care and course fees among others.

Poverty reduction is therefore a vitally important component of the ACE policy that must stand alongside political commitment, economic and community development as it is the integrated multi-agency approach that will build sustainable futures (Bagheri, 2009). Improving overall educational provision accessible to the poor therefore involves re-prioritizing expenditure patterns in the sector with increased allocation, not just to basic education but also to informal Adult Education and literacy programmes (Oxaal, 1997).

2.5.4 Adult learner socio-cultural background and the sustainability of ACE programmes

The Kenyan population comprises many ethnic groups which imply many different socio-cultural differences that may impact on the provision of ACE programmes negatively. High quality education, according to (UNESCO, 2006), implies an environment that actively seeks out learners and assists them to learn using a wide range of modalities and one that recognizes that learning is linked to experience, language and cultural practices, gifts, traits and interests. It is for this reasons that (Graham and Walsh, 1996) urged that Adult Education teachers need to understand the students and their motives for attending the classes. This is because adults return to school while at the same time maintaining responsibilities such as businesses and family. They also have prior experiences with previous schooling hence understanding the diversity of their motivation can be the first step towards designing an effective methodology of teaching them.

One of these socio-cultural considerations includes family responsibilities such as collecting firewood, fetching water and care for the children which mainly affect women. Adult learners have multiple non-school related commitments and responsibilities that they must also attend to while pursuing their educational goals and this can be quite frustrating leading to drop outs from the adult literacy classes. These commitments, according to (Timarong et al, 2003) may also affect their retention capacity in school. Women for instance, will most likely be excluded from taking part in adult learning because of the double stress they encounter as workers and care takers for their families and children, hence lack sufficient time to attend school (Hinzen, 2007).

This is a very likely scenario in Kenya, given that women in most cultural societies bear the burden of fending for their families including even the construction of shelters. The requirement therefore for women to attend classes regularly, may hamper those women with heavy workloads who lack time and energy (Oxaal, 1997). However, although many have disrupted lives and may be unable to commit themselves to regular and sustained learning programmes, adult learners at any age, can learn and succeed in their pursuits if they are afforded the opportunity, assistance and support that they need especially from the adult educators.

Another aspect is adult learner attitudes to ACE programmes. According to (Oxaal, 1997) the perception by learners of ACE programmes as inferior to formal schooling may lead to

reduced access to further education and jobs despite the suitable qualifications. The programmes are associated with failures that could not access formal education hence many current and potential adult learners have a very low opinion of the programmes. A recent illiteracy survey in Teso County of Kenya, for instance, revealed an alarming 67% of the illiteracy rate and the main contributors to the escalating rates were reported as male. This is because, out of 1,148 learners registered for adult literacy classes, only 400 were men yet the illiteracy rate remained too high. (Olimere, 2011)

Some illiterate adults, according to (MOEST, 2005) also feel shy and are too stigmatized and embarrassed even to reveal their true literacy standards. Bradley and Goldman (1996) observe that in returning to school, adults feel they are relinquishing aspects of their adulthood roles and regressing to a former, and in many ways inferior status. There is therefore a sense in which they are going backwards in order to move forward. Some had left school under very unpleasant circumstances hence bring with them such emotional baggage such as fears, insecurities, self doubts and so forth.

Other socio-cultural factors having a bearing on ACE programmes include the language adopted as a medium of instruction. According to (UNESCO, 2006), learning opportunities are best when offered in the language which the learners feel most comfortable to express themselves and convey information and ideas. This poses a heavy challenge especially in a multi-lingual society as the case of Kenya may be. Culture therefore as (Behjat, 2007) observes, permeates learning hence in designing instructional environments, serious consideration must be given to the social and cultural dimension of the design and structuring of instructional materials and communication channels in order to cater for the culturally diverse learners.

2.5.5 Policy implementation by the Government and sustainability of ACE programmes

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

extent if a county is not earnestly committed to a sustainable and coherent ACE policy, purposefully articulated within its development goals.

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

Other researchers however argue that enshrining Principles and regulations in law do not necessarily achieve the intended results, rather, sustained political will and effective partnership is needed to convert the intentions into practice. Kenya like many other countries of the world for instance has adopted a devolved government that enhances management of essential services including education, by the local people. World Bank, (2008) points out that decentralization of the Education system, requires strong political commitment and leadership in order to succeed as decentralization can substantially improve efficiency, transparency and accountability and responsiveness of service provision compared with the strong centralized system.

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

2.6 Theoretical framework- the Human Capital Theory and Education

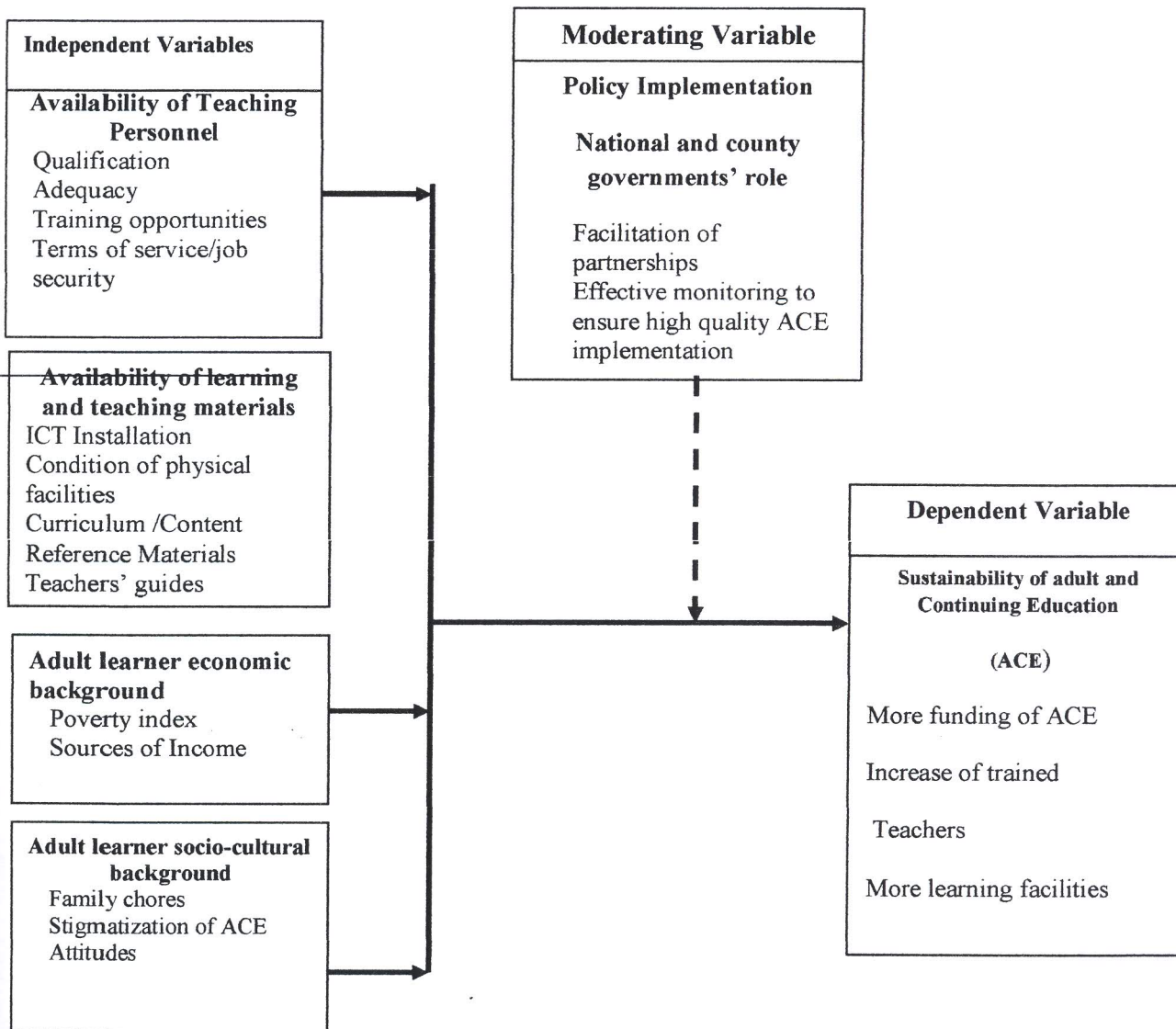
The theory was propounded by among others Adam Smith, the British Economist (1776), Schulz, (1971), Sakanota and Powers (1995) and Psacharopoulos and Wood hall (1997). The

theory rests on the assumption that formal Education is highly instrumental and even necessary to improve the production capacity of a population. According to the Human capital Theorists, an educated population is a productive population.

According to Psacharopoulos and Woodhall (1997), Human resources constitute the ultimate basis of the wealth of a nation's capital and that natural resources are passive factors of production. Human beings are therefore the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization and carry forward National development. The theory has been lent support by the economic success stories of such Asian countries like Hong Kong, Korea, Singapore and Taiwan that have achieved unprecedented rates of Economic growth through making large investments in Education. The theory has however been heavily critiqued for allowing the assumption that education is everything as far as Economic Growth is concerned. Fitzsimons, (1999) observes that society and culture cannot be arbitrarily split from the economy since both the society and culture shape the preference of individuals in various ways. Another criticism of the Theory arises from cases where Education has not provided the expected positive growth as in the case of Nigeria. In some cases, it has even increased inequalities in income distribution as well as increased tension and strain on the Educational experience which in turn impedes Economic, social and political development. The theory is however relevant to the study in that it calls for promotion of Education as a way of improving skills which in turn leads to technological advancements, entrepreneurship, increased income, well being of a community, promotion of democracy, reduction of poverty, ethnic tolerance, promotion of political participation, employment opportunities, good health as well as breaking the cycle of illiteracy just as ACE envisages.

2.7 Conceptual Framework

Figure 1: Showing the conceptual framework of the study stating the challenges and their relationship with the sustainability of ACE programs in Nakuru North District



2.7.1 Relationships between variables in the Conceptual Framework

On the first objective on availability of teaching personnel and sustainability of ACE, the following aspects will be investigated namely teacher qualifications, teacher adequacy in relation to the number of adult learners, professional development, terms of service or job security, remuneration, and recruitment and their influence on ACE sustainability. On the availability of teaching-learning facilities and ACE sustainability, aspects to be investigated include availability of ICT installations, teachers' guides, reading materials, and physical

facilities and how they influence sustainability of ACE. Under Adult learner economic background and ACE sustainability, the poverty levels reflected in the Adult learner incomes will be investigated to ascertain their influence on ACE implementation.

On the fourth objective on adult learner socio-cultural activities, the focus will be on family chores and their career/job requirements, the age factor, attitudes and perceptions of ACE will be investigated from a gender perspective as well as stigmatization of ACE and their influence on ACE programmes. On the moderating variable on ACE Policy and its implementation by the County and National Governments, the role of Government in ACE policy implementation will be investigated in such aspects as co-ordination, curriculum relevance and appropriateness, literacy surveys and ACE awareness promotion, financial incentives and quality of ACE to determine its influence on ACE sustainability.

2.8 Summary of Chapter Two

This second chapter of the study has covered a literature review of four major themes included in the study and their influence on the sustainability of the ACE programmes at the global level, Africa, Kenya and in Nakuru North district, Nakuru County. They include availability of teaching personnel, availability of teaching and learning materials, Adult learner economic background and Adult learner socio-cultural background as the independent variables. Policy implementation by the National and County Governments has also been explored as a moderating variable.

The role of Government in the facilitation of an ACE policy implementation has been underscored as the bedrock upon which other themes anchor. The chapter has also included a theoretical Framework, its explanation, criticism and relevance to the study. Some of the research gaps noted in the study include; the place of ACE in a devolved government where some argue that management of the ACE programs from the National Government may cause delays especially in the allocation and distribution of resources thus root for a decentralized government to manage ACE programs while others argue that the regional governments may not have the where withal to enhance the progress of the programs in term of resources and personnel.

In carrying out Literacy surveys in ACE, some researchers advocate going local so as to find local solutions to local problems within the system, while others advocate for an international outlook. Whether to embed the ACE Policy in the constitution of a country or not is another

area of conflict where some researchers feel that embedding the policy in the constitution will not guarantee the implementation rather, what matters is the political will to promote the sector.

In terms of an appropriate methodology for teaching Adult learners, further research is needed to establish whether it should be learner-centered or Teacher-centered or a blend of both, or whether it should include more group work or individual work or both. The influence of age on participation in Adult education is another area in need of further research. Some research revealed that some potential participants either failed to enroll or dropped out because they felt too old to learn and could not grasp the content offered.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter contains information on the type of Research design adopted for the study. It gives information on the target population and its characteristics as well as the sampling procedures used to identify participants from the target population. The Chapter also deals with information on methods and procedures of data collection and data analysis techniques as well as the operational definition of the variables and Ethical considerations as per the study.

3.2 Research design

The study adopted the descriptive survey research design. Mualako et al (2009) observe that descriptive survey is applicable where a study involves stating conditions or relationships that exist. Descriptive surveys therefore measure variables by asking people questions either through interviews or questionnaires and thereafter examine relationships among the variables.

This perhaps explains why (Mugenda and Mugenda, 2003) applaud the descriptive survey design as probably the best method available to Social Scientists and other Educators interested in collecting original data for purpose of describing a population which is too large to observe directly. It is used to collect information about people's attitudes, opinions, habits and many other social issues in a cost-effective way.

The Descriptive design was appropriate for this study as it was able to generate data from the many questions asked about people's perceptions, attitudes, behavior and values regarding ACE programmes, which as (Nyonje, 2010) observes, are not only restricted to fact finding but may ultimately result in the formulation of important principles, knowledge and solutions to significant problems and challenges facing sustainability of the ACE Programmes.

3.3 Target population

The study was carried out in Nakuru North District, Nakuru County. According to the 2012 statistics provided by the Nakuru North District Adult Education Officer and confirmed by the County Director of Adult Education at the County headquarters, there are 11 Adult Education Centers in the district, each manned by one Adult Education teacher and an overall

total number of 531 adult learners. The target population for the study therefore is 531 adult learners, 11 adult education teachers and one District Adult Education Officer. This population was appropriate for the study because it covered a wide range of variables that were to be investigated in the study such as socio-cultural and economic differences thus yielding adequate and appropriate data needed for the study.

All the eleven Adult centers in the district were considered for the study due to the small numbers of enrolled adult learners. The Adult learners included the following categories; those currently enrolled, those who had dropped out and the potential but not yet enrolled. The teachers were included in the study because of the significant role they play in the implementation of the ACE programmes. Other officers at the Provincial ACE offices were also contacted for inclusion in the study.

3.4 Sampling Size and Sampling Procedures

The study used the simple random sampling technique which involved selecting the learners randomly from the sample frame to ensure equal representation. To do this, the study used the balloting process where numbers were given to every member of the target population, then placed in a container after which numbers were picked at random as suggested by (Mugenda and Mugenda 2003) All the adult teachers at the various ACE centres in the target district were included in the study.

Professionals involved in the provision of ACE programmes at the County Directorate of Adult Education as well as other providers were arrived at using the Purposive sampling technique which according to (Nyonje, 2010), allows a researcher to target respondents believed in the researcher's view to be possessing key information to the study under investigation. Those targeted under this category included officers at the County's Adult Education offices, officials from NGOs, CBOs, FBOs, CBOs and other private providers of the ACE programmes.

They were included in the study because of their major role as providers as well as policy implementers of the ACE programmes. The County Director of Adult Education assisted in tracing these officers. The sampling frame used in the study included the class attendance registers that helped identify the learners, lists of professionals involved in the Adult and Continuing Education programme obtained at the provincial and District Adult Education

offices as well as well as Adult teachers' records from the District Adult Education office. These procedures were also used by (Mualako et al, 2009) and were found useful in investigating the challenges and prospects for re-engineered success to adult Education in Kakamega District, Kenya.

According to Gay (1982), ten percent of the accessible population is enough for descriptive studies. But Mugenda and Mugenda, (2003) advocate a big sample since the researcher is confident that if another sample of the same size was to be selected, findings from the two samples would be similar to a high degree. Small samples also do not reproduce salient characteristics of the accessible population to an acceptable degree hence the smaller the sample, the bigger the sampling error.

To avoid these shortcomings, the sample size of the adult learners in the target ACE centers in Nakuru North District was calculated at 20% of the total number of adult learners in each centre as illustrated below;

$N =$ population and $n =$ Sample size. The total population of Adult Learners (N) is 531, the sample size (n) will therefore be $\frac{20}{100} \times 531 = 107$. The total sample size for the study therefore is 107 adult learners.

The sample size for each of the centers has been computed as shown in Table 2. All the 11 adult education teachers and the District Adult Education Officer were involved in the study.

Table 3.1: Distribution of the sample size in the target ACE Centers, Nakuru North District

Division	ACE Centre	Total Population of Adult Learners			Sample Size of Adult Learners			Total no. of teachers	Sample size of the teacher	TOTAL
		Male	Female	Total	Male	Female	Total			
Bahati	Full Gospel Church of Kenya (FGCK) Ruguru	18	26	44	4	5	9	1	1	1
	St. Augustine	15	19	34	3	4	7	1	1	1
	Crater	27	24	51	5	5	10	1	1	1
	Mihango	4	36	40	1	7	8	1	1	1
Dundori	Friends Gospel Church Nyonjoro	14	27	41	3	5	8	1	1	1
	P.C.E.A Tabuga	18	29	47	4	6	10	1	1	1
	Kagoto	14	18	32	3	4	7	1	1	1
	Dundori	24	30	54	5	6	11	1	1	1
Kiamaina	St. Peters Lanet	25	27	52	5	5	10	1	1	1
	St. Martins	19	77	96	4	15	19	1	1	1
	K.A.G Kiamaina	4	36	40	1	7	8	1	1	1
TOTAL		182	349	531	38	69	107	11	11	11

3.5 Data collection instruments

The study used self administered questionnaires where there were two sets; individual questionnaires for the learners and institutional questionnaires administered to the sampled County and District Adult Education officers as well as the adult education teachers. The questionnaires were served to the respondents through drop and pick methods, one ACE centre at a time and later to the other officers at the Provincial and District offices. Adult learners and teachers helped in tracing the drop-outs and the potential but not enrolled adult learners.

The researcher also conducted semi-structured interviews with the Adult Education officers and volunteers purposively selected at the County and District Adult Education offices. The semi-structured interviews were included for data collection so as to provide more in-depth data which would not have been otherwise possible to be captured through the questionnaires (Mugenda and Mugenda, 2003). The County and District Adult and Continuing Education officers helped in finding the appropriate respondents. The process took about fourteen working days.

3.6 Pilot testing of the instruments

Mock interviews and field tests were conducted at the Nakuru Municipality Adult Education Centre in Nakuru town. This Centre is in Nakuru Central District therefore, not part of the actual sample for the study. The questionnaires were administered personally by the researcher and picked as soon as they were ready and a semi-structured interview was also conducted with the District Adult Education officers in charge of the Municipality ACE centre using the prepared Interview guide

Weaknesses of the instruments were noted such as inability of certain questions to elicit responses required to achieve the research objectives, relevance of the content was also tested and it was established that the wording of the questions was suited to the understanding of the respondents. Revisions were therefore done to rectify the deserving areas. After pre-testing of the instruments was finalized, the researcher fulfilled all the ethical best-practice requirements that ensured affective engagement with the Adult Education learners, teachers and the communities around the ACE centers.

3.6.1 Validity of instruments

According to (Shuttleworth, 2005) an instrument is valid only to the extent that its scores permit appropriate inferences to be made about a specific group of people. An instrument therefore is considered valid when it measures what the user is trying to measure and performs as designed to perform (Kimberlin, 2008). To ensure the validity of the instruments therefore, the researcher carried out pilot testing of the instruments and then evaluated them against the outcome.

The pilot testing also gave clear exposure and prior practical experience in the use of the instruments before the actual research period. The researcher also worked constantly under the guidance of the supervisor to ensure the instruments were able to capture the information

regarding policy implementation, adult learners socio-cultural and Economic activities and other obstacles and difficulties of ACE sustainability

3.6.2 Reliability

Reliability, according to (Miller, 2005), refers to the extent to which a questionnaire tests observations or any other measurements. It measures the stability or consistency of scores over time and across rates. Reliability therefore is a measure of how consistently a research instrument measures whatever it is measuring.

The researcher used peer evaluation where another researcher checked the researcher's inferences based on the instrument. Proper coding of the instruments and data collected was be done and appropriate time was accorded the researcher during the actual research field work in order to mitigate against fatigue.

3.7 Operational definition of variables

The variables in the study have been rendered observable and measurable as shown in Table 3.2;

Table 3.2: Operational Definition of variables

Objectives/ Research Questions	Variables	Source	Indicators	Measures/ questions to ask	Data collection instrument	Measuring Scale	Analysis Technique
To what extent does availability of teaching personnel affect ACE sustainability	Independent Availability of teaching personnel Dependent Sustainability of ACE programmes	-Adult Learners -Adult Educators	-Number of teachers present -Qualification -Further training -Terms of service of Teachers -Remuneration	- What is the Teacher-student ratio? - What level of Education? - Have you attended any in service course? - Are you permanent, voluntary, self help or contract? - Are you satisfied with the remuneration - Who owns the structures on the centre?	- Questionnaires	Ordinal	Frequency and percentages
How is availability of Teaching	Independent Availability of teaching-learning facilities	-Teacher -Learners -ACE Administrators	-Rented buildings -Dilapidated	What is the physical condition of the structures? Are the rooms spacious enough? What is the state of furniture?	- Questionnaires - Semi-structured interviews	Ordinal	Frequency and percentages

<p>learning facilities a challenge to sustainability of ACE programmes</p>	<p>Dependent Sustainability of ACE Programmes</p>	<p>building -Inadequate space -Poor furniture -Insufficient Reference and writing material -Availability of ICT installation - Vocational training facilities</p>	<p>What is the student-Book ratio? Is Computer Technology offered? Are vocational & Technical sections well equipped? What is your occupation? What is your income? What is the enrolment in the past years? How many students dropped out? What were the reasons for drop-outs? Do you enjoy attending school? - What benefits do you hope to achieve? - How many children do</p>	<p>- Questionnaires</p>	<p>Ordinal</p>	<p>Frequency and percentages</p>
<p>In what ways is the Adult learner economic background a challenge to the sustainability of ACE</p>	<p>Independent Adult learner economic background Dependent Sustainability of ACE Programmes</p>	<p>-Adult learners -Adult Education Teachers -Class Attendance registers</p>	<p>- Income levels - Number of dropouts</p>			

Programmes				<ul style="list-style-type: none"> - What other activities do you do apart from learning? - What are your sources of income? - Do you come to school often 			Frequency and percentages
In what ways does Adult learner socio-cultural factors affect sustainability of ACE programmes	<p>Independent Adult learner socio-cultural factors</p> <p>Dependent ACE sustainability</p>	<p>Adult learners- Adult educators ACE Administrators , officers and other participants</p>	<ul style="list-style-type: none"> - Domestic chores - Jobs/career requirement - Attitudes to ACE - Age of teachers and learners - Language of instruction 	<ul style="list-style-type: none"> - What content is offered at what levels? <ul style="list-style-type: none"> - Who are the main sponsors of the centre? - What is the Frequency of stakeholder meetings? - What is the frequency of literacy surveys? <ul style="list-style-type: none"> -How often are the awareness campaigns? -Is there timely and sufficient disbursement of funds? 	<ul style="list-style-type: none"> - Questionnaires -Semi-structured interviews 	Ordinal	Frequency and percentages
	Independent Policy	Adult learners-			<ul style="list-style-type: none"> - Questionnaires -Semi- 	Ordinal	Frequency and percentages

<p>In what ways does ACE policy implementation by government affect ACE sustainability</p>	<p>implementation by Government Dependent ACE Sustainability</p>	<p>Adult educators - ACE Administrators, officers and other participants</p>	<ul style="list-style-type: none"> - Curriculum differences - Minutes of meetings and frequency of Reports on literacy surveys - Financial reports - Awareness programs 		<p>structured interviews</p>	
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3.8 Data analysis techniques

Data collected was organised and cleaned of any errors that may have occurred during the data collection process. Descriptive statistics was used to analyze the data. This involved the calculation of percentages and frequencies of the data emanating from the many questions asked. Data was presented through the use of a combination of tabulated descriptions (tables), and statistical commentary that entailed discussion of results.

Descriptive statistics is the most commonly preferred data analysis technique in most research. This is because it makes it easy to work with, discuss and interpret raw data thus allowing a pattern of the main features to emerge. This in turn simplifies data interpretation and offers quick physical explanation of the data. These methods were used by (Mualako et al, 2009) in the study titled Adult Education Learners: Recruitment, Challenges and Prospects for Re-engineered access to Adult Education in Kenya and were found appropriate

3.9 Ethical considerations

To ensure ethical practices during the research, I:

- Obtained consent from the National Council of Science and research (NCSR) before the study.
- Established prior good relationships with the officers at the County and District Adult Education offices well before the actual research period.
- Ensured confidentiality, privacy and concealed the identity of the participants (They were not for instance required to indicate their names on the questionnaires)
- Made the participants aware of the purpose of the Research prior to the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study. The study sought to assess the extent to which availability of teaching personnel is a challenge to the sustainability of ACE Programmes, establish how availability of teaching learning facilities is a challenge to the sustainability of ACE Programmes, investigate ways in which Adult learner economic background is a challenge to the sustainability of ACE programmes and determine how the adult-learner social - cultural background affects the sustainability of ACE Programmes in Nakuru North District of Nakuru County – Kenya. To achieve this, data was collected from the adult teachers and learners in eleven Adult centers in the District and officers manning the ACE Programmes at the District and County levels.

4.2 Response Return Rate

The study dispatched 142 questionnaires in general, to the respondents in the following categories; 122 questionnaires for the adult learners, 11 questionnaires for the Adult Educators and 9 questionnaires for the ACE programmes administrators at the Nakuru district and County offices. The questionnaires for the adult learners were distributed in three categories; 107 questionnaires were for the currently enrolled adult learners in the various ACE centers in the district, 5 questionnaires were for the potential but unenrolled adult learners and 10 questionnaires were for the adult drop-out learners bringing them to a total of 122 questionnaires for the adult learners. The response return rates for Adult learners, Adult teachers and ACE Programmes administrators are presented in table 4.1.

Table 4.1: Response return rates for ACE Learners, teachers and administrators

Category of Respondents	No. of questionnaire Returned	Target no. of Questionnaires	Response Rate/ Percentage
Currently enrolled Adult learners	106	107	99
Adult teachers	11	11	100
ACE Administrators	7	9	78
Potential but not enrolled adult learners	3	5	60
Drop out adult learners	5	10	50
Total/Average	132	142	93

From the response return rates, the study was able to get a general response from 132 respondents out of the possible 142 targeted for the study thus yielding an overall response rate of 93%. The study received 106 questionnaires out of the 107 questionnaires earmarked for the currently enrolled adult learners thus yielding a response rate of 99%. Only one questionnaire was not returned and was said to have been spoilt. From the potential but unenrolled adult learners, 3 questionnaires out of the targeted 5 were returned thus yielding a response return rate of 60%, 2 questionnaires were reported misplaced. From the 10 questionnaires distributed to the drop-out adult learners, 5 were returned thus yielding a response rate of 50%. 5 questionnaires were not returned because either, the learners had relocated from the district or were away from their homes during the period of the study.

The study recorded a 78% response rate from the ACE administrators at the district and county offices with the return of 7 out of the possible 9 questionnaires distributed. 2 questionnaires were not returned as the said officers had been re-deployed elsewhere in the county and during their movement to and fro their new stations, had misplaced the questionnaires. There was however 100% response return rate from the Adult Educators in the district following the return of all the 11 questionnaires distributed. This was attributed to the great support and mobilization skills received from the District Adult and Continuing Education Officer (DACEO), Nakuru North District. According to (Gay, 1981), ten percent of the accessible population is enough for a descriptive survey and therefore, these response return rates of 99% for the currently enrolled adult learners, 60% for the potential but unenrolled, 50% for the drop-out learners, 78% for the administrators and an overall response rate of 93% are good and thus, have helped boost the reliability of the study.

These response return rates are also supported by (Israel, 1992)'s observations that if descriptive statistics are to be used such as mean and frequency, then, nearly any sample size will suffice since the key to a good research is not so much the sample size but getting the representative sample.

4.3 Presentation of the findings

This section contains the presentation of findings arising from the data analysis that interrogated the general characteristics of the respondents and how availability of teaching personnel, availability of teaching learning facilities, adult learner economic background and Adult learner socio-cultural background influence the sustainability of ACE Programmes in Kenya.

4.3.1 General Characteristics of the respondents

Gender of the respondents

The gender of the currently enrolled Adult learners was sought and the results are given in table 4.2;

Table 4.2: Gender of the currently enrolled respondents

Gender	Frequency	Percentage
Male	34	32
Female	72	68
Total	106	100

The findings reveal that majority of the adult learners in the district, 72 (68%) are female while 34 (32%) are male. These findings, according to one of the County ACE officers interviewed, were a common feature of ACE programmes elsewhere in the country as well as in other parts of the world and especially in the third world countries, where ACE programmes usually register a high female presence compared to males. This, according to the officer, was suggestive of historical and cultural biases and marginalization that have left majority of the women outside the formal education system hence a good number of them remain illiterate.

According to the officer, the mostly patriarchal African societies have confined the girls and women in the homes as food producers and home minders who are not allowed to own the same property they produce, instead are treated as property themselves hence lack the capacity, time and even means to be able to attend formal education programmes. This perhaps partly explains why the female adult learners have patronized the ACE Programmes in such staggering numbers as compared to men in the District in the past four years as shown in Table 4.3;

4.3 Frequency distribution of adult learners according to gender in the past four years

YEAR	GENDER	
	MALE	FEMALE
2009	202	343
2010	186	355
2011	213	392
2012	219	400
Total/Average	820	1490

Age of respondents

Age of the currently enrolled adult learners and adult educators was sought and the findings are presented in tables 4.4 and 4.5;

Table 4.4 Age of the currently enrolled adult learners

AGE	MALE		FEMALE	
	Frequency	Percentage	Frequency	Percentage
15-24 years	4	4	8	8
25-34 years	15	14	25	23
35-44 years	7	6	19	18
45-59 years	5	5	15	14
60 years and above	3	3	5	5
Total/average	34	32	72	68
Total no. of learners	106			
Total percentage	100			

The findings reveal that majority of the learners, 15 (14%) male and 25 (23% female) were aged between 25 and 34 years. There are however very few learners in the lowest and highest categories of age groups as per the study, that is, 4 (4%) male and 8 (8%) female in the age bracket of 15 and 24 years, and 3 (3%) male and 5 (5%) female in the age bracket of 60 years and above. Overall, the findings show that most adult learners range between the age bracket of 25 and 59 years in both

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genders (male 27(25%) and female 59 (55%). This is confirmed by the (KNALS, 2007)' findings that majority of the Kenyan youth and adults are illiterate hence the need and emphasis for the provision and sustenance of the ACE programmes.

Table 4.5: Age of Adult Educators

Age	Male		Female	
	Frequency	Percentage	Frequency	Percentage
15 -24 years	0	0	0	0
25 – 34years	0	0	2	18
35 – 44 years	2	18	2	18
45 – 54 years	4	37	1	9
60 years and above	0	0	0	0
Total	6	55	5	45
Total no of teachers	11			
Total percentage	100			

On the age of adult teachers, the findings show that there are no teachers aged below 25 years in both genders. Majority of the male teachers 4 (37%) are aged between 45 and 59 years while most female teachers 2(18%) are in the category of 25 and 34 years and 2 (18%) in the category of 35 and 44 years. This findings therefore generally indicate that the majority of the teachers range between 25 and 54 years with male 6(55%) and female 5(45%). This is good especially considering the fact that majority of the adult learners range between 25 and 34 years.

Respondents' occupation

The study sought to establish the currently enrolled adult learners' occupation and the results are shown in Table 4.6;

Table 4.6: Currently enrolled adult learners' occupation

Occupation	Frequency	Percentage	Frequency	Percentage
Farmer	6	6	24	23
Government staff	0	0	0	0
Self employed	9	8	12	11
Employee in private companies	15	14	2	2
House wife	0	0	31	29
Others	4	4	3	3
Total/Average	34	32	72	68
Total no. of adult learners	106			
Total percentage	100			

The findings reveal that most of the female adult learners 31 (29%), are house wives while 24 (23%) are farmers while majority of the male adult learners 15 (14%) are employees in private companies. The findings also show that none of the learners in both genders is a government employee and that there are more self employed women as compared to the men at 12 (11%) and 9 (8%) respectively. According to the findings too, more women than men are engaged in farming activities at 24 (23%) and 6 (6%) respectively. The findings generally indicate that women are more burdened with work commitments and responsibilities than men.

Education background of the currently enrolled adult learners and adult teachers

The study sought to establish the education background of the currently enrolled adult learners as well as the teachers and the results are as presented in Tables 4.7 and 4.8;

Table 4.7: Education Background for adult teachers

	Male		Female	
	Frequency	Percentage	Frequency	Percentage
University degree	0	0	0	0
Diploma	4	37	1	9
College student	1	9	3	27
High school	1	9	1	9
Elementary	0	0	0	0
Total/Average	6	55	5	45
Total no. of teachers	11			
Total percentage	100			

From the findings, more male teachers 4 (37%) have attained Diploma levels as compared to 1 (9%) for female teachers. Majority of the female teachers, 3 (27%) are still college students. Both genders report the presence of 1 (9%) of teachers with just High school qualifications. The findings therefore reveal that large bulks of the adult teachers in the district are part time or self-help teachers with minimal training to handle the ACE programmes.

Table 4.8: Education background of the currently enrolled adult learners

Education	Male		Female	
	Frequency	Percentage	Frequency	Percentage
High school	3	3	6	6
Primary	7	6	22	21
No. Prior Education	24	23	44	41
Total/Average	34	32	72	68
Total no of learners	106			
Total percentage	100			

From the findings both male and female registered very high rates in the category of no prior Education with the female learners registering the highest rate at 44 (41%) against the males' 24 (23%). Both genders however score very low in the category of high school attendance with female learners posting 6 (6%) while male learners posted 3 (3%). Female Adult learners recorded a much higher rate of primary attendance than men at 22 (21%) and 7 (6%) respectively.

Reasons for enrolment in ACE Programmes.

The reasons why Adult learners chose to enroll in the ACE programmes were sought and the following responses shown in Table 4.9 were received;

Table 4.9: Reasons for enrolment in the ACE programmes

Education	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Improve employability	11	11	15	14
Change careers	2	2	4	4
Obtain senior school qualification	4	4	7	6
Avoid social stigma	17	15	46	44
Total/average	34	32	72	68
Total no. of learners	106			
Total percentage	100			

The research findings show that a high percentage of learners, both male and female chose to enroll in the ACE programmes in order to avoid social stigma. Women recorded the highest rate at 46 (44%) while the males were 17 (15 %). Most of the currently enrolled adult learners interviewed, expressed their wish to know how to read and write so as to associate with other knowledgeable people comfortably, do simple calculations, keep their secrets and help their children with homework among other reasons. The findings confirm the previous findings by the (KNALS, 2007) that a huge number of adult learners have no prior education hence a severe lack of basic literacy and numeracy skills among the majority of Kenya's youth and adults.

Another large group of Adult Learners, 11 (11%) male and 15 (14%) female wished to improve their employability. Quite a few adult learners in both genders are interested in changing careers or obtaining senior high school qualifications. They post very low scores in both the categories that is, 2 (2%) male and 4 (4%) female for change of careers while 4 (4%) male and 7 (6%) female wished to obtain high school qualifications.

Part-time and Full-time currently enrolled adult learners

The study sought to know whether the adult learners were part time or full time learners where part time learners only came occasionally for specific assistance while full time learners were fully enrolled in the ACE programmes for full time attendance and learning. The findings are presented in the table 4.10;

Table 4.10: Full-time and Part-time adult learners

Types of attendance	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Full time	22	21	53	50
Part time	12	11	19	18
Total	34	32	72	68
Total no. of learners	106			
Total percentage	100			

The findings reveal that majority of Adult learners are full time learners with female adult learners posting a response of 53 (50%) while male adult learners at were 22 (21%). This indicates the significance attached to the ACE programmes as a way of transforming the socio-economic, cultural and political lives of the adult learners

4.3.2 How availability of teaching personnel is a challenge to the sustainability of ACE Programmes.

In this section the study analyses seven indicators under availability of teaching personnel namely the nature o employment, the number of years in service, qualifications, nature of training required, major challenges experienced, remuneration, preparedness of the adult teachers and job satisfaction.

Nature of employment

The study sought to find out the nature of employment of the Adult teachers and the following results were found as shown in table 4.11;

Table 4.11: Nature of employment

Nature of employment	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Permanently employed	3	27	1	9
Voluntary service	0	0	0	0
on contract	0	0	0	0
Self help/part time teachers	3	27	4	37
Total/average	6	54	5	46
Total no. of teachers	11			
Total percentage	100			

The findings reveal that the larger bulk of teachers of both genders, 3 (27%) male and 4 (37%) female) are self-help or part time teachers. This is contrary to the (KNALS, 2007)' popular observation that full-time teachers stabilize the ACE programmes as they play a major role of mobilizing learners for participation in the ACE programmes. This therefore generally undermines the effective promotion of Literacy and adult education in the country. The findings also show that more male teachers are on permanent employment at 3 (27%) as compared to the female teachers at 1 (9%).

Number of years of service

The study sought to know the number of years the Adult teachers had been involved in teaching of the ACE Programmes though not necessarily in the current ACE centre. The results are given in table 4.12;

Table 4.12: Number of years in service

Years of service	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Less than 3 years	0	0	1	9
Between 5 and 10 years	2	18	3	27
More than 10 years	4	37	1	9
Total	6	55	5	45
Total no. of teachers	11			
Total percentage	100			

The findings indicate that most adult educators have been in the service for more than five years with male teachers posting a combined frequency and percentage of the categories of between 5 and 10 years and more than 10 years of 6 (55%) while the female recorded a combined frequency and percentage of 4 (36%) in the same categories. These findings are quite disturbing considering the fact that majority of the teachers especially the female adult teachers continue to serve on self help or part time basis with minimal professional training in handling the adult classes despite their long periods of service in the ACE sector.

Qualifications

The study sought to find out how the Adult teachers rated themselves in terms of qualifications and whether they felt they needed further training or considered themselves competent to handle the ACE Programmes adequately. The results are given in Table 4.13;

Table 4.13: Adult teachers' qualifications and need for further training

Qualifications	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Very qualified	2	18	1	8
Need further training	4	37	4	37
Total	6	55	5	45
Total no. of teachers	11			
Total percentage	100			

The research findings revealed that only a paltry 2 (18%) male and 1 (8%) female felt very qualified and confident enough to handle ACE Programmes while the larger bulk of teachers 4 (37%) male and 4 (37%) female indicated they needed further training.

Nature of training required

The adult teachers were asked an open question to indicate the specific nature of training they felt they required and the results were computed in order from the highest to the lowest as shown in Table 4.14;

Table 4.14: Nature of training required;

Nature of training	Rank	Frequency	Percentage
Guidance and counseling	1	5	46
Community development	2	3	27
Vocational training	3	2	18
Professional training	4	1	9
Total/Average		11	100

The results show that majority of the adult teachers require further training in practical skills, 5 (46%) guidance and counseling, 3 (27%) community development and 2 (18%) vocational training) much more than in professional training which was ranked lowest by most of them at 1 (9%). The desire for practical skills is basically informed by what one of the Adult Education officers said in an interview, that ACE Programmes provide education to meet the current, immediate and urgent needs of the adult learners (Education for now), rather than Education for future consumption.

Indeed, elsewhere in the study, an adult learner, in explaining the significance of the ACE programmes to him and why he is not cowed down by negative criticism when participating in the programmes, quoted former Tanzania's president Julius Nyerere's words that 'If you educate a child, you get returns after 20years but if you educate an adult, you get results immediately' thus implying that adult learners want the ACE programmes to solve their immediate daily problems of life. This therefore explains why most adult teachers ranked practical skills way above the professional skills, probably because the adult learners demand this kind of support more often from them.

Major challenges in teaching ACE Programmes.

The study also sought to find out from the Adult teachers the major challenges they face as Adult Educators. The respondents were given an open question to this end and the results computed and ranked from the highest to the lowest as indicated in table 4.15;

Table 4.15: Major challenges facing adult education teachers

	Rank	Percentage
Un conducive learning environment	1	57
Absenteeism of learners	2	22
In adequate funds	3	11
Inadequacy of teachers	4	6
High expectation of the learners	5	2
Others	6	2
Total/average		100

From the findings, majority of the adult teachers (57%) indicated that the major challenge they faced was uncondicive learning environment. They cited lack of reading and instructional materials and poor facilities in the learning centers as the worst impediment to the sustainability of the ACE programmes and a major source of frustration and discouragement for the adult teachers. This is confirmed by (Singh,2007) that inadequate teaching facilities may lead to teachers leaving the ACE sector for other greener pastures in other fields. 22% cited the frequent absenteeism of the learners as a major challenge while 11% felt inadequate funds was a major challenge. 6% indicated that inadequacy of teachers was the major challenge while 2% cited the high expectations of the adult learners as a major challenge.

Remuneration

The study sought to find out how satisfied the Adult teachers were with their remuneration and the results are presented in table 4.16;

Table 4.16: Satisfaction with remuneration

Response	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Extremely satisfied	0	0	0	0
Satisfied	0	0	1	9
Extremely dissatisfied	0	0	0	0
Dissatisfied	2	19	4	36
Neutral	4	36	0	0
Total	6	55	5	45
Total No. of Teachers	11			
Total Percentage	100			

The findings reveal a high rate of dissatisfaction with remuneration especially among the female adult educators at 4 (36%). Most male adult teachers chose to remain neutral over the matter at 4 (36%) unlike the female Adult educators that pointed out straight they were dissatisfied with their remuneration at 4 (36%).

Preparedness of adult teachers in teaching of the adult learners

The study sought to find out the preparedness of adult teachers in handling the adult learners. The respondents were asked to state if they felt intimidated or challenged in teaching of the adult Learners. The results are given in table 4.17;

Table 4.17: Intimidation of adult teachers by adult learners

Response	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Yes	1	9	4	36
No	4	37	1	9
Neutral	1	9	0	0
Total	6	55	5	45
Total no. of teachers	11			
Total Percentage	100			

The findings show that most female adult teachers 4 (36%) felt intimidated by the learners while majority of the male teachers 4 (36%) did not report intimidation by Adult learners. It is worth noting that in the previous findings reported elsewhere in this study, most female adult teachers registered lower qualifications and a lack of or inadequate training for ACE programmes and were also self-help or part time teachers. The fact that they are more intimidated by the adult learners as compared to the male counterparts is to be expected and is suggestive of lack of proper preparedness among some of the adult teachers to handle the ACE programmes in terms of training and professional development.

A further open question sought to find out the reasons for intimidation and those who polled yes, gave various reasons like high expectations of the learners such as wanting to speak English fluently and instantly yet they were absent most of the time while others cited semantic stereotypes and pre-judgment by the learners

Job satisfaction

The study sought to establish how satisfied the adult educators were with their job. The results are given in Table 4.18;

Table 4.18: Job satisfaction of the adult teachers

Responses	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Extremely satisfied	0	0	1	9
Satisfied	2	18	3	28
Extremely dissatisfied	2	18	1	9
Dissatisfied	1	9	0	0
Neutral	1	9	0	0
Total/average	6	54	5	46
Total No of teachers	11			
Total Percentage	100			

The findings show that most female Adult Educators 3 (28%) were satisfied with their job of teaching adults as compared to 2 (18%) of male. The findings also reveal that more male teachers are dissatisfied with their job at a combined frequency and rate of 3 (27%), that is, Extremely dissatisfied 2(18%) and dissatisfied, 1 (9%) compared to female teachers who polled 1 (9%) extremely dissatisfied.

4.3.3 How availability of teaching and learning materials affect the sustainability of ACE Programmes

The study seeks, under this section, to analyze two indicators under availability of teaching and learning resources namely the condition of facilities, both physical and instructional and facilities that need urgent attention

Facilities at the centers

The study sought to find out how the Adult learners rated the facilities at their centers. The responses were computed and results are given in table 4.19;

Table 4.19: Condition of facilities in the ACE centers

Facilities	Excellent	Good	Fair	Very poor	Non existent	Percentage
ICT Installation	1	2	5	6	86	100
Condition of buildings	5	25	61	6	3	100
Spacing in the classroom	11	17	44	19	9	100
Text book adequacy	9	14	19	34	24	100
Writing materials	4	10	31	26	29	100
Enough teachers	22	39	20	14	5	100
Condition of furniture	3	9	24	30	34	100
Toilets	5	39	31	10	15	100
CEEP	4	9	11	17	59	100
Total /Average	7	18	26	19	30	100
Total number of learners	106					
Total percentage	100					

From the findings, most respondents, (86%) observed that ICT facilities were non-existent in most ACE centers. Most respondents, in a further open question on how to improve the ACE provision indicated that more computers need to be availed so that they can increase their knowledge in this area. Only a combined 14% thought the ICT facilities existed (excellent 1%, good 2%, fair 5%, very poor, 6%). Most respondents 61% observed that the condition of the buildings was fair but in a rejoinder took issue that these buildings are ECDE (Early childhood and Development Education) centers, churches or community halls which according to the adult learners interviewed are not appropriate environments for their studies.

Indeed this was a major cause of low attendance as pointed out by one of the respondents that “If we can have a centre of our own, I think people would avail themselves any time and recover the days they have missed”. Most of the respondents therefore called for an urgent need of their own premises which, according to them, would keep them away from the nosey nursery and primary school children and church members as well as ensure the safety of their personal effects while they attended to the ACE programmes.

The spacing within the buildings was voted 44% fair by most respondents. Only 10% of the respondents felt it was excellent while another 9% observed it was nonexistent. These observations were given depending on the venue of ACE centers. Those who attended in ECDE centers and nursery schools indicated that the space was non-existent at 9% while those who attended their ACE programmes in church compounds observed the spacing was appropriate at 44%.

On textbook adequacy, most respondents, 34% indicated it was very poor. Most explained that they used to be given the text books but in the recent past, they have been asked to buy which most of them can't afford. 24% of the respondents thought that text book adequacy was nonexistent while a paltry 10% felt it was excellent. Respondents' views on writing materials were widely distributed with 4% indicating they were excellent, 10% stating they were good, 31% felt they were fair, 26% felt they were very poor while 29% indicated they were nonexistent. Most respondents felt that teachers were enough as most respondents 22% voted Excellent, 39% Good, 20% Fair and only 14% felt it was very poor with a further paltry 5% feeling they were non-existent. The results indicate that the learners are mostly satisfied with teacher adequacy.

On the condition of furniture, 34% voted nonexistent while 30% felt they were very poor. Only 24% of the respondents felt the condition of furniture was fair, 9% felt it was good and only 3% felt it was Excellent. Most learners took issue with learning in churches that had no chairs, tables or blackboards and having to put up with benches in churches or tiny seats meant for children that offered a dangerous learning environment for most of the elderly adult learners. On the state of toilets, a high percentage (39%), felt they were good and a further 31% felt they were fair, only 10% felt they were very poor especially those whose centers were in the ECDE Centers while 15% felt they were non-existent.

The study also sought to find out the state of the community Education Extension Programmes at each of the ACE centers and whether the Adult learners were able to participate in any of the income generating projects. A high number of respondents (59%) felt the projects were nonexistent. Only 17 % felt they were in very poor state while 11% felt they were fair. Very few respondents (4%) indicated the programmes were excellent while 9% felt they were good. The results indicate that most centers have neither ventured into emphasizing community Education Extension programmes nor encouraged the income-generating projects.

Facilities that need urgent attention.

The study sought to find the respondents' views on areas that needed urgent attention to enable the ACE Programmes to be more attractive. The respondents were given the following areas and asked to rank them in order of urgency from 1,2,3,4 and so forth, with 1 being the most urgent. The responses were computed, averages arrived at and the results are given in Table 4.20;

Table 4.20: Facilities needing urgent attention

Areas	Rank	Frequency	Percentage
Text books	1	23	22
Writing materials	2	21	20
Furniture	3	16	15
Class rooms	4	14	13
Enough teachers	5	11	10
Condition of buildings	6	9	8
ICT Installation	7	7	7
Toilets	8	5	5
Average Total	8	106	100

From the findings, the urgency for text book provision ranked the highest at 22%. Although most learners had in previous responses expressed concern about the condition of furniture it was ranked third at 15% meaning that the learners are more willing to persevere with poor furniture but get quality and adequate Education. Classrooms were ranked fourth at 13% although most respondents emphasized that classes be constructed purposely and deliberately for the ACE programmes to enhance the privacy of the learners.

Provision of enough teachers was ranked fifth at 10% again suggesting that most learners are relatively satisfied with the adequacy of teachers. Condition of the buildings was ranked sixth although the overriding concern is for a need for construction of classes specifically for the ACE Programmes. What however fared poorly among the respondents in term of urgency was ICT installation at the seventh rank with 7%. Although most respondents had cited ICT Installation as a severe challenge and expressed concern that they were only taught about use of phones and

calculators and no computer knowledge, the fact that it was placed seventh means there are more urgent needs which in this case are literacy and numeracy as observed in earlier responses.

Most learners therefore, generally favored a more conducive environment to get the basic literacy and numeracy skills at the expense of modern technological installations. Toilets were ranked last at number eight with 5% meaning learners were much more concerned with other matters of urgency. Indeed, one of the officers interviewed indicated that ACE Programmes from the learners' point of view, provide Education for immediate use hence those areas that facilitate acquisition of basic literacy and numeracy skills were ranked highest. This is confirmed by a further open question that sought to find out from the respondents the benefits they derived from the ACE Programmes and most of them were content that they were able to read and write and do simple calculations and record keeping in their business and jobs.

4.3.4. How Adult learner economic background is a challenge to the sustainability of ACE Programmes.

In this section, the study analyses four indicators of adult learner economic background namely, ACE attendance, patterns of ACE attendance, main factors discouraging school attendance and sources of income.

ACE attendance

The study sought to find out the daily attendance of the currently enrolled adult learners in the district, in comparison to the enrollment in the various centers, in the past four years starting the year 2009. This will guide the researcher to understand the reasons for the disparity in attendance as compared to the actual number of adult learners enrolled. The results are given in Table 4.21;

Table 4.21: Showing the number of adult learners enrolled in ACE programmes in comparison to the daily attendance in the past four years.

YEAR	2009	2010	2011	2012
No. enrolled	545	535	531	327
Daily attendance	256	299	232	211

From the findings, it is clear that although the enrolment seemed high, the actual school attendance was very low. For instance, there were 545 adult learners enrolled for ACE programmes in 2009, yet the daily attendance reported by the end of the year were 256 adult learners suggesting that 289 adult learners dropped out along the way. The trend is repeated across the board with very high

drop-out cases. The study subsequently, sought to know the pattern of school attendance among the adult learners and the results are presented in table 4.22;

Table 4.22: Pattern of school attendance

Attendance	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Present every day	10	9	18	17
Absent at least two days in a week	12	11	31	29
Absent more than three days in a week	5	5	15	14
Absent most of the time	7	7	8	8
Total/Average	34	32	72	68
Total no. of learners	106			
Total percentage	100			

The findings reveal more combined absenteeism of both genders than presence with male at 24 (23%) and female Adult learners at 54 (51%). Only 10 (9%) of male adult learners and 18 (17%) of female adult learners reported presence every day. The findings also show more female adult learners 31 (29%) absent for at least two days in a week than most male adult learners at 12 (11%).

Main factors discouraging regular school attendance

The study sought to find the most common factors that hindered regular school attendance for the Adult learners. The findings are given in table 4.23;

Table 4.23: Factors discouraging regular school attendance

FACTORS	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Financial constraints	13	12	23	22
Attitude of teachers	1	1	5	5
Don't like the subjects offered	2	2	3	3
Poor facilities	4	4	4	4
Family commitments	10	9	25	23
Lack of support from family members	1	1	8	7
Total/Average	34	32	72	68
Total no of learners	106			
Total	100			
Percentage				

From the findings, financial constraints and family commitments were singled out as the most discouraging factors for regular attendance of ACE programmes by majority of the respondents. Financial constraints accounted for 13 (12 %) among the Male Adult learners and 23 (22%) among the female adult learners while family commitments accounted for 10 (9%) among the males and 25 (23%) among female Adult learners. From the findings, male adult learners were therefore affected much more by financial constraints than family commitments which affected most female adult learners. More female learners 5 (5%) than males 1 (1%) had problems with the teachers attitudes while both gender tied at 4 (4%) on poor facilities as a cause for frequent absenteeism. When asked to state other factors for their irregular attendance, most of the respondents cited cases of change of work stations, tiredness, distance of ACE centers from their homes, farming activities, bad weather, travelling to rural homes, house chores as well as women or men group meetings, most of which are economic oriented responses thus implying that adult learner economic background is a challenge to the sustainability of the ACE programmes.

Sources of income

The study also sought to establish sources of income of the currently enrolled adult learners and their influence on the attendance of the ACE Programmes. Several responses given were grouped in the following categories presented in Table 4.24;

Table 4.2.4: Sources of income of the currently enrolled adult learners

Sources of income	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Farming	8	8	35	33
Securicor Officers	14	13	0	0
Cleaners	5	5	0	0
Small Business	7	7	18	17
Dependants on Parents/Husband	0	0	11	10
Part time jobs	0	0	8	7
Total /Average	34	33	72	67
Total no. of learners	106			
Total percentage	100			

The findings reveal that majority of the male adult learners 14 (13%) are Securicor officers while most of the female Adult learners 35 (33%) practiced farming as major sources of income. Small businesses are also popular among most female learners at 18 (17%) compared to male Adult learners at 7 (7%). Some of the small business given included fruit and vegetable vending, selling second hand clothes, shoe-making and polishing among others. Asked how these sources of income affect their attendance of ACE programmes, the Securicor officers said they were assigned different roles at any time and worked mostly at night hence slept during the day thus no time for the ACE programmes. The farmers said they had to be away during the planting and harvesting seasons while business people lacked time among other explanations.

Adult learners were also asked an open question on improvements that could be made to help them attend ACE Programmes regularly and most of their responses were economic-oriented such as awarding of certificates that can improve their employability, introduction of other courses with more vocational skills like carpentry and sewing, more income generating projects and trips to

other ACE centers around the country and government institutions such as the agricultural departments in order to have many options for income generation.

4.3.5 How adult learner socio-cultural factors affect the sustainability of ACE Programmes.

The study, in this section, analyses two indicators under adult learner socio-cultural background namely attitudes and cultural activities.

Attitudes

The study sought to find out the adult learners' attitudes towards ACE Programmes and how this affects the ACE Programmes. The study asked whether they felt embarrassed attending the ACE programmes and the findings are given in Table 4.25;

Table 4.25; whether the learners felt embarrassed to attend ACE programmes

Response	Male		Female		Potential but unenrolled		Drop-outs	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	5	5	11	10	2	67	4	80
No	29	28	61	57	1	33	1	20
Total	34	33	72	67	3	100	5	100
Total no. of currently enrolled learners	106							
Total percentage	100							

From the findings, majority of the currently enrolled adult learners, 29 (28%) male and 61 (57%) female said they were not embarrassed about ACE attendance, On the other hand, only a handful of adult learners said yes; they were embarrassed attending the ACE Programmes. Male adult learners were at 5 (5%) while majority were female learners at 11 (10%). One male respondent for instance said 'I don't want people to know I'm illiterate' while a female respondent said "discouragement from the illiterate that I may not make it". In contrast, majority of potential but unenrolled 2 (67%), and drop-outs 4 (80%) all admitted they were embarrassed attending the ACE programmes with only 1 (33%) of the potential but unenrolled learners and 1 (20%) of the drop-outs saying they were not embarrassed. The findings therefore reveal that majority of those currently attending have overcome the low opinion associated with ACE programmes while those who are not in active attendance suffer more embarrassment.

When asked further to explain why they were not embarrassed, most of the currently enrolled learners yielded various responses summarized in Table 4.26;

Table 4.26: Reasons for absence of embarrassment

Response	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Encouraged by teachers	7	6	15	14
Motivated by benefits	19	18	32	30
Support from family, friends and relatives	5	5	21	20
Personal drive	3	3	4	4
Total/Average	34	32	72	68
Total no. of learners	106			
Total percentage	100			

From the findings majority of the learners of both genders were motivated to attend ACE programmes because of the benefits accrued from them with male at 19 (18%) and female at 32 (30%). One respondent for instance said “as I’ve explained earlier, I can now participate in discussions without fear as I have some points to offer “. Most other respondents gave reasons like their lives have improved drastically; they are able to read and write properly, can travel easily, have improved business management and can assist their children with home work. The findings reveal too that more female learners 21 (20%) received support from family, friends and relatives compared to male Adult learners at 5 (5%).

Another large group of adult learners also received encouragement from the teachers, Male at 7 (6%) and female at 15 (14%). One male respondent for instance said “our teacher passed a saying once, used by Mwalimu Julius Nyerere that “education is an investment. If you educate a child you get returns after 20 years, but if you educate an adult, you get returns immediately”. It is true and it’s become my theme.” Another female respondent mentioned “we have an understanding and devoted teacher. The people I learn with are good too”.

A small percentage too mentioned they were encouraged to pursue ACE programmes out of personal drive and motivation with male at 3 (3%) and female at 4 (4%). One male respondent for

instance said” I feel I lack something and I should get it at all cost”. A female learner said “I feel proud when I carry books in a bag going to school like my fellow computer learned friends”. From the findings therefore, attitude does not significantly affect the sustainability of the ACE Programmes at least from the point of view of the currently enrolled adult learners but does pose a real serious challenge to those adult learners that are potential but unenrolled and the drop-outs.

The study also sought to find out whether the adult learners experienced negative comments from their friends, family, neighbors and teachers concerning their attendance of Adult classes. The findings are given in Table 4.27;

Table 4.27: If learners experience negative comments

Responses	Male		Female		Potential but unenrolled		Drop-outs	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	9	8	19	18	2	67	3	60
No	25	24	53	50	1	34	2	40
Total/Average	34	32	72	68	3	100	5	100
Total no. of students	106							
Total %	100							

From the findings, most adult learners 25 (24%) male and 53 (50% female) do not experience negative comments from their friends, family, neighbors’ and teachers. One female respondent said, “They support and encourage me especially my pastor”. A male respondent said “People praise me for my improvement at home and work, even in public places. I have gained confidence”. Another one said “The boss is happy with me as I can now perform some instructions and take registration numbers of vehicles”.

However 9 (8%) of the male respondents and 19 (18%) of the female respondents said they indeed experienced negative comments which discourage them. One female respondent said “they say it is a waste of time, but I do not care what they say”. A male respondent said, ‘Some but not all. Some are positive while others are negative. They say those who attend classes have changed a lot since they can now read the bible”. Among the potential but unenrolled group, 2 (67%) said they are highly embarrassed. Indeed they said they won’t attend because of fear that they’ll be laughed at. The dropout group also registered high scores of embarrassment at 3 (60%) against 2 (40%) who

said they were not embarrassed. From the findings therefore, attitude mostly affected the potential but unenrolled learners and the drop-outs more than the regular ACE adult learners.

Socio-cultural activities

The study sought to find out how other socio-cultural activities such as religion, cultural festivals and marital conflicts among others, affected the sustainability of ACE programmes. Learners were asked to give reasons for their inconsistent attendance in ACE Programmes and some of the socio-cultural reasons given are presented in table 4.28;

Table 4.28: Socio-cultural activities and their effect on sustainability of ACE programmes

Socio-cultural activities	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Church meetings	10	9	20	19
Group meetings	4	4	16	15
Travelling home	9	8	9	8
Sickness/Health Problems	2	2	12	11
Family misunderstanding	4	4	5	5
Language barrier	3	3	3	3
No welfare assistance for ACE Programmes	2	2	7	7
Total/Average	34	32	72	68
Total no. of learners	106			
Total percentage	100			

From the findings, most female adult learners 20 (19%) were affected by religious act activities such as attending church choir meetings, committee meetings and seminars. More female learners were also affected by group meetings at 16 (15%) compared to 4 (4%) of male learners. Such group meetings included women groups, village baraza, councils of elders meeting and so

forth. Both male and female learners were affected to a similar percentage 9 (8%) with travelling to their rural homes for one reason or another.

More female adult learners 12 (11%) were more affected by sicknesses and other health issues as compared to male at 2 (2%). A further interesting revelation is that a few adult learners 2 (2%) male and 7 (7%) female associated the ACE programmes with welfare assistance such as food, clothes and other basic necessities and when it was not forthcoming, they gave up attending. Generally, the findings reveal that cultural activities pose a serious challenge to the sustainability of ACE Programmes.

4.3.6 Policy Implementation by both the National and County governments and how it affects the sustainability of ACE Programmes.

This section analyses nine indicators under policy implementation by both the County and National governments namely; awareness campaigns, curriculum development, ownership and management of the ACE centers, sponsorship of the ACE programmes, funding of the programmes, the National qualification program, professional development of the ACE educators, monitoring and evaluation of the ACE programmes and Gender considerations in the ACE programmes

Awareness Campaigns

The study sought to find out from the adult learners how awareness of the ACE Programmes affects the sustainability of ACE Programmes. The learners were asked to state how they came to know about the ACE programmes and the findings are given in Table 4.29;

Table 4.29: How the adult learners knew about the ACE programmes

Responses	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Read from news paper	0	0	0	0
Through a friend	21	20	54	51
Village Baraza	9	8	15	14
Public posters	4	4	3	3
Totals	34	32	72	68
Total no. of learners	106			
Total percentage	100			

From the findings, majority of the adult learners 54 (51%) female, and 21 (20% male) learnt about ACE Programmes from a friend, a further 15 (14%) of the female adult learners and 9 (8%) male adult learners learnt from the village baraza while only a paltry 4 (4%) of the male learners and 3 (3%) of the female adult learners learnt from public posters. This therefore suggests that there has not been much publicizing of the ACE programmes to the grassroots levels hence majority of the potential adult learners remain ignorant about the ACE programmes

The study further sought to find out how satisfied the adult learners were with the awareness campaigns of the ACE programmes in their area and the following findings were found presented in table 4.30;

Table 4.30: Satisfaction levels on ACE awareness campaigns

Responses	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Extremely satisfied	1	1	2	2
Satisfied	19	18	34	32
Not satisfied	13	12	36	34
Neutral	1	1	0	0
Total	34	32	72	68
Total no. of learners	106			
Total percentage	100			

From the findings, more male adult learners 19 (18%) were satisfied with the awareness programmes in their area as compared to those not satisfied at 13 (12%). One of the male respondents who said he was satisfied with the awareness campaigns for instance said, "People already know, it is their attitude that needs to change". Another male respondent who said he was not satisfied with the campaigns mentioned that "if only we could have one class around our area, I think I could with confidence advertise it seeing that they are far from our area and I see through discussions with my friends whom I have introduced, they count much the distance due to transport fee". The findings also reveal more female learners 36 (34%) more dissatisfied with the campaigns as compared to 34 (32%) who said they were satisfied. From the findings therefore, attitude and distance from the ACE centers played a bigger role in low attendance than lack of awareness campaigns.

The study also sought to find out from the Adult learners if they knew potential learners who could attend but did not know about the ACE programmes. The findings are given in table 4.31;

Table 4.31: Potential learners not attending because they don't know about the programmes

Reponses	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Many	20	19	29	28
Few	2	2	15	14
Don't know any	12	11	28	26
Neutral	0	0	0	0
Total	34	32	72	68
Total no. of learners	106			
Total percentage	100			

From the findings, there are many more potential learners for ACE Programmes who still are unaware of the programmes. Majority of the female adult learners 29 (28%) and male learners 20 (19%) indicated they knew many potential learners who didn't know about the programmes. Overall, a combined 44 (42%) of female adult learners and 22 (21%) of male adult learners knew of potential learners that didn't know about the programmes compared to 12 (11%) of male adult learners and 28 (26%) of the female adult learners who didn't know of any. This shows the importance of awareness campaigns in order to get more enrolment and attendance in the ACE programmes.

Curriculum

In an interview with one of the district ACE officer, it was revealed that the core subjects offered in the ACE Programmes are English, Kiswahili and mathematics but the learners at each centre are free to determine what other content they want to be taught such as agricultural skills, health matters, environmental issues, democracy and human rights, constitution and constitution making and so forth. This, according to the officer, is done in line with the ACE Programmes' theme of 'Education for now' or 'Education for immediate use'.

The study therefore sought to find out from the learners how satisfied they were with the content or curriculum offered at the various ACE Centers and the results are given in table 4.32;

Table 4.32: Satisfaction with the content/curriculum offered

Responses	Male		Female	
	Frequency	%	Frequency	%
Extremely satisfied	5	5	7	7
Satisfied	19	18	53	50
Extremely dissatisfied	0	0	0	0
Neutral	0	0	0	0
Need improvement	10	9	12	11
Total/Average	34	32	72	68
Total no. of learners	106			
Total percentage	100			

From the findings majority of the adult learners 53 (50%) female and 19 (18%) male are satisfied with the curriculum offered. A further 10 (9%) of male adult learners and 12 (11%) female adult learners said the curriculum needed some improvements. Most of them suggested an addition of guidance of counseling sessions due to the many stresses they encounter, Computer lessons so they can send emails and operate ATM accounts at the bank while others asked for more vocational skills such as carpentry, tailoring and masonry to be incorporated in the curriculum to a greater extent. Some wanted national examinations to be done so that they can get recognized certificates that can help them favorably compete for employment on the labor market with others from the formal schools.

Ownership and management of ACE centers

The study sought to find out the state of ACE centers, their condition and ownership so as to establish their influence on the sustainability of the ACE programmes. ACE officers at the district and county offices were interviewed and the findings are as shown in table 4.33;

Table 4.33: Ownership of ACE centers

Response	Frequency	Percentage
Owned by the community	7	100
Government owned	0	0
Leased from government	0	0
Private owned	0	0
Total/Average	7	100

From the findings none of the adult centers in the district have been build or constructed specifically for the ACE programmes. All the 7 (100%) of the officers said all the ACE centers in the district are owned by the community. Most of the ACE centers therefore are churches, ECDE centers or nursery and primary schools. Most adult learners have indicated elsewhere in this study that this is a major handicap to the sustainability of the ACE programmes. One teacher for instance mentioned that ‘sometimes, we wake up and go to the center only to find other functions taking place since we use borrowed premises’

Sponsorship

The study sought to establish if there was any form of assistance to the ACE centers apart from government support .The findings are given in table 4.34;

Table 4.34: If the centers receive further assistance apart from the Government support

Responses	Frequency	Percentage
Yes	2	28
No	5	72
Total /Average	7	100

From the findings, only 2 (28%) of the ACE officers said there was assistance and they explained that this was mainly from the church which provided space and community sensitization concerning the presence and importance of the ACE programmes. A majority 5 (72%) indicated there was a lack of support or sponsorship of the centers, for instance, one of the officers said he has never heard of any NGO activity in the district in the five years he had served in the center

Funding of ACE programmes

The study sought to find out whether ACE programmes are sufficiently recognized and funded by the government in comparison to other sectors of education such as primary and secondary education. The findings are given in table 4.35;

Table 4.35: If ACE programmes are sufficiently recognized and funded by the government

Response	Frequency	Percentage
Yes	1	14
No	6	86
Total	7	100

From the findings, majority of the officers 6 (86%) felt that the ACE programmes are not sufficiently recognized and funded by the government as compared to the primary and secondary school. Only 1(14%) of the officers said the programmes were sufficiently recognized.

National qualification program

The study sought to establish if ACE programmes are recognized in the National qualification programmes such as KNEC examinations and award of certificates. The findings are given in Table 4.36;

Table 4.36: If ACE programmes are recognized in the National qualification program

Response	frequency	Percentage
Yes	3	43
No	4	57
Total	7	100

From the findings majority of the respondents 4 (57%) felt that the ACE programmes are not recognized in the National qualification programmes hence, most of the learners do not actually participate in the Kenya National Examination Council's examination. One of the officers for instance explained that whereas it is provided for in the ACE policy, it has yet to be put in place in most centers in the district and therefore, those who wished to sit for the KNEC examinations, had

to do so as private candidates since the centers are not yet recognized by KNEC as examination centers. Majority of the respondents also mentioned that adult learners did experience a lot of difficulties in trying to register for the National examinations with the national examining bodies such as KNEC. Only 3 (43%) of the respondents disapproved this saying the ACE programmes are recognized.

Professional development for the ACE instructors

The study sought to find out if there were seminars, in-service courses or other forms of training given regularly to the adult teachers to enhance professionalism and quality in the management of the ACE programmes. The findings are given in Table 4.37;

Table 4.37: Whether adult teachers attended further training

Response	Frequency	Percentage
Yes	5	72
No	2	28
Total	7	100

Majority of the respondents 5 (72%) agreed the adult teachers regularly attended various courses for professional development as compared to 2 (28%) who said they did not.

Monitoring and Evaluation

The study sought to find out if the centers are subjected to monitoring and evaluation so as to ensure that quality learning and teaching is taking place. The results are presented in Table 4.38;

Table 4.38: Whether monitoring and evaluation of the progress of ACE programmes is done frequently

Response	Frequency	Percentage
Very often	6	86
Often	1	14
Sometimes	0	0
Rarely	0	0
Total	7	100

Majority of the respondents 6 (86%) felt that monitoring and evaluation is very often done in the ACE centers with only 1 (14%) felt it was often done.

Gender consideration in the ACE programmes

The study sought to understand the gender balance in the ACE programmes and how this affected the sustainability of the ACE programmes. The findings are given in Table 4.39;

Table 4.39: Gender consideration in the ACE programmes

Response	Frequency	Percentage
Equitable participation	2	28
Female dominate male	4	58
Male dominate female	0	0
Neutral	1	14
Total /Average	7	100

From the findings, majority of the officers 4 (58%), thought that although the gender balance differed as per the centers, generally, female learners dominated the male learners. Asked why this was the case, several reasons were put forward such as cultural beliefs where most centers that were run by female teachers were shunned by male adult learners. Economic reasons given included views that men are bread winners thus give priority to fending for their families while other officers attributed it to a general lack of interest in the ACE programmes by male learners as well as pride and ignorance. 2 (28%) however felt that there was equitable participation of both genders with 1 (14%) remaining neutral

General observations about ACE programmes by the ACE officers

The study sought to find the overall views from the officers regarding various aspects of the ACE programmes and the result are presented in Table 4.40;

Table 4.40: General views on performance of ACE programmes

ACE areas	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Totals
There is effective policy implementation of ACE programmes	43	14	29	0	14	100
Curriculum is well developed and regularly reviewed	0	57	43	0	0	100
Centre is registered	43	43	14	0	0	100
Registration of all eligible candidates for examinations	0	14	29	57	0	100
Training opportunities	29	14	0	57	0	100
Efforts to reach special needs	29	43	14	14	0	100
ACE is successful	0	29	43	14	0	100
Awareness programmes	14	43	29	14	0	100

From the findings 43% of the respondents strongly agreed that there is effective implementation of the ACE programmes with 29% disagreeing and 57% agreeing that the curriculum is well developed and regularly reviewed to the appropriateness and linkage with the formal system while 43% disagreed. 43% strongly agreed that the centre are registered and recognized by the ministry with only 14% disagreeing. 57% disagreed that there is registration of all eligible learners for national examinations with on 14% agreeing. In regard to existence of a program of provision of training opportunities to instructors, 57% strongly disagreed while 29% strongly agreed they exist. There are efforts made to reach the special needs groups among learners in the centre and surrounding area with 43% agreeing, 29% strongly agreeing, 14% disagreeing and another 14% strongly disagreeing. 43% of the respondents felt that the ACE programmes are not successful in most centers and disagreed while only 29% agreed they are successful in most centers. On the awareness campaigns, 43% agreed that awareness campaigns are conducted regularly with 29% disagreeing and 14% strongly disagreeing.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the findings, discussions and conclusions inferred from the findings. The chapter also contains some useful recommendations made at the end of the study to assist in enhancing effective and efficient management of the ACE programmes

5.2 Summary of the findings

Regarding the availability of teaching personnel, the findings revealed that majority of the adult teachers 3 (27%) male and 4 (37%) female worked part time and gave voluntary service as compared to those employed on permanent basis 3 (27%) male and 1 (9%) female, therefore not properly trained to handle the ACE programmes. Majority of the teachers 4 (37%) male and 4 (37%) said they needed further training. When asked to state the specific nature of training they needed, most of them indicated they needed guidance and counseling 5 (46%) and community development 3 (27%) while others needed vocational training 2 (18%) and professional training 1 (9%). Majority 2 (19%) male and 4 (36%) female also mentioned they were dissatisfied with the remuneration although most said they were satisfied with their jobs.

Most, 4 (37%) male and said they were not intimidated by adult learners while most female 4 (36%) indicated they were intimidated by the learners. They gave various reasons for intimidation such as semantic stereotypes, prejudgment by the adult learners and high expectations of the adult learners. For instance, one teacher mentioned that most adult learners wanted to speak English fluently and instantly even when they are regularly absent. Majority of the teachers (57%) considered lacking teaching and learning resources as the major challenge facing ACE programmes. They cited the uncondusive learning environment as the single most responsible factor for most of the discouragement and drop out of learners.

The other bulk of teachers (22%) pointed out absenteeism of learners as a major impediment to their effort to make the ACE programmes achieve their objectives while 6% of the respondents felt the overall problem afflicting the ACE programmes was inadequate finding. Majority of the teachers took issue with the negative terms used to refer to the ACE programmes that relegate it to a lower or inferior status in comparison to the other sectors of education. Some of these negative references included 'Elimu ya Gumbaro' (Education for the un learned) 'Masomo ya Wamama Na wazee' (Education for women and the old) among others.

Regarding availability of teaching and learning materials, majority of adult learners felt that the teaching learning environment was very uncondusive for adult classes. Indeed, all the ACE administrators, 7 (100%) admitted the centers are owned by the community since the government has not build any structures specifically for Adult learners. Majority of the adult learners too, (86%), felt that the ICT facilities were nonexistent in most ACE centers. This did not appeal very well to the learners who were eager to use their mobile phones, ATM services and to learn to communicate through the internet.

Majority of the learners (22% and 20%) respectively felt that text book adequacy and availability of writing materials were equally nonexistent as well as the furniture. They suggested that text books and writing materials needed urgent fixing to enable the ACE programmes to quickly achieve their primary objective of basic literacy. Majority felt that lack of an institution of their own was the worst impediment to the sustainability of ACE programmes. Learning in churches, ECDE centers or primary schools was quite demeaning.

In regard to the adult learner economic background, the research findings showed that majority of learners (22% female and 13% male) did not regularly attend school as they were discouraged by financial constraints. Majority of the female adult learners (33%) indicated that their major source of income was farming while majority male respondents (13%) were Securicor officers, activities that took a toll on their time thus affecting their attendance of the ACE programmes. Another (7% male and 17% female) were involved in small business like tending shops (kiosks), selling vegetables and other food stuffs which took most of the time meant for ACE attendance. Most learners hoped to improve their employability as a benefit of ACE programmes. They felt that they could have better and well paying jobs on competition of ACE programmes. Most indicated that they had joined ACE programmes hoping that there would be welfare assistance through the income generating activities at the centers but majority (59%) of the respondent indicated that these community Extension Education Programmes were nonexistent hence discouraged them from attending the ACE programmes.

The findings regarding adult learner socio-cultural background, revealed that majority of the learners failed to attend the ACE programmes due to cultural restrictions. Majority of the drop outs learners indicated they stopped attending due to family misunderstandings. The female respondents mentioned they were restricted by their husbands while most male respondents did not want to be known that they were illiterate. Majority of the respondent (8% male and 8% female) said they failed to attend the ACE classes regularly due to traveling to their rural homes for weddings, funerals, family gatherings and other cultural activities while many others (9% male and 19% female)

mentioned they were attending church meetings or seminars. Some respondents (5% male and 10% female) were discouraged by the negative attitude of their friends, neighbors and family members who viewed ACE programmes as a waste of time, since either they were too old to learn or they would not secure employment even after pursuing it. Majority of the potential but unenrolled learners (80%) felt they were too old to learn and feared their friends, and children and neighbors will make fun of them.

In regard to policy implementation by the National and County governments, the research findings yielded information on varied aspects for instance, regarding awareness programmes, majority of the learners (51% female and 20% male) learnt of the presence of the ACE programmes through friends. None reported to have read in newspapers or local media. A further 8% male and 14% female mentioned they learnt of the through the village baraza while (4% male and 3% female) reported to have learnt of them through posters. The findings reveal that there is a big need to heighten the awareness campaigns for the ACE programmes. Majority of the learners(34% female and 12% male) also indicated they were not satisfied with the awareness campaign by the government with only (32% female and 18% male) claiming they were satisfied. Most learners too (28% female and 19% male) said they knew many potential learners who did not know about ACE programmes hence were not yet enrolled.

Majority of the learners (50% female and 18% male) stated they were satisfied with the curriculum offered with (11% female and 9% male) indicating the curriculum needed improvement. Majority adult learners suggested an addition of computer technology, guidance and counseling and vocational skills among others. Indeed 43% of the ACE officers disagreed that the curriculum is well developed and regularly reviewed to ensure appropriateness and linkage with the formal system. Only 57% agreed the curriculum was appropriate. Majority of the teachers (43%) also indicated that they disagreed that there was regular registration of all eligible learners for the national examinations. Most teachers and administrators (86%) strongly disagreed that ACE programmes are sufficiently funded and given their due recognition like the other sectors of education. Majority admitted that the government does not fully recognize and fund ACE programmes in comparison to say primary or secondary school.

They in fact blamed the woes facing the ACE programmes such as low attendance, inadequate full time and well trained teachers and lack of proper stationary to low levels of funding of the ACE programmes. The findings also revealed that there is still no transitional policy in the ACE programmes. 57% of the teachers mentioned there is lack of a National qualifications program for the ACE programmes. Most centers for instance are not recognized for Kenya National

Examination Council Examination (KNEC) and yet so many learners who wish to transition from the ACE programmes are unable to do so since they have no valid certificates. 57% of the teachers asserted that they faced difficulties in registering of candidates for National examinations, hence asked the qualifying and willing learners to do so privately. From the findings majority of the officers (86%) interviewed mentioned that monitoring and evaluation of the ACE programmes is done very often but in a quick rejoinder sought for an increased political will to initiate the positive changes and reforms that the programmes require in order to archive their objectives fully.

5.3 Discussion of the study.

This section discusses the findings of the study. The purpose of the study was to investigate how availability of teaching personnel, availability of teaching-learning resources, adult learner economic background and adult learner socio cultural factors influences the sustainability of the ACE programmes in Kenya.

Concerning the availability of teaching personnel research findings show that the bulk of the teachers is part time and lacks the necessary training for the broad ACE sector. In an interview with one of the officers at the county office, this status quo has happened due to lack of employment of teachers for the ACE Programmes by the government. In its policy on Adult Education, the government envisages employing at least 1500 trained teachers for the ACE Programmes annually but in the past two years 2010-2012, only 850 have been employed country wide. Indeed one ACE centre was closed by the time of this study because the teacher passed on and no efforts have been made to replace him. The officer also mentioned that very few of the ACE teachers have been promoted to higher ranks in many years thus majority get demoralized and diversify away from the ACE Sector. This is despite the fact that majority have been in the service for a long time with 37% male and 9% female, mentioning they have been involved in the ACE programmes for more than ten years.

This confirms previous research findings by (Kabathi, 2008) that majority of teachers are self help and part time who are paid a token for volunteering to teach adults. (Mulama, 2011) also asserted that it's a mockery of justice to have only a handful of teachers to cater for millions of adults. According to the findings, part time teachers are paid Kshs 2,000 and although the government has promised to raise this amount nothing has been forth coming to date. Majority of the teachers (19% male and 36% female) said they were dissatisfied with their remunerations and were highly demotivated hence cannot completely and fully dedicate themselves to teaching in the ACE programmes as they had to find other means for their daily sustenance. This is in line with the observations by (Karan, 1996) that inability to recruit adequate and qualified teachers was affecting

the success of the ACE programmes as teachers are poorly remunerated, lack essential skills and are mostly volunteers coming from the rank of retired teachers or Form Four school leavers, students and activists.

According to the government's policy on ACE programmes, qualifications for one to be considered to teach in the ACE programmes are a minimum of a PI teacher which is the equivalent of grade C. The findings however reveal that most part time teachers have had no training at all and most could not even reveal their K.C.S.E grades. Indeed most of them (37% male and 37% female) indicated they required more training in order to be efficient as ACE teachers. According to (Fordham et al, 1995) teachers need constant professional development so as to gain new knowledge and adopt new practices in the ACE Programmes. It's vital that they be trained before they start teaching so as to give them the confidence to manage the literacy classes.

From the findings, the major challenge facing the ACE teachers in addition to those mentioned above is that ACE is a voluntary type of Education. It's not even about education as in the formal sense of the word at all. The major focus of ACE is to help the learners to make informed decisions in various circumstances hence adults need to be equipped with varieties of skills for their development such as civic education, farming, and health, family planning, environmental education and so forth. This is why ACE programmes are referred to as Education for Now or for immediate use in this circle. This poses a huge challenge to the Adult teachers especially those who are not properly trained and prepared for the task. According to the research findings, learners meet and decide on what they want to be taught that day, which is a good thing but can cause tremendous pressure on the teacher. This is in line with observations by (Rodgers, 1996) that ACE is for the few who are willing to join them. Its voluntary and learners can be motivated to learn only if adult educators satisfy their aspirations by teaching them what they want to learn.

This also confirms the observations by (Mckimim and Jollie, 2007) that there is a shift from the teacher – centered approach to a more learner centered approach and is not just a Semantic shift but it involves actively putting the learners' needs at the centre of activities. The teacher therefore has become a facilitator of learning rather than the expert and must guide the learners towards resources and sources of knowledge. All these challenges therefore, as (KNALS, 2007) pointed out have led to a high turnover of teachers in the literacy programmes that hinders access to ACE Programmes. The high turnover according (KNALS, 2007) is attributable to among other factors, low morale especially among teachers who have for a long time served on a temporary basis with poor remuneration and no professional development. They therefore get frustrated and dissatisfied with

the low salaries, lack of support from the administration and lack of input in decision making hence jump to any opportunity to migrate

Regarding the availability of teaching leaning resources, research findings that the learning environment is very uncondusive for the ACE learners as well as teachers. Most learners 61% were not pleased with ACE centers being ECDE centers, churches or community halls. They demanded to have a facility of their own away from the children and church activities. From the findings 34% of the learners stated that the condition of furniture in the ACE Centre was very poor while 34% felt furniture was nonexistent. The chairs and tables were small sized and fit for the children but absolutely inappropriate for the adult learners especially those that were aged. Indeed one of adult learners mentioned that she would love to continue learning but she constantly suffered backache, chest ache and pain in the joints which she attributed to sitting on unfit furniture. The condition was even worse in the church which had no tables but benches which meant learners had to lean over in case they needed to write. This most learners said were quite uncomfortable indeed. The teachers also mentioned that when church activities were on, ACE programmes were suspended because there would be no facilities for the adult learners.

The findings confirm (Moja, 2005) 's observation that the poor condition of buildings due to lack of maintenance and repair impacts negatively on the quality of education offered. Dilapidated school environment especially for the adult learners can contribute to high drop-outs from school. The findings are also supported by (Kebathi ,2008) who pointed out that adult learning centers lacked adequate and relevant teaching and learning materials and most of the learning venues were community-owned places such as schools, churches, mosques and halls and the furniture in the centre is also inappropriate. Regarding the state of instructional materials such as textbooks, 34% of the respondents indicated it was very poor while 24% of the respondents felt they were non-existent. 86% of the respondents stated ICT facilities in the ACE centers were nonexistent yet most learners expressed the need to learn how to communicate via the internet, use ATM facilities at the banks and effectively use their Mobile phones. 29% of the learners also said writing materials were non-existent. Most of the learners said they were required to buy them and with the harsh economic times, many could not afford to spend any single cent on the books. They gave priority to more pressing basic needs such as food for their families.

The teachers too, mentioned they had no guide books and in most cases were forced to buy or borrow books and other materials to use for instructional purposes. There were no Audio-visual resources in the ACE centers such as posters, charts and maps; rather a few were spotted in the District Adult Education offices. Some centers too, did not even have chalk boards or lesson plan

books. Most of the learners 22% ranked provision of text books as number one urgent need and 20% ranked writing materials number two most urgent need to make the ACE programmes successful and sustainable. In an interview with one District Adult Education officer, this state of affairs was blamed on inadequate funds especially following the winding up of KESSP (Kenya Education Support Sector Program) which had been mooted by the government with a broad objective of giving every Kenyan the right quality of education and training no matter their socio-economic status. It was therefore to ensure equitable funding of all education sectors in the county. KESSP however gave priority to buying vehicles for monitoring and evaluation hence left no money to buy essential resources. The officer however mentioned that the Government has come up with a new program the (Decentralization of Education Management Activities (DEMA) or KESSP-II which the MOE hopes will better manage the funding of all the education sectors in the country. These findings are supported by (Nnazov, 2005) who observed that lack of or inadequacy of physical and instructional facilities in government owned ACE training centers is indicative of neglect or the marginalization status of Adult Education.

As per the adult learner economic background, majority of the female adult learners 23% singled out family commitments as a major impediment to their regular attendance of ACE programmes. The findings also revealed that most female adult learners, 33% were involved in farming activities as compared to 8% of the male learners, 17% of them were also involved in small businesses such as selling fruits and vegetables, selling second hand clothes, while others said they washed clothes for their neighbors to raise some money as others served as fulltime house helps. Such farming activities like planting and milking as well as household commitments have kept most of the female adult learners away from the ACE programmes. By the time of the study, most ACE centers were near empty as most learners stayed away to do planting and winding of their farms. The findings also revealed that majority (23%) the male adult learners and 22% female adult learners failed to attend ACE programmes due to financial commitments.

Many admitted that with their meager earnings, they could not sustain both their families and the ACE programmes' requirements. Majority of the men 13% for instance said they worked as security officers and apart from the little wages, they secured, they said they needed to sleep in the day so as to work at night hence no time for the ACE programmes. 70% of the male adult learners also said they were involved in part time jobs thus had no time schedules and can be called on to work at any time of the day or night. These findings are supported by (Mulama, 2011) who observed that high poverty levels in the country have had an adverse effect on the ACE programmes as learners give priority to looking for food and other basic requirements hence, basic requirements of the learners far outweigh their intellectual needs. In an interview with one of the

said they were not embarrassed about attending the ACE programmes. Majority of the respondents, 30% female and 18% male explained that they were motivated by the benefits accrued from attending the ACE programmes such as literacy, ability to socialize with other people and contribute constructively to debate, as well as the ability to help children with their homework and manage their business and better, hence have overcome the feelings of embarrassment. However, majority of the drop out learners (80%) said they were embarrassed to attend the ACE programmes. Some especially those that were well off did not wish to be known they were illiterate while others said they were discouraged by the negative comments from their friends, relatives and neighbors. One of the teachers for instance, mentioned there were some potential but unenrolled adult learners who secretly organized private lesson with the teachers to be conducted at night so as to avoid this stigma. These sessions the teacher confided are known as 'Nicodemus Classes' after the famous biblical character, Nicodemus who went to seek information from Jesus at night.

Five percent of the male respondents and 10% of the female respondents said they felt shy going for ACE classes and sometimes feared to disclose their attendance to people close to them. As mentioned elsewhere in the study, some male adult learners loathed the idea of being taught by female teachers who actually dominate the teaching force in the ACE sector. Some others detested the idea of being mixed in the same class with the female learners and having to compete with them. Some especially the potential but unenrolled said that they were too old to learn and have accepted their condition and instead chosen to invest in their children so they can learn from them. The findings also revealed that majority of the learners (19% female and 9 % male) did not attend the ACE programmes regularly due to their involvement in church meetings, 15% female and 4% male said they attended group meetings such as Women groups, village councils of elders and so forth. A further 8% male and 8% females said they failed to attend ACE lessons because they frequently travelled home to attend to such social functions like weddings, funerals, circumcision and so forth.

A further 5% of the female learners and 4% of the male adult learners mentioned they stopped attending the ACE programmes due to family misunderstandings that sometimes led to divorce, separation and relocation from the family home to areas inaccessible to the ACE centers or to areas where ACE centers are non-existent. One female who had stopped attending the ACE programmes intimated that she had been threatened by her husband that she'll be harshly disciplined if she continued attending the classes. The findings are supported by (Oxaal, 1997) who observed that ACE is perceived as inferior hence reduced access to further education and jobs. Many illiterate are too stigmatized and embarrassed even to reveal their true illiteracy standards. The findings also match with (Graham and Walsh, 1996)'s views that adult learners lack the enthusiasm of small

children and are convinced they can't learn or are too old to learn. The findings also showed that all the learners, teachers and administrators of the ACE programmes were heavily affected by negative phrases used by people insensitively to refer to the ACE programmes. Such terms like 'Gumbaro' were strongly condemned by all the teachers, learners and administrators as carrying negative connotations of helplessness and hopelessness of the learners. The instead suggested appropriate titles for the programmes like Elimu ya Jamii (Education for the Community) and Elimu ya Msingi Kwa watu wazima (Basic education for the Adults) among other suggestions.

They in fact recommended that the general public be sensitized so that they desist from using derogatory terms in reference to ACE programmes, if indeed the aims and objectives of the programmes have to be achieved. Majority of the learners were however self-motivated and determined to pursue education in an attempt to shed off the social stigma associated with illiteracy. The findings are supported by (Lacefield, 2006) who suggested that when they control the pace, adults in their 40s and 50s have the same ability to learn that they had in their 20s and 30s. The findings also concur with (Timarong et al, 2003)'s findings that workers 45years and older often excel in their occupation because of their exclusive experience and careful judgment. This success in the work place can therefore lead to the expectations that adult learners can also perform well in class.

In regard to policy implementation by the Government, an interview with the Adult Education Officers at the district and County levels revealed that the Government policy on all Education sectors is that Education is the duty of the National Government including the ACE programmes. The findings however reveal a lackluster commitment from the government towards the promotion of ACE programmes. Majority (86%) of the Adult Education Officers at the district and county officers said they did not agree that ACE programmes are sufficiently recognized and funded by the government. Most attributed the many problems ailing the ACE sector to inadequate and low funding from the government. This is in tandem with observation by (Ouane, 2009) that Government investment in the ACE learning and education remains very low. There are no appropriate allocations of resources and provisions are temporary hence may be abandoned at any time. The findings are also supported by (World Bank, 2003)'s observation that the world adult literacy programmes make up 15% of government of donor budgets hence remain severely underfunded in comparison to the primary education.

In terms of awareness campaigns of the ACE programmes, the findings reveal that there is a District Advisory Committee that co-ordinates the various line Ministries to conduct the awareness campaigns regarding the existence and value of the ACE programmes, chaired by the District

Commissioner with the most significant being Ministries of Education, Agriculture, Public Health, Water, Cooperatives and the Department of Children, Social Services, Births and Deaths. These ministries, while in their normal functions, help identify the potential adult learners and advise them to enroll. There is also the International Literacy day, 8th of September and the district conducts week long activities to mark the day. Majority of the learners (34% female and 12% male) said they were dissatisfied with the efforts made so far. 28% female and 19% male said they knew many potential but unenrolled students mainly because they were not aware of the programmes. Most of the adult learners interviewed (51% female and 20% male) said they learnt of the programmes through a friend while only 14% female and 8% male learnt through public posters. None at all ever saw a newspaper advert on the programmes. This is supported by the findings of the (KNLS, 2007) that reported that only 31% of the adult population in Kenya is aware of the existence of literacy programmes because of low visibility of the programmes.

In regard to curriculum development and provision, the research findings reveal a lack of clear curriculum to be followed at the ACE centers which perhaps explains the difficulty encountered in fitting the program in the National qualification system. According to one adult officer interviewed, the MOE has provided for provision of Adult Basic Education and Training (ABET I) which is the equivalent of standard 1-3, ABET II the equivalent of standards 4, 5 and 6 and ABET III the equivalent of standard 7 and its examination is the equivalent of K.C.P.E, yet the whole system is not yet in place. The National qualification program, developed by K.I.E has been in place since 2005 yet none of the centers has patronized it. Most learners (57%) said they experienced difficulties in registration for KNEC examinations and were forced to look for private registration since the ACE centers were not recognized by KNEC as examination centers. Most learners indeed expressed an urgent need to have the programmes organized in such a way that they can be awarded certificates for further training or education. Findings also revealed that the core subjects offered at the ACE centers were English, Kiswahili and Mathematics in addition to skills in Agriculture, Integrated family planning, civics, science and social ethics. Majority of the teachers however disagreed that the curriculum is well developed and regularly reviewed to ensure appropriateness and linkage with the formal system.

Most learners suggested the curriculum needs to be improved by including more vocational and other skills. Majority (57%) disagreed that there is registration of all eligible learners for national examinations. The findings are supported by (World Bank, 2003)' report that planning of adult education has to take place locally because the potential benefits of ACE are themselves local. Effective management of education and training therefore necessitates community involvement thus communities need to initiate and develop their own plans based on concrete assessment of the

potentials and problems faced as well as the development of the local community in a participatory approach. The findings too have support from (Lacefield, 2006) that Adult learners tend to be problem centered in their orientation therefore, problem solving is one of the most beneficial educational opportunities for adults. Curriculum for adults should therefore be organized around problems rather than subjects and the problems should reflect the concerns that adults have experienced. The findings are also in tandem with observations by (Graham and Walsh, 1996) that relevance is probably the most important motivating factor for adult learners. If they are exposed to study life coping skills such as balancing of cheque books, their interest will never waiver. This therefore implies that adult education activities must be kept joyful action – packed and related to social interaction.

Regarding partnerships and co-ordination of these partners in the provision of the ACE programmes, the findings revealed that only the church is major partner with the government in provision of the ACE programmes. The findings recorded no proof of NGO presence in regard to ACE programmes in the entire district. The findings are in contrast to the views of the (Chinese Adult Education Association, 2008) that posited that Governments at different levels should provide necessary subsidies and encourage all social forces and individual volunteers to donate for financing of literacy education. They should bring into full play the role of NGO's in mobilizing all social forces to participate in literacy education and create an ideal social environment for the development of Adult and Continuing Education. It's the government's role therefore to take a leading role to coordinate the CBOs, CSOs, Private sector and individual efforts in the proper development and provision of the ACE programmes.

In regard to Monitoring and Evaluation of the ACE programmes, majority of the adult teachers stated that they were held oftenly, however they decried the persistent inaction and absence of political will to squarely face confront the many problems bedeviling the sector. Reports containing the suggestions and recommendations on improvement of the ACE programmes keep gathering dust in the county offices as many ACE centers continue to fold up and learners drop out. The findings are supported by (Ouane, 2009)'s observations that it's not enough to merely facilitate access, increase inputs, reduce dropout rates and increase participation levels rather, measures to improve quality must be effected in order to translate the ACE programmes into relevant and meaningful learning and achievement levels.

Regarding gender considerations in the ACE programmes, the findings revealed that majority of the adult learners 68 (68%) were female while 38 (32%) were male. This gender representation is based on the accessible respondents at the time of the study and confirms the research finding

posited by (KNALS, 2007) that majority of adult learners were female in most ACE centers across the country. Most of the teachers and administrators interviewed (57%) admitted that female learners dominate the male in the enrolment and actual attendance of the ACE programmes. In an interview with the District Adult Education officer (DAEO) in the Nakuru North District, this state of affairs is attributable mainly to cultural factors where males, in the mostly patriarchal society, are perceived to be superior to the female in all aspects hence detest any situation that will place them in a state of equality or competition with the female. This, the DAEO explained, is the reason why ACE teachers are advised not to mark the learners' scripts in the conventional way of right or wrong or awarding credit on the basis of performance as cases where the females dominate, greatly intimidates, infuriates and discourages the male adult learners most of whom withdraw from attendance. Indeed one male adult learner, who had stopped attending the ACE programmes at the time of this study, intimated that he did so because he could not stand being taught by a female teacher.

Economic factors were also cited as responsible for inequitable gender participation that places the female learners in the majority. Men are generally viewed to be breadwinners for their families hence prefer to be engaged in income generating activities such as business so as to meet the immediate need of providing for their families. These activities consume most of their time hence inability to either enroll or keep attending the ACE programmes. Other factors given included a general lack of interest among the male learners, pride and ignorance regarding the significance of the ACE programmes. Majority of the female learners (41%) also reported to not having any prior education before enrolling for the ACE programmes as compared to the male adult learners at 23%. 6% male 21% female had attended primary levels. This confirmed previous findings by (UNESCO, 2008) that historical factors had placed women in a disadvantaged position to access formal education thus making them form the bulk of the illiterate and this explains why they patronize the ACE programmes to a much larger extent.

5.4 Conclusions

The study sought to assess the extent to which availability of teaching personnel is a challenge to the sustainability of the ACE programmes, to establish how availability of teaching learning facilities is a challenge to the sustainability of the ACE programmes, to investigate the extent to which adult learner economic background is a challenge to the sustainability of the ACE programmes, and determine how adult learner socio-cultural background is a challenge to the sustainability of ACE programmes in Nakuru North District, Nakuru County- Kenya. On the strength of the findings, the study had the following conclusions:

Majority of the adult teachers, especially the female, were much younger than their learners thus a major challenge to the sustainability of the ACE programmes. Inadequacy and general lack of sufficiently trained and qualified teaching personnel significantly affected the sustainability of the ACE programmes. Some centers had been closed due to inadequate teachers while majority serving them were mostly self help or voluntary with no formal training. They also lacked administrative support and with poor remunerations, most were very demoralized, demotivated and dissatisfied.

Availability of teaching learning resources was singled out as the major factor posing the greatest challenge to the sustainability of the ACE programmes. The nature of the furniture was uncondusive; venues of the ACE centers were mainly churches, community halls and nursery schools which were heavily condemned by both learners and their teachers. Teachers and learners also constantly lacked the instructional materials and were forced to buy or borrow them. There was a sense of general negligence and the neglect of the ACE sector even in terms of the location within the district's headquarters.

Adult learner economic background impacted negatively on the sustainability of the ACE programmes as well. Most adult learners made a living out of meager earnings from farming and par time jobs that also consumed most of the time meant for the ACE programmes. Adult learner socio cultural factors such as attitude historical gender prejudice and other cultural activities kept most learners both potential and current away from the ACE programmes thus posing a huge challenge to the sustainability of the ACE programmes.

Policy implementation by the government was also found wanting. Inadequate funding, lack of private, community and individual partnerships in the ACE programmes as well as inadequate publicity campaigns and curriculum development were squarely blamed to the lack of political will and enthusiasm to initiate reforms in the ACE sector.

5.5 Recommendations

Based on the findings, the researcher recommends the following measures so as to attract and maintain more adult learners in the ACE programmes:

- i) Establish government-owned adult centers duly furnished with the appropriate furniture and instructional materials and far removed from children's education centers as well as on church compounds.
- ii) Encourage willing sponsors such as individuals, communities and NGOS to participate in the provision of ACE programmes

- iii) Allocate more funds to the Directorate of Adult Education to enable the purchase, provision and installation of appropriate instructional materials including the ICT facility in all ACE centers
- iv) Conduct mass publicization of the ACE programmes through the media, market centers, churches and chief's baraza among others, emphasizing the essence and value of education at all levels.
- v) Sensitization of the masses to challenge their negative attitudes towards ACE programmes by emphasizing the aspect of lifelong learning in the personal and country's development programmes.
- vi) Conduct mass training of ACE teachers, urgently employ more permanent teachers and improve their working conditions.
- vii) Facilitation of the implementation of ABET I, 11, and 111and curriculum uniformly and effectively in all the ACE centers as well as the national qualification system so as to award the deserving graduates of the ACE centers with suitable certification that will enable them pursue higher education or improve their employability.
- viii) Conduct more policy research in order to find new ways to motivate and involve the excluded groups of potential learners, for instance more income generating projects need to be established across all ACE centers in the county.

5.6 Contribution to Knowledge

This section presents the study's contribution to existing knowledge in table 5.1

Table 5.1 Contribution to knowledge

Objectives	Contribution to knowledge
<p>To assess the extent to which availability of teaching personnel is a challenge to the sustainability of the ACE programmes.</p>	<p>Availability of well trained, motivated and well remunerated teaching personnel significantly contributed to the sustainability of the ACE programmes</p> <p>Consistent professional development of adult teachers boosts their confidence and significantly influences the sustainability of ACE programmes</p>
<p>To establish how availability of teaching learning facilities is a challenge to the sustainability of the ACE programmes</p>	<p>Teaching learning facilities and learning environment are the backbone of any education sector and more so, ACE programmes, hence significantly influenced the sustainability of the ACE programmes.</p> <p>Provision of a conducive and appropriate learning environment for the adult learners is a major proof of the Government's seriousness towards the ACE programmes. This significantly affected the sustainability of the ACE programmes</p>
<p>To investigate the extent to which adult learner economic background is a challenge to the sustainability of the ACE programmes</p>	<p>Adult learner economic background was a significant challenge to the sustainability of the ACE programmes.</p> <p>Inclusion and emphasis on post literacy programmes and income generating activities formed the basis of the motivation and attraction towards participating in the ACE programmes thus influencing the sustainability of the ACE programmes.</p>

<p>To determine how adult- learner socio-cultural background is a challenge to the sustainability of the ACE programmes.</p>	<p>Attitudes did not pose a significant challenge to the currently enrolled learners but heavily affected the potential but unenrolled learners and the dropouts thus remained a challenge to the sustainability of the ACE programmes.</p> <p>Socio cultural activities such as gender biases, cultural ceremonies and religious activities are a significant challenge to the sustainability of the ACE programmes.</p>
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5.7 Suggestions for further studies

During the study the researcher identified some areas that require further research.

Notable areas include;-

1. Curriculum development; Much as the adult learners determine what they want to be taught, MOE should carry out more research to establish guidelines on the appropriate content especially that the adult learners want to be recognized in the National Qualification System and be awarded certificates.
2. There is need for more field studies to establish what income generating projects are appropriate for each centre and find ways of supporting and facilitating them so as to achieve the aims of post literacy programmes in the ACE sector.
3. Further research is needed to establish the best way of training adult teachers, currently each district organizes crash training programmes for fresh recruits according to the needs' assessment of the community and participating recruits are awarded certificates of practice. More studies can be done to explore possibility of having stakeholders in the MOE coming up both a special unit and curriculum for training ACE teachers and have them catered for under the teachers' service commission.
4. Deeper studies into the disparity in the gender balance in the ACE programmes need to be explored. More information is needed on why most men are choosing to idle in market centres and engage in other undesirable activities but shun the ACE programmes, yet majority, as per the Nakuru North District literacy report, remain illiterate. Investigations can be done to find out ways and means of attracting this group into ACE centres.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

KITUYI R. IDDAH
UNIVERSITY OF
NAIROBI.
P.O. BOX 30197
NAIROBI.

REQUEST FOR ACADEMIC SURVEY RESEARCH

I am a student at the University of Nairobi undertaking a Master of Arts degree in Project Planning and Management, having completed the course work and currently conducting the Project research work as part of the fulfillment of the course.

I'm kindly requesting to conduct an Academic Survey research at your Institution. The survey will involve collection of data about Challenges of Adult Education in a devolved government- Case of Nakuru County.

The study will examine Adult Education provision, constraints and propose recommendations for improvement. I assure you that all data collected will be solely used for Academic purposes and not for any other use.

Your kindest assistance is highly appreciated.

Thank you,

Yours faithfully,

IDDAH KITUYI.

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

22nd June 2012

Date:

NCST/RCD/14/012/727

Our Ref:

Iddah Kituyi Wanyama
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*challenges facing the sustainability of adult and continuing education programmes in Kenya: A case of Nakuru North District, Nakuru County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st July, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Nakuru County.

APPENDIX 3: QUESTIONNAIRE FOR THE ADULT LEARNERS

This is a post graduate Research Project dealing with challenges facing the sustainability of Adult Education Programmes in a devolved government with the focus on Nakuru County. The information you give in this questionnaire will highly assist in investigating major challenges facing the Adult and Continuing Education Programmes, not only in Nakuru County, but the entire country as well, thus help to come up with measures to militate against the challenges and promote the programmes. All data will be kept confidential and anonymous for research purposes only. Please take your time and attempt all questions truthfully and to the best of your knowledge.

A General Information

Please tick (✓) inside the box for your answer

1. Sex Male Female

Age 15-24 25 – 34 35 – 44

45 – 59 60 and above

2. Occupation

i) Government staff iv) Employee in a private company

ii) Self employed v) Farmer

vi) Others vii) House wife

3. Education Background

i) High school

ii) Primary

iii) No Prior Education

4. Why did you choose to enroll for adult continuing classes (Tick (✓) where appropriate)

i) Improve employability

ii) Change careers

iii) Obtain senior school qualifications

iv) Avoid social stigma

v) Others _____

5. Are you a part time or full time student

i) Part time

ii) Full time

B: Policy Implementation

1. How did you know about these Adult and continuing classes.

i) Read in the Newspaper

ii) Through a friend

iii) Village Baraza

iv) Public Posters

2. Are you satisfied with the awareness campaigns in your area? (Tick (√) where appropriate)

i) Extremely satisfied

ii) Satisfied

iii) Not satisfied

iv) Neutral

3. Do you know of potential students who could attend the Adult Education programs but don't know about it? (please tick(√) where appropriate)

i) Many

ii) Few

iii) Don't know any

iv) No response

4. Suggest ways you feel the awareness programs would be improved in your area.

C. Curriculum

1. Are you satisfied with the content (curriculum) offered

i. Extremely satisfied

ii. Satisfied

iii. Extremely dissatisfied

iv. Neutral

v. Need improvement

2. Which areas would you like included or removed from the curriculum/syllabus.

3. Please give reasons for your response above.

C. Teaching and learning resources

1. How do you rate the following facilities and resources in your centre (Please tick (√) where appropriate)

		1	2	3	4	5
i.	ICT Installation					
ii.	Condition of buildings					
iii.	Space in the classrooms					
iv.	Text book adequacy					
v.	Writing materials					
vi.	Enough teachers					
vii.	Condition of furniture					
viii.	Toilets					
Ix	Community Education Extension Programs					

KEY

1. Excellent
 2. Good
 3. Fair
 4. Very poor
 5. Non existent
2. In your own opinion, which of these facilities need to be urgently addressed? (Rank them according to their urgency from 1,2,3,4, etc.

- | | |
|---------------------------------------|--------------------------|
| i) ICT Installation | <input type="checkbox"/> |
| ii) Condition of buildings/structures | <input type="checkbox"/> |
| iii) Class rooms | <input type="checkbox"/> |
| iv) Text books | <input type="checkbox"/> |
| v) Writing material | <input type="checkbox"/> |
| vi) Enough teacher | <input type="checkbox"/> |
| vii) Furniture | <input type="checkbox"/> |
| viii) Toilets | <input type="checkbox"/> |

Others you would like addressed but not in the above list?

D. Adult learner economic factors and Family responsibilities

1. Do you come to school regularly (Please tick(√) where appropriate)

- i) Present every day
- ii) Absent at least two days in a week
- iii) Absent more than three days in a week
- iv) Absent most of the time

2. What factors mainly discourage you from attending school regularly (tick (√) where appropriate).

- i. Financial constraints
- ii. Attitude of teachers
- iii. Don't like the subjects offered
- iv. Poor facilities
- v. Family commitments
- vi. Lack of support from family members

3. What other reasons hinder you from attending school regularly not included in the list above?

4. Please indicate your sources of income. How do the above sources affect your participation in the Adult classes

5. In what ways has the Adult Education programme benefited you since you started attending?

6. What major improvements would you recommend to improve the Adult Education program in your centre?

E. Adult learner Attitudes.

1. Do you feel embarrassed coming to attend Adult classes

i) Yes

ii) No

2. Kindly give explanation for your answer above

3. Do you experience negative comments from your friends, family, neighbors and teachers concerning your attendance of Adult classes

i) Yes

ii) No

4. Kindly explain your response above

5. What do you think could make Adult Education more appealing and comfortable to participate in?

APPENDIX 4: QUESTIONNAIRE FOR THE ADULT EDUCATION TEACHERS AND SCHOOL ADMINISTRATION

This is a post graduate Research Project about Challenges facing the Sustainability of Adult and Continuing Education Programmes in a devolved government-Case of Nakuru County. The information you give in this questionnaire will be of great assistance in understanding the challenges of Adult and Continuing Education Programmes not only in Nakuru County, but in the country as a whole.

All data will be kept confidential and anonymous for research purposes only. Please take your time and attempt all questions in the questionnaire.

General Information

Please tick (✓) inside the box for your answer

1. Sex Male Female

Age 15-24 25 – 34 35 – 44

45 – 59 60 and above

2. Education Background

i) University Degree

ii) College student

iii) High school

iv) Elementary

3. Apart from teaching, do you have any other source of income (Please tick (✓) in the boxes)

i) Yes

ii) No

If your answer above is Yes, Please name the sources.

Terms of employment and Professional development

1. Please state your terms of service

i) Permanently employed

ii) Voluntary Service

iii) On contract

iv) Self help

2. How many years have you served as a teacher in the Adult Education program

i) Less than three years

ii) Between 5 and 10 years

iii) More than 10 years

3. Have you received any further training in Adult and Continuing Education?

i) Yes

ii) No

4. What challenges do you face in teaching of the Adults?

5. How do you rate yourself as an Adult Education teacher? Please tick (✓) in the box accordingly.

i) Very qualified

ii) Need further training

If your answer to the above question is ii, please specify the nature of training required.

6. Are you satisfied with the remuneration you receive as a teacher?.

i) Extremely satisfied

ii) Satisfied

iii) Extremely dissatisfied

iv) Dissatisfied

v) Neutral

7. Give suggestions on the improvement that can be done to make your career as an Adult Education teacher more satisfying.

8. How satisfied are you with your Job? Please tick (✓) in the boxes

i) Extremely dissatisfied

ii) Neutral

iii) Satisfied

iv) Extremely satisfied

9. Do you sometimes feel intimidated by the Adult learners?

i. Yes

ii. No

If yes, could you kindly explain why?

10. Please indicate the subject you teach?

11. How many lessons do you teach?

12. In how many other ACE centers do you teach? Please name them.

13. Do you find the use of the name Gumbaro in reference to ACE programmes negative?

14. What other references to ACE do you find negative?

15. Kindly suggests names you would like used to refer to ACE programmes?

For the Administration only

1. Apart from government support, does your centre receive assistance from any other sources?

i) Yes

ii) No

If yes, please give details indicating who they are and nature of support.

2. Does your centre have any Community Education Extension program for assistance to the learners?

i) Yes

ii) No

If your answer is yes, kindly name the programmes?

3. What programs are in place for publicity campaigns of the Adult and continuing Education program?

4. How often are the monitoring and Evaluation reports done in your centre? (Please tick (√) in the boxes)

i. Very Often

ii. Often

iii. Sometimes

iv. Rarely

v. None at all

5. What major challenges do you face as an Adult and continuing Education Centre? (Please tick (√) in the boxes)

6. Do you attend any seminars or programs to improve the management of the centre?

i) Yes

ii) No

7. Please indicate the enrolment in the past five years in your centre according to gender ?

i) Male

ii) Female

8. Have there been any drop outs?

i) Yes

ii) No

If the answer above is yes, were there any reasons for drop outs?

9. What is the status of ownership of the centre?

i) Owned by the community

ii) Government owned

iii) Leased from Government or private

10. Are there term dates for the ACE Programme?

i) Yes

ii) No

11. Is the ACE program sufficiently recognized by the government in comparison to primary or secondary schools

i) Yes

ii) No

If your answer is No, could you kindly point out some of the areas you wish the government would show keener interest.

12. Is the ACE Program already recognized in the National qualification programs (e.g. KNEC Examination and Certificate)

i) Yes

ii) No

13. Are there any difficulties experienced in the registration of deserving candidate

i) Yes

ii) No

If your answer is yes, please point out some of the difficulties.

14. Please tick the response that best describes your feeling about the ACE Programme in your centre.

Key

1. strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Neutral

		1	2	3	4	5
I	There is effective policy implementation of the program					
ii	Curriculum is well developed and regularly reviewed to ensure appropriateness and linkage with the formal system					
iii	The centre is registered and recognized by the Ministry					
iv	There is registration of all eligible learners for National Examination					
v	There exists a program of provision of training opportunities to instructors					
vi	Efforts are made to reach the special needs groups among learners in the centre and surrounding areas					
vii	ACE Programme in my centre are extremely successful					
viii	We conduct awareness campaigns in the region regularly					

15. What areas mentioned above, in your opinion, will require immediate improvement to make the programme more successful. Please list them in order of importance.

16. Kindly comment on the Gender dimension of Adult Education in your centre. Is one gender more prominent than the other or there is equitable participation?

17. Kindly give your own opinion about the above status.

APPENDIX 5: INTERVIEW SCHEDULE FOR THE ACE OFFICERS AT THE COUNTY AND DISTRICT EDUCATION OFFICES

1. What role do you play in the provision of ACE programmes at the County/District Adult Education Office
2. Do you consider ACE programmes vital in National development or should they be scrapped
3. How satisfied are you with the provision and progress of ACE programmes in the District/ province?
 - i) Extremely satisfied
 - ii) Satisfied
 - iii) Extremely Dissatisfied
 - iv) Dissatisfied
 - v) Neutral
4. In your opinion, do you think the devolved government will contribute to much better management and provision of ACE programmes?
5. What challenges do you think you'll encounter with the devolved government system in regard to provision and management of ACE programmes?
6. On a scale of 1-10, how would you rate the Government involvement in the provision of ACE programmes
7. In your opinion, which factor among the ones listed below, poses the biggest challenge to ACE programmes in the County/district today?
 - i) Socio-cultural factors (attitudes, cultural activities, age factor etc)
 - ii) Economic factors (poverty etc)
 - iii) inadequate teachers
 - iv) lack of teaching and learning materials
 - v) Poor policy implementation
8. What in your opinion can be done to rectify the situation above?



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES

From: Dr. Luketero, S. W. Date: 30-07-2012

To: The Director
Board of Postgraduate Studies
University of Nairobi

CERTIFICATE OF CORRECTION

NAME OF STUDENT IBDAH KITUTI WANYAMA

REGISTRATION NUMBER L50/65731/2010

This is to confirm that the above named student has successfully completed his/her MA in Project Planning and Management, Research Project Report entitled

CHALLENGES FACING THE SUSTAINABILITY OF ADULT AND CONTINUING EDUCATION PROGRAMMES IN KENYA, CASE OF NAKURU NORTH DISTRICT, NAKURU COUNTY

I hereby certify that the corrections have been made as per the suggestions of the defence panel.

NAME OF SUPERVISOR Dr. Stephen W. Luketero

SIGNATURE [Signature]

INSTITUTION University of Nairobi

Cc
Dean, SCDE
Chairman, DEMS
Resident Lecturer