

**AN ASSESSMENT OF ADULT EDUCATION AS A STRATEGY FOR
WOMEN EMPOWERMENT IN MKINGA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certified that he has read and hereby recommends for acceptance by the open university of Tanzania, a dissertation titled: Extent of adult education programs on empowering skill to women in income generation in Mkinga district for fulfilment of the requirements for the degree of masters of Education Administration, Planning and Policy Studies.

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Date

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I, the undersigned, do hereby declare that this dissertation is my own original work and it has not been presented and will not be presented to other institutions for similar or any related award.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my family, relatives and friends for their love, support and aspiration.

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ABSTRACT

Poverty is growing among the women in Tanzania especially in Mkinga District (Tanga Region) which caused by illiteracy. This study sought to assess the adult education as strategy on empowering women in skills utilization in income generation. The study explained how adult education was relevant to women empowerment in income generation; examine the skills for empowering women in income generation as well as how community members perceived the women Education. The study employed both qualitative and quantitative approaches. Case study research design was used in this study. The population of the study comprised all women, males, adult education facilitators, District adult education coordinator and District education officer who were actively involved in this study while sample size of 64 respondents were randomly selected to answer the research questions. Three research tools used during data collection; this were questionnaires, focus group discussions and interviews to fulfill the researcher needs. The findings indicated that adult education empowered women through the use of skills in various economic sectors, for this case adult education is relevant to women in generating income, further more the study found that community perceived positively on women education. The study therefore recommended for action that government at all levels should make efforts to fund adult education programmes and constructing dams to ensure Masai settled in permanent place for attending adult education programmes; to set relevant time table for adult education; to provide relevant skills to women, also recommendation for further research that, variables used in this study will be a guide for further research to be carried out on a wider premise and covering many districts as a way of finding a lasting solution.

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ABBREVIATIONS

3Rs'	Reading, Writing and Arithmetic
COBET	Complementary Basic Education in Tanzania
DEO	District Education Officer
EFA	Education For All
FAO	Food and Agricultural Organization
ICBAE	Integrated Community Based Adult Education
ICT	Information and Communication Technology
MED.APPS	Masters of Education in Administration, Planning and Policy Studies
MKUKUTA	Mpango wa Kuondoa Umaskini na Kukuza Uchumi
MoEC	Ministry Of Education and Culture
ODL	Open and Distance Learning
OECD	The Organisation for Economic Co-operation and Development
OUT	The Open University of Tanzania
REPOA	Research on Poverty Alleviation
SACCOS	Savings and Credit Corporative Societies
TETP	Tanzania Education Training Policy
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
URT	United Republic of Tanzania
USAID	United State Agency for International Development

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Adult education refers to all education that takes place outside the formal constraints of formal schooling. It is for people who are biologically (at least fifteen years of age) and socially (can take responsibilities in the family or in the community) recognized as adult. Such a people may have missed the opportunity for initial education while they were young and, this reason, need some form of compensation, they may need to extend their knowledge or learn a trade, a recreational or leisure time activity or just required more knowledge for its own sake (Indabawa and mpofu 2006 : 82).

Some of the programmes offered through adult education are integrated community based adult education (ICBAE), complementary basic education in Tanzania, open and distance learning (ODL), agriculture extension programme which assist women engaged in farming and other agricultural work who can benefit from new ideas, information, innovations, techniques and equipments. Functional literacy programme which provide an opportunity for the acquisition of the skills of reading, writing and numeracy at basic levels (3Rs), in a particular language, local or foreign. This basic literacy is delivered within six to nine months (Indabawa 2006:83).

Supporting to this idea, Mushi (2009) viewed functional literacy as seen by the government as having a socio- economic and political impact, particularly in rural areas where agricultural production was considered essential for liberation of people from constraints. Also adult education offers computer programme which assist

women to interact with others through internet and modern cell phone. This enables women to be empowered as a means of connecting and sharing information.

Empowering woman is initially started in the summit which took place at Jomtien, Thailand (march 1990) which was the world declaration on education for all (EFA), the summit emphasizes on importance of education in the fast growing world. Together with other things, empowerment was seen possible through the process of education. The summit later renewed at Dakar on world education forum (April, 2000) with the involvement of the government of all developing countries. This was a weapon that guarantees equity in the society. It is a means of empowering vulnerable groups such as girls and woman whose traditional age along occupation is supposed to be in the kitchen. The summit insists the importance of woman to be exposed to literacy so as not to be alienated in this world of wide information and knowledge (Olufunke 2011).

In (2006) United Nation formulated task force which adopted an operational frame work of gender equity with three dimensions, namely: the capabilities domain, the access to resource, opportunities domain and security domain. Under capability domain, it included basic human abilities as measured by education, health and nutrition, this capabilities was fundamental to individual well- being and are the means through which individual access other form of well-being. Under access to resource and opportunities domain, this includes equality to use or apply basic capabilities through access to economic assets such as land and housing, and resources (such as income and employment) as well and political opportunity (such as representation in parliament and other political bodies).

It further argues that without access to resource and opportunities, both political and economic, woman will be unable to employ their capabilities for their well being and that of their families, communities and societies. Under security domain, this means reduces vulnerability to violence and conflict result in physical and psychological harm and lessen their ability of individuals, households and communities to fulfil their potential.

1.2 Background of the Problem

Illiteracy is considered to be one of the major bottlenecks in the process of improving people's lives and particularly in the adoption of modern ways of agriculture. It is argued that women are still much more likely than men to be poor and illiterate, and they are far less likely than men to be politically active and far more likely to be victims of domestic violence (<http://www.unfpa.org>). REPOA (2010), asserted that literacy is low among rural women as 40 percent of this population are illiterate. Achieving MKUKUTA literacy target of 80 percent by 2010 and meeting the millennium development goal of eliminating illiteracy by 2015 will be challenges.

In Tanzania measures have been taken to make sure women are empowered through signing to number of international Declaration on education and conventions such like the world education forum for action in Dakar (April, 2000)) with the involvement of the government of all developing countries. This was a weapon that guarantees equity in the society. It is a means of empowering vulnerable groups such as girls and women whose traditional age along occupation is supposed to be in the kitchen. The summit insists the importance of woman to be exposed to literacy so as

not to be alienated in this world of wide information and knowledge (Olufunke 2011).

Introduction of integrated community based adult education (ICBAE) for the empowering of women (MoEC, 2000 and EFA 2000 Assessment) and introduction of Tanzania Education Training Policy (1995) which together with other things states that government shall guarantee access to pre- primary, primary education and adult education to all citizens as basic right. The ETP (1995), insisted the establishment of co-education whereby girls secondary school shall be promoted and encouraged, government shall establish girls day stream, to promote adult education programme designed to encourage and promote the enrolment and attendance of women, to eliminate gender stereotyping through the curricular, text books and class room practice, to introduce in-service training programme designed and implemented for women teachers, to encourage the construction of hostel/boarder accommodation for girls in day secondary school (ETP 1995:20).

UNESCO (2009), revealed the report for adult literate for women in Tanzania was estimated at 67% in their view roughly one in three woman (or 33%) still lacks basic literacy skills. The persistence of low literacy among woman is a critical concern as woman's education attainment level is known to have a crucial positive influence on social, economic and health spheres. According to UNDP (2011) human development report; women who had never attended school had an average of 4.5 children while those who attended secondary school for at least one or two years had an average of 1.9 children.

Nyerere (1970), advocated that Tanzania has three enemies such as ignorance, disease and poverty which shall be eradicated through education. The observation reported by UNESCO (2009), identified that in developing countries one in three women (or 33%) lacks basic literacy skills, this hinders the effort of the government to combat disease and poverty. It is believed that combating ignorance in women, would enable women to fight against disease and poverty.

One of the strategies used by the government to make sure women are empowered and equipped with skills utilization in income generation is through adult education programme. Where gap left by formal education system, can be filled through adult education to eradicate illiteracy of women through sustained post – literacy and further develop cultural identity through the transmission of cultural, values, attitude and customs of society, to sustain and develop indigenous technologies, to provide on the job skill training, to reinforce the cultural base of society and harmonise transition to modernisation, to promote the acquisition and development of basic knowledge and functional skills relevant to personal development and life in the community, to lay foundations for lifelong education, and to ensure the realization of the basic human right of education for all and to complement formal education (Mushi, 2008 :72).

Based on this, researcher intends to examine adult education on empowering women in skills utilization in income generation in order to see how adult education programme fulfil their role in empowering women. As Nyerere (1965), suggested that adult education had to be a tool for liberation and development; and directed, it with emphasis on the adult education to fulfil the mission.

Adult education has been especially instrumental in extending choices for women, who because of their monetary status in patriarchal societies have been left behind the development process, but form a large percentage of poor and destitute. For adult education to be a vehicle for transformation of women's lives, especially in rural areas cognitively, psychologically, economically and politically. Women have to be economically empowered by imparting them the ability to engage in income generation activities that will enable them to have access to independent income. Experience has shown that financial dependence is one of the key sources of subordination for women.

1.3 Statement of the Problems

The process of economic development needs a society that is well educated. Both men and women should have an access to primary, secondary and tertiary education as indicated in (ETP, 1995). In Tanzania, those who lack access to education in young age are provided an opportunity to education through the programme of adult education which is provided in adult learning institutions like (IAE) Institute of Adult Education and (OUT) The Open University of Tanzania. For adult education to be a vehicle for women development, the key lies in its ability to empower and impart women with economic skills especially in rural areas.

To be economically empowered, it needs women to be provided with enough skills through education to enable them to engage in income generating activities that will enable them to have access to independent income. USAID (2004), stated that approximately 60 percent of women in Tanzania are living in poverty condition, for which this is unacceptable. Therefore the researcher is seeking to know the way

adult education have helped to empower women especially in rural areas to raise their economic status. Moreover, there is a need to make an in depth assessment on the role of adult education in empowering women in income generation.

1.4 Objectives of the Study

The main purpose of this study was to make an assessment of adult education as a strategy for women empowerment in Mkinga district.

1.5 Specific Objectives

The proposed study had the following specific objectives:

- i) To assess the extent of adult education programmes on empowering skills to women in Mkinga district.
- ii) To assess the community's perception towards women empowerment through adult education.
- iii) To examine the skills employed to empower women through adult education.

1.6 Research Questions

- i) What is the extent of adult education programmes on empowering skills to women in Mkinga district?
- ii) How does the community perceive women empowerment through adult education?
- iii) What are the skills employed to empower women through adult education?

1.7 Significance of the Study

Significance of the study is when the researcher points out the solutions to the problem or the answer to the question that can or will influence educational theory or

practice (Omari, 2011). This study is beneficial to the field of research and other researchers. It will be a point of reference on studies concerning adult education and women empowerments economically through education. The study also enlighten the importance of women attending education through adult education programmes in various distance learning mode of delivery, for which those who cannot attend regular classes can be handled. Moreover, the study had put the importance of establishment of adult learning institutions in marginalized parts of the country as there are high illiteracy rates in those areas.

1.8 Conceptual Framework

This is a set of coherent ideas and concepts organized in a manner that makes them easy to communicate. Omari defines it as some imagination, some hypothetical thought (2011:43). In attempting to assess adult education as a strategy on empowering women in Mkinga district, the study guided by analysis of three components, namely; inputs, determinants and outputs, which are interrelated and interdependent. These made all variables to be investigated in a holistic manner, as one variable could not be studied in isolation.

The first component was inputs. To determine inputs, the question such as conditions or resources were required in order to achieve the output to be asked. In ensuring adult education inculcated necessary skills to women for the income generation activities, various inputs needed to be in place. They include committed and qualified facilitators, relevant adult education programmes and a good political will. However, inputs themselves were not utilized for effective and efficient contribution

of adult education on empowering skill to women in income generation. There were some determining factors which made the extent of adult education ineffective.

The first determined factor was extent of adult education programmes. Women who joined adult education classes have a need, which has to be addressed immediately. If the programme offered does not do so, the outcome is that women dropout and hence the relevance of adult education in combating poverty would not be achieved. This is in line with the theory of Abraham Maslow on motivation; he thought that the best way to understand human behaviour was through a study of normal and healthy persons. His assumptions focused on human beings wants or needs and desires which influence their behaviour. Therefore, adult education needs to be designed regarding women's needs at current and not later. Where never possible, there was a need for involving learners in planning what to study, this would have significant contribution in poverty eradication.

The second determined factor was community's perception towards women and their education. How society viewed women's role had an adverse impact on their struggle to get education and ultimately, fought against poverty. Societies, which viewed a woman as a core partner in the development process, are likely to render needed support to get education. Traditional conventions and taboos have so far prevented women from their full participation in development activities. Zuberi (2008), stated some of the tradition, culture and norms are oppressing women which also enhance to limit women's development and hinder everything in their development. Nyerere (1975) in recognizing the importance of supporting women in getting education emphasized "In the Island (Mafia) not only school places are taken

up and the attendance of adult classes are very poor whereas in other parts of the country men and women go happily to class in order to learn together in Mafia. I heard that they are still attempting to segregate women and to prevent them from taking advantage of educational opportunities which are provided”.

Third determinant factor was the skills employed on empowering women, adult education as a strategy of empowering women needed to offer skills which are immediate used and not later. These skills offered would give them total knowledge and understanding on how to deal with problem of survival and supportive lives in their communities. Outputs as the last component showed that if necessary inputs were in place, and also all determining factors were controlled, the outcome was high attendance in Adult Education classes, more motivation and ultimately, gain of skills utilization in income generation. Hence results to poverty eradication.

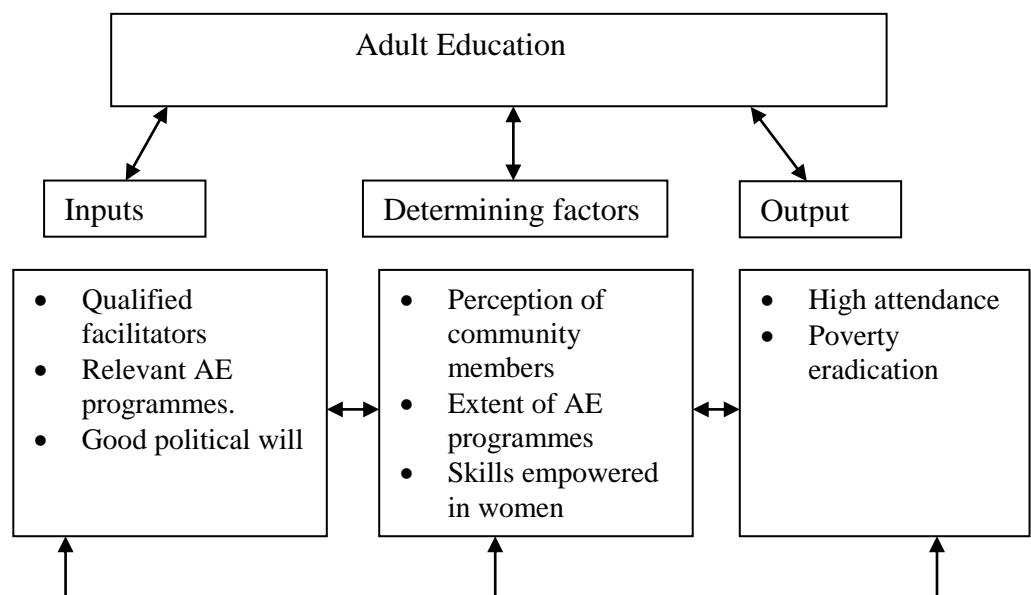


Figure 1.1: Conceptual Framework

Source: Researcher, (2015)

1.9 Delimitation of the Study

The research took place only at Mkinga District in Tanga Region in which the sample of sixty four (64) target population involved.

1.10 Limitations of the Study

Limitation means lack of abilities or strength that control what a person or researcher can table to do. In this study, the researcher encounter the constraints emanated from research methods, research design, samples and sampling strategies, uncontrolled variables, faulty instrumentations, and other compromises to internal and external validity (Omari, 2011). The following are the limitations faced by the researcher during the data collection;

The researcher encountered problem since some sites like Maramba ward and Duga ward are located at the remote area, this makes it difficult to reach within a short time. The climatic condition was unfavourable since the researcher collected data during the wet season whereby farmers participate in agricultural activities, this hinders researcher to collect data in a simple way since farmers who were respondents came back home at late hours (evening). Therefore the data were collected at the late hours although the respondents were tired but they assisted to respond to questions asked. During the data collection process some respondents were not cooperative, for instance some questionnaires given to respondents did not returned to the researcher. The same to the District education officer who was busy to be interviewed and directed researcher to see the district adult education officer for more information about the issue of adult education programme.

1.11. Definition of Terms

Adult education; is a practice in which adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitude, or values. Adult education can take place through “extension school or school of continuing education”. Adult education frequently occurs at schools, colleges and universities, libraries, and lifelong learning centres (en.wikipedia.org/wiki/Adult-education).

Adult Education Programmes; are the programmes provided to adults’ ages 16 years and older who have less than a high school education with opportunities to acquire the necessary to function more effectively in the society and the workplace. The programmes that learners acquire are basic reading, writing, arithmetic skills, and vocational training programs as well as agricultural programme (www.siue.edu/~ppainte/adulted.htm).

Empowerment; the form of decentralization in which subordinates have authority to make decisions (Rue and Byars 2003:149). According to this study, the term empowerment means giving power that helps women gain control over their own lives, communities and society, by acting on issues they define as important, for instance in business, agriculture and few to mention.

Empowering Women; the ability of women to control their own fertility is absolutely fundamental to women’s empowerment and quality. When a woman can plan her family, she can plan the rest of her life. When she is healthy, she can be more productive. And when her reproductive rights-including the right to decide the

number, timing and spacing of her children, and to make decisions regarding reproduction free of discrimination, coercion and violence-are promoted and protected, she has freedom to participate more fully and equally in society (www.unfpa.org/empowerment.htm).

Skills; is the ability to do something that comes from training, experience, or practice (www.merriam-webster.com/dictionary/skill).

Skills Utilization; is about ensuring the most effective application of skills in the work place to maximise performance through the interplay of a number of key agents (e.g. employers, employees, learning providers and the state) and the use of a range of human resource, management and working practices (www.scotland.gov.uk/Resource/Doc/25489/0075479).

Income Generation; Is the process used to describe an investment or business activity that makes money (www.dictionary.cambridge.org/dictionary/business-english/income-generation).

Therefore, income can be generated by self-employment, by working for others or by adding to personal resources through investment.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews various related theoretical and empirical reviews of literature from educational psychologists, behaviourists, researchers who did study on related topic.

2.2 Theoretical Review

Theoretical framework also was established for substantiating the statement of the research problem, and objectives. Many theories on the adult education programs on empowering skill to women in income generation have been expounded by various psychologists (behaviourists) and economic actors.

Transformative learning theory, according to Jack Mezirow the father of transformative learning theory states “transformative learning for emancipation education is the business of all adult education (1990:357).” This psychological approach to adult learning developed by Merzirow in 1978 inspired many in the women’s movement and focuses on deep changes in how adults see themselves and their world (Mazirow, 2000). He suggested a ten step process for transformative learning; experience a disorienting dilemma, undergo self-examination, conduct a deep assessment of personal role assumptions and alienation created by new roles, share and analyse personal discontent and similar experiences with others, explore options for new ways of acting, build competence and self-confidence in new roles, plan a course of action, acquire knowledge and skills for action, try new roles and

assess feedback and reintegrated into society with a new perspective. In the application of the theory, adult education transforms women from unknowing to knowing stage which led to poverty eradication through income generation. Also the organization should change the language it uses to describe educational processes and programme impact to include transformation, triggering events or disorienting dilemmas, critical reflection, and questioning assumptions.

Another theory by Stephan Brookfield was the critical reflection. According to him, critical reflection focused on emancipation and autonomy of the learner to gain better control of rapid change in the environment connected to their private lives and public issues. One study proposed critical reflection practiced by educators results in personal growth, increased professionalism, increased democracy and justice in the learning environment, increased appreciation for complexities of teaching, better the needs of diverse learners, and increased collaboration (Munoz-Chrobak, 2001). The practice of critical reflection requires a community of peer, uncovers commonly held and possibly false assumptions, and is dependent on context and personal experiences. In this theory of adult education assisted women through skills obtained to be creative and innovative in income generation to better their life as well as their families. Also for women to learn effective required support from the community as well as eradicating negative attitude toward women education.

Another theory based on classical motivation on adult education was economic/rational theory. The theory of human being as rational decision makers said that humans act rationally and in their own self interest. They choose the alternative that gives highest economic returns. Motivating someone according to this theory was

fairly straightforward-you only have to offer more money (or other rewards that may be appraised) than someone else does. Frederick Taylor (1911) and his scientific management where both employers and workers were said to benefit financially and otherwise from far reaching specialization and division of labour with piecework remuneration methods. Under this study, adult education helped women acquire skills for making rational decision about economic issues. The women were able to select the best alternative which had high economic interest for themselves and the community at large.

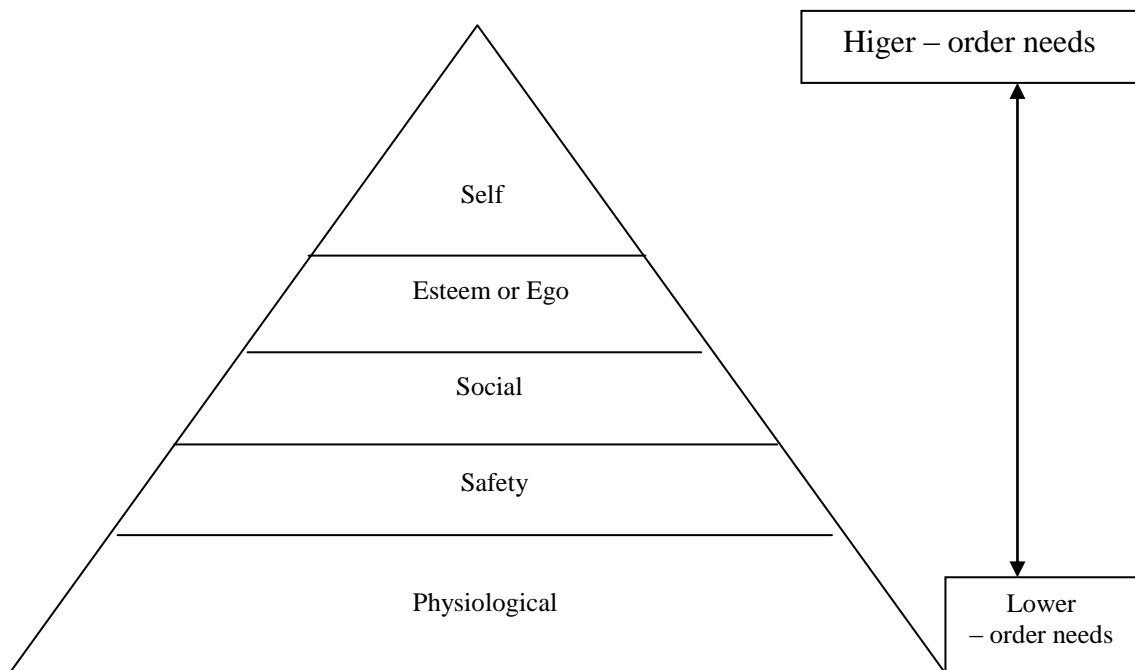
The theory of motivation (Maslow's hierarchy of needs theory), as propounded by Abraham Maslow in 1954. He thought that the best way to understand human behaviour was through a study of normal and healthy persons. His assumptions focused on human beings wants or needs and desires which influence their behaviour. It was only unsatisfied needs influence behaviour, while satisfied needs do not. Since needs are many, they are arranged in order of importance, from the basic to the complex. The person advances to the next level of needs only after the lower level needs is at least minimally satisfied. The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

According to him, the needs are listed from basic (lowest-earliest) to most complex ones (highest-latest) as follows; psychological needs, safety/ security/ shelter/ health, belongness, self-esteem, and self actualization (Msoroka, 2009/2010). Robbins and Judge (2008) provide a thorough description of each of the Maslow's human needs (See Table 2.1).

Table 2.1: Description of Maslow's Human Needs

Needs	Description
Physiological	Includes hunger, thirst, shelter, sex, and other bodily needs
Safety	Includes security and protection from physical and emotional harm
Social	Includes affection, belongingness, acceptance, and friendship.
Esteem	Includes internal factors, such as self-respect, autonomy, and Achievement, external esteem factors, such as status, recognition, and attention.
Self-actualization	The drive to become what to one is capable of becoming; includes Growth, achieving one's potential, and self-fulfilment.

Source: Robbins and Judge (2008)

**Figure 2.1: Maslow Hierarchy of Needs**

This implied that, needs and desires of adult learners needed to be considered in designing adult education programmes. Therefore women were interested in the programmes that beneficially and would help them to fulfil and realise their objectives. Failure to fulfil their objectives would likely make their desire to learn shut down, or even drop the learning. Therefore adult education facilitators needed

to employ different motivation techniques while facilitating adult learning. Therefore, theories of adult education act as guide on how to empower skill to women in income generation

2.3 Empirical Review

2.3.1 Extent of Adult Education Programs on Empowering Women

Under this objective, the researcher assumed that adult education was a key tool for empowering women in income generation. This was owing to the fact that, through adult education women were able to get different skills related to the income generation such as entrepreneurship, food vender, live stocking, tailoring, horticulture, poultry farming, how to manage money (financial management skill) and so on which could help women to generate money for poverty reduction.

According to OECD (2012), women's economic empowerment is a prerequisite for sustainable development and pro-poor growth. Achieving women's economic empowerment requires sound public policies, a holistic approach and long-term commitment and gender-specific perspectives. Women must have more equitable access to assets and services; infrastructure programmes should be designed to benefit the poor, both men and women, and employment opportunities must be improved while increasing recognition of women's vast unpaid work. Innovative approaches and partnerships include increased dialogue among development actors, improved co-ordination amongst donors and support for women organising at the national and global level. Women experience barriers in almost every aspect of work. Employment opportunities need to be improved. At the same time women perform the bulk of unpaid care work.

On top of that results of the study by Aslam, *et. al.* (2013), indicate that women entrepreneurs in Pakistan generally face three types of problems like entrepreneurial/business problems, social/personal problems and technical problems. And all these three types of problems have negative relation with the working efficiency of women entrepreneurs. Akhter (2004) analysed some selected case studies from Bangladesh on woman and open learning. The evaluation reveals that adult education programme could provide a bridge to formal education and vocational training for women who have been excluded from school by offering practical skills; confidence in the classroom and occasionally, accredited qualifications.

This implied that adult education programme was another alternative for woman to acquire attitude, knowledge and skills which could help them to be functional in their entire environment and enabled women to identify available resources found within it to better their life. This bridge can be complemented through integrated community based adult education (ICBAE), Functional literacy programme or open and distance learning (ODL) and other non formal education programme offered by Adult education. Other scholar such as Douglas (2004) suggested that adult education has to be used for empowering woman with essential skills, many of which can be enhanced by continuing education thus impact directly on poverty alleviation. This implied that through adult education one can get skills, attitudes and knowledge which can helps women to improve business, agriculture, tailoring, livestock and other related economic activities through programme offered by Adult education.

Aspin and Chapman (2007) suggested that the type of adult education to be given to woman should be a lifelong one. This is a type that will give them total knowledge and understanding on how to deal with problem of survival and supporting lives in their communities, how they should act toward themselves and their fellow, what clarity they need to make in order to enjoy a satisfy and enriching life, in what direction they may try to shape their future, articulate deliver solution to specific problem they face. According to Olufunke (2011) stated that if this type of education is given to women could lead to building beneficiary capacity, increased effectiveness in all spheres of endeavours, and information sharing which help to facilitate individual and collective action.

Asaolu (2010), in his book illiteracy rate still high among women, viewed that vocational education must be an integral part of the education to be planned for women for it is this that will set them on the part of self reliance, a stage where by they will be able to add voice to their faces. In the country like Tanzania, vocational education provide life skills such like domestic science, tailoring, boutique making, computer literacy, weaving and the related course offered. These should be integral part of the education for women so as to enable them to be self reliant and empowered economically.

Okpoko (2010) did a research on positioning adult literacy to empower rural women for sustainable live hood and suggested that women education is key to development and that empowering women through adult education programme is an asset to her family, her immediate communities, her nation and the world at large. This implied that the acquisition of adult education empower an individual to think positively,

take proper decisions about her living and society and acquire other skills that can assist her economically, politically and socially.

Anselm et al (2010:128) identified that education plays a significant role in positively influencing the status of women in farm decision making. He stated that highly educated women are likely to make a higher contribution to farm decision making than uneducated ones. A study conducted by Ani et al (2004 : 13) on the relationship between social economic characteristics of a rural women famers and their adoption of technology, showed that educated women farmers adopts farm technologies at a higher rate than less educated women who continue to use more rudimentary technology. Therefore the education of rural women is important for their progressive participation in sustainable development.

Women are constrained by education, business experience, discriminations, networking and unwillingness to take risk (Nchimbi, 2002). Also the overall negative attitudes towards the business owned by women particularly by men, and inadequate and affordable business premises also limit the overall performance of female owned enterprises. On sources of funds for starting and running business, the insufficient internally generated liquidity is therefore one of the factors which are frequently cited as the causes of micro entrepreneurs business failure (Chijoriga and Cassimon, 1999).

According to Olomi, (2003), in Ilala, the cultural environment of coast regions makes it more difficult for women to start and run enterprises due to the expectations and demands of their traditional reproductive roles. The negative attitude and belief

about women traditional role have some significant impact on women entrepreneurs like not being able to access appropriate resources, being especially vulnerable to harassment from male officials and business men, lack of adequate education, limited or no experience of formal employment and business limited network especially business related networks. To rescue a woman from all these kinds of challenges, they need to access education, which will be possible through adult learning programme.

2.3.2 Community Perception Towards Women Education

Under this objective the researcher viewed that community perception toward women education can hinder or encourage adult education on empowering skill to women in income generation. Community perception can hinder the role of adult education on empowering women when prohibiting women to participate in adult education programmes, aimed at empowering them and it can encourage adult education programme when allow, support or motivates women to participate effectively and efficiently to adult education programmes.

Jones (2012), suggested that all citizens of Tanzania including men, must take an active role in promoting women's empowerment and highlighted that true empowerment means women should make their own decisions around issues and act on those opportunities without fear. Her message raises awareness that the immense talent and contribution of women are necessary to promote development in all nations, including Tanzania as mentors and that men must take a central role in promoting women's right. Experience and observation show that most of women have no power to make their own decisions, are not allowed to act on opportunities

related to production due to rigid tradition, custom and being not allowed by their husband.

Azaria (2008:2) conducted a study and revealed that the elimination of the barriers to women's access to production resources can lead to the productive participation of women in agricultural development and women can earn recognition as important players in the development process. UNESCO report of (2006) identified that culture; tradition, formed opinions and perception all combine to define a marginalized status for women in society. It further argued that, effort will therefore have to be made to transform the patriarchal society through conscientization and awareness creation. This implied that, in the process transform the patriarchal society through conscientization and awareness creations, this process traditional, structures, institutions and ideologies that have contributed to the discrimination and subordination of women have to be challenged. Some of these traditional and structures including the extended family, the caste system, ethnicity, religion, the media, the law, policies, and top down development approaches among others.

Ravinder et al (2009:52) did research on socio- cultural and advocates that socio cultural factors play a role in hindering women from accessing and furthering their education interests, they further argued that, factors such as early marriage place a greater burden on household labour and act as a barrier to women progress in education. Prislum and Wood (2005) in their views, they identified that individual responses and attitudes toward an issues are influenced by what they understand the consensus to be on that issues, by their perception of dominant norms. This implied that if there is adult education programme intend to offer skills, attitude and

knowledge to women must be accepted by dominant norms within the society. For example in Tanzanian's society there are some of the dominant norms which hinder women to participate fully in adult education programme such as that of Masai which allow women to be marriage even before born, another is that of Muslim which do not allow women and men to be in the same class in the process of teaching and learning.

Flood and Pease (2006), stated that community norms have a wider significance in sustaining, or sanctioning, violence against women, because the community is the context in which violence against women occurs, if community norms do not sanction it, they provide legitimating and support for its continuance. Salazar (2005), suggested that to achieve any adult education programme intended to give knowledge, skills and attitude to women it is important to change negative attitudes of individual and community norms which sanction provision of knowledge, skills and attitude to women. Other scholars such as Indabawa and Mpofu (2006: 75) stated that, most reasons hindered women to participate in adult education programme are associated with lack of time, domestic responsibilities, lack of support from relatives and friends, relevant course not offered and lack of confidence due to past experience.

This observation showed that adult education opportunities are more accessible to men than women because the responsibilities to men are fewer than women. The simple reason for this is that employment pattern in Africa still favour men than women (Indabawa et al 2006: 76). Zuberi (2008) asserted that some of the tradition, culture and norms are oppressing women which also enhance to limit women's

development and hinder everything in their development. She further added that the culture and norms let the women after marriage stay within a house stagnantly waiting for their husbands for each and every thing instead of being involved in other development activities including adult education programmes.

UNESCO (2011-2012) did a study on global partnership for girls' and women's education in Tanzania and revealed that, In Shinyanga, social and cultural norms often serve as barriers to entry and completion of education, as the community and family environment are not always supportive of girls' education. Early pregnancies, poverty and an inadequate learning environment in schools are other factors that affect adolescent girls' education. In Zanzibar where girls face similar challenges such as early marriage and low prioritization of education, which affects their education, especially in attendance and performance. This observation implied that there are culture tradition and norms within the society which limit women to participate in activities related to development such as tailoring, trade, entrepreneurship, and other related activities to home economic, on top of that there other culture whereby women themselves construct such like stay within a house stagnantly waiting for their husband for each and every thing instead of being participating in development activities. This is not good because when women are participating in development activities contribute a lot on development of the family.

2.3.3 Skills Employed to Empower Women through Adult Education

This objective the researcher intended to assess types of skills given to empower women in income generation through adult education programmes. Nafukho et al (2005), noted that provider of adult education in African societies range from family,

community, regional organization, the government, trade unions, non-governmental organizations, civil organizations and international organization. UNESCO (2012) did a research on economic empowerment and functional adult literacy programme in Kenya, identified that literacy skills are important because they enable women to engage in self employment such as running small businesses, as a means of making living and maintaining a constant income. On top of that it added that through adult literacy leavers/ women acquire reading, writing, and arithmetic skills which enable women to get entrepreneurship and management skill into day to day life. This implied that through adult education programmes women are exposed with different skills such as literacy skills, management skill, entrepreneur skills which help them to generate income, to manage their business, and to betterment their life.

FAO (2004), did a research in Uganda on empowerment of rural women through functional adult literacy, identifies that women viewed functional adult literacy classes as playing an important role in their empowerment and in reducing their ignorance and poverty. When the women asked, they noted a number of benefits; these include reading, writing, numeracy skills and other useful knowledge and skills acquired. Such acquired skills includes how to control pest crops, how to improve sanitation and hygiene at the house hold level, the care and nutrition of children and modern farming methods. Shilubane (2007), contributing that adult education literacy enables women to engaged in income generating skills.

The integration of reading, writing and numeracy skills with training in skills such as sewing, beadwork, knitting, vegetable cultivation, and others may empower and transform rural women. This observation showed that skills to empower women in

adult education programmes include how to control pest crops, how to improve sanitation and hygiene at house hold level, the care and nutrition of children and modern farming system. In a real sense these skills help women to improve their environment in which they live; how to improve farming in a modern way in order to raise their income and how to improve health of their kids.

Experience and observation showed that information and technology (ICT) is importance to the way in which they live, work, socialize and interact. This can be done through internet and cell phone. This enabled women to be empowered as a means of connecting and sharing information. Nafukho et al (2013:40) identified that many organizations, including those in the field of adult education are looking at a ways in which the new technology can empower adult learners including women. This implied that through information communication technology, women could get skills which enable them to be informed, educate and empower them and communities at large. Through this, women could make business internally and externally through Electronics (E- business) hence raised their income.

URT, (2012) In Tanzanian context, adult education is concerned with the provision of basic and functional literacy skills which are reading, writing and doing simple arithmetic (3Rs). Also it includes efforts to consolidate and sustain the acquired basic skills through post literacy and literacy supporting programmes (rural libraries, rural newspapers and radio programmes). Functional literacy aims at enabling learners to use the acquired skills for improving their livelihood. Examples of functional adult literacy initiatives include Integrated Community Based Adult Education . This objective the researcher intended to examine different skills offered

to women and if they helped women to generate income to betterment their life.

2.4 Empirical Studies and Research Gap

2.4.1 Empirical Studies

Some of researches/ studies that have been conducted in relation to adult education as a strategy on empowering women in income generation are as follows; in Tanzania the studies that observed the adult education on empowering women are few, long duration and too general, not for specific adult education on empowering women in skills utilization in income generation. For instance REPOA (1999) did study on credit schemes and women's empowerment for poverty alleviation in Tanga Region. The findings revealed that women through loans given managed to meet the human basic needs (food, shelter, clothes, education for their children). Some of women lack skills for managing their loans and benefit.

Another study done by Olufunke (2011) on literacy: a potent tool for women empowerment revealed that literacy is a weapon for fighting poverty, diseases, and ignorance and when all these are fought, an average woman becomes empowered to participate actively in issues of development in her community. The study was specifically for Nigerians' women who emphasised on literacy for eradication of three enemies as means of empowering women, but this study aim to fill the gap through skills utilization in generating income. The study did by Majali (2012), on the socio-cultural factors affecting the participation of women in agricultural development. The study revealed that socio-cultural factors such as limited access to land, access to credit (due to tradition and culture circumstances), limited education and culture change in general are the major factors that significantly influenced the

low agricultural activity in the village. Therefore, this study adjusted those problems through acquisition of knowledge and skills through adult education programme. The education provided insight to women to understand their rights on resources and use the skills to generate income. Also study conducted by Okpoko (2010) on positioning adult literacy to empower rural women for sustainable live hood and suggested that women education is key to development and that empowering women through adult education programme.

2.4.2 Research Gap

The literature reviews on adult education programmes on empowering skills to women in income generation are based on areas other than extent of adult education programmes on empowering women. Most of scholars identified that adult education programs are relevant as it offered practical skills, confidence, became self-reliant, contribution to decision making which have impact directly on poverty alleviation. On the other hand, literature reviews on community perception toward adult education and revealed that women could do better in education if the barriers such like tradition, culture and norms, which hinder women to participate in adult education would be removed.

The skills empowered in women were based on 3Rs (reading, writing and arithmetic skills), vocational skills, and agricultural skills. Despite the fact that a lot of studies have been conducted to curb women's income poverty, still women poverty problem is unsolved over years. By this regards, there were need to conduct study to know the degree of the use of adult education programmes in empowering to women in Mkinga district.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter present research approach, study area, research design, population, sample size and sampling techniques, data collection procedures, data analysis plan, Validation and administration of the instruments, and ethical considerations.

3.2 Study Area

This study was conducted in Mkinga district in Tanga Region. The area had been chosen to see how adult education in Mkinga district had empowered women economically through adult education. This is due to the fact that the area is located in areas where adult education institutions are located like Institute of Adult Education and the Open University of Tanzania compared to other remote districts.

3.3 Research Approach

Research approach is the mental and philosophical dispositions a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as a respondents in any social reality under microscope and can only be qualitative or quantitative (Omari 2011:2). The research approach employed in this study is qualitative because the researcher intended to give description on the extent of adult education on empowering women in income generation at Mkinga District. Also qualitative approach was used because it enabled the researcher to obtain and interpret informants meaning and experiences in their natural settings. Contributing to this Ritchie et al (2012), asserted that qualitative approach helped the researcher to explore and describe participants understanding

and interpretations of social phenomena in a way that captures their inherent nature.

3.4 Research Design

According to Omari (2011) defined research design as a plan on how a research problem will be attacked. The appropriate research design that applied in this research problem or phenomenon was a case study. Case study involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community (Kothari 2004). The case study, on the other hand, enabled the researcher to obtain in-depth and rich data informants. This is because a case study involved analysis of characteristics of an individual unit so as to probe deeply and analyze intensively the multi-farious phenomena that constitute the life cycle of the unit with view established generalizations about the population to which that unit belongs.

3.5 Population

A population is the totality of group of units which have one or more characteristics in common that are of interest to the research (Omari 2011:71). In this study, the targeted population from which the researcher drawn a general conclusions covered six categories, namely women residing in Mkinga district, adult education facilitators, men, District adult education Officer, District Education Officer and Ward Education Coordinators.

3.6 Sample Size and sampling techniques

3.6.1 Sample Size

Omari (2011) asserted that a sample is a small proportion of a population selected for observations and analysis. By observing the characteristics of the sample, one

can make certain inferences about the characteristics of the population from which it is carefully drawn. According to Kothari (2004:56), argued that the size of sample should neither be excessively large, nor too small. It should be optimum sample that fulfils the requirements of efficiency, representativeness, reliability and flexibility. Therefore the larger the sample size the better the results. The idea behind use of samples in this research is that, it is absolutely difficult or impossible to reach everybody in the population due to several limitations such as financial constraints, long distance, time factor. The sample size of this study was 64 respondents as presented in table number 2.1.

Table 2.1 Composition of the Sample

Categories of respondents	Male	Female	Total
Female and Male	15	32	47
Adult Education Facilitators	05	05	10
District Education Officer	01	00	01
Adult Education Officer	01	00	01
Ward Educational Coordinator	02	03	05
TOTAL	24	40	64

3.6.2 Sampling Techniques

This sampling technique is used when researchers want to find informants who will provide the relevant information (De Vos et al 2005:15). The study adopted purposive and stratified sampling technique to select respondents. The purposive sampling used to select District education officer and adult education officer because of their role in adult education programme. For instance they are responsible for developing, coordinating and implementing adult education in the District. The researcher seeks for information on relevance of adult education programmes as well as problems they faced in carrying out education programme in empowering women in the fight against poverty.

Stratified random sampling procedure on the other hand, was used to select women, adult education facilitators and men. In this technique, the population were divided into several sub-populations that are individually more homogenous than the total population (strata) and then select items from each stratum to constitute a sample (see also Kothari, 2004) Men and women from different backgrounds as well different economic activities provided data about the extent of adult education programs on empowering skill to women in income generation.

3.7 Data Collection Procedures

Gay, et al (2006) stated that, the choice of research methods depends on the purpose of the study and the questions to be used. In this study, the researcher employed multiple methods in data collection commonly known as triangulation. These included interviews, questionnaires, and focus group discussions.

3.7.1 Interviews

The interview method of data collection is a common and important method in qualitative research. It involves presentation of oral-verbal stimuli and reply in-terms of oral-verbal responses. It can be used through personal interviews and sometimes through telephone (Kothari, 2008). In this method the researcher used depth interview because of the following; it gave an opportunity to respondents who are unable to read and write to participate, the researcher was able to collect supplementary information which could not be easily collected by other methods. Therefore, the purpose of interviewing people was to find out what was in the mind and what they thought or how they felt about something.

The study employed a semi-structured interview in gathering information from all categories of respondents. The semi-structured interview required a framework of questions or issues explored in course of interview but with considerable flexibility in how and when were asked. Cohen and co-workers (2002) hold that semi-structured interviews enable the interviewees to project their own ways of defining the world, permit flexibility of sequence of discussions and enabled participants to raise issues as well matters that might have to be included in the schedule.

The major advantage of the semi-structured interview was ability it gives the researcher to probe and ask follow-up questions thereby gaining deeper understanding of the interviewees experience, feelings and perspective concerning the topic under discussion. For this reason, the semi-structured interview used as the main method for data gathering in this study. The researcher obtained the respondents' feelings experiences and perspectives concerning the extent of adult education programs on empowering skill to women in income generation for the sake of the fight against poverty.

3.7.2 Focused Group Discussion

The reason behind administering the focused group discussions is to enable the researcher to examine the ways in which people in conjunction with one another interpret the topic in which the researcher is interacting (Bryman, 2004). According to Yin (2009), focused group discussions as one of the most essential source of data when doing a case study. It enabled the participants to discuss things from their own perspectives Cohen, Manion, and Morrison, (2007). In this study, focused group discussions were conducted with women only to get indepth information on how

adult education had empowered women to fight poverty. The women participants were of the age above 18 years old. In each focused group discussions the researcher involved 32 women who were obtained through stratified sampling method who were involved in groups of not more than 6 to 7 in each group.

3.7.3. Questionnaires

A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2008). Therefore, research employed the questionnaire method of data collection where by the researcher prepared the reliable and valid open ended questions that encouraged the respondents to elicit the required information according to research objectives. The questionnaires were administered to adult education facilitators, men and ward education officers. The respondents were free to answer and give brief explanation where needed.

3.8 Data Analysis plan

In analyzing qualitative data, content analysis was employed in order to extract relevant information. Content analysis is a technique in which the researcher organizes information collected into categories and revises until a final perspective emerge. It is the examining what has been collected in survey or experiment and making deduction and inference (Komba et al, 2006). With this regards qualitative data allowed a researcher to make description of the data collected from the field basing on the research objectives and made decision what to take and what to leave basing into its usefulness in the study. Also quantitative data was categorized and presented in tabular form and frequencies such as percentages were calculated.

3.9 Validity and Reliability of the Study Instruments

According to Kothari (2003) validation of the instruments refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. Moreover reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions Bell (1997). To establish validity of the instruments applied, the researcher conducted a pilot study prior to the actual data collection.

The instruments were tested by providing it to classmates who are teachers in MED.APPS evening class. The instruments were presented to the supervisor for further comments and improvement hence all necessary adjustments was be made for items which found unsuitable were removed. To ensure reliability of the collected information, some of the items in questionnaire, focus group discussions and interviews were asked more than one time to the respondents to see if there is consistency in responses from the respondents.

3.10 Ethical Consideration

Ethics is moral principles that govern a person's behaviour or the conduct of an activity (Oxford Dictionary, 2014). According to Blanche et al (2009) asserted that the purpose of research ethics is to protect the welfare of the research participants. They argued that research ethics also involved not only the welfare of the informants but extend to areas such as scientific misconduct and plagiarism. The ethical consideration observed by researcher in the following steps: The researcher went to consult the supervisor on ethical issues in the university. The researcher was abided with confidentiality from the people provided information. There was no exposing or

leaking of the information without the consent of the person who provided them. The researcher was humbled to cultural and beliefs of his respondents. There were no bias, exposing, leaking, hyperbolising and understatement of the information from the respondents.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH

FINDINGS

4.1 Introduction

This chapter presents the research findings of the study conducted in Mkinga District (Tanga Region). It covers; the extent of adult education programmes on empowering skills to women, the community's perception towards women empowerment through adult education and the strategies employed to empower women through adult education.

4.2 The Extent of Adult Education Programmes on Empowering Women Economically

Under this objective, the researcher assumed that if community members understand the degree of importance of adult education they can participate more in the programmes offered in empowering women. But if community member don't know the relevant of adult education hinder them to participate in these programmes offered by adult education. A total of 64 respondents were involved in this study to get their views. These respondents include Males, Females, Ward education Coordinators, Adult education facilitators, District education officer (DEO's) and District adult education coordinator. After conducting a focus group discussion to 32 females, about the extent of adult education in empowering women, the researcher revealed that 28 women out of 32 equals to 87.5% agreed that they know the extent of adult education programme since it give them skills which helped in income generation. One of the woman responded in focused group discussion group A said that:

The adult education programmes helped me to get and use agricultural skills to generate more income in such a way that I managed to build a house by using iron sheets. Today the life has changed to my household because of education I get in adult education programme.



Figure 4.1: Woman managed to Build House With Iron Sheet

While 4 women out of 32 equals to 12.5% disagree to know the extent of adult education programme. They had this to say:

We got knowledge and skills through adult education but life is unchanged, this is because education alone without capital cannot change the life.

In the questionnaires administered to 15 males on the question about extent of adult education programmes, about 100% agreed to know the extent of adult education on women empowerment, respondents said:

Nowadays women through different skills attained in adult education programmes, managed to conduct several economic activities like

horticulture, poultry, fine arts and crafts which helped in generating income, hence reduce men's responsibilities in the family.

In the questionnaires administered to 5 ward education coordinators about the extent of adult education programmes, whereby three (3) respondents responded to the questionnaires. Those who returned the questionnaires about 60% agreed that women know the extent of adult education programmes in empowering women. They identified that through adult education programmes most women have managed to conduct their social economic activities such as petty trade (small business) livestock keeping, poultry keeping and agriculture profitability. The rest of respondents who were two (2) ward education officers equals to 40% did not return the questionnaires given. While questionnaires administered to 10 adult education facilitators, 6 respondents out of 10 equal to 60% responded to the questionnaires while 4 respondents out of 10 equal to 40% didn't return their questionnaires.

The findings show that all respondents responded to the questionnaires agreed that women know to what extent adult education help them, however they identified that there are challenges that hinder some of the women to participate in adult education programmes, these includes; low income among women, extended family, loan conditions, lack of reliable water for irrigation, drought and poor instruments of labour which hinder women to participate fully in social economic activities. The researcher also conducted interviews to District Educational Officer and District Adult Educational Officer in order to get detailed information on extent of adult education programme support on empowering women skills in income generation.

The District educational officer admitted that adult education programme is extent to women empowerment since it help women and community at large to identify available resources found within their entire environment and use them to betterment their life and welfares. But for more detailed he asked to contact District Adult Education Officer whereby they agreed that, adult education is extent for empowering women. To reveal this, in every 1st of September up to 8th of September all over the country conduct week of adult education where they get a chance to celebrate and to evaluate adult education activities, under this he said;

Women seemed to do better in various social economic activities and they showed what they do in their localities, they demonstrated activities such like sewing, weaving of baskets, mat making, poultry, agricultural products the products showed were better and they admitted that they got these skills through adult education programmes.

However he said; there are some of factors which hinder women in attaining or participating adult education programmes. First, Traditional and custom specifically to Masai tribe where women spent most of the time to graze their cattle; family responsibilities hinder women to attend adult education programs for example caring children and other domestic activities (cooking); failure to pay contribution to the group this owing the existing of extreme poverty among the community members; strong Islamic believe hinder women to participate fully in adult education programme, this is owing to the frequent praying; laziness among the women found in Mkinga district since they don't have culture of working hard which hinder application of skills they got in adult education programme in generating income.

This is similarly to the study done by Olufunke (2011) stated that if this type of education is given to women could lead to building beneficiary capacity, increased effectiveness in all spheres of endeavours, and information sharing which help to facilitate individual and collective action. This result can be summarized in table No.3 below on the number of respondents on the extent of adult education on empowering skills to women in income generation in Mkinga district.

Table 4.1: Responses Distribution on the Extent of Adult Education Programmes on Empowering Women

Respondents	Frequencies						Total %
	Agreed	%	Disagreed	%	No response	%	
Women	28	87.5	04	12.5	-	00	100
Men	15	100	-	00	-	00	100
Ward Education coordinators	03	60	-	00	02	40	100
Adult education facilitators	06	60	-	00	04	40	100

4.2 Community's Perception Towards Women Education in Income Generation

Under this objective, the researcher was assumed that within the community there were people who had a negative perception towards women education. To determine this, researcher administered questionnaires to men, ward education coordinators and adult education facilitators; Focus group discussion conducted to women, while interviews were conducted to District educational officer and district adult education coordinator to make total of 64 respondents.

A total of 32 women respondents were involved in a focused group discussions to get their opinions and views on the community's perception toward women

education through adult learning programme. About 32 women out of 32 equal to 100% who attended in focused group discussion in their views they agreed that their husband have positive attitude towards women attending adult education programmes. However through focused group discussions identified that family role, lack of capital to conduct their social economic activities, existing of polygamy within the household, increase family responsibilities to women are major constrain to participate in adult education programmes.

In the questionnaires administered to men, ward education coordinators and facilitators on adult education programme, men participants responded that they have positive perception towards women education through adult learning programme. They identified that, they have positive perception toward adult education programmes because through adult education programme women attained skills which help them to generate income within the family by participating in petty trade (entrepreneur), horticulture, poultry, fine arts and crafts . All of them through questionnaires, they answered that:

Within the community there is myth to women whereby they use much of their resource to traditional celebration such like initiation rites and wedding ceremonies whereby women use most of the time and financial resource to these activities rather than using them in generating income.

On the side of ward education coordinators, questionnaires were administered whereby they identified that there are positive perception toward adult education programmes among community members including women themselves. However, they agreed that there were challenges which affect effective provision of skills to

women; such like lack of honoraria to adult education facilitators, and this demotivate facilitators to work effectively and efficiently. Under this the researcher went further to consult District educational officer to know the reality of this issue.

The DEO admitted that there is problem of giving facilitators honoraria something which demotivate them in facilitating the adult education programme. Another challenge identified by ward educational coordinators is related to family responsibilities which hinder women participate fully and efficiently in adult education programme; other challenge is issue of migration among Masai tribe, this is owing to the issue of looking for pasture and water for their herds. This situation hinders to have consistence in attending adult education programme especially in Duga ward. In other questionnaires administered to 10 adult education facilitators, the findings showed that 6 facilitators out of 10 equals to 60% revealed that community members had positive perception toward women education, but in other ward visited by researcher like Duga ward, Mapatano ward, Sigaya ward and Mayomboni ward, adult educational facilitators said that:

The issue of community perception toward women education is “Fifty by fifty” Meaning that half of the people have positive perception and other half have negative perception including not allowing their women to attend adult education programme.

Among 4 out of 10 education facilitators equals to 40% administered questionnaires but were not able to return the questionnaires given by researcher during the data collection. On behalf of District education officer (DEO), the district adult educational officer was responsible to be interviewed on the perception of

community towards women education. He identified some of the challenges facing adult education programmes within the district include low compliance of community towards adult education programme, poor attendance of learners (women) in adult education programme and limited budget to pay honoraria to adult education facilitators of COBET and ICBAE and teaching and learning materials, the politicians not encourage community members to participate fully in adult education programme.



Figure 4.2: Women Getting Knowledge with Agricultural Facilitator through ICBAE

Together with strategies taken by the council to educate community on the importance of adult education through meeting, workshop, capacity building to head teachers and ward education coordinators on how to conduct effective adult education programme. The situation not so much good, this is owing to family responsibility, poverty, Laziness, existence of traditional and custom especially Masai tribe and strong Islamic religion believes. This supported by researchers Food

and Pease (2006), stated that community norms have a wider significance in sustaining, or sanctioning, violence against women, because the community is the context in which violence against women occurs, if community norms do not sanction it, they provide legitimating and support for its continuance.

The idea of the challenges facing adult education programmes concur by researchers Indabawa and Mpofu (2006: 75) stated that, most reasons hindered women to participate in adult education programme are associated with lack of time, domestic responsibilities, lack of support from relatives and friends, relevant course not offered and lack of confidence due to past experience. The result of the finding can be summarized in the table 4 below on the number of respondents on community perceptions towards women education.

Table 4.2: The Community's Perception towards Women Education

Respondents	Frequencies						Total %
	Agreed	%	Disagreed	%	No response	%	
Women	32	100	-	00	-	00	100
Men	15	100	-	00	-	00	100
Ward Education coordinators	05	100	-	00	-	00	100
Adult education facilitators	06	60	-	00	04	40	100

Source: Field data (2015)

4.3 The Skills Employed To Empower Women Through Adult Education

The researcher wanted to examine the skills used for empowering women in income generation. The researcher administered questionnaires, conducted focal group discussions and interviews with the participants to get detailed information on skills

for women empowerment. A total of 64 respondents were made up of women, men, ward educational coordinators, adult education facilitators, and district adult education coordinator and district education officer. A total of 32 women out of 32 equal to 100% administered focal group discussion agreed that they got different skills through participating in adult education programmes, those skills include agricultural skills, such like how to prepare the farm field, how to plant, when to plan, when to put fertilizers and how to store harvested crops. All those were being conducted in the field class through demonstration (shamba darasa) how to grow cassava, how to grow maize, how to grow cashew nuts.



Figure 4.3: Farm Preparation at Duga Village

Source: Field data (2015)

Also women acquired skill for tree budding for raising quality of the cashew nuts product, this enable them to sell inside the village and neighbour country (Kenya).



Figure 4.4: Woman Involved in Cashew Nut Trees Budding Activity

Source: Field data (2015)

Livestock keeping skills such like poultry, where by women were given skills on how to feed them, how to cure them, and how to keep shelter clean; all these make poultry healthy and productive.



Figure 4.5: Woman Involved In Poultry Keeping Very Healthy and Productive

Other skills offered through adult education programmes are such as writing, reading and arithmetic which are called functional literacy skills (3Rs), through focused group discussion one woman at Mapatano ward said that:

Lesson helps us to be knowledgeable in entrepreneur skills like bargaining with customers in selling their products, also in transactions mostly in restaurant working areas.

Also arts and craft skills, women on their views articulated that they learnt through adult education programme which enable them to make things like cups, plates, bowl, weaving baskets, mats, and other ornaments by using materials found from their entire environments. One woman at Duga ward had this say:

After making these ornaments we sell them in Tanga city and Mombasa-Kenya via Horohoro boarder, so we get more money to run our life easily.



Figure 4.7: Ornaments Made by Women

Source: Field data (2015)

Domestic and home economic skills like tailoring and cooking where by majority of women through these skills managed to open their workshop on tailoring matters and restaurant where they generate income; Entrepreneurship skills which enable them to conduct petty trade, how to manage their income generated and how to add value to their agricultural product.



Figure 4.8: Women Acquire Tailoring Skill

Source: Field data (2015)

In other hand the questionnaires asked to ward education coordinators whereby 3 respondents out of 5 respondents equal to 60% returned the questionnaires while 2 respondents out of 5 equal to 40% didn't return their questionnaires. Those respondents answered the questionnaires who where 60% identified the following skills given to women like entrepreneurship skills, livestock skills, agricultural skills, poultry keeping skills, arts and craft skills, family planning and tailoring. However

these respondents identified that challenges hindering women utilizing skills in income generation is poverty, this make women failed to buy inputs like tailoring machines, Modern agricultural tools (Tractors), quality seeds, industrial fertilizers, herbicides, pesticides, insecticides and water for irrigation.

The researcher also asked facilitators of adult education to get detailed information on skills given for empowering women. About 6 respondents out of 10 answered the questionnaires equal to 60% and 4 respondents equals to 40% did not return the questionnaires. Those who responded to the questionnaires identified the following skills given for women to empower them. These were agricultural skills, tailoring skill, arts and craft skill, home economy skill, Livestock keeping skill, poultry keeping skill and entrepreneurship. However they noted that challenges hinder women in skills utilization in income generation were associated with poverty among women and culture of not working hard.

In order to get detailed information the researcher interviewed DEO but the DEO directed to interview District adult education coordinator. Through interview for District adult education coordinator identified three adult education programmes offered in Mkinga district, these were COBET (complimentary basic education Tanzania), ICBAE (integrated community Basic adult education) and Open and Distance learning (ODL). He identified that most of skills for women empowerment are obtained through ICBAE whereby women got different skills based on their environment. He said in the district, skills are offered in groups whereby 41 groups identified include agriculture, fishing, Poultry, Bee keeping, SACCOS, goat keeping,

and fine arts. Through ICBAE programme women got skills based on their groups they belong.

However he identified that challenges facing these group include poverty which hinder most of the women fail to contribute in their groups they belong and culture among the women of not working hard regardless they attained skills. This is similarly with the studies done by (FAO 2004; Shilubane 2007 ;UNESCO 2012;) viewed through adult literacy leavers/ women acquire reading, writing, and arithmetic skills which enable women to get entrepreneurships and management skill into day to day life. Further, with training in skills such as sewing, beadwork, knitting, vegetable cultivation empowered women in income generation.

The finding under this objective can be summarized in Table 4.3.

Table 4.3: Response to the Skills Empowered in Women

Respondents	Frequencies						Total %
	Agreed	%	Disagreed	%	No response	%	
Women	32	100	-	00	-	00	100
Men	15	100	-	00	-	00	100
Ward Education coordinators	03	60	-	00	02	40	100
Adult education facilitators	06	60	-	00	04	40	100

Source: Field data (2015)

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to examine the extent of adult education on empowering women in skills utilization in income generation. This chapter presents summary of the findings, conclusion and recommendation.

5.2 Summary of the Study

This chapter presents the summary of findings, conclusions and recommendations based on the result of this study. The study was done focusing an assessment of adult education as a strategy for women empowerment in Mkinga district. The study was done in Mkinga district involving 5 wards, for which women, men and adult educational facilitators, DEO and district adult educational coordinators and ward educational coordinators as the sample of study.

Specifically, the study sought to:

- iv) To assess the extent of adult education programmes on empowering skills to women in Mkinga district.
- v) To assess the community's perception towards women empowerment through adult education.
- vi) To examine the strategies employed to empower women through adult education.

This study took place in Mkinga district. The area had been chosen to see how adult education in Mkinga district had empowered women economically through adult education. This is due to the fact that the area is located in areas where adult

education institutions are located like Institute of Adult Education and the Open University of Tanzania compared to other remote districts.

The study examined the extent of adult education on empowering women in income generation in Tanzania: Literature review dealt with what others have written in relation to this study. It covered theoretical as well as empirical literature. It also presented the research gap. Description of the methods applied in carrying out the research study. It dealt with research design, area of the study, sampling procedures, sample and sampling techniques, data collection methods, data analysis and ethical considerations. It was qualitative approach although it employed some elements from quantitative approach. The research design used was case study. The research instruments used were questionnaires, interviews and focal group discussions. Content analysis was used for qualitative data where as quantitative were presented in tabular form, frequencies and percentage of the respondents was calculated. The data presentation, analysis and discussion are in the line with research objectives and research objectives, first extent of adult education in empowering women, second, community perception towards women education, and third skills for women empowerment and last part dealt with summary, findings, and recommendations.

However the researcher involved total of 64 participants for which it was made up of 32 women, 15 mens and 10 adult educational facilitators, 1 DEO and 1 district adult educational coordinators and 5 ward educational coordinators as the sample of study. The research tools employed was Questionnaires, interview and focused group discussions to assess the opinions of the respondents on adult education programmes in empowering women economically. The study's findings are presented in relation

to the research objectives and questions. It was found that women in Mkinga District knew the roles of adult education. Accordingly to the objectives concerned as follows:

The extent of adult education on empowering skills to women in income generation had a good findings from the respondents. Most of the respondents agreed that they knew the extent of adult education programme. Evidence which showed that there was awareness of adult education programme includes the following. The researcher observed groups of women getting skills through adult education programmes. These groups were such like bee keeping, poultry keeping, fine arts and crafts, goat keeping, fishing, forestation and agriculture. The researcher observed those women got skills through adult education programmes used in generating income in various economic activities such as in agriculture, bee keeping, poultry keeping, fine art and craft, which enabled them to betterment of their life.

Community perception towards women education was that; the community had positive attitudes toward education for women, the evidence for these were that married women were allowed by their husband to attend adult education programme. Women in their family are allowed to conduct their economic activities without being interfered by any of their husband or family members. Moreover the question on the strategies employed to empower women through adult education had the findings that women literacy skills helped women in self employment. The findings showed that women got skills which helped them to get self employment which in turn to generate income. Evidence for these was as follows: Agricultural skills such

as tree budding, principles of agriculture (like time for farm preparation, seeding, planting, weeding, fertilizing, and harvesting). Entrepreneurship skills such like how to add values of their products, how to conduct petty trade, financial management and how to find market for their products 3Rs Skills which means reading, arithmetic and writing. This skill enabled women to be competent in their daily routine activities. Tailoring skills which enabled women for sewing some clothes for selling.

5.3 Conclusions

As far as the findings are concerned on all three objectives developed by the researcher were aligned. It was in line with the research questions which was developed from the research objectives to make assessment of extent for adult education on empowering women in Mkinga district. Moreover, in Mkinga district it was found that community has positive perception toward women empowerment through adult education though the rate of provision of adult education in Mkinga district is not yet satisfactory.

5. 4 Significance of Findings

The research findings have implications for policy and further research. The findings in this study suggest that to empower women in Tanzania, policy makers should involve the necessity of supporting women financially from the loan board so as to encourage them attending adult education programmes. However further researchers can use this study as the benchmark for the related study on empowering women through education.

5.5 Recommendations

Recommendations of this study are given in relation the finding of the study as follows;

- i. The government to ensure that there are enough budgets to pay honoraria facilitators of adult education programme.
- ii. Also government to construct dams in Masai areas so as to ensure availability of water and retain Masai tribe from moving one place to another looking for pasture and water, this will make ease provision of adult education programme for them.
- iii. To educate community members on how to get Loans from financial institution by using their own resources like land.
- iv. Facilitators of adult education programme to set time table for teaching adult education programme which do not contradict with family responsibilities or activities.
- v. Furthermore, the education facilitators of adult education programmes should provide relevant skills to women basing on the environment they live like agricultural skills, fish processing. This could help them be active in various economic activities to their entire environment.

5.6 For Further Research

Based on this study conducted in Mkinga district on assessment of adult education as a strategy for women empowerment. Similar study should be done in other places in Tanzania so as to probe the same issue for the better generalization. Moreover the researcher is suggesting the future researchers to apply designs apart from case study design and apply quantitative approach.

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APPENDICES

Appendix A: Questionnaire for Ward Education Coordinator

My name is Robert Leonard Karabona. Student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). I'm conducting a research on the extent of adult education programs on empowering skills to women in income generation. Therefore, I request for your assistance in this research by responding to this questionnaire for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher. Thank you for your cooperation.

1. (a) Name.....

(b) Sex: Male ☐ Female ☐

(c) Age.....

(d) Marital status: Married ☐ Not Married ☐ Divorced ☐

(e) Education background.....

2. Which ward you coordinate adult education programme?.....

3. Are there any adult education programmes to women in your ward?

Yes ☐ No ☐

(b) If yes, mention them

.....

(c) If No, why?.....

.....

4. Is there any skills provided to women through adult education aimed at empowering them economically ☐ Yes ☐ No

If yes, mention them.....

If No, why?.....

.....

5. What benefit women get through adult education programme?

.....

.....

.....

6. What factors affect women to get skills aimed at empowering them economically through adult education programme?

.....

.....

.....

7. Is there any community negative attitude toward women participation in adult education programme? Yes ☐ No ☐

If Yes, which are they.....

Appendix B: Interview for District Education Officer and District Adult Education Officer

1. (a) Name.....

(b) Sex: Male ☐ Female ☐

(c) Age.....

(d) Marital status: Married ☐ Not married ☐ Divorced ☐

(e) Education background.....

2. In your District, how many adult education programmes offered to women?.....

.....

3. How adult education programmes offered to women empower them in poverty reduction?

.....

.....

.....

4. What are the factors hinders women participation in adult education programme?

.....

.....

.....

5. Is there any negative attitude from community towards women participation in adult education programme?

.....

.....

.....

6. How do you participate in regulating these negative attitudes from community in order to enable women participate effectively and efficiently in adult education programmes?

.....

.....

.....

7. How many women groups do you have in your District, which you support by giving social-economic skills through adult education programmes?

.....

.....

.....

8. Is there any extent of adult education programme in empowering women in relation to skills utilization in income generation?

7. How do you manage daily routine activities and attending adult education programme?

.....

.....

.....

8. Do your husband allow and support you when attending adult education programme and at the same time participating domestic activities?

.....

.....

.....

Appendix D: Questionnaire for Men

1. (a) Name

(b) Sex: Male

☐

Female

☐

(c) Age.....

(d) Marital status: Married

Not married

Divorced

(e) Education background.....

2. Occupation.....

3. What is the level of education of your wife? Tick the correct item

Standard seven

☐

Form four

☐

Not attend to any level of Education

☐

4. If did not attend to any level of education, what measures do you take to educate her?

.....

.....

.....

5. Do you know adult education programme?

Yes

☐

No

☐

6. If yes, have you allow your wife to attend these programmes?

If No, What problem do you face due to your wife's illiterate?

.....

.....

7. Do you support/ empower your wife to generate income? Tick

Yes

☐

No

☐

8. If yes, what kind of support you offer to your wife?
9. What is community attitudes toward support offered to your wife?
10. How would you overcome negative attitude from community members?
11. What are skills offered to women through adult education programme?

Appendix E: Questionnaire for Adult Education Facilitators

1. (a) Name

(b) Age.....

(c) Sex: Male ☐Female ☐(d) Marital status: Married ☐ Not Married ☐ Divorced ☐

(e) Education background

2. Are you having a profession concerned with adult education?

Yes ☐No ☐

If yes, what is a level of your profession?

3. If No, how do you manage to facilitate adult learning?

.....

.....

.....

4. What kind of skills do you offer in your class?

.....

.....

.....

5. How many learners do you have in your class?

.....

6. What benefit have your learners gained in your class?

.....

.....

.....

7. Is there any community support you get when facilitating your learners?

Yes ☐

No ☐

8. If yes, what kind of support you receive?

.....

.....

9. Is there any negative attitude from community you get when women attend adult education programme?

.....

.....

10. What kind of activities do women practice after completing adult education programme?

.....

.....

Appendix F: Questionnaire for Women in Focused Group Discussion

1. (a) Name

(b) Age.....

(c) Sex:.....

2. Marital status: Married ☐ Not Married ☐ Divorced ☐

3. Education background.....

4. Occupation.....

5. Do you know adult education programme? Yes ☐ No ☐

6. Have you ever attending these programmes? Yes ☐ No ☐

(a)If no, why

.....

(b)If yes, what benefits have you got?

.....

7. Do you engage in any group dealing with economic activities?

Yes ☐ No ☐

8. If yes, what kind of economic activities dealing with.....

.....

9. How have you benefited from that group to reduce poverty?

.....

.....

.....

10. Do you get support from the following? Tick the appropriate item

Community ☐ Husband ☐ Parents ☐ Relatives ☐

11. What kind of support do you get?

.....

.....

.....

.....

12. What is attitude of community members toward your economic activities? Tick the appropriate item

Positive ☐ Negative ☐

(a) If positive attitude, which are they?

.....

.....

(b) If negative attitude, which are they?

.....

.....

13. Are skills offered from adult education programme assisted you to generate income?