

**ASSESSING THE PROVISION OF ADULT EDUCATION IN RURAL
AREAS IN TANZANIA: A CASE OF LOCAL GOVERNMENT OFFICIALS
IN KOROGWE DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “**Assessing the Provision of Adult Education in Rural Areas in Tanzania: A Case of Local Government Officials in Korogwe District**”, a partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

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.....

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DECLARATION

I, **LUTINWA TITUS SARAFINA**, do hereby declare that this dissertation is my original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my only and lovely husband Matungwa Reuben Mulokozi who not only encouraged me but also made my dream come true by sending me to school from for one to master degree there is no words I can express my gratitude towards him, may God grant him internal salvation.

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ABSTRACT

This study aimed to assess the provision of Adult Education in rural areas in Tanzania, a case of local government officials in Korogwe District. Three objectives were involved, to assess rural community awareness in the provision of adult education, to determine roles of ward and village government in provision of AE in rural areas, to assess district government officials on initiating and promoting AE in rural areas. This study employed Andragogy Theory by Knowles Malcolm to guide the study. The study employed qualitative approach and used a case study design. Where 50 adult's respondent were involved and sampled by using sampling technique namely stratified and purposeful sampling. Data were gathered by using two different data collection tool namely questionnaires, and interview and the data were analyzed by content analysis. The main findings of the study revealed that there were poor community awareness on adult education, Ward and village government officials were unaware of their responsibilities towards provision of adult education, District government officials were poorly performing their responsibilities on initiating and promoting AE. It was noted that there were poor provisions of AE in rural areas that led to poor learning habit among rural communities. The study recommended that local government officials must perform their responsibility on initiating and promoting AE in rural communities.

Key words: Adult, Adult Education, local Government officials, and Rural areas

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LIST OF ABBREVIATIONS

| | |
|--------|---|
| ACCESS | Appropriate Cost Effective Centers for Education within School System |
| ADEM | Agency for Development of Education Management |
| AE/NFE | Adult Education and Non-Formal Education |
| BEDC | Basic Education Development Committee |
| BE-MIS | Basic Education Management Information System |
| CSOs | Civil Society Organizations |
| COBET | Complementary Basic Education in Tanzania |
| COSET | Complementary Secondary Education in Tanzania |
| DAEC | District Adult Education Coordinator |
| DAVO | District Audio-Visual Officer |
| DEO | District Education Officer |
| EFA | Education for All |
| ESDP | Education Sector Development Program |
| EMIS | Education Management Information System |
| ESMIS | Education Sector Management Information System |
| ESR | Education for Self Reliance |
| ETP | Education and Training Policy |
| IAE | Institute of Adult education |
| ICBAE | Integrated Community Based Adult Education |
| IPPE | Integrated Post Primary Education |
| LL-MIS | Life Long Management Information System |

| | |
|----------|--|
| LGAs | Local Government Authorities |
| M &E | Monitoring and Evaluation |
| MoEVT | Ministry of Education and Vocational Training |
| MCDGC | Ministry of Community Development, Gender and Children Affairs |
| NECTA | National Examinations Council of Tanzania |
| NFE | Non Formal Education |
| NFE/MIS | Non Formal Education Management Information System |
| NLC | National Literacy Centre |
| NGOs | Non-Government Organizations |
| PMO-RALG | Prime Ministers-Regional Administration and Local Government |
| RAEC | Regional Adult Education Coordinator |
| TRC | Teacher Resource Center |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children Education Fund |
| UPE | Universal Primary Education |
| URT | United Republic of Tanzania |
| UIS | Institute of Statistics |
| VETA | Vocational Education and Training Authority |
| WECs | Ward Education Coordinators |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Possessing knowledge or skills might be a way out to success especially adults who struggle in dynamic surroundings to earn living. Since the world keeps changing human being keep trying to cope in accordance to those changes which leads to lifelong learning. This chapter contain; An introduction, background of the study, statement of the problem, general and specific objectives, research questions, significance of the study and definition of key terms.

1.2 Background of the Study

Adult Education had been facing different challenges worldwide and locally like poor fund, lack of motivation, poor management, unsatisfactory plans as noted by scholars, like; Machumu (2015), Msoroka (2015), UNESCO (2018), Kwampong (2015) and others. The knowledge based on adult learning was constructed from number of field and discipline such as continuing education psychology, sociology, anthropology and cultural studies Merriam et al (2007). OECD (1992) defines Adult Education as any learning activity or program designed to give agent to satisfy any training needs or desire that may be experienced at any level in his or her life by an individual that is above the statutory school leaving age and whose core routine is not education. For example, if a person is assuming parental role has to find job to be able to take care his or her family, its ambits thus goes to non-vocational, vocational, formal and non-formal studies and also collective social responsibility. For large number of people adult education means making up for basic education that they

have not be able to acquire Kapur (2019). Global report on adult learning and education shows that in many places around the World participation in adult education was poor, paints picture of uneven participation rates and inadequate progress, in most cases it was not known of who were participating. In too many cases marginalized group were not participating in adult learning and education, minority group in range of countries AE provision has decreased for vulnerable groups such as disabled adult and community living in rural areas UNECO (2019).

AE in India was not looked upon as a process that has proven to be beneficial to individual learner's lather to the deprived and marginalized section of the society such as women, farmers, and individuals who belonged to the social-economic backward. The main significance behind the prospectus of adult in rural areas was that made available, open, flexible and personally relevant opportunity to develop knowledge competence and outlooks that needed by adults. For a large number of people adult education means making up for the basic education that they have not able to acquire Kapur (2019). In India Agriculture were the major occupation of the individuals in rural community, they have been establishment of training centers in rural communities to agricultural laborers in terms of utilization of modern and scientific methods in order to improve their production.

Adult education in USA rural adults participate in education at lower rates than their urban counterparts, if rural communities were to compete and stay viable in global economy, they demanded lifelong learning that to say that there were poor learning habit among rural adults. In America rural adult continues to lag behind in education

due to the factors affecting rural adult's access to education that are unique to their locations. In USA beneficiaries were students who struggled with addiction, lack of family support, criminal history, mental health concern or undiagnosed learning disabilities Silver (2017).

A Kenya national view of education underscores the need to develop the human resource so as to attain the country development goals Republic of Kenya (2012). The core challenge facing adult education was the lack of strategies, regulations and a policy to guide its operations. The department of adult education had been placed in the ministry of gender labor and social development instead the Ministry of education that denying them direct involvement in education concerns. Challenges facing AE in Kenya were; the combination of father and child in learning environment, teaching and learning materials, malt task among learners, poverty and poor society as well as facilitators.

The development of science and technology led to different method used in getting knowledge or skills. Open and distance learning was among the mode of education delivery which was becoming prominent at current due to its effectiveness promotional of knowledge and skills that enable people work and study at same time. Thus encourage the force in improving social and economic attributes, ODL was accepted to developed and developing countries UNESCO (2002). Most of beneficially of ODL were workers who were working thus would be able to get money to pay school fees as well as urban community as they were well integrated and informed through different media. While in rural areas communities lacked

current information exceptional to workers and upper level status families, the rest community was not encouraged to learn by either social or economic problems. Brockett et al (1997:8) argue that Adult Learning as intentionally process arranged for the purpose of bringing about knowledge acquiring among individual whose age, social responsibility was of being adult. Merriam (2007) Argue that Adult Education is assisting people to live a successful life and help adults to increase an understanding or encourage transition in their social roles.

Barriers that rural adult encounter in adult learning were; situational, institutional as well as depositional barriers, Easton (1991). When Tanganyika current known as Tanzania received independence from Britain in 1961 the country as weak had poor social service since colonial social service aimed to serve colonial power not Africans. By then educated Tanzanians were almost 480 secondary school graduates and less than 100 had diploma and degree. Literacy rate among adult in 1961 were said to be as low as 15% the majority population lived in poverty with no or poor access to quality education or basic necessity Callaci (2013).

It was in that time when the then president Nyerere launched a campaign to combert illiteracy even if the campaign began before independent of Tanganyika but it was not practical until the independence the most documented begun in 1958 very close to independents. Bear in mind that before independent education was offered to cater colonial needs, hence educated Africans were: Jumbes, teachers, clerks, and son of chiefs, there is no wonder the campaign were fooling around Africans not to fight for independence. Nyerere`s Adult education tried to eradicate illiteracy in Tanzania.

The objectives of Nyerere adult education was merely not only to teach literacy but also to help adult find solutions to their problems such as hunger, ignorance and disease, Nyerere named these problem as archenemy. He stated that “First we must educate adult our children will not have impact in our development for 5, 10 or even 20 years” (Nyerere 1967).

Adult education was seen as vital to spread and implement ujamaa, some of things which was done during literacy campaign during Nyerere era were: Radio program education through radio, for example handcraft, home economics and mechanics provided through radio programs. Initiation of rural libraries and the goal were to have village library. The rural newspaper was encouraged to reinforce good reading habit and lifelong learning Nyerere announcement of the adult education year 1970 he defined his application of the concept as “Education is not just something just happen in classroom. Education is learning from books, from radios, from films and from discussion about the matter which affect their lives...Adult education applies to everyone, learning happens to the moment we are born until we die” (Callaci 2013).

Current adult education practice was rooted from the current education policy of ETP (1995) and the objective concerning adult education state that, to eradicate illiteracy to maintain post literacy and numeracy’’ to promote the acquisition and development of basic knowledge and function skills’’ URT (1995). Adult learners were divided according to the program in which they participate. Others take literacy courses, which are elementary, the cost of running these courses are entirely government concern. Some learners participate in continuing education program, which they either

accredited or professional, learners who pursue these courses are required to pay fee as a path of supporting a providing agency to reach to the used cost.

The local governments assume the responsibility of delivering and managing of formal and non-formal education, although the budget set to adult education goes on doing another thing and the goals of adult education remain not attained. Adult and non-formal education strategy was developed in 2003 to facilitate the implementation of an alternative education program for out-of-school, youth and adult. The overall objectives of the strategy were to insure that out-of-school children are included as well as youth and adults have access to quality basic learning opportunity especially girls women and dis advantaged group.

1.3 Statement of the Problem

Adult education since then was used to help individual adult to attain education not acquired during traditional schooling, perspective of adult education differs from regional to regional. Due to science and technology it seems that people can afford to gain knowledge for their own this applies for most of urban residence due to availability of social services close to them. Speaking about social services that enabled adult to accomplish their desired knowledge, physical and social infrastructure insures the access of education, Silver (2017).

Rural adults were facing different challenges compared to urban counterparts like poor infrastructure, poor fund, poor motivation and poor management, Silver (2017). For rural adults to attain particular educational programs in most of developing

countries depended on government provision of that particular educational skills or knowledge, unlike urban areas their easy access to different kinds of programs by their own.

The force to education for all has increased the need to access adult education in Tanzania UNESCO (2012). In order to improve the quality of adult non-formal and continuing education and education at large, Tanzania established the WECs in each ward. WECs were to coordinate education programs in their respective wards for effective management and leadership. At ward level adult education was coordinated by WECs & VEOs responsible to coordinate the implementation of the education and training policy of the country, initiating and promoting AE in their respective wards. Advising facilitators, district officials and educational stakeholders on the best way to promote quality AE in wards and villages (URT, 2014). Despite the presence of WECs & VEOs at ward and village level, coordinating adult education is still unsatisfactory, thus frustrating AE facilitators and the society fails to unveil its importance to community development and national at large, Cafferella, (2013). The rural community desires to have different kinds of programs in relation to their daily activities whether economic, hygiene, social, political depends on local government officials to initiate different programs as needed in the society therefore the study was looking forward to see whether local officials were performing their responsibility as it is to be done in Korogwe District.

1.4 General and Specific Objectives of the Study

1.4.1 General Objective

The purpose of the study was to assess the provision of adult education in rural areas on local government officials.

1.4.2 Specific Objectives of the Study

- (i) To assess rural community awareness in the provision of adult education.
- (ii) To determine roles of ward and village government in provision of AE in rural areas.
- (iii) To assess district government officials on initiating and promoting adult education in rural areas.

1.5 Research questions

- (i) How communities in rural areas aware of the provision of adult education?
- (ii) What are roles of wards and village in provision of adult education?
- (iii) How local government officials initiate and promote adult education in rural areas?

1.6 Significance of the Study

The outcome of this study will provide information on education policy makers in AE related issues and stakeholders on the assessment on funding allocated to AE in local government as well as planners. The study will also encourage the spirit of learning to rural community since the study clearly stipulated the right to education to all people even within rural communities. Again the study will help other researchers to get

more information of AE and conduct other research. The study will also help the researcher to fulfill her master degree studies.

1.7 Definition of Key terms

1.7.1 Adult

Knowles (1990:57) Adult definitions includes biological, social, legal and psychological. Thus, an adult can be conceived of as a person who has reached a certain age legally bound and acceptable in his/her society and has some social responsibility(s) as an adult and has developed a sense of self directedness. This study used Knowles definition of adult as categorizing respondent used age to differentiate between children and adults.

1.7.2 Adult Education

Adult Education refers to “the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship”. This study applies to the definition of the entire body of organized process in any skills and knowledge attainment. UNESCO (1976) cited in Bhola (1994a: 321-322)

1.7.3 Local government officials

Local government officials refer to any elected, appointed or employed individual or group of individuals acting on behalf of or exercising the authority of any local government.

1.7.4 Rural areas

Rural areas refer to, an open countryside and settlement with fewer than 2,500 residents Gibbs, (2008).

1.7.5 Limitations of the Study

The researcher faced the following limitations during the study, the first was time limitation: the majority of female respondent had no time to read the question guide or the description of the research but in long run they ended up responding questions, youth were also refusing to respond since they said they were not adult. Second was financial limitation where the researcher faced challenges in stationeries, paying research assistants and giving motivations to respondents; though this was covered by the researcher's own fund. Another limitation was un-conducive geographical environment where most of village were found in uplands areas, which were difficult to use motorcar transport, though the researcher opted to use motorcycle, or on foot and in other circumstances telephone communication was done to reach respondents. However, these challenges were an opportunity for researcher because various tactics had been designed in advance to counter perceived obstacles. Time limit as the researcher was working and studying and have a family to take care, although these challenges made the researcher to fight and to the end.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In Chapter two the researcher reviewed different literature in relation to the study; the inner purpose of literature reviewing was to be close with different information in accordance to the issue studied. The chapter contains introduction, Tanzania education policy, Tanzania financing of adult education and challenges, Theoretical framework, Empirical Studies and Research Gap and conceptual framework.

2.2 Adult Education Worldwide

Adult education is being practiced worldwide, since almost all country in the World have adult illiteracy. Although the number of illiterates differs due to economic status of a particular, country thus goes with even programs initiated in each country and the implementation. Adult education programs conducted in third world countries differ from rich countries since most of program needs funds which poor country cannot afford. The Global report on adult education in many places around the world shows that participation in Adult Learning was not where it was to be. It paints picture of un even participation rates and inadequate improvement, and shows that in many cases it is not known about who is participating in adult learning and was inadequate funded UNESCO (2019).

In India for example adult education in rural areas was considered as fundamental aspect which was a necessary arrangement shift towards lifelong learning for all, as

comprehensible and a significant framework for education training, provision and practice. The main significance behind the prospect of adult education in rural area is that, it makes available openly flexible and personal relevant opportunity to develop the knowledge competence and outlooks that adult need. Most of Adult educations beneficially are women, farmers and poor people, Kapur (2019). This applies to Tanzania women and farmers and poor people do get AE, although not as supposed to be. In America rural adults participate at lower rates than their counterparts, if people living in rural communities were to compete and remain viable in global economy they need lifelong learning. Unlike in India in America people who are most benefited with adult education were; students struggled with addiction, people with criminal history, people with mental health concern or undiagnosed learning disabilities. In America rural adults continues to lag behind in education attainment Ulrich (2011) in Silver (2017). Barriers that rural adult encounter in adult learning are; situational, institutional as well as depositional barriers, Easton (1991). Even in a country like America there still poor provision of AE in rural areas.

In China rural vocational and adult technical education has been further developed, through implementing green certificate training project for young farmers and others. Farmers were provided practical technical training consultation and demonstration. Beneficially of AE in china are farmers, poor people and disabled children CEAIE (2008). It were noted that almost every country AE was meant for women, disabled, farmers, and poor people the rest of community which do not fall into any of these categories were left behind.

2.3 Adult learning Institution in Africa

Muyia et al (2010) noted Nafuko, et al (2005:13) that providers of AE in African society differ from family community, regional organization civic international and international organization. Many organizations devoted to the provision of AE. It was impossible to talk about local government officials and their involvement in adult education without considering management issues. In the book of Management of education organization in Africa explain in details on the management of adult education in an organization a person may be both a leader and manager at the same time (Daft, 2005). The comparable between the two roles are highly identified both the work with and influence others and both regard their achievement of organizational vision as being importance. Muyia (2010) note that attaining of different objectives, thus the 'mushy' skills of leadership need to be complemented by, and combined with, the 'strong' skills of management.

Therefore, the local government officials who were well trained may help AE to be realized in their respective society. This notion will be achieved when leaders will know their responsibilities. Speaking of leaders Hartman (1993) Asserts that the term leaders does not only mean to occupy a formal high position in an institution rather to influence and encourage people to attain both institution and individual goals.

Leadership and management have some common characteristics, Dubrin (2007) affirm that leadership share out the interpersonal aspects of managers' job, as planning, organizing and controlling deals with the administrative management aspects in formal adult institution there are different goals to be reached, increase training attendance, increase student's enrolment, improve learner's performance and

reduce adult illiteracy Muya (2010). Funding of Government adult learning institutions in Africa were organizations and monitored by the government of the particular country but another type those are community based and non-governmental these organizations get or receive funding from individual learner or cooperation. Each (NGO and CBO) works on representing a particular group or sector in a society. International NGOs interested in adult was UNESCO, which led education for all, and DVV International in Germany, which oversees education project different countries across the globe these institutions are funded by cooperative members' government and other donors.

Management hardships, adult education managers encounter different problems like; limited financial resources Amutabi (1997), diverse nature and language barrier to mention few Muya (2010) in Mayo 2012 added that the issue of intimacy led many adults not to attend nearby Programs so that they will be not noticed by their neighbors.

2.3.1 Applicability of Distance Learning in Rural Community in Africa

Distant learning is often seen as crucial choice for many students who live in rural areas specifically remote areas since it provides higher education without campus attendance MacDonald (2007). In conducting distance learning the issue of using computer arises whereby unfortunately most of Tanzanians especially living in rural areas do not have computer skills thus led individual not to attempt to join distance.

Not knowing how to use computer is another issue, access to computer is the second problem that hinders adult to join Adult education not only computer skills but also other rural village did not have electricity that seem that distance learning designed to fit people in town Spivey (2016). MacDonald (2009) argue that online within distance as the best solution for individual in remoteness. In regard to Tanzania particularly in villages the distance learning has poor effect since most people lacks internet which is an important aspect in distance learning, for example in Scotland the government has invested heavily in the provision of digital infrastructure, improved internet access within rural areas Primerose et al (2007) cited in MacDonald (2009). Thus in case Adult Education is to be revived in rural areas digital infrastructure is inevitable.

2.4 Tanzania Education System

At present Tanzania education structure contain 2 year of preprimary, 7 years of primary, 4 years of ordinary secondary education 2 years of upper secondary and three years of university education. It also includes non-formal education, literacy program and continuing program under the Ministry of Education and Vocation Training current headed by Professor Joyce Ndarichako.

2.4.1 Tanzania Major Education Reform

Before independence education obtaining was restricted, only few people got education, during Tanganyika independence education there were not enough to bring about country development, the following are the major reform.

2.4.1.1 Education for Self-reliance

Acquisition was encouraged followed by The Arusha Declaration in accordance with the policy document known as Education for Self-reliance whereby education was signed a seminal role and transformed Tanzania to an African socialist society. Kiswahili were promoted to be a national language and language for instruction for primary schools. The aim of reform was to develop students learning inquiry, critical thinking, skills and self-confidence. Adult were taught to read and write through different initiated program.

2.4.1.2 Universal Primary Education 1974

Universal Primary Education was emphasized in the Musoma Declaration of 1974 It was a way of transforming rural society into agriculture, in which it acknowledged the whole majority of the population deliver their livelihood. UPEs goals were to make primary education accessible to all Tanzanian children. In 1980s each village had a primary school the enrollment were hundred percent, although the increase of enrolment led to poor service in education system like shortage of books and not paying teacher's salary led to demise of education as many donors withdraw their support. UNESCO, (2007).

2.4.1.3 The Cost Sharing Policy

The decline of in fund to operate and the pressure from outside forced the government to slowly introduce a cost sharing modal to run schools. The privatization begun were international school were opened and provided best quality education as students were paying for service and the school had plenty of best

teachers, books, and stationary and other teaching and learning facilities which enabled them to perform well unlike their counterparts performed poorly. UNESCO, (2007).

2.4.1.4 Basic Education Master Plan 1997

Tanzania developed BEMP to insure growth and equitable to high quality of formal education and adult literacy through expanding of facilities and quality improvement in improving the reforms less developed districts and regions were given priorities by opening new secondary schools through receiving government assistance to perform the task, Fundi (2016).

2.4.1.5 Primary Education Development Plan and EFA 2000

The primary education development plan was introduced in 2001 with the inclusion of abolition of school fees. Increase teachers' recruitment, building more schools as well as community mobilization and empowering of school committee, Lange (2004). The primary development plan is the outcome of the education sector development program ESDP its goal was to primary education provision as well as education for out of school children and youth the target were; enrolment expansion heading to classroom construction teacher's involvement and deployment and provision of teaching and learning activities, URT (2001) Free secondary education 2015. Similar to what was done to primary school secondary education become free of charge and the situation lead to the increase of enrolment but led to shortage of school facilities like classes books and other teaching and learning materials.

2.5 Theoretical Framework

The researcher has decided to use Andragogy Theory of Malcolm Knowles in attempting to describe the issue of how adult learn which differ to how children learn. Knowles in (1980) came up with a concept of andragogy the (art and science of helping adult learn) differentiate with pedagogy (the art and science of teaching children) Knowles core principle of Andragogy was, Focus on solving specific problems faced by learners, although ward and village government officials were not facilitators but in realities they were responsible of knowing problems that people in their locality encountered. In that scenario these official were responsible of initiating programs that would have helped rural adult to solve their challenges, therefore the Andragogy theory related to this study.

According to Knowles (1984) cited by Spivey (2016) andragogy includes three different perspectives those are; cumulative of events, an institution practicing adult with possibility to pursue learning and social system consisting of Adult education innovators In a Andragogy theory practically need learning experience rather content based knowledge. Adult in Andragogy theory need to know the reason behind the gained knowledge. Kelly (2013) states that the reason Adult need education is because assume necessary role in the society like being employed, parent, guardians, volunteer and learners. Knowles, (1989) states that individual find himself in specific circumstances with respect to his work, family, recreation and community which calls for adjustment

2.5.1 Rewards Characteristic towards Andragogy Features

Research on motivation has been there for many years, but research for AE is almost a new issue, Spivey (2016) cited Hagarty, (2011). Knowing what encourage adult to learn was connected to adult persistence. The process of adult learning starts with personal adult learner's motive to solve problem. Adults learners who are living in rural areas face barriers in many isolated communities there was no place to go except community organization or church then attending AE program are like recreation center for people in rural areas. Adult learn when dependence increase as one mature, adding some values to life experience, assume new role in an office, or want to solve current program.

2.6 Community knowledge towards AE

Attitude toward AE in local areas was insufficient since officials and people do not consider it as important thing in their lives. Not only that but also AE was not well known among rural society, as most of people even local government officials did not knew the whole concept of adult education, some thought AE was all about teaching adult reading and writing others think that attaining evening classes.

Community prefers primary education, secondary education and tertiary education to be of important compare to other form of education. The whole field of adult education was being underestimated most of Africans regard adult education to be linked with literacy, noted Mwaikokesya (2017), and Knowles argue AE to be a neglected species. In India large number people prefer adult education as making up for basic education that they were not able to acquire, Kapur (2019).

The situation signifies that most of adults were not looking to learn since they know how to read and they have basic skills. The hiddenness partly correlates to the dispersed nature of comparative disadvantage within rural population, the hiddenness of rural removal coupled with common social relations, lead to level where individual lack access or are reluctant to look for help or advise. This means that education outreach work and suitable to urban environment may be less applicable to in rural context, Shucksmith (2000) cited by MacDonald (2009).

2.6.1 Roles of Ward and Village Government on AE Provision

Primary school teachers acting as adult facilitators these who volunteer not all primary teachers are AE facilitators, are being assigned class to teach their outcomes are inefficient due to poor incentive from the government, argued Kanukusya (2013). There are few teachers who volunteer particular to primary school leaver as facilitators. Other employers were not ready to permit their employees to facilitate AE classes especially after the introduction of individual institution, which considered the wastage of time to private organization. That was caused by to changes that occurred in 1980s.

Devolving had been a priority to the government plans and operation including AE. MoEVT has argued in the AFE Sub-sector Medium Term Strategy, it was from village level to ministerial level. However, MoEVT claim to have devolved AE unfortunately ministerial level dictates the AE programs, plans and decision making, Kanukusya (2013). In village level VEOs were supposed to be detailed with information on how to run adult education in their localities, for example having

knowledge of kind of program to be offered, where to get classroom facilitators and how to get the program funded as well as having statistical data of people activities in order to initiate different programs.

2.6.2 District Government Officials Initiating and Promoting Adult Education

Local government serve important role in providing AE in village, since local government officials are responsible in supervising whole learning activity conducted relating to AE, according to Bwatwa (2010) study found out that the removal of the Regional Adult Education coordinator post has affected the coordination and direction of AE to local government. Shortcoming that faces Local Government towards providing AE in localities were poor communication between MoEVT concerning the initiation of different programs that suit a particular community when issuing circulars to the councils on AE/NFE, remoteness of centers.

Need of AE/NFE coordination link at the regional level, inadequate funding as AE budget is being attached to under primary school budget and is too small to accommodate wide range of needs which is being caused by lack of political will, inadequate committed AE/EFE coordinators and facilitators due to irregular payment of gratuity, Bwatwa (2010) non-conducive environment for teaching and learning to adult as many center are in primary school then adults feel disguised when being noticed by neighbors that sometimes people head to town to escape gossip Muya (2010). District officials were to initiate centers different from primary schools so to encourage disposition adult to join AE programs.

Bwatwa, (2010) Recommended that, the government must support PMO-RALG in order to strengthen the AE/EFN at all level for accountability and transparency in order to assist the program routine. Bwata (2010) added that inspect audit on AE/NFE human capital at all levels to come up with needs, competence of staff at place and design training programs the staff from the identified needs MOEVT claim to have devolved AE unfortunately the AE planners are still at ministerial measures, Kanukusya (2008). According to Bwatwa (2010) argued that, the removal of the Regional Adult post at the Regional Secretariat has affected the coordination and supervision of AE. Education policy maker have to make policy that will encourage adult learners to seek skills provided in their localities Buiskool (2010) Competence needed by adult learning professionals are described in job description of individual organization, the learning outcomes of specific educational programmers and if available qualification structures on national level. Developing a constant profile by making use of compiled information on task responsibilities and necessary knowledge, skills and attitudes, may help district official to promote AE in rural areas. (2017).

2.7 Empirical Studies and Research Gap

2.7.1 Empirical Studies

In sub rural regions in India experience poor adult education other community lacks AE opportunity regarding to their economic activities as most people regard adult education as basic literacy. Kapur (2019) In rural South Africa for example Limpopo province people live in poverty, denied education or provided Bantu education which did not have lasting effects compared to white education originated from apartheid system Zeelen et al (2014). The development of AE in sub Saharan was very exciting, adult education has been a tool for indigenization capacity building, indoctrination, westernization, conscientization and development for years Kwampong (2015). Rural residents were deprived there to education for example in Kenya it was estimated that children from rural areas were twice as likely to be out of school as children from urban areas UNESCO (2018). A whelming number of children would inter adulthood as illiteracy; this was likely happening in Tanzania rural areas. Tanzania encouraged AE to fill the gaps of colonialism, whereby majority of Tanzania were illiterates. Mwalimu Nyerere initiated many AE reforms to catter education needs at that time among the people. Msoroka (2015).

Adult education has improved from in some for example the presence long distance learning had enabled many people to acquire education in different areas. Although the ODL system require equipment's such as laptop, electricity and internet but most of rural residents did not have access them Spivey (2016). There supposed to be different AE programs in Tanzania rural areas such as lifelong learning for farmers, refugee, study while learning, and so many as illustrated by Commonwealth of

learning, (2018). But unfortunately few programs are initiated in few rural areas as there were to be. The local government's officials assume the responsibility of delivering and managing of formal and non-formal education, although the budget set to adult education goes on doing another thing and the goals of adult education remain not attained. Adult and non-formal education strategy was developed in 2003 to facilitate the implementation of an alternative education program for out-of-school, youth and adult. The overall objectives of the strategy were to insure that out-of-school children are included as well as youth and adults have access to quality basic learning opportunity especially girls, women and disadvantaged group. Study done by Machumu (2015) on utilizing secondary school facilities for Adult Learning programs in Tanzania, founded that investing in available human resources through AE based course and routine remain the heart to provide the wanted market oriented and the suggestion was that treating AE seriously may solve the issue of unskilled labor.

2.7.2 Research Gap

Worldwide scholar has done different studies on provision of AE for example in India Kapur (2019) study on problem and prospectus in AE in rural areas. In America Easton (1991) study about confronting education barrier to rural adults and silver (2017), study on rural adult education. In developing countries Muyia (2010), Draft (2005), Mosha, (2011) and Galabawa (2001), noted and documented the essential managerial responsibilities of educational manager's particularly WECs roles towards secondary and primary school coordination. Assessing general challenges of provision of education that Political will, resource availability, lack of reliable data, which

hinder the development of AE, noted by Longworth cited in Mwaikokesya (2017). In connection to the previous studies, Scholars like; Kanukisya (2008), Machumu (2015), Msoroka (2015) done studies on either adult policy and practice or assessing whether primary or the use of secondary schools as adult education centers. Though different studies were done by scholars on provision of AE but did not deal directly with the provision of AE in rural areas on local government officials in Korogwe district in details as done in this study. This study assessed provision of AE in rural areas in Tanzania on local government officials in regards to their responsibilities towards provision of adult education.

2.7.3 Conceptual Framework

Successful provision of adult education in rural areas on education system needed committed officials with appropriate skills, knowledge and experience that guided with good and strong policy and principles. In connection to this study, the conceptual frame work was regarded as a mental structure that guided a researcher on assessing the provision of adult education in rural areas in Tanzania local areas on local government officials in Korogwe District Miles. and Huberman (1994) asserted that, conceptual framework is a visual or written product on different valuables which helps to presume the relationship of various concepts used in the study. The rationale of choosing this conceptual framework was because it shows that, management was a process which was realized by a combination of different managerial functions and in the provision of adult education by local government officials. Also the model provides in-depth understanding the challenges facing local officials and strategies used in provision of adult education in rural areas.

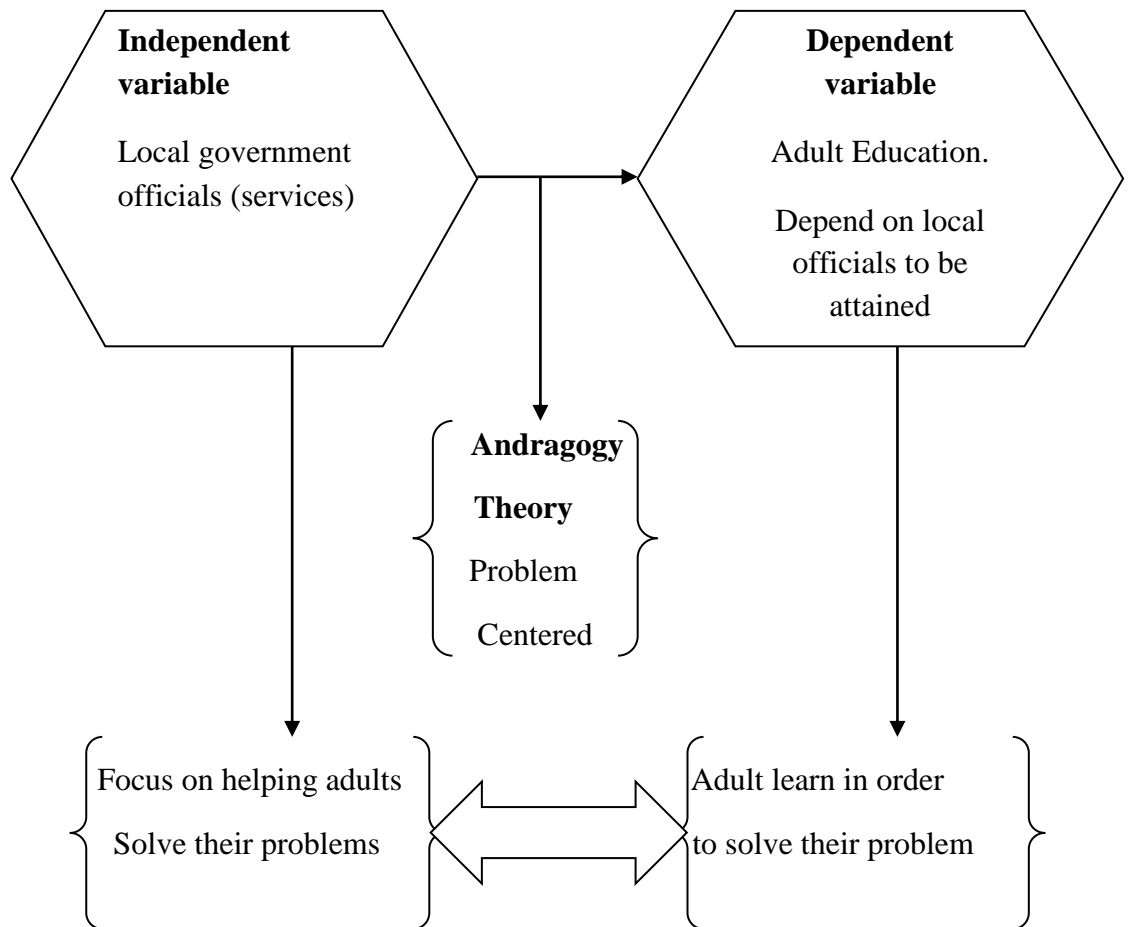


Figure 1. 1 Conceptual Framework for assessing the Provision of AE in Rural Areas on Local Government Officials.

Source: Field Data 2020.

2.8 Chapter Summary

Chapter two focused on different studies, which attempted to explain adult education provision. It could be noted that adult learning was to be considered special since every situation in life being encountered by individual need different kind of learning activities which results into lifelong learning. In addition, the chapter discussed the

variable in conceptual framework, which used to assess provision of adult education in rural areas and Andragogy theory was used to support this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research approach and design, study area and its characteristics, population, sample and sampling techniques, data collection methods and instruments, data analysis plan and ethical considerations.

3.2 Research Approach

This study chiefly employed qualitative approach to assess the provision of adult education in rural areas for the following reasons; First qualitative approach enabled the researcher to portion understanding the insight of others (respondents) which assisted the researcher to present a broad understanding of the issue in the provision of AE in local community. Secondly, qualitative approach enabled respondent to provide additional information about strategies and challenges for provision of adult education in a calm way on the specific setting or natural setting, since qualitative approach considers personal insight Creswel et al (2009). Thirdly qualitative approach was used for touring and grasping the meaning of a particular person or group of people accredited to a social problem.

The Approach contains all necessary instruments that can evoke review which aid problem solving Daniel (2016). Thus qualitative approach enabled the researcher to clarify data and present it in descriptive form referring to participant's views and study objectives.

3.3 Research Designs

This study used a case study research design, because it enabled the researcher to gain concrete, contextual, in-depth knowledge on AE. Case study enabled the researcher to closely examine data within specific context, and analysis of limited number of events or condition and their relationship. The second reason for the researcher to use case study design were time limit and very small geographical areas as well as detailed information that was done through observing respondent and be able to narrate clearly information got from data collection. Finally, the researcher added judgment to the phenomena found in the data. Therefore, by using case study design in three wards in Korogwe district enable the research to ascertain firmness of the information that assessed the provision of adult education in in rural areas. Zainal, (2007)

3.4 Area of the Study

This study was conducted out in Korogwe District in Tanzania for various reasons; Reducing cost as the researcher lived in Korogwe this managing cost, especially transport cost during collection of data. Second the researcher wanted to know why most of standard seven and form four leavers engaged themselves on riding motorcycles for boys and most of girls tend to get married after school. Were no there anything to be done lather to engage in riding bicycles and marriages.

The third reason was that researcher wanted to know exactly the responsibility of ward and village government officials in villages since most of them in Korogwe seem to coordinate, organize meeting, solve disputes, attending seminars, ignoring

the fact that they were to initiate and promote different AE programs in their villages. Lastly the researcher was looking whether there was the provision of adult education in the particular area and the similar research has been never conducted in that areas, hence Korogwe became strategic area for reliable information needed for the study.

3.5 Study Population

The study included all Adult and Youth in three ward, WECs, VEOs DEO and DED; Hale, Mnyuzi, as well as Kwagunda whereby the sample were chosen. Adults were chosen since they were core beneficiaries of the AE programs, youth were adults aged eighteen to thirty the researcher decided to categories youth from adult in order to get information from respondents of all age. DED, DEO, WECs, VEOs and head of school were government official responsible for provision of adult education in rural areas. Study population is the general group of individual organization, things or plants that have one or more than one feature that correlate to the study Bryman, (2004). Kamuzora (2003) asserts population as total object under study at a time.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

Sample size of this study included, 50 respondents from three Wards namely; Hale, Kwagunda and Mnyuzi, thus included 20 adults and 10 youth, 5 head of schools 10 VEOs, 3 WECs, DEO/ DED. A researcher decided to use 50 samples because of the time limit, shortage fund, and remoteness of some areas. Kanukusya (2008) cited Patton (2002) Comments that sample size depends on researcher's focus, purpose of

investigation, current problem, reasons behind investigation and what to be done at a particular time and resources. Sample size as displayed on distribution table 3.1.

| Categories | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Adult | 20 | 40 |
| VEOs | 10 | 20 |
| Youth | 10 | 20 |
| HoSs | 05 | 10 |
| WECs | 03 | 06 |
| DEO | 01 | 02 |
| DED | 01 | 02 |
| Total | 50 | 100 |

Table 3. 1 Distribution of Sample Size involved in this Study

Source: Field Data 2020

3.6.2 Sampling Procedures

The researcher used stratified random sampling procedure to obtain samples of adults and youth and purposive sampling to obtain data from government officials.

3.6.3 Stratified Purposeful Sampling

Patton (2001) describes stratified purposeful sampling as samples within samples and suggested that purposeful samples can be stratified or grouped by selecting particular units. The technique was used in three selected wards to select seven adults and three youth from each ward in order to get information on the provision of adult education in rural areas. The study obtained adult respondents using stratified purposeful sampling first, the researcher divided the population into strata; the stratification in this study was based on age and especially between adults and youth. In order to get

seven adults and three youth in each ward the researcher selected three villages in each ward. After dividing the population into strata by using geographical location the researcher used purposive sampling in selecting respondents in each group in consideration of gender.

3.6.4 Purposeful Sampling

Purposive sampling a kind of sampling where by sample are selected due to its importance, a researcher intentionally selects respondent for the information targeted in the study Patton (2002:230) in Kanukisya (2008). It involved identification and selection of individual well informed about the topic-studied. Purposive sampling was used to get the HoSs, VEOs/WECs this because each ward had one WEC having a detailed information about provision of adult education in either and thus applied to DEO, DED since they had information not to be located elsewhere in the district. For example, kind of AE programs offered, how programs were being operated, who are responsible and the allocation of the funds for different AE programs. Purposive sampling also empowered the researcher to select respondents depending to the data the researcher intended to collect Cohen et al (2008).

3.7 Methods of Data Collection

The qualitative data collection method was used to obtain primary data. Qualitative primary data was collected by personal interview and questionnaire the use of the above mentioned methods helped the researcher to cross-check validity of the information collected. Data collection method refers to way data are being collected from selected respondents. Berg (2007:5) cited by Kanukisya (2008).

3.7.1 Interviews

Interview said to be two-side conversation initiated by the researcher for the purpose of obtaining intended information, Cannel and Kahn (1968), cited in Cohen (2007:251) from Kanukisya (2008) Define interview as two- person conversation initiated by interviewer for the purpose of obtaining research-relevant information and focused on him/her on content specified by researcher objectives of systematic description, prediction and explanation. Semi-structured and telephone interview method were used, semi-structured interview was implied to VEOs WECs and DEO and telephone interview were implied to DED because he was not around during data collection process told the researcher to call after meeting. The data collected were respondents' factual data as well as thoughts, experiences, knowledge and skills on adult education.

3.7.2 Questionnaires

Open-questionnaires were used to collect information about the provision of adult education in rural areas from Youth, and Adult respondents. To Cozby (2007) questionnaire are questions in written form and respondents reply by writing their answer as instructed, technological innovation led questionnaire to be administered in different way such as person, mail or internet and seldom by means of phone calls. This study employed open questionnaire because it allowed respondents to include more information, including feelings, attitudes, and understanding of the subject matter. This allowed researcher to better access the respondent's true feeling on an issue

3.8 Trustworthiness of the study

Trustworthiness of the study refers to the degree of confidence in data, interpretation and methods used to ensure the quality of the study, Beck et al, (2014). In this study the researcher established protocols and procedures necessary for a study to be considered worthy by a leaders

3.9 Data Analysis

Kanukusya (2008), Outlined criteria to follow on analyzing data such as; checking, coding, grouping and assorting collection of data into useful perspectives. In this study the data were collected through interview, questionnaire, and the researcher used content analysis to analyze the provision of adult education. The researcher after collecting data reduced and compressed them without losing their intended meaning in relation to the study. Miles et al (1994). From almost all data gathered, the researcher picked out what was relevant for data analysis in relation to research variables. The researcher used content analysis, were by bodies of data were grouped according to their similarities to make sense of what was meant from respondents. For example, why many respondents repeated particular words, did they mean the same or different thing? Did the data relate to the study The researcher identified and collected data determined the coding categories, coded the content, checked the trustworthiness of the data, explain the meaning of the coded data from respondent's views to researcher objectives.

3.10 Ethical Issues

The researcher observed rules, policies and procedures to ensure the rights of all participants are protected Cohen (2008). It was done like that to avoid misunderstanding among the respondents, ethical issues were included below.

3.10.1 Research Clearance Letter

Researcher requested research permit from office of the vice chancellor of the Open University of Tanzania. The research clearance letter introduced the researcher to the District Executive Director of Korogwe District.

3.10.2 Informed Consent

After receiving research permit from the Executive Director of Korogwe District, to collect data from three wards the research met with WEOs informed them the purpose of the study and introduced the researcher to VEOs. Informed consent enabled respondents to be aware with the purpose of the study and to understand the importance of participating Cohen (2008). The researcher also explained how the study was to be conducted and the use of information collected.

3.10.3 Confidentiality

The researcher ensured confidentiality of the information from respondents by removing their identity Cohen et al (2008). Also the researcher insured highly privacy during data collection process, respondents were informed that the data collected were confidential intended to improve adult education provision in rural areas.

The researcher during data collection introduced to the respondents calmly and explained the reason behind the study why chose them as respondent and the use of the findings and ensured respondents information to be confidential and only used for society development and not otherwise. Questionnaires were structured in keeping respondent's privacy no name and no physical address.

3.11 Chapter Summary

Thus this chapter included study area and its characteristics, population of the study, sample and sampling procedures, data collection methods, instruments employed in data collection and data analysis. The last part, dealt with ethical consideration. The chapter that follows is about the data presentation, analysis, interpretation and discussion of the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter included the following parts; introduction, respondent age, respondent gender, respondent age, respondent's education background, respondent occupation, data presentation, analysis and discussion.

4.2 Respondents Gender

Respondents were people who provided the researched data by using questionnaires and interview guide. Respondents were grouped into fifth cluster known as Adults Youth, HoSs, VEOs, WEOs DEO as well as DED. Respondents gender were presented the following, Male were 29 and women were 21 total of 50 as presented in the Figure 4.1

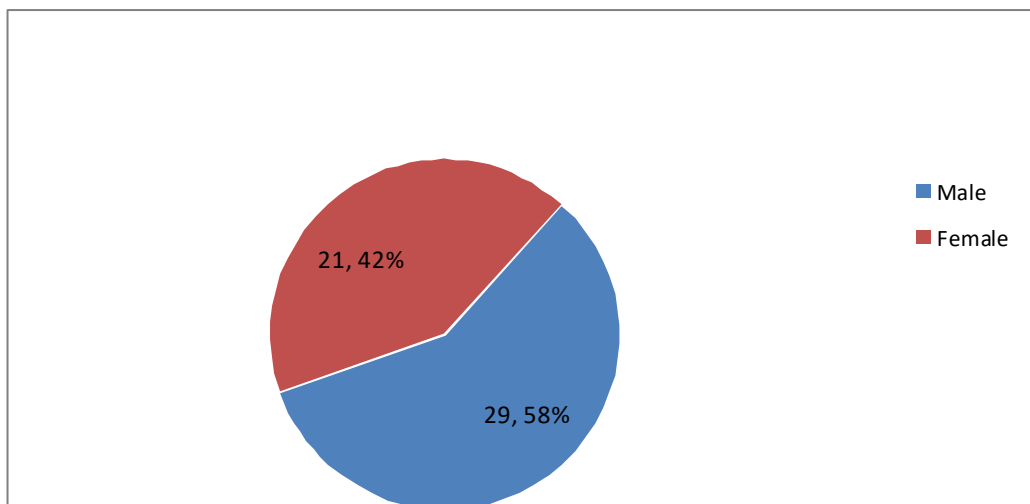


Figure 4. 1 Respondents Gender

Source: Field Data 2020

The information from the respondent's gender table show that male were 29 of (58%) percent of the total population and women were 21 of (42%) both gender were reached although most of women participated in the study were from age of 30 and above but most of young girls aged 18 up to 29 were not willing to be interviewed unlike for men both youth and adult participated.

4.2.1 Age Respondents

This study analyzed age respondents it was very crucial to the researcher on selecting respondents who were adults. Although both respondents were adults the researcher decided to categorize respondents into youth who were aged from 18 to 30, and from 31 and above as adults. The reason made the researcher to differentiate the mentioned group was not to base on only respondents of old age or young ones, but the questionnaire was the same administered to both adult and youth. 14, (28%) were adult's respondents who were from 31-40 years and. Youth respondents were 22, (44%). 41 and above were 13, (26%) and a single respondent who were two percent of the total population.

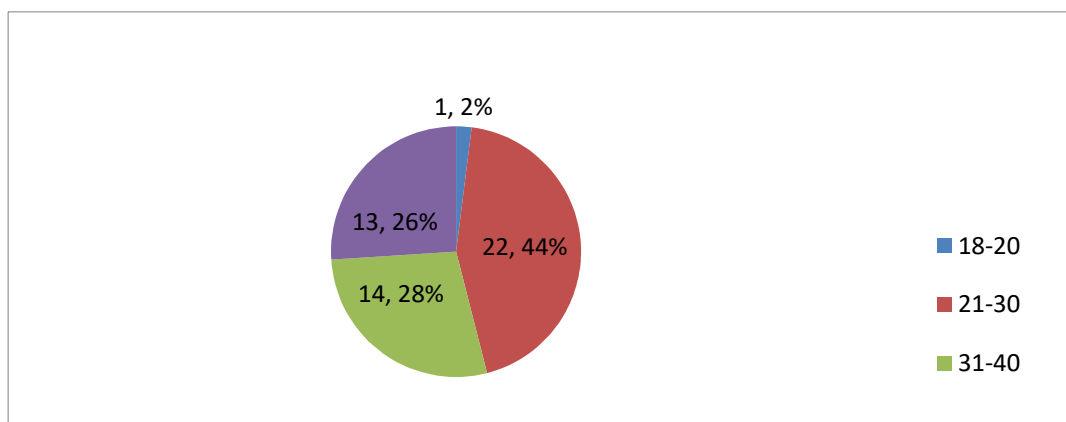


Figure 4. 2 Showing respondent's age.

Source: Field Data 2020

From Figure 4.2 Respondents age dominated the group of 21-35 who were youth and VEOs. On researcher surprise this group lacked AE knowledge and 30 and above had somehow knowledge of AE compare to the youth group as discussed in the findings for further details.

4.2.2 Respondents Education Background

The researcher was interested to respondent's level of education whether in local areas communities had access to what kind of education and when lastly acquired and if they still need any learning program. The level of education and make comparison to whether daily activities were connected with education background, since education offered a person to integrate in the society and continue learning through opportunity given and lifetime challenges a as it was presented in the Figure 4.3 of respondents education level.

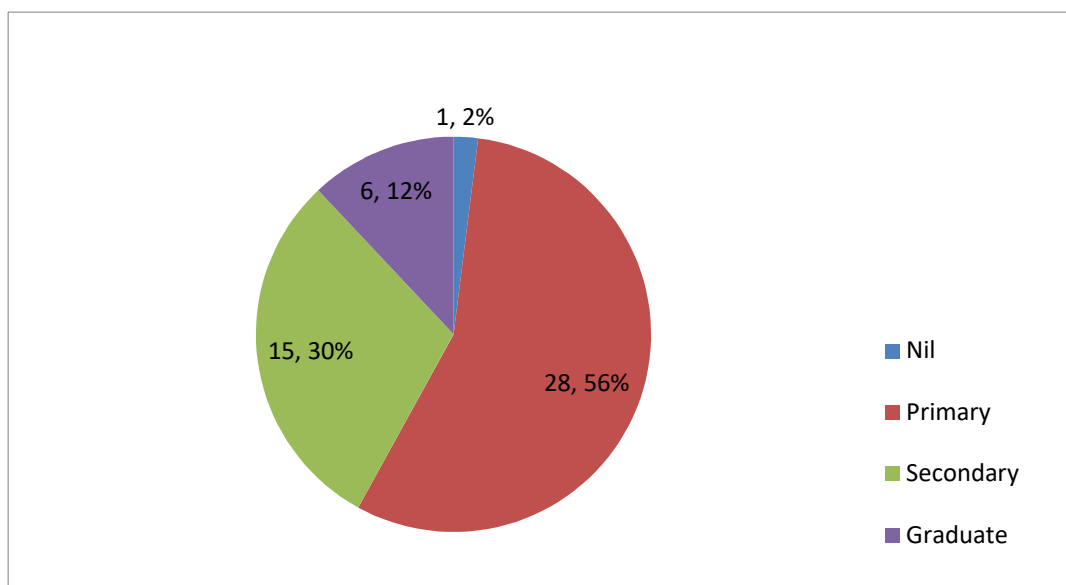


Figure 4. 3 : Level of respondents' education

Source: Field Data 2020

The data presented in the chart showed that in local area most respondent attained basic education and most of them were adult and they have knowledge of AE compared to youth who were in lower and upper secondary but lacked knowledge about AE and not interested of knowing about it. The groups of graduates were the officials and a single person who did not know to read and write since did not attend classes.

4.2.3 Respondents Occupation

Respondents occupation were grouped in the following category farmers were 16, 32% who were adult, speaking about farmers in this study means peasants they had small farms and others did not have any farm. But because most of Tanzanians used to term themselves as farmers, they were primary education beneficiaries. 10, (20%) respondents were Motorcycle riders (MCR) in a group of youth, form four leavers had poor capacity of thinking and behaved immorally. 24, (48%) respondents were Government official included; DED, DEO, 3 WECs, 10 VEOs, 5 HoSs as well as 4 teachers, The GVO were many since they were purposely selected and they had important information needed.

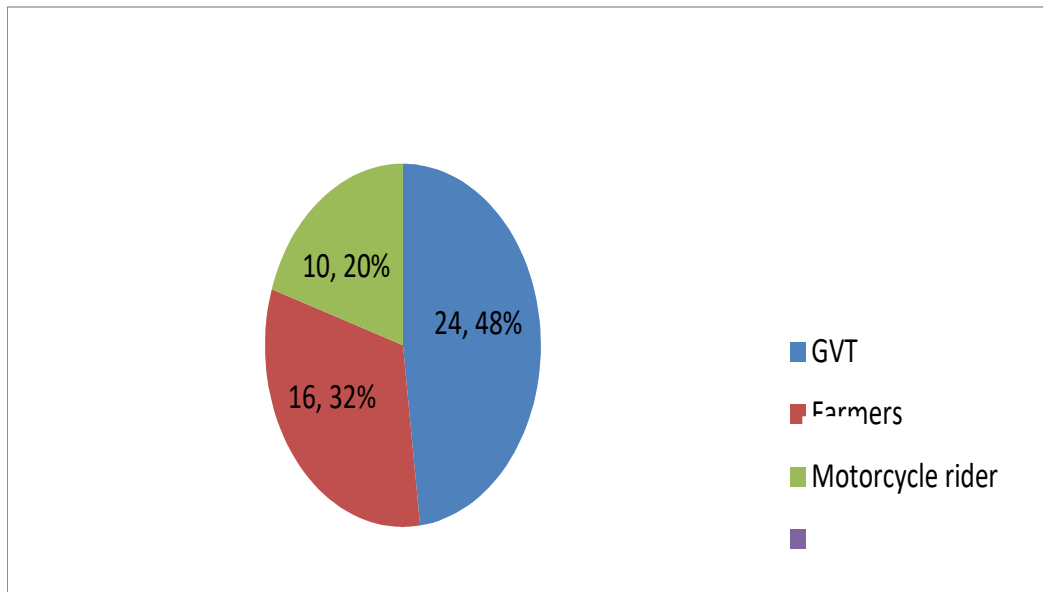


Figure 4. 4 : Respondents occupation

Source: Field Data 2020

Government officials were responsible to provide service to the community in this study were large number compare to other group. Most people in rural area engage themselves in farming activities as presented in Figure 4.5 Farmers were adults completed standard seven had knowledge of what was AE. Most of youth in rural areas engaged themselves in riding motor cycle; most of them were form four leavers and were misbehaving. They were speaking immoral words in their conversation and lacked AE knowledge. Some of youth did not want to be termed as adults although they were above 18 years old. The researcher analyzed respondent occupation intentionally to know the kind of skills or knowledge from AE program that fit for local community and if the skills were provided more details were to be presented in the funding's.

4.3 Community awareness of the Provision of AE in their Localities

The first objective for this study was to assess rural community awareness in the provision of AE. The assumption was that rural communities have awareness on the provision of adult education in rural areas. Questionnaire and interview were used to gather information of whether their rural community was aware of the provision of adult education in their localities.

4.3.1. Community awareness on AE

The scope of AE knowledge in the society, researcher assessed the understanding of adult education in rural areas in terms of knowing the meaning, service provider and beneficiaries below were the data explained in the Figure 4.5.

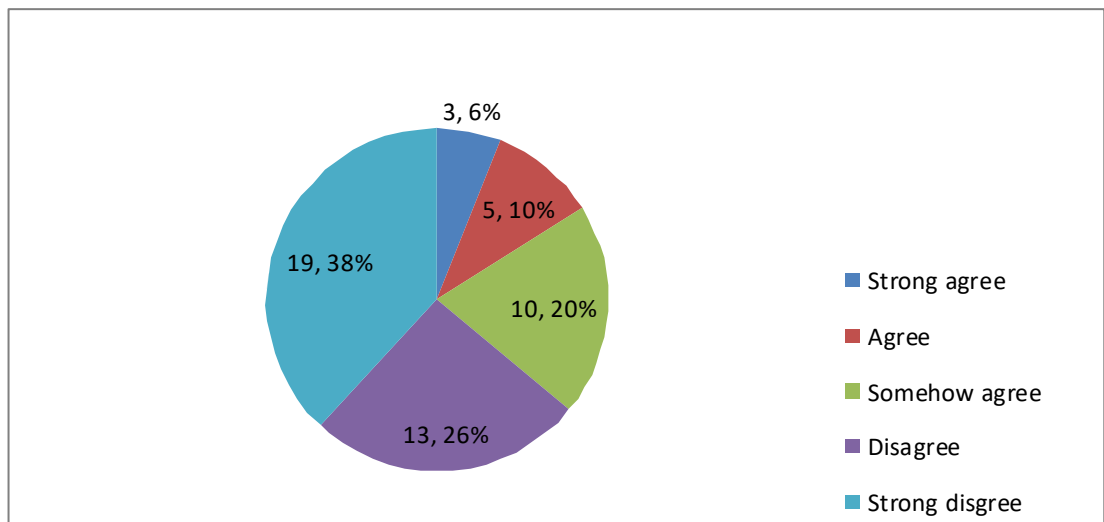


Figure 4. 5: Community Awareness on Adult Education.

Source: Field Data 2021

Three respondents who strongly knew AE concept were 3, (6%) DED, DEO, and WEC. 10, (20%) the respondent knew the terminology of AE correct, program

provided beneficially. Respondents who agree to know AE were WECs, HoSs and few adults. 10, (20%) respondents knew AE somehow, 13, (26%) consisted of VEOs and few adults knew the only the AE terminology. 19, (38%) respondents had no idea what AE was all about. Coverage of AE in the society was poor as even the meaning of AE terminology was not well known to people, most of adult respondents thought that adult education was kind of learning program provided to people who did not know to read and write many adult respondents responded that. Adult education was merely for adults who did were denied basic education. Youth respondent did not know what adult education was all about, they responded without even thinking what they were thinking as they care less about what the researcher was asking if the respondent knew what was adult education Youth respondent told the researcher to find an adult not him while he was twenty years of age, other few youth respondents were almost responding the refuting all question and when the researcher asked therefore what do you know about AE they said nothing as if it was a kind of joke. VEOs respondents knew that AE was all about basic literacy. WECs, DEO and DED have knowledge of what AE meant. Other respondents were asked if they knew AE responded that they wanted the researcher to tell them what it was. In spite the fact that the researcher being introduced that was conducting the research still respondents wanted the researcher to teach them what was AE and if it was benefit to the community. In a real sense the AE in community were poor because even those respondents who responded to have knowledge of AE knew it in narrow sense that AE concerned people who did not know how to read and write. Even officials had narrow knowledge about AE most of them know that AE was mainly for people who did not know how to read and write. Kapur, (2019).

4.3.2 Knowledge of Program Provided in Localities

Knowledge of programs provided in their localities, the researcher wanted to find out whether society knew about AE programs offered in their localities, the following were the data collected presented in Figure 4.6

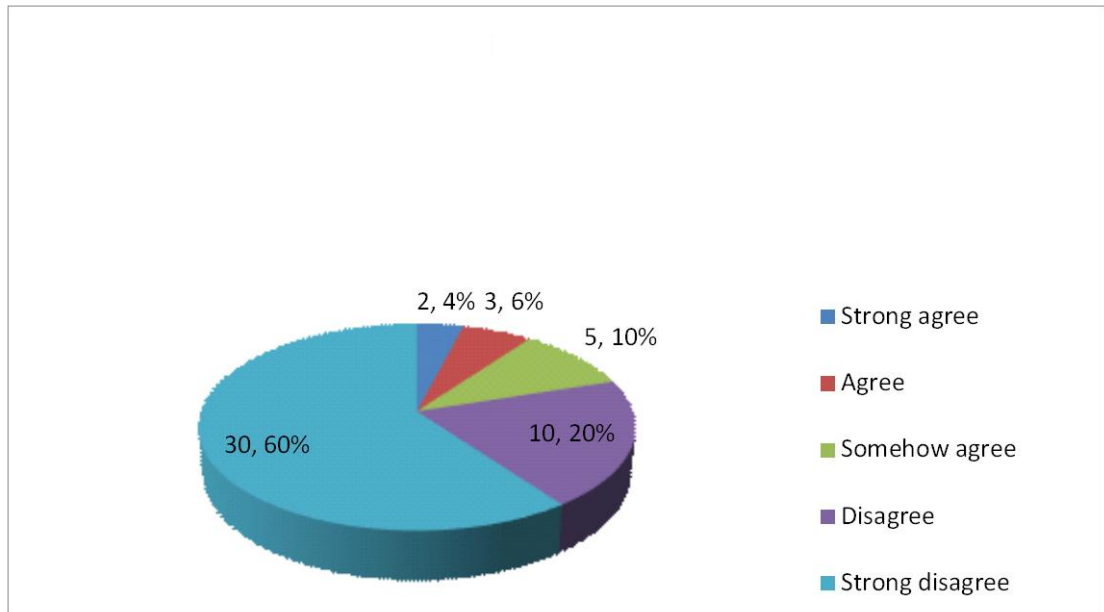


Figure 4. 6: Showing Community Awareness on Adult Education Programs

Source: Field Data 2020

As the information displayed in chart 4.5, 2, (4%) strongly agree to know the program provided in the locality, consisted of DED and DEO. 3, (6%) agreed to know programs provided, 5, (10%) somehow knew program provided, 10, (20%) disagreed while 30, (60%) strongly disagreed of knowing any program this group consisted youth, few adult and few VEOs. Community at large did not know types of program that are in AE sphere as they were asked if they knew AE they said they were not and if in their localities there were any program provided most said no. Surprisingly the

researcher asked another respondent in the same village responded yes. People in community did not know that any education provided in the society were for life fulfillment. Almost each community in local area provided with learning programs even if it was not to large extent as it could be. From above observation it was clear that most rural community did not know AE programs provided in their localities even if the programs were there.

4.3.3 Rural Community in Need of AE Programs

Most respondents did not want adult education in their localities because they thought that all people knew how to read and write. District officials argued that the AE education was of importance because most of people in the villages need knowledge on how to improve their well-being as most of villagers were farmers, as:

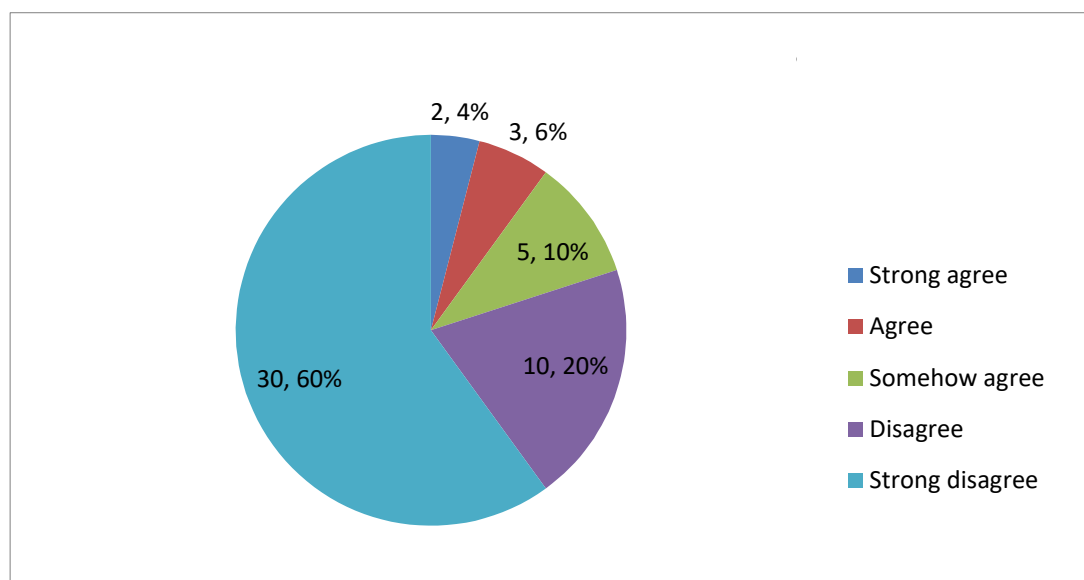


Figure 4. 7: Rural Community in need of AE programs

Source: Field Data, 2020

As data presented above in the chart 4.6, indicated that 2, 4% respondents who were DED & DEO strongly agreed that the community needed AE, since they were very knowledgeable about AE scope. 3, 6% respondents agreed that AE was needed in the community, this group consisted WECs who were also knowledgeable but not like first group. 5, (10%) somehow agreed that the community needed AE consisted of Head of schools mostly termed as (HoSs), 10, (20%) disagreed to the fact that AE was needed in the society consisted of VEOs and 30, (60%) more than half respondents strongly disagree that community did not need AE, most respondents who strongly disagreed were youth and adult. They thought by current people in the society all know how to read and write and since most of them understand AE as related to basic literacy thus AE was no longer needed in the society. Kapur (2019) From the above explanation it can be summarized that there was poor attitude about adult education in the society thus why most of respondents did not see if it was needed in their localities and thus few officials were knowledgeable but the rest were not. Remember that officials were responsible to share the knowledge they had to society but still they did not do so. The community attitude and perception of themselves as learners were poor as adult with poor background lacked interest in learning or confident in their ability to learn Easton (1991).

4.3.2 Provision of AE in the Ward and Village Level

The above statements were the second objective, whereby a researcher wanted to find out whether ward and village official were performing their responsibilities. This objective was divided into three subdivisions as presented below.

4.3.2.1 WECs/ VEOs knowing their Responsibilities

The researcher wanted to find out whether WECs and VEOs were performing their responsibilities on the provision of adult education in their communities. The following were the information collected regarded to WECs and VEOs performing their duties.

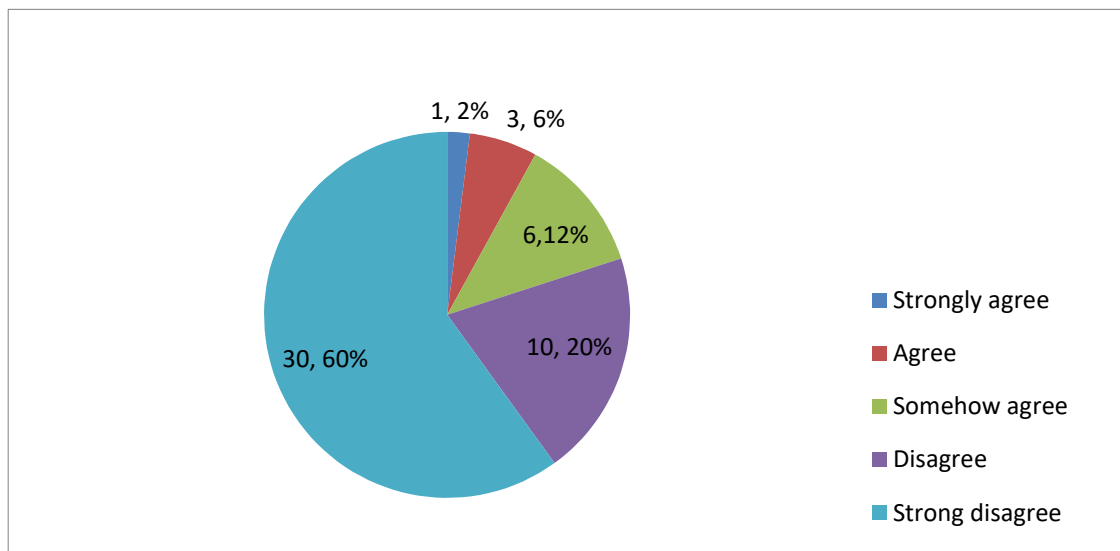


Figure 4. 8: WECs and VEOs Performing Responsibilities.

Source: Field Data 2020

From the data above presented in Figure 4.8 were by 1, (2%) strongly agreed that WECs/VEOs were performing their responsibilities; this respondent was among WECs, 3, (6%) respondents agreed to WECs/ VEOs performing their responsibilities were WECs and head of school. 6, (12%) respondents somehow agreed to the statement that WECs/VEOs were performing their duties.10, (20%) Disagree that WECs/VEOs were not performing their responsibilities and 30, (60%) strong disagreed that WECs/VEOs were performing their duties on providing adult

education in their localities; most of respondent in this group were adults and youth. The reason behind why many respondents stated that WECs and VEOs were not performing their responsibility because they never heard them speaking about AE in their localities, other respondent did not know that ward and village officials were responsibilities. Thus since almost 40,80% agreed that WECs/VEOs were not performing their duties it can be concluded that ward/ village officials were not performing their duties as it was supposed to be. Planning program for adult learners, trainers & educators may be viewed as people who were putting in fire rather proactive initiating innovative change based on assets and strategies of the group or organization Kumar (2010) in Cafferella (2013).

4.3.2.2 Ward and Village Official Having Current Statistical Data

The researcher wanted to know whether ward and village official were having current statistical data of their community member, which would have guided them on what to get information on what kind of AE programs were to be administered to their rural community. Statistical data analyses population education background and economic activities as most of Adult education programs were related to them.

Almost all respondents were not having data of people in need of basic literacy; most of them were very frank of not having data, when responding to a question that wanted them to give data of people who did not know how to read and write. They also did not have much detailed information about people economic activities.

One VEO respondent responded to have current statistical data although it was last year data but did not remember the data until could have checked the file and while

the researcher was waiting the file to be checked unfortunately the file were nowhere to be allocated. The researcher concluded that ward and village officials did not have current statistical data to enhance the provision of adult education in their constituencies, thus there was no way AE could be improved while there was poor information relating to it. This could be related to poor supervision from district officials who were to be monitoring WECs/ VEOs.

4.3.2.3 The Ward and Village Official Planning of AE Programs in their Localities

The researcher wanted to find out whether ward and village official had plans to promote or initiate adult education in their localities, the following were the finding as presented in the Figure 4.9.

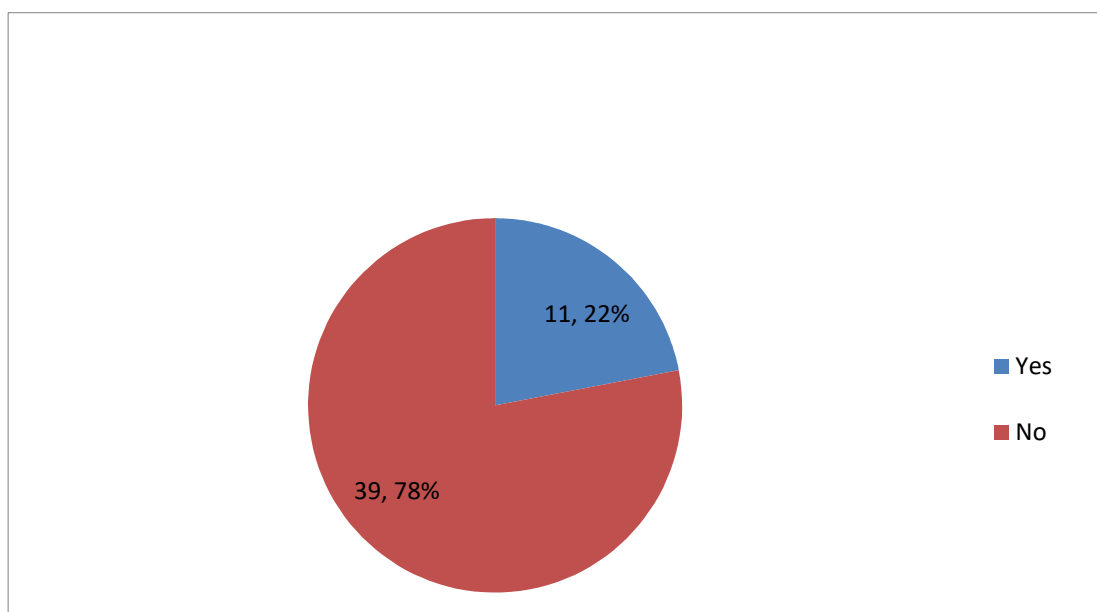


Figure 4. 9: Displaying WECs/VEOs plans towards AE programs

Source. Field Data 2020

39, (78%) Respondents said that WECs and VEOs had no plans towards AE, this group included adults' youth and few VEOs while 11, (22%) who agreed that WECs/VEOs had plans towards the provision of AE consisted of DED and DEO, WECs and head of schools. It must be understood that even 11, (22%) respondent who said to have plans failed to explain what was the plans, although they insisted but no clarification was given regarding to the plans.

As stated earlier the negligence of AE was relevant in the society as it is portrayed in the chart 4.9, no plans for AE and to the researcher surprise one respondent was begging the researcher to help out to start up AE programs in his locality. According to the respondent the researcher must help the VEO to initiate AE program and coordinate the it, different from that there will be no AE program in that particular village. From the researcher respective this respondent thought that the researcher was sent by the government to conduct research and initiate AE programs. Researcher introduced herself to the respondent that the researcher was a student and doing that particular research for completion of her studies. It was concluded that WECs/VEOs were not having plans toward AE.

4.3.3 District Government Official in Initiating and Promoting AE in Rural Areas

This was the third objective, were by the researcher wanted to find out whether district government officials were performing their roles, towards adult education provision in rural areas. This objective was divided into three categories as explained below.

4.3.3.1 District Government Official on Provision of AE Knowledge and Skills to WECs/VEOs

The researcher wanted to know if by any chance district official provided skills and knowledge to WECs/VEOs and head of schools in order to perform their responsibilities the following were the information collected. WECs and VEOs and HoSs respondent refused that they never got seminars or skills to perform their responsibilities. The study reveals that WECs/VEOs and HoSs were not provided with AE skills and knowledge to know what they were supposed to perform regarding to programs needed to be initiated in rural community. How could WECs /VEOs and HoSs they encourage people to learn while they didn't understand what AE was all about. This can be referred back to section 4.3.1.3 the attitude of rural community in need of AE programs were it was found that WECs/VEOs said AE was somehow needed and others disagree that the programs were not needed in their localities; these were WECs/VEOs respondents' response as noted in Chart 4.6 and the clarification below it. Thus they did not have knowledge of AE that's why they were not performing their duties well.

4.3.3.2 Allocation of AE Funds in Ward and Villages

This study was assessing the allocation of funds; it was reveals that funds were allocated where there were AE programs initiated already. WECs/VEOs replied to never received money to initiate or promote AE in their wards which was discouraging, below was one respondents among WECs how AE was discouraged

'AE programs are not encouraged by upper officials as sometimes call on us and force us to start up programs and when we asked money

they responded that we should use resources available to run AE. We were to use our primary and secondary teachers as facilitators without even paying them honoraria because they were government employee, but we could not force any one to volunteer. No money to buy needed teaching and learning materials they said should get them from school. And these adult's learner they wanted to be provided with breakfast and lunch and some money in order to attend AE classes''

From the respondent above paragraph, which was almost similar to other respondents, indicated that there was no money provided to run AE programs in wards and villages. While still lower officials were to perform their tusk on providing programs without money given order from district officials. They added that may be AE was not or underfunded. District officials were asked if there were AE fund allocation replied that, AE was being funded but the money were not enough to initiate new programs or promote and run AE in all ward or villages. Therefore, it can be concluded that central government were not giving enough money to run AE programs in rural ward and village levels.

In order any program to be active it needed fund but according to DEO stated that there no direct fund to AE but the budget is being integrated with primary education institution and it was small amount of money is used into AE program, no wonder ward and village official were not interested in AE since it was not motivating.

4.3.3.3 Challenges Facing Adult Education in Rural Areas

The researcher wanted to know challenges facing the provision of adult education, below were the challenges noted by respondents. There were many challenges on provision of AE. First there were poor funding responded district officials that the fund was not enough to run existed programs and to initiate new programs in each ward and villages. The AE budget was being integrated with primary school budget; it takes time to get the money. Shortage of funds leads to shortage of teaching and learning materials and poor motivation to facilitators because they were not paid honoraria as noted by Bwata (2012).

Second there was poor conducive environment to adult learners, were by many basic literacy centers were allocated at either primary or secondary school reported by WECs that adults are embarrassed to attend basic literacy class to be seen by neighbors and students that they didn't know how to read and write. Third poor learning attitude among adults one WEC response was that adult want to be pursued like children for them to attend classes. Fourth was shortage of time, adult learners were much occupied with different duties and obligation to perform said one respondents. Cafferella (2013) noted challenges facing adult learners as problem of balancing work, family& learning as well as poor coping with life events.

4.3.4 Summary

In summarizing chapter four the researcher started by giving respondents information about age, sex, education background and occupation and most of information in this was visualized through tables, and charts. The information presented was from data

collected from respondents. The study findings were that there is poor community awareness towards AE; poor planning from official were most rooted from poor support from stakeholders. as stated by Kanukisya (2008:81) finding that the status of AE was poor because of lack of political will and poor commitment from government officials. Until then the stake holder will put emphasize on AE the society will know the importance of AE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations the study based on the analysis and discussion of information presented in chapter four.

5.2 Summary of the Study

This study assessed the provision of adult education in rural areas on local government officials in Korogwe District. The objectives of this study were to assess rural community awareness in the provision of adult education, to determine roles of ward and village government officials in provision of AE in rural areas, to assess district government officials on initiating and promoting adult education in rural areas. The study employed the qualitative approach, the study was conducted to three Ward Namely Hale Mnyuzi and Kwagunda in Korogwe district.

The sample size involved 50 respondents, which included district executive director (DED), district education officer (DEO), ward education coordinators (WECs), village executive officers (VEOs), head of schools, (HoSs), youth and adults. They were selected through stratified purposively sampling and purposively techniques. Primary data were collected through questionnaires and interview.

5.3 Conclusions

The study aimed at assessing the provision of adult education in rural areas in Tanzania a case of Korogwe District. The data collection process included responses

from district, ward and village officials as well as youth and adults. The study had three specific objectives as summarized below

The first objective was to assess rural community on the provision of adult education in rural areas in Korogwe District. The study found out that most of youth and adults were not able to explain the adult education term this also was implied to few officials. People in rural communities were not aware of the AE programs provided in the community, and also most of people did not want AE programs in their community because they did not know its importance and most of them termed AE as basic literacy education and they thought that people in their society all knew how to read and write. In spite of AE being important since was termed as lifelong learning by different scholars but still it lacked its importance in the community

The second objective was to determine roles of WECs/VEOs officials in provision of AE in rural areas in Korogwe District. The find indicated that, WECs/VEOs were not aware of their responsibilities towards AE, because 40, (80%) respondent agreed that WECs/VEOs were not performing their duties in their respective areas as noted in section of data analysis. Ward and village officials were not having current statistical data to enhance the provision of adult education in their constituencies. The finding indicated that there was no way AE could be improved while there was poor information relating to it. This was related to poor supervision from district officials who were to be monitoring WECs/ VEOs. Almost all respondents were not having data of people in need of basic literacy; most of them were very frank of not having data, when responding to a question that wanted them to give data of people who did not know how to read and write. They also were not having much detailed information about people economic activities for initiation of AE programs. They also

lacked plans towards AE. Knowledge and skills must be provided to help VEO, and WECs to perform their responsibilities to the accordingly

The third objective was to assess district government officials on initiating and promoting AE in rural areas. The findings were as follows; District government officials were not providing skills and knowledge to WECs/VEOs in order to perform their responsibilities toward AE, the AE programs in ward and villages were underfunded by both District officials and Central government. District officials were encountered by different challenging in the process of initiating and promoting AE in the society such as; poor fund from Central Government for buying teaching and learning materials and paying facilitators honoraria, poor learning attitude among community members, responsibility and task of adult life. District governmental official must provide necessity service to village and ward to enable their officials to perform their responsibility on initiating and promoting AE in their respective community.

5.4 Recommendations

From the key findings the following recommendations were made

- (i) The education policy should clearly stipulate the responsibilities of WECs/VEOs to ward village communities and initiate measures to train them to undertake their functions as AE initiator and promoter.
- (ii) The central government should increase AE budget so as district government officials will provide funds to Wards in order to run AE in their localities.

- (iii) The MoEVT should isolate adult education from primary school's budget so as to reduce bureaucracy to AE officers, which led to delay in implementing programs.
- (iv) The Local government should improve AE supervision in rural areas by empowering, supporting and motivating WECs/VEOs towards monitoring teaching and learning as well as management of AE.
- (v) The government should employ qualified WECs/VEOs for more effective and efficiency in coordinating AE programs in ward and village level.
- (vi) Local government should motivate facilitators by improving incentives in order to raise facilitators' morale on attendance and effective managing schools under the guidance of WECs.
- (vii) The society had to encourage the spirit of learning whether is profitable or not as long as there is knowledge gaining. People who do not know how to read and write have to pursue WECs and VEOs in their respective wards for help.

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APPENDICES

Appendix 1: Questionnaires

OPEN UNIVERSITY OF TANZANIA

FUCULT OF EDUCATION

Dear respondent my name is Sarafina Titus Lutinwa a student of master degree at Open University of Tanzania. I am conducting a research assessing the provision of adult education on local government in Tanzania. Please fill the question provided and all information filed will be confidential thank you.

Person particulars

1. Age,18-20 ()21-35()36-45()46-55()56- and above()put a tick
2. Gender, male ()female () put a tick
3. Education background. Nil ()primary() certificate()Graduate()put a tick
4. Occupation.....
.....

Adult education information

1. What is AE all about?.....
2. Who are AE beneficially?.....
3. Who are AE provider?.....
4. Have you aver persuaded to join any AE program.....
5. Is there any AE Centre in your village or ward?.....
6. State the importance of AE?.....
7. Have you ever got AE program state which one?.....
8. Do you plan to join AE program? State how and why

Appendix 2: Interview Guide for government officials

1. Researcher introduction.

2. Kindly give your brief introduction.
3. Please explain what you know about AE?
4. Please state how many AE centers do you have in this village ward or district.
5. Please state how many primary and secondary school are used in AE programs?
6. Please state what kind of AE programs are provided in those mentioned centers.
7. Please explain who are supposed to promote AE in your village/ward or district and are they promoting it.
8. Please explain the skill you are being provided in initiating implementing the plan?
9. Please explain AE fund allocation.
10. Please explain your strategies towards improving AE in your village /ward and district at large

Appendix 3 District Clearance Letter



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA KOROGWE



Unapojibu tafadhali taja:

Kumb. Na. HWK/A.2/13/III/25

17.08.2020

Afisa Elimu Kata
Kata ya Hale, Mnyuzi na Kwagunda,
Halmashauri ya Wilaya,
KOROGWE

KUH: NDG. SARAFINA TITUS LUTIMWA KUFANYA UTAFITI

Tafadhali husika na somo tajwa hapo juu.

2. Mtajwa hapo juu ni Mwanachuo wa chuo kikuu huria ambae anataka kufanya utafiti katika Kata yako. Mkurugenzi Mtendaji alipokea barua yenye Kumb. Na. PG201801137 ya tarehe 08.08.2020 kutoka kwa Makamu wa Chuo Kikuu huria ikimtambuilisha Mwanachuo huyo kufanya utafiti katika Halmashauri yake.
3. Kwa barua hii namleta kwenu ili muweze kumpatia ushirikiano anaohitaji ili akamilishe utafiti wake kwa wakati.
4. Nakutakia utekelezaji mwema.

H.D. Bigwaye

Kny: MKURUGENZI MTENDAJI (W)

**MKURUGENZI MTENDAJI (W)
KOROGWE**

Nsakala:- Mkurugenzi Mtendaji
KOROGWE.

- Aione katika jalada

Appendix 4: Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



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E-mail: dpgs@out.ac.tz

Our Ref: PG201801137

8th August 2020

District Executive Director (DED),
Korogwe District Council,
P.O. Box 584,
TANGA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. LUTINWA, Sarafina Titus Reg No: PG201801137** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**.

We here by grant this clearance to conduct a research titled **“Assessing the Provision of Adult Education in Rural Areas on Local Government Official in Tanzania: A case of Korogwe District”**. She will collect her data at your area from 10th August 2020 to 30th August 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA