ADULT LEARNING NEEDS AND DEMANDS ASSESSMENT
A Baseline Survey

April 2022

Executive Summary

In 2020, DVV International started its system-strengthening activities for sustainable adult education to compliment the Tanzania's various policies and projects in non-formal adult education to strengthen educational opportunities for youth and adults. Consequently, DVV International commissioned a baseline study on Adult Learners Needs and Demands in Tanzania. The survey was conducted in two regions namely Dodoma and Coast. In Dodoma region the survey was conducted in Kongwa and Mpwapwa Districts while in Coast region the survey was conducted in Kibaha and Kisarawe Districts. The selection of the two regions was a recommendation from the pilot study conducted by the University of Dar es Salaam.

The baseline survey aimed to realize three (3) main objectives:

i.   to assess the perception of current users of ALE services (who benefited from ALE services in the last three years);

ii.   to assess the need/demand for ALE services from both existing as well as potential new users; and

iii. to compare the needs and demands of learners with the objectives/ services delivered through the existing national Government programs.

The study was conducted between January and February 2022. It employed a range of qualitative and quantitative techniques to gather both results from multiple actors. Qualitative techniques were used to respond to Objective 1 with data collected in 12 wards; three (3) from each District while quantitative technique was used to respond to Objective 2 with the baseline data conducted in 16 wards; four (4) from each District. Objective 3 consisted of mainly literature and policy review and the analysis of secondary datasets. The instruments used to gather information to generate qualitative and quantitative data included questionnaires, key informant interviews and focus group discussions (FGDs). Listing of the existing and potential users was done through the questionnaire and ALE needs assessment was done before selecting the households for survey through questionnaires. The targeted groups were household members, ALE education actors at District levels in all districts such as District Adult Education Officers, Quality Assurance Officers, Ward Education Officers, Community Development Officers at ward and district levels and groups residing in communities. FGDs were conducted specifically to the various stakeholder groups while KII were conducted to the officers and questionnaires to the households.

Findings revealed that on the perception of ALE, both existing and potential users perceive ALE positively in its broader meaning and the demand is quite high, even though ALE has never existed in the areas practically in the past three (3) years. The communities are eager and willing to accept ALE literacy and non-literacy activities because ALE is a community need. In terms of ALE needs/demands, respondents were particularly interested in programs that focus on skill development needed to guarantee prosperity in their activities and additional sources of income. The assessment conducted in the four (4) districts shows that literacy skills, modern agricultural skills and entrepreneurship are most preferred by adult learners. The skill demand corresponds to COBET, ICBAE, FDC and VET objectives. Other ALE programmes preferred by existing and potential users are programmes to develop their vocational skills such as masonry, motor vehicle mechanics, cookery, baking, food vending, tailoring, food processing, batik making, drama, mat and basket making, brewing alcohol, animal husbandry, poultry keeping, burning charcoal, etc. These demands fit with IPPE, FDC and VETA prevocational and vocational training programmes.

Both potential and existing users are individuals with responsibilities who seek to improve their income and lives. All stakeholders – learners, communities and Adult Education Officers demand programs which suit the society. Such demands should be skills-based, mostly on a short-term basis with multiple effects in their lives and well-being. Additionally, reading, writing and counting are particularly important because most people cannot read, write and count therefore such skills can be very useful if they are incorporated into training programs. Despite their illiteracy, the beneficiaries do not like to be publicly identified as being unable to read, write, or count and are ashamed of this. This implies that ALE program should incorporate awareness component so that the learners can join the programmes without feeling ashamed or inferior. The needs/demands of learners in writing, reading, and counting are in line with ALE's government objectives and priorities.

Several challenges exist in the ALE implementation process. The challenges were identified in the Five-year Adult and Non-Formal Education Sub-Sector and in the Medium-Term Strategy 2010/11 – 2014/15, and were also highlighted in a report of the Joint Education Sector Review working sessions held from 18th - 21st September, 2017 by MoEST; and also, in the ESA report by MoEST and UNICEF 2021 and the subsequent stakeholders' validation workshop held on 3/3/2022. Such challenges include insufficient funding for ALE activities, an unconducive learning environment due to lack of proper infrastructures and teaching and learning materials, inadequate Monitoring and Evaluation of ALE, untrained facilitators on andragogy, understaffing of some ALE offices, outdated curriculum framework and inadequate awareness of ALE

potential users, to mention but a few.

The study concluded that ALE is vital and highly needed. There are many potential adult learners who are illiterate and willing to take literacy programmes. There are also potential adult learners who are either literate or semi-literate but require skills that can help them generate income and gain economic empowerment. Most learners would like multi skilled short courses, albeit with some form of recognition such as certificates. Majority of those in needs of the adult learning are relatively poor and may not be willing and capable of any form of payment and charges for the learning. Despite this demand, the financing of ALE is very weak, the learning environment is not conducive and the syllabi are obsolete and the districts do not explore any other sources of funding such as local government and fundraising.

The study suggests various recommendations based on the conclusions and the challenges mentioned:

- To improve financing and financial flows for ALE, it is necessary to develop ALE improvement plan and budget within the Adult Education framework. Adult education should have its sub-vote in the budget instead of incorporating it into the basic education budget;

- The curriculum framework should be updated. This will need the involvement of all stakeholders including various government Ministries, Departments and Agencies (MDAs), mainly thee Ministry of Education and Vocational Education, Science and Technology and the Prime Minister's Office — Regional Administration and Local Government Authorities. To develop an effective curriculum, the exercise may need benchmarking by borrowing expertise from ALE experienced international organisation like DVV. The framework should focus on developing the following competence areas i.e.: Knowledge (Cognitive skills), Attitude (Affective skills) and Practical skills (Psychomotor). The framework should also seek to develop (i) literacy skills, (ii) vocational skills based on specific geographies and interest and economic potential activities in districts (iii) entrepreneurship skills which combine creativity, a sense of initiative, problem-solving, the ability to marshal resources, and financial and technological knowledge, and (iv) life skills. In general, the framework should seek to address the current demands of adult learners in terms of labour-market demands, digitalization, globalization's impact on social and economic issues, and environmental conservation. It should also focus on competency-based and modularized curricula that provide learners with many flexible pathways,

delivery modes, assessments, and certifications with lifelong opportunities to build the skills and competencies they need to succeed in today's society.

- The classes used by adult learners should be rehabilitated and refurbished to provide a conducive and inclusive learning environment, according to requisite national and international standards. The ministries in charge of ALE can mobilize resources from both the government and development partners interested in ALE. Guidelines for implementing each ALE program should also be prepared and disseminated to users to ensure consistency and proper execution. The guideline should indicate internationally benchmarked standards for: infrastructures such as classrooms and workshops; tools and equipment and their specifications for each skill area on offer; required human resources and their qualifications, and procedures and structure for managing ALE programs.

- In terms of institutional arrangement, it was noted that ALE activities are not well coordinated and are not linked. A proper management structure to coordinate the various ALE providers should be put in place. There should be a link between ALE services and programs for adults offered by other government departments for example the economic groups formed by Community Development Officers at the districts and the community programs offered by VETA, FDCs, NGOs and CBOs. ALE coordination at the district level should be well resourced in terms of human resources, finance, and transport.

- Additionally, Monitoring and Evaluation of ALE programs should be strengthened, and adequate guidelines and instruments for carrying out the duties should be devised. For reliable data keeping, it is recommended that a proper computerised Management Information System (MIS) should be put in place.

- For effective implementation of ALE programmes, the capacity of both coordinators and facilitators should be built on the method and psychology for facilitating adult learning programmes (Andragogy).

- Awareness programmes should be carried out to educate community members on ALE programmes to motivate them to join the programmes. From the outcome of the survey, it is recommended that among the areas picked for

piloting, Kisarawe constitute the highest level of awareness and readiness to the ALE services. Therefore, the implementation process should start in Kisarawe District in the Coast region and then later in other areas. Kisarawe can be developed as a benchmark to other districts quite easily because of its 'fertile ground' for the programmes in other words the place is already showing the way.

Other recommendations include the diversification of ALE programmes by providing multiple skills within a short period to foster learners' appetite. For example, literacy training programmes should incorporate vocational skills and income-generating related programmes. Because literacy skills and entrepreneurship are the most desired in the four (4) districts, they should be given priority in establishing their programs.   However, given that most of the beneficiaries are low-income farmers, outreach activities should be prioritized to reduce distance, costs and allow them to attend to other household responsibilities.

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ALE	Adult Leaning Education
BAKWATA	the Muslim Council of Tanzania
CCT	Christian Council of Tanzania
COBET	Complementary Basic Education in Tanzania
CPCT	Council of Pentecostal Churches in Tanzania
CSEE	Certificate of Secondary Education Examination
CSOs	Community Based Organisations
DVV	International Cooperation of the Deutscher Volkshochschul-Verband
ESA	Education Sector Analysis
ERB	Engineers Registration Board
ESDP	Education Sector Development Program
ESPJ	Education and Skills for Productive Jobs
ETP	Education and Training Policy
IAE	Institute of Adult Education
ICBAE	Integrated Community-Based Adult Education
INTEP	Integrated Training for Entrepreneurship Promotion
IPPE	Integrated Post-Primary Education
IPOSA	Integrated Programme for Out of School Adolescents
LGRP)	Local Government Reform Program
MoEST	Ministry of Education, Science and Technology
MTEF	Medium-Term Expenditure Framework
NACTVET	National Council for Technical and Vocational Education and Training

N FSE   Non-Formal Secondary Education

OOSC   Out Of School Children

NGOs   Non-Governmental Organisations

NSGRP   National Strategy for Growth and Reduction of Poverty

ODL   Open and Distance Learning programs

OUT   Open University of Tanzania

PMO RALG   Prime Minister's Office's Regional Administration and Local Government

PEDP   Primary Education Development Plan

PSLE   Primary School Leaving Examination

TEC   Tanzania Episcopal Council

TET   Technical Education and Training

TVET   Technical and Vocational Education and Training

UNESCO   United Nations Education Scientific Commission

UNICEF   United National Nations Children Education Fund

VET   Vocational Education and Training

VETA   Vocational Education and Training Authority

VICOBA   Village Community Banks

WB   World Bank

Glossary of Terms

Basic literacy refers to form of abilities to read, write, and do basic arithmetic or numeracy.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development.

Extension education is defined as an educational process to provide knowledge to the rural people. about the improved practices in a convincing manner and help them to take decision within their specific. local conditions

Formal Education is an education system which is perceived as school system that is set in a particular country considered as ideal for all. It is oriented from childhood as being elementary/ nursery school, primary school, secondary school, high school/ college and university education.

Functional literacy refers to the capacity of a person to engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development.

Folk Education system **in Tanzania** is a non-formal learning programme where learners acquire literacy and vocational skills and after completing the programme do not qualify for the National Vocational Education and Training Awards Instead, after completion, participants are awarded certificates of attendance.

Informal Education – This is an education system outside the school system though teaching and learning takes place. It most involves adult learners though youth able to cope with the system are invited. It is more flexible than the formal education system.

Non-formal education: any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.

Integrated Community Based Adult Education (ICBAE) is government strategy introduced to integrate literacy training with self-help income generating projects and credit schemas with the aim of filling deficiencies in Adult Education to cope with the need and demand of contemporary society to address the national challenges.

Lifelong learning refers to the process of gaining knowledge and learning new skills throughout your life.

Open and Distance Learning (ODL) is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations.

Vocational education and training (VET) refer to education and training activities which prepare learners for careers that are traditionally non-academic and directly related to a specific trade, occupation, or vocation.

Acknowledgment

Special thanks should go to different institutions and individuals for their contributions that made this study possible. First and foremost, the two Ministries, The Ministry of Education Science and Technology (MoEST) and President's Office Regional Administration and Local Government (PORALG) for approving this assessment on the 'Integrated Community Based Adult Education Programme'. Special thanks should go to the office of Commissioner for Education (MoEST) and office of Director of Education and Administration (PORALG) for supporting to conduct this comprehensive study in two regions (Dodoma and Coast) with two districts each (Kibaha and Kisarawe; Kongwa and Mpwapwa). Without allowing their staff to participate this assessment would not have reached this far.

My sincerely gratitude are granted to regional offices Dodoma and Coast including special thanks to Mr. Gift Kuando the Regional Education Officer Dodoma and Ms. Sara Mlaki the Regional Education Officer Coast for their support and commitments in this important assessment of the national Adult Learning and Education Programme. My appreciations should also go to districts offices and specific to District Adult Education Officer Ms. Mektilda Kahindi from Kibaha District Council (DC), Ms. Ester Senkoro form Kisarawe DC, Ms. Jane Lutego from Kongwa DC and Mr. Yohana Lucas Myovela from Mwapwa DC. This team worked very hard on ensuring that the research team reached the selected study areas, and be able to successfully this research.

Special recognitions to the Knowledge Initiative for taking up this consultancy and providing their technical expertise for implementing this baseline study. The results and recommendations of this study will fuel the discussions around the scope and design of Adult Learning and Education programmes in Tanzania.

Lastly, I would like to thank all DVV International Tanzania for their coordination role and ensuring that this assessment was conducted smoothly.

Sincerely yours,

Frauke Heinze

Regional Director East/ Horn of Africa

1.0 INTRODUCTION

1.1. About DVV International

DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres (Volkshochschulen) and their state associations, the largest further education providers in Germany. As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for the past 50 years. It cooperates with government, civil society and academic partners in more than 30 countries across the world, targeting youth and adults. DVV International's work focuses on functional literacy and basic education, non-formal vocational and agricultural skills training, health and environmental education, business skills training and savings schemes, life skills training and community development among others. Its vision is to fight poverty through education and support development.

DVV International has been working in the East/ Horn of Africa region for more than 30 years. DVV International currently uses the Adult Education System Building Approach (SBA) to guide its support and interventions at micro, meso and macro levels. The SBA allows DVV International to support governmental structures as well as other stakeholders involved to systematically review and ensure the necessary building blocks are in place for a fully functioning adult education system. The basis of the conceptual framework of the SBA lies in the categorization of the adult education system into four elements which are further differentiated into building blocks, five building blocks each per element as illustrated in **Table 1** below.

Table 1 The Adult Education System Building Approach (SBA) Conceptional Framework

	Enabling Environment	Institutional Arrangements	Management Processes	TechnicalProcesses
Building Block	Policy	Implementation Structure	Participatory planning processes	Localised Curriculum
	Strategy	Human Resources	Appropriate Budget & resource allocation	ALE ProgrammeDesign & Methodology
	Programme Implementation Guidelines	Leadership & Management	M&E System	Capacity Development
	Qualifications Framework	Accountability Mechanisms	Management Information System	Material Development
	Legal Framework	Partnerships with Non-state actors	Coordination bodies & process	Learner Assessments

Within this context, the piloting and support of Community Learning Centres (CLCs) at micro level is providing evidence-based influencing to imbed CLCs as institutional structures in higher level strategies and plans for the delivery of a variety of adult education services.

DVV International has been supportive and instrumental in promoting Adult Learning and Education Programs in Tanzania in many ways. They used to provide scholarships to students taking adult education courses at Institute of Adult education in Tanzania since 1980s to 1990s. DVV International has also took government officials to exchange visit in Ethiopia to learn on CLC models. Recently, DVV International has supported and funded the lunching and development of National Adult Literacy and Mass Education Rolling Strategy (NALMERS) in Tanzania. DVV International has also managed to co-fund the 50 Years Adult Education International Conference in Tanzania held on 9th to 11th June 2021 at the university of Dar es salaam. With participation and speech of the Prime minister on the important of ALE and areas of improvement.

In 2020, DVV International started a new Adult Learning Education (ALE) project in Tanzania and the Regional Office for DVV International was shifted from Ethiopia to Dar es Salaam in June 2021. The project is financed by the German Federal Ministry for Economic Cooperation and Development (BMZ). The current funding period is from 2020 to 2022. With ALE project in Tanzania

DVV International intends to follow experiences from Uganda and Ethiopia to build pilot CLCs for substantial and Learners' needs-oriented ALE service delivery in two regions (Dodoma and Coast) and two Districts each in Tanzania. In preparation for the implementation of the ALE project, DVV International funded a mapping exercise aimed at providing evidence-based information for decision making on the selection of project area: two regions with two districts each. One of the recommendations from the mapping exercise was the selection of the four districts of Mpwapwa DC and Kongwa DC from Dodoma Region and Kibaha DC and Kisarawe DC from the Coast region. After the selection of these four (4) districts, the Government of Tanzania, DVV International as well as stakeholders in the ALE sub-sector expressed the need of assessing and understanding the learning needs and demands of the community better.

1.2 Overview of the Assignment

Knowledge Initiative was contracted by DVV International Tanzania to conduct Adult Learners Needs and Demands Assessment. The assessment was conducted in two regions of Dodoma and Coast. In Dodoma, the survey covered the Districts of Kongwa and Mpwapwa respectively while in the Coast region, Kibaha and Kisarawe Districts were covered. These districts were selected based on the recommendations of a fact-finding study conducted by the University of Dar es Salaam. This study focused on the needs of adult learning and education to enable community members to acquire skills that will stimulate the effectiveness of their daily activities with the aim of reducing poverty in the respective communities.

The needs and demands assessment aimed to realize the three Objectives which are as follows:

Objective 1: To assess the perception of current users of ALE services (who benefited from ALE services in the last three years).

Objective 2: To assess the need/demand for ALE services from both existing as well as potential new users.

Objective 3: To compare the needs and demands of learners with the objectives/ services delivered through the national existing Government programs.

Between January and February 2022, the Knowledge Initiative team carried

out qualitative and quantitative primary research, as well as a review of existing information to gather evidence on all three of these Objectives and associated research questions. This report presents the consolidated findings and recommendations from all research activities during this period.

1.3 Structure of the Report

Before discussing methodology and approach to this assignment, it is important to understand the education sector context in Tanzania, particularly concerning Adult Education. This chapter will begin with an overview of adult education and then presents provision of ALE and Institutional Framework in Tanzania. The chapter then goes on to discuss the challenges in Adult Education in Tanzania based on the existing literature.

The findings of this study are presented in subsequent chapters: Chapter 2 summarises our research methodology, chapter 3 present research findings while chapter 4 and 5 provides conclusion and recommendations respectively.

2.0 AN OVERVIEW OF ADULT LEARNING EDUCATION

2.1 The Concept of Adult Education

Adult Learning and Education (ALE) is subject to various definitions depending on the need and policy of the country on this type of education. Generally, ALE is the practice in the education system whereas adults engage in the systematic and self- educating system for the purpose of acquiring skills, knowledge, values and others that enables them to engage in the formal and sometimes non-formal education (Merriam & Brockett, 2017). According to United Nations Educational, Scientific and Cultural Organisation UNESCO (2015), Adult Learning Education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies. Additionally, Adult learning education constitutes a major building block of a learning society, and for the creation of learning communities, cities and regions as they foster a culture of learning throughout life and revitalize learning in families, communities and other learning spaces, and in the workplace (UNESCO, 2015). Hence, adult learning education also refers to Lifelong learning which was also propagated by the first President of the United Republic of Tanzania when declared 1970 to be a year of Adult Education"". He said Learning never ends, in Kiswahili Elimu haina mwisho (Nyerere, J.K. 1971b).

To assess the needs and demands of Adult Learning and Education in the selected districts of the two regions Dodoma and Coast regions, it was important to establish an operational definition of ALE in Tanzania. The definition adopted in this study is based on the actual need for this education to the country as stated in national and international policy and strategic documents that create an enabling environment for ALE in Tanzania. ALE in Tanzania takes a border view and rests on the positive relationship between, "the learning process,

enhanced productivity and socio-economic development (ETP 1995:83). The existing adult education programs focus on basic and post-literacy, functional literacy (acquisition of life skills) and continuing education (ibid; 82). The AE/NFE Strategy 2003/04-2007/08 also takes a broader view and defines Adult Education as an entire body of organized educational processes that develop adults" abilities.

For clarity, it was also important to define the term adult. The term "adult" may be defined by using various criteria such as age, maturity, legal age of adult hood, citizenship with full duties and rights and experience but age is a common criterion. This study adopted the definition given by United Nations Educational, Scientific and Cultural Organisation (UNESCO) where the term "adult" denotes "all those who engage in adult learning and education, even if they have not reached the legal age of maturity" (UNESCO 2000). The definition is broad enough to incorporate all those who are participating in ALE but do not conform with the legal age for example the school dropout and aged children.

Given the above overview of Adult Education and the concept of adult in ALE, this study adopts a definition that consolidates the focus of the national and international policy and strategic documents. According to Policy documents, Adult Learning and Education in Tanzania is conceptualized as the entire range of formal, non-formal and informal learning activities undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attitude that enable them to effectively engage in socio-economic activities and improve their well-being. ALE in various policy and strategic document is perceived as;

- a transit for the values, knowledge, and culture to future generations (ESR 1967 and ETP 1995);
- education for self-reliance (ESR 1967);
- second-chance education (ETP 1995; ANFEDP 2012);
- continuing education (ANFEDP 2012; NSGRP II 2015; ETP 2014);
- core component of lifelong learning (Nyerere 1973; UNESCO 2015); and
- empowerment tool, as well as a ladder to economic competence and society's wellbeing (ESR, 1967; ANFEDP 2012; ETP 2014; NSGRP II 2015)

Based on the definitions above, ALE entails basic literacy, functional literacy, work-based skills, life skills, and entrepreneurship skills, with the goal of increasing livelihood and capability for country economic development and lifelong learning. Literacy however is regarded as a key aspect in Adult Education in Tanzania. It is an essential basic skill and key competence for active citizenship (NALMERS for the Period 2020/2021- 2024/2025). It is foundation for learning as the former late President Nyerere put it "…. is Just a tool, it is a means by which we can learn more, more easily." (Nyerere, 1973, p 13. 9).

Life skills are defined as "a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives healthily and productively. Life skills provide people with the emotional, social, and intellectual tools they need to succeed in life – on a personal, and interpersonal level, and within their community and workplaces. The life skills under three broad categories among others include:

i. Emotional skills: stress management, emotional regulation, positive thinking and self-esteem

ii. Social Skills: Interpersonal relationship, empathy, handling disputes, managing relation- ships and communication skills.

iii. Thinking Skills: self-awareness goal setting, decision making, problem solving, critical and creative thinking executive function skills and resilience (ERIC, 2017).

The Tanzanian government is still committed to eradicating illiteracy, with 5.5 million young people and adults aged 15 and over (22.4% of the population) being illiterate according to the Tanzania Population and Housing Census (URT, 2012). This figure paints a picture of 5.5 million youth and adults who are still without the fundamental right to literacy and education opportunities. Illiteracy is a huge hindrance to personal and community growth and development. Therefore, the government prepared the National Adult Literacy and Mass Education Rolling Strategy (NALMERS covering the period 2020/2021-2024/2025 to address illiteracy. It recognizes literacy as a right prerequisite for personal, social, economic, and political development. Other important terms to this study have been captured in the glossary of terms.

2.2. **Adult Education in the Countries of the World**

Adult education has been evolving in different time and space depending on the specific contexts and jurisdictions (Withnall, 2016). From the basic point of view, it started as education aimed to provide basic training to the beneficiaries to be able to know how to read and write as well as to count and then later being enrolled in the formal education or non-formal education system (McAllister, 2010). The situation has been varying in time and space including in developed countries especially Japan, German, England, Scandinavian countries, and others where adult education has advanced.

This is the case because in developed countries the level of literacy has improved to the extent that adult education has been improved and connected well with non-formal system through open school services and others of that kind (Fell-Chambers, 2014). The education system is well structured to the extent that individuals as beneficiaries both adults and youths are free to enroll and receive education. The education is well structured from elementary to college education all the way to the university level. Skilled individuals as practitioners in different fields are prepared, who can compete and deliver in the labour market and in other professional requirements.

In that case, adult education is indeed beyond the traditional focus on basic skills that it has been transformed into recognized education system strong and useful to assure generation of qualified and skilled individuals to perform various professions (Rubenson & Desjardins, 2009). The system has been competing with formal education because it attracts many in the developed countries because of flexibility while receiving adequate and quality education similar to the one in the formal schooling system. The public has also been in support of the education system as many enroll to receive education.

To the contrary, the situation is somewhat different in many developing countries where education system in general is highly costly such that with adult education, it comes with requirement of massive resources to be invested (Nesbit, 2011). With the demand for it because of many adults are not to fully engaged in economics activities and improve their wellbeing due to inadequacy or lack of the requisite skills and knowledge such skills include literacy, work oriented skills, entrepreneurship and so on. It is executed in the manner that is weak since resources to support it are limited, which makes it completely a challenging pattern that needs further interventions by the governments

together with external actors where necessary. In many developing countries the demand for ALE arises from the fact that many adults are not fully involved in economic activities to improve their well-being due to a lack of necessary skills and knowledge, such as literacy, work-related skills, entrepreneurship, and so on. It is also executed in the manner that is weak since resources to support it are limited, which makes it completely a challenging pattern that needs further interventions by the governments together with external actors where necessary.

2.2.1 Adult Education in Tanzania

The history of Adult Education in Tanzania can be traced back to the Arusha Declaration in 1967, where it had become a major instrument in national development program in literacy, health care and hygiene and in the acquisition of technical competence. The aim was learning for self-reliance and improvement of life in both individual and national levels. The First government regarded education as an important factor for social economic development of the country. At independence, over 70 percent of adult Tanzanians were illiterate. The situation caused the government through President Julius Nyerere to openly declare that ignorance was among the biggest threat in the country (Ponera et al, 2011). To emphasize the importance of adult education, President Nyerere argued that "First we must educate adults. Our children will not have an impact on our development for 5, 10, or even 20 years. The attitudes of adults, on the other hand, have an impact now" (1967). He believed that adult education is key to the development of the country and argued that "Our country is dedicated to change, we must accept that education and working are both parts of living and should continue from birth until we die" (Nyerere 1973b, 300-301). To him adult education did not only mean reading and writing or counting, it also meant self-reliance and civilization, economically independent. He considered it as where every individual can get a chance to learn how to play part in spearheading the economy as well as other spheres in the development of the country. Since then, adult education has been promoted as one of the important sub-sectors of Education in the country. Institutional and Policy Frameworks for ALE in Tanzania

The development of ALE is supported by the following policies, strategic plans and programmes:

(i) **Education for Self-Reliance 1967**

This is the first policy which was put in place after independence. It served the purpose of liberating people from illiteracy, inequality, and poverty through socializing and the culture of sharing.

(ii) **Education and Training Policy 1995**

The Policy aimed at improving the quality of the education processes; increase and improve access and equity for all children, youth and adults;

(iii) **Education and Training Policy (ETP) of 2014**: This is the basis for the development of all education programs in Tanzania Mainland. In view of this policy, ALE aims at producing and sustaining a literate society capable of contributing to personal, social and economic development. The 2014 ETP like the former 1995 provides for the creation of a true partnership between the state and other education providers by encouraging them to establish and manage ALE programs and institutions.

(iv) **The Education Sector Development Program (ESDP)**: To implement the ETP, the Government initiated the ESDP in 1997. The current ESDP (2016/17 – 2020/21) emphasizes further development of adult education and address the challenges regarding access and quality in collaboration with other stakeholders.

(v) **Primary Education Development Plan (PEDP) (2001-2006):** This was a plan to further development of primary schooling which placed ALE as one of the strategies for expanding enrolment and quality improvement. PEDP has strategic priorities in the areas of enrolment expansion; quality improvement; capacity building; and optimum utilization of human and material resources.

(vi) **Local Government Reform Program (LGRP):** This program is an integral part of the wide public sector reforms which emphasize decentralization and devolution of power to local levels which ultimately strengthens democracy at the grassroots level. ALE programs are set firmly within the decentralized framework for delivery of basic education to out-of-school children, youth and adults.

(vii) **National Strategy for Growth and Reduction of Poverty (NSGRP):** The National Strategy for Growth and Reduction of Poverty (NSGRP) known by its Kiswahili acronym as MKUKUTA in Tanzania Mainland NSGRP is on the reduction of income and non-income poverty as well the attainment of sustainable development ALE program is being

developed in response to the overriding goal of the Government of reducing poverty under the guiding framework of poverty reduction strategy.

(viii) **The Tanzania Development Vision 2025:** aims at a high-quality livelihood for all Tanzanians through the realization of, among others, universal primary education, the eradication of illiteracy and the attainment of a level of tertiary education and training commensurate with high quality human resources required to effectively respond to the developmental challenges at all levels. ALE programs contribute to the realization of the visions' goals of a well-educated nation, sufficiently equipped with science and technology, knowledge and skills needed to competently and competitively solve development challenges which face the nation.

(ix) **Adult and Non-Formal Education Strategy:** The strategy was developed in 2003 to facilitate the implementation of an alternative education program for out-of-school children, youth, and adults. The overall objective of the strategy was to ensure that out-of-school children, youth and adults have access to quality basic learning opportunities, especially girls, women, disadvantaged groups and nomads with a view to improve the literacy level by 20% and reducing the backlog of out-of-school children mainstreaming at least the 11 – 13 years old of the targeted groups; thus contributing to the creation of a lifelong learning society, improvement in people's livelihoods, and to an increased awareness and prevention of HIV/AIDS.

(x) **Adult and Non-Formal Strategic plans 2003/04 -2007/08 and 2010/11 – 2014/15**

The plan focus on six major strategic areas as follows:

Access and equity – increase enrolment out of school with attention on disadvantaged groups,

Quality enhancement – Develop relevant and innovative curricula to cater for the needs of beneficiaries of AE/NFE programmes

Capacity enhancement and development of *AE/NFE human resource*

Post literacy and continuing education – opportunities for improving skills capacity building of youth and adult learners through various programmes e.g. Yes I Can model" Post Literacy programme and strengthen ODL programmes. ICT programmes to enhance literacy delivery.

Financing and sustainability of the adult education and non-formal education programme.

Institutional and Administration Arrangements: harmonization and redefining of the roles of various Institutions dealing AE/NFE

Monitoring and Evaluation of the Strategy: *effective mechanism and HR for M & E*

(xi) **International initiatives, agenda and frameworks**

The initiatives, agenda and frameworks have goals which have direct link ALE programs which are: Dakar Framework for Action on Education for All (EFA): Millennium Development Goals (MDGs) and Sustainable Development Goals etc.

2.2.2 Civil Society Support to ALE

The Education and Training Policy of 1995 encourages the participation of other stakeholders in education. The policy allows Non-Governmental Organizations, Faith-Based Organizations and private firms to establish and run ALE programs. In view of this policy, several Civil Society Organizations such as:

- **Tanzania Council for Social Development (TACOSODE):** is involved in basic education, health issues, self-employment and income generating capacity building programmes/projects targeting marginalised groups, youth and women. As an umbrella organisation for NGOs can execute programmes directly or through its members

- **Chama cha Uzazi na Malezi Bora Tanzania (UMAT**I) is an autonomous, not for profit, non-political national NGO providing Sexual and Reproductive Health (SRH) information, education and services in Tanzania.

- **CARITAS Tanzania**: empowers communities to improve their living conditions through equality between men and women and development programmes, emergency relief and humanitarian assistance and skill training to promote income generating activities

- **Forum for African Women Educationalists (FAWE)**: Promoting access and retention and improving the quality of education for girls

- **Karibu Tanzania Organization (KTO)** is a national level Non-Governmental Organization working as an umbrella organization for the Folk Development Colleges('FDCs') in Tanzania. KTO was established 1990 as a result of cooperation between Tanzania and Sweden through Folk Development Colleges in Tanzania and Swedish Folk High

Schools. KTO is working with all 55 FDCs in Tanzania. Together with the FDCs, KTO has along experience of folk education, adult learning, pedagogical work, rural development and have been providing training for young adults all over Tanzania. KTO is also implementing a 3-year project supported by The Mastercard Foundation. The project aims to transform the lives of young mothers in Tanzania by building their capacity on life skills, entrepreneurship and employability skills enabling them to take charge of their lives, significantly contribute to supporting their household while at the same time contribute to Tanzania's social economic development agenda.

Most of these NGOs and CSOs are coordinated under **Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET)**.   Its core aim is to work and link with other actors in education to advocate for equitable access to quality education and articulate concerns of local communities and support local groups to carry out their advocacy work with an informed collective voice to influence policies for quality inclusive basic education in Tanzania.

2.2.3 Foreign Bilateral/Multilateral Donor Investment in ALE

There are considerable efforts made by multilateral donors, notably United National Nations Children Education Fund UNICEF, UNESCO, World Bank WB, and DVV International, to finance ALE programs in Tanzania. The funding cover activities such as capacity building of ALE personnel and materials development. The engagement of the Muliebral donors mentioned above are summarised here under:

(i) The United Nations Children's Fund. (UNICEF): operates in 147 countries around the world to provide learning opportunities that prepare children and adolescents with the knowledge and skills they need to thrive.   Key areas UNICEF covered in education include:

- **Access:** Gender-equitable access to quality education from early childhood to adolescence, including for children with disabilities, marginalized children and those living in humanitarian and emergency settings.

- **Learning and skills:** Quality learning outcomes and skills development that come from strong education systems and innovative solutions.

UNICEF's focus on the four above-mentioned areas has been supporting the re-engagement of Out Of School Children. UNICEF has been working through United Nations Development Assistance Plan (UNDAP) II - 2016 -2021 with the URT government (the Regional Secretariat and LGAs) to implement a project to address the School children that is jointly done by 3 UN agencies including UNICEF, ILO, and UNESCO with a budget of up to 50m US$ focusing in 3 regions of Mbeya, Njombe and Songwe. The achievement for UNDAP II year 1 was including i. Out of School Children's study approved and used to develop strategies to address crucial gaps in knowledge on excluded & vulnerable groups in the Education Sector Development Plan (ESDP). UNICEF also collaborated with the Institute of Adult Education to establish the Integrated Programme for Out of School Adolescents (IPOSA). UNICEF's current programme comprises two main strands: (i) A primary education project whose main objective is to improve enrolment and retention of all children, especially girls, (ii) A complimentary basic education project which provides functional basic education to out-of-school children and adolescents (A Report of The Joint Education Sector Review Working Sessions18th - 21st September, 2017). The second strand is aligned to Adult Education initiatives in Tanzania UNICEF's focus on the four above-mentioned areas has been supporting the re-engagement of Out Of School Children. UNICEF has been working through United Nations Development Assistance Plan (UNDAP) II - 2016 -2021 with the URT government (the Regional Secretariat and LGAs) to implement a project to address the school children that is jointly done by 3 UN agencies including UNICEF, ILO, and UNESCO with a budget of up to 50m US$ focusing in 3 regions of Mbeya, Njombe and Songwe. The achievement for UNDAP II year 1 was including i. Out of School children's study approved and used to develop strategies to address crucial gaps in knowledge on excluded & vulnerable groups in the Education Sector Development Plan (ESDP). UNICEF also collaborated with the Institute of Adult Education to establish the Integrated Programme for Out of School Adolescents (IPOSA). UNICEF's current programme comprises two main strands: (i) A primary education project whose main objective is to improve enrolment and retention of all children, but especially girls, (ii) A complimentary basic education project which provides functional basic education to out-of-school children and adolescents (A Report of The Joint Education Sector Review Working Sessions18th - 21st September, 2017). The second strand is aligned to Adult Education initiatives in Tanzania

- **Emergencies and fragile contexts**: Improved learning and protection for children in emergencies and on the move.

(ii) United Nations Educational, Scientific and Cultural Organisation UNESCO is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goals. Goal 4 target 6 is the one that addresses issue of Adult Education. It seeks by 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. UNESCO is also leading the implementation Education for All (EFA). The Tanzania like all other UNESCO member states, agreed on the implementation of both SDGs and EFA goals. EFA goals were expected to be achieved by the year 2015.

(iii) World Bank Bank's International Development Association (IDA), established in 1960, helps the world's poorest countries by providing grants and low to zero-interest loans for projects and programs that boost economic growth, reduce poverty, and improve poor people's lives. In Tanzania World Bank through IDA has supported Tanzania on various skills Development initiatives among them include:

(iv) The Education and Skills for Productive Jobs (ESPJ) Program for Results which supported the establishment and strengthening of institutional mechanisms, operationalizing Tanzania's National Skills Development Strategy (NSDS 2016-2021) The aim is to increase the supply of skills for industries with high potential for growth and job creation in the country. ESPJ is also aligned with Tanzania's new Five-Year Development Plan (2016–2021) which centers on industrialization, and emphasizes addressing skills gaps as a critical lever to achieving its goals.   Part of the programmes implemented under the project were outreach programmes implemented by vocational training centres to youth and adults working or aspiring to work in the informal sector of the economy.

(v) The Eastern Africa Skills for Transformation and Regional Integration Project (EASTRIP) implemented within the Eastern African countries of Ethiopia, Kenya and Tanzania Ethiopia, Kenya, and Tanzania has developed. The overall objective of EASTRIP is to increase the access to and improve the quality of Technical Vocational Education Training (TVET) programs in

selected Regional Flagship TVET Institutions (RFTIs) and to support regional integration in Eastern Africa. One of the complimentary interventions to the Project Development Objectives (PDO) is the development of quick win skills which touches the needs of learner as they are term programmes. Some of the programmes touches adult learners for Inservice training.

2.3 Provision of ALE and Institutional Framework

The Ministry of Education and Training is responsible for setting ALE policies, while the Prime Minister's Office's Regional Administration and Local Government (PMO RALG) coordinates ALE programs carried out by local governments (i.e., district, town, municipal, or city councils). VETA, non-VETA centres, and folk development colleges also implement ALE programmes. Following the review of the Vocational Education and Training Act of 1994 (R.E2006) and the Technical Education Training Act of 1997 in 2021, the regulatory role of VET programmes has been shifted to the National Council for Technical and Vocational Education and Training (NACTVET) with effect from 2022. The main adult and non-formal education programmes found in official documents of the MoEST include:

2.3.1 ALE programmes in adult and non-formal education centres

 The following programmes operate in these centres:

(i)The Complementary Basic Education (COBET): caters for out of school children aged 9-18 and +.

COBET is a community-based programme initiated in 1999 as an alternative approach for the provision of basic education to out of school children or children above school age 11 - 18 years. The programme is implemented by LGAs together with CSOs and private sector who complement Government efforts by also opening and managing learning centres. The programmes aim at ensuring that all out of school children and youth get education as their basic right. COBET caters for two cohorts, Cohort comprising children aged 9 to 13 years who are supposed to be at school for two years before they take standard four examination. Upon passing the examination, learners continue to standard five. The second cohort of learners consists of children aged 14 to 18 who are at school for three years, before they take the standard seven national examination.

(ii) The Integrated Community Basic Adult Education (ICBAE):   The Integrated Community-Based Adult Education (ICBAE) is main adult education

programme which was introduced in 1995. The Integrated Community Based Adult Education (ICBAE) program began as a four-year pilot project in Tanzania to promote learner-centered and community-based learning methodologies in adult and out-of-school youth literacy and post-literacy classes. ICBAE was scaled out across Tanzania after a successful deployment of the project. According to a programme review done in1997, literacy rates in four piloted locations increased by 13% (Mushi,2009 which resulted in gradual expansion to other regions. ICBAE caters for people aged 19 years and above and consists basic and advanced literacy training. In addition to offering instruction in Kiswahili, ICBAE also enrolls learners in extension activities, income generation, life skills and vocational skills. Generally, It integrates literacy training with self-help income generating projects such as chicken raising, fish ponds, gardening, modern house building, bee-keeping and others depending on the choice of the participants

Four years later after the introduction of the programme, ICBAE adopted the REFLECT (Regenerated Freirean Literacy using Empowering Community Techniques) approach. The REFLET is an approach that links literacy and basic education to problem-solving and socio-economic development. The programme also empowers learners to discuss important issues in their communities, and establish small income-generating projects that will result in social and economic transformation. No certificates are issued after completion of the programme but they benefit from the knowledge and skills they acquire.

A further programme, Yes, I Can, modelled on the Cuban-designed Yo Sí Puedo was introduced in 2008 as part of the ICBAE initiative, focusing on basic literacy skills through the use of radios, TV/ and videos. "Yes I can literacy programme operates within ICBAE framework. Yes I can classes are delivered using a combination of distance education and community participation. The classes are convened by a local facilitator who uses a series of pre-recorded classes usually on DVD and the accompanying workbook as the basis of the literacy class. The only strategic document that captures implementation of Yes I can model is Adult and Non-Formal Education Sub-Sector, Medium Term Strategy 2010/11 – 2014/15. The study to evaluation the implementation status of Yes I can is needed. The ICBAE is also tied to revolving Credit Schemes so that peer group lending can be provided to the literacy groups or individual participants. The idea is to tie the concept of literacy to the idea that literacy can translate into increased earning, thereby economic value.

2.3.2 ALE in Primary Schools

Integrated Post Primary Education (IPPE) was introduced in 2010 with aims of providing secondary education to out of school children, youth and adults as well as enhancing academic and professional skills for teachers and other workers. It is provided in some of the primary schools and also by the Institute of Adult Education (IAE), Open University of Tanzania (OUT) and other stakeholders. The programme is offered by the Institute of Adult Education (IAE), and other stakeholders. Integrated Post Primary Education (IPPE): offers a pre-vocational stream for learners to acquire skills for self-employment or employment, or to pursue VET. IPPE's academic stream provides primary leavers who have passed the PSLE but failed to obtain a place in lower secondary with an alternative option to prepare for and sit the CSEE and pursue A-Level secondary or various TVET options if successful. The programme also overlaps with Folk and Adult Education in the provision of non-certified vocational training, but there is currently ample room for both initiatives given the high potential demand from youth seeking to acquire marketable skills.

The Integrated Programme for Out of School Adolescent (IPOSA); IPOSA is an initiative that responds to the findings of 2 studies namely "Status of Out Of School Children - OOSC" (2015) and the "IPPE evaluation report" (UNICEF, 2016). The initiative therefore is of two-fold i.e., increasing access and equity to basic education for OOSC and those who never attended dropouts and those could not transit; and providing a second chance for them to attend and complete education.

2.3.3 ALE in Folk Development Colleges

Folk Development Colleges (FDCs), currently numbering 55, offer folk education and vocational education and training programmes. FDCs equip trainees with knowledge and skills for self-employment and self-reliance and abilities to solve immediate problems in the communities. The main skills provided are in areas of agriculture, carpentry, masonry, mechanics, tailoring, cookery, animal husbandry, electrical installation and related fields. Currently, there are 5,783 artisans trained by FDCs in collaboration with other stakeholders.

2.3.4 ALE in TVET

Vocational Education and Training Centres

Since the post-independence period, the role of adult education has been changing overtime, obviously because the society is not static. There are goals that has been there from the preliminary stages of adult education development to the present, because they are basic goals that need to be realized for adult education to be improved. Such goals are such as literacy and numeracy and self-reliance (MoEC 2003). Nevertheless, other goals have emerged that focus on developing programs that are deal with improving the level of different forms of adult education, so that majority of the population are able to cope with the present society's problems, improvement of livelihood, and participate fully in socio economic development of the country (Mushi 2004). Apart from the formal VET programmes, VET centres offer non-award programmes that are tailored to skills need of the society including outreach programmes. Such programmes include the Integrated Training Entrepreneurship Promotion (INTEP). The INTEP programmes are conducted after conducting Participatory Rural Appraisal (PRA) in order to involve the community to determine their training needs. The programmes aim for people in one way or another fail to join formal VET either due to lack of requisite entry qualifications or family responsibility, etc. The aim is to make the participant improve their technical and entrepreneurship skills to enhance their income-generating activities.

Technical Education and Training (TET)

Technical Education and Training (TET), on the other hand is administered by the national council for Technical and Vocation Education and Training (NACTVET). Technical educational training composes of all tertiary and non - university institutions. The NACTVET is in charge for most programs and courses provided by TET institutions for professional, semi-professional technical levels where the award of certificates, diplomas and degrees. In other words, TET is classified at bit higher class than VET although they provide adult education. TET institutions offer short term programmes to address needs of adult learners and part time programme to give opportunity adult learners to upgrade their professional qualifications.

Other ALE programmes are as summarised in **Table 2.**

Table 2 summarises the ALE programmes, target groups and providers of the programmes

Type of ALE	Types of programme	Target	Institution
Work place related	Orientation, induction, on the job training, employer sponsored short courses	Targeted employees, Apprentices	VETA, NGO Vocational training Institution, Tertiary colleges and Universities
Other labour Market related s	TVET short courses Entrepreneurship short courses Demonstration farm programmes Training Factories	Adults and youths aspiring to acquire job skills	TVET Institutions, Universities, extension officers and NGOs
Personal/social	Health education, Road safety, fire training, sports, and culture, Life skills, Education on parenting, Environmental education	Masses	FDC, Health Institutions, TVET Institutions
Foundation	COBET I & II	Alternative pathway for primary school for aged children	Adult education Centres
	IPOSA I & II (Literacy, prevocational and life skills	Adolescents and young Adults	Adult education centre
	IPPE	Alternative pathways to secondary education with pre-vocation for school dropout	Adult Education centres
	N FSE (I, II & III)	Alternative pathways for Secondary education (Form 1&2, Form 3&4, Form 5&6) for out of school children and adults	Adult education centres and NGOs
	Integrated Community-Based Adult Education (ICBAE)	For people aged 19 years and above	Adult education centres and NGOs
Higher Education	ODL programmes Field Based Programmes Upgrading programmes	Adults	Universities and TET Institutions, IAE

Source: MOEVT and IAE

2.4 Challenges in Adult Education in Tanzania

The following main challenges were identified in the Five-year Adult and Adult and Non-Formal Education Sub-Sector, Medium Term Strategy 2010/11 – 2014/15, A report of the joint education sector review working sessions held from 18th - 21st September, 2017 by MoEST, ESA report by MoEST and UNICEF 2021 and stakeholders' validation workshop held on 3/3/2022. From the aforementioned references there were censuses on the following challenges:

Inadequate financing of ALE programmes at national and district levels: leads to failure of paying honoraria and meeting other program costs hence poor motivation among facilitators. Inadequate financing also makes adult education officials fail to make proper follow-up and inspire adult education activities. It was confirmed in the validation workshop that there is no direct fund budgeted for adult education activities in the district. Funding of adult education activities depends on primary education officer generosity as noted by one of the Adult Education Official.

Lack of teaching and learning facilities, infrastructure and qualified personnel for ALE programmes it was reported that there is a shortage of teaching and learning materials in adult education programmes, responses from adult education officers show that the institute of adult education fail to supply enough teaching and learning materials in adult education programmes but most of the adult education centres have a shortage of learning resources, lack of resources is one of the major contributing factors to the drop out in adult classes. no suitable buildings that were located for adult education programmes, instead literacy classes were conducted in primary and secondary 83 schools, for effective learning programmes need to be accessible, adequate and appropriate infrastructure put in place that is conducive for the learners. It was noted in Kisarawe in Kibuta and Vigama centres have no building that can be improved to CLC for adult learning, instead, they use primary schools' classrooms for learning purposes when they need to discuss other matters they sit even under the trees. In the evenings, primary school classrooms are utilized**.**

Low participation of girls in COBET and IPPE programmes:
Data on female enrolment in adult and non-formal education courses, between 2016 and 2020 indicate that the percentage of female learners in complementary basic education (COBET) dropped from 44 in 2016 to around

42 in three consecutive years (2017-2019), but has of recently, gained back to 44 in 2020. However, across five years their number has remained lower than that of males. Figure 1 presents COBET gender status across years. With a similar case, the percentage of females in the programme named Integrated Post Primary Education (IPPE) had remained below that of males, but with an increase from 38.6 percent in 2016 to 46.2 percent in 2020 (ESA report 2021).

Figure 1 Share of Female Enrolment by Level and Type of School across years
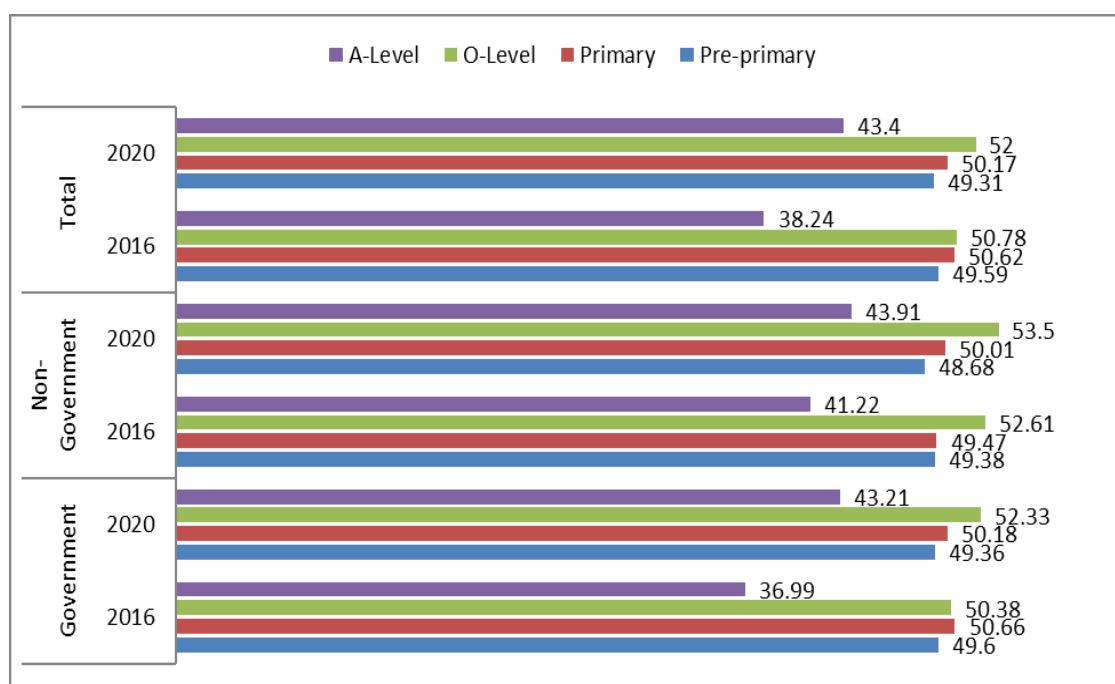
Source ESA report 2021

The co-existence of incompatible curriculum between COBET Cohort I with that of primary education: This was also a major discussion the workshop but it was later agreed that the Curriculum framework requires updating.

Some Adult and Non-Formal Education (ANFE) coordinators and facilitators were not committed and

competent enough to effectively roll out the implementation of the AE-NFE programmes: This was indicated in the Adult Education Non-Formal Education strategy only

The existing teacher education programmes have no provision for the training of teachers specifically for adult education: The existing stock of functional literacy teachers most of whom are primary school and secondary

school teachers are not adequately trained to handle adult education classes.

Language barrier- It was reported in the validation workshop that in Kongwa District, language barrier is one of the key problems facing adult during the learning activities as most people in the village are using local language.

Time constraints: Due to the fact that adults rely extensively on a range of social and economic activities to augment their income, time constraints are one of the most challenging obstacles limiting the district from hosting training sessions for adults.

Inadequate capital for adult learners to run various projects that can sustain them in their daily life. Despite the fact that all Districts aside 10% of their income to facilitate youth and women as a soft loan, it is not adequate for all spirants.

Lack of transport to make follow visits to centres implementing ALE programmes. This was reported by all four Districts.

Lack of research and evaluation for ALE implementation: this was reported in above mentioned documents and in the validation workshop.

3.0 RESEARCH METHODOLOGY

The research activities were organised in line with the three Objectives of the study as per ToR, with a strategy to integrate findings across Objectives. Objective 1 utilised a predominantly qualitative approach that included Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) to assess the perception of current of ALE services. Objective 2 relied on a quantitative approach and complimented by qualitative case study themes to assess the need/demand for ALE services from both existing as well as potential new users, while Objective 3 consisted of a literature and policy review and the analysis of secondary datasets. This chapter discusses the approach to Objectives 1 and 2.

3.1 Quantitative Survey

The research objectives under Objective 2 are primarily to compile an accurate profile with demographics information of all ALE potential new and existing users to assess the need/demand for ALE services from both existing as well as potential new users within the sampled communities. The methodology for this consisted of instrument development, fieldworkers, training, sensitisation, and reporting, listing exercise administered to households with potential new user of ALE programs and households with existing users of ALE programs, this includes those who receive the ALE program in last three years. ALE users' identification exercise was conducted at the sub village level, followed by a quantitative household survey.

3.1.1 Instruments

The Knowledge Initiative team developed two instruments for the purpose of this research: a facility and household listing exercise questionnaire and ALE assessment questionnaire. Table 3 below presents a summary of the different interview types, intended respondents, and the purpose of the instrument.

Table 3: Interview outcomes

Existing and potential new ALE users' identification (listing)	Ward Education officer, Ward Extension Officer and Ward Community Development Officers and Facilitators Facility or Entrepreneurial groups facilitators Household head or Caregiver	To obtain the list of all ALE facilities or Entrepreneurial groups within the ward To obtain the list of existing ALE beneficiaries To obtain the list of ALE potential new users within the household
ALE Needs Assessment	ALE existing and potential new users	To collect information on need/demand for ALE services from both existing as well as potential new users.

Together, the above instruments collected all the necessary information to calculate the indicators agreed upon in the inception report. Once finalised, all two instruments were programmed into Kobo toolbox CAPI software and desk tested by the survey team.

3.1.2 Training

Given that the two ALE needs assessment and ICBAE status studies were conducted simultaneously, both study teams agreed to conduct joint training to reduce costs in case each study was conducted separately. Furthermore, ICBAE status was originally planned to be done using a paper questionnaire but after consultation, to increase the efficiency of data collection it led to ICBAE being carried out using the kobo toolbox as originally planned for needs assessment. A comprehensive and effective training is essential for the success of the data collection.

Enumerators and supervisors received four days of intensive training. The training was conducted at the Institute of Adult Education headquarters for four (4) consecutive days from 6th to 11th of January, 2022. Three (3) days were spent on classroom-based training and one day was spent undertaking a field pilot in Kigamboni District.

The main objective of the training was to ensure that enumerators have an excellent knowledge of the survey tools, understand how to correctly implement the data collection protocols, and can comfortably use and navigate the CAPI tool. Field team supervisors were further trained on their management

responsibilities including data collection oversight, monitoring enumerators, data management and logistical planning.

The chance to observe enumerators during their field practice in the survey pilot provided an opportunity to assess how well they are applying the theoretical concepts and protocols described during the training in practice, and to identify any weaker participants that need more support. It also provided feedback to trainers on where there are concepts that need to be further explained or clarified. Information on the extent to which participants have grasped the training concepts can be used to inform the final allocation to roles of supervisors and enumerators.

3.1.3 Sensitisation and Reporting

Before commencing data collection, DVV International Tanzania organized the ALE stakeholders' workshop on 19th January, 2022 in Dodoma for the purpose of introducing the works implemented by DVV International Tanzania in the country, how two ALE needs assessment and ICBAE status studies will be implemented by Knowledge Initiative and Institute of Adult Education respectively. The workshop served as a platform to inform adult education stakeholders on how the whole exercise of these two studies will be implemented in their respective areas, as well as to gather their ideas on how to improve the approach and methodology that were planned. This workshop was attended by heads of various government departments from the ministry level to the district level. Their presence helped to create a conducive environment in the implementation of both studies at the district level, ward up to suburbs.

The participants suggested the inclusion of Extension Officers from each ward under the study in the survey as they play a crucial role in mentoring agricultural oriented groups in the community where there is a demand for ALE services as it is for other economic generating Income groups. This suggestion was incorporated in the study methodology. Furthermore, it was suggested to add a question about people with special needs to be able to identify them within the community something that the research team added a question to the listing tool for ALE potential new users' identification.

The list of workshop participants is shown in the table 4 below.

Table 4 ALE Stakeholders workshop participants

S/N	Position	Institution	Number individual attended
1	Commissioner of Education	MoEST	1
2	Assistant Director TVET	MoEST	1
3	Assistant Director Education	PORALG	1
4	Technical person Adult Education	MoEST	2
5	Technical person Adult Education	PORALG	2
6	Regional Education Officer from Dodoma and Coast	PORALG	2
7	Regional Adult Education Officer Dodoma and Coast region	PORALG	2
9	District Adult Education Officer Kibaha District Council, Kisarawe DC, Kongwa DC and Mpwapwa DC	PORALG	4
10	FDC Principals Kisarawe and Chisalu	FDC	2
11	Karibu Tanzania Organization	KTO	1
11	Resident Tutors from Coast and Dodoma Regions	IAE	2
12	District Quality Assurance Officers	MoEST	4
13	Inclusive Education Specialist	MoEST	1
14	Institute of Adult Education		4
15	DVV International		3
16	Knowledge Initiative		3
	Total		35

Also, before starting the study, a courtesy call was made at the Regional and District levels. This exercise was led by Institute of Adult Education together with the project manager from DVV International Tanzania and Knowledge Initiative team with the aim of introducing the entire research team as well as requesting cooperation especially in the targeted research areas.

3.1.4 Listing Procedure

The listing of ALE uses was conducted in 16 wards across four districts as shown in the **Table 5** below.

Table 5 Qualitative ward selected

S/N	LGA	Ward Selected
1	Kibaha	Kwala
		Kawawa
		Mtambani
		Kikongo
2	Kisarawe	Kazimzumbwi
		Mafizi
		Mzenga
		Kibuta
3	Kongwa	Kongwa
		Iduo
		Ngomai
		Hogoro
4	Mpwapwa	Berege
		Mpwapwa
		Pwaga
		Matomondo

The following steps were taken into consideration when visiting the ward.

Step 1. The enumerator visited sampled ward and conducted short ALE facilities/ income generating groups verification interview with three (3) officials to identify number of ALE facilities/groups within the ward;

- Ward Education Officer (WEO)

- Ward Agricultural Extension Officer or Ward Livestock Extension Officer (WAEO)

- Ward Community Development Officer (WCDO)

Step 2. When meeting each officer/ representative from each ward office, an enumerator was required to list all ALE facilities/income generating groups that fall in respective category and collect brief information about each ALE facility/

group. The information included, name of the facility/group, location (village and *Kitongoji* where facility is located), facility facilitator or supervisor contact details, and list of beneficiaries who are currently registered at the facility/ Income generating group. Assumption was accepted in case the officer could not provide an exact number of beneficiaries and there was no possible means to obtain such information.

A total of 122 ALE facilities/ income generating groups were recorded across four districts in which 13 (11%) ALE facilities were recorded under Ward Education Officers (two (2) FDCs, eleven (11) COBET Centres), 52 (43%) ICBAE entrepreneur groups were recorded under Community Development officers and 57 (46%) ICBAE agriculture-based income generating groups were recorded under Ward Extension Officers.

Selecting facility: An enumerator was required to select one ALE facility/group with high or approximated high number of beneficiaries currently taking training from each category listed in (step 2) above. This means, in each ward there was three categories of ALE facilities/income generating groups taken for listing of existing/current beneficiaries.

Listing of beneficiaries: In each of the three ALE facilities/income generating groups categories, an enumerator was required to take a roster (a list) of all training beneficiaries who have completed training in the last three years (2018-2020), and those who are currently undertaking training (yet to complete). The roster included name, age, sex, type of training attended/ attending, and other beneficiary's contact information (See Table 6)

Selection of *Kitongoji* for household listing: An enumerator was required to select one sub-village (*Kitongoji)* for household listing. Criteria for selecting a Sub-village, was to select a farthest sub-village to any of the nearby facility from listed in (Step 2) above. The sub-village household listing was keen to collect information and list all household members who are eligible but not registered to any adult learning education or training programs.

Selection of respondents for Assessment Questionnaire: Once the listing of beneficiaries (from the three facilities) and non-beneficiaries (from household) were completed, all files were submitted to the data team where further random sampling was drawn to select eligible number of respondents as well as their replacement.

The summary of listing procedures is shown in **Table 5**

Table 6 Summary of listing procedure:

	Activity	Day 1	Day 2
A	Listing of all facilities at WEO, WAEO, WCDO		
B	Selecting 3 facilities with highest number of current enrolled beneficiaries based on actual/ estimates number given by WEO, WAEO, WCDO		
C	Listing at all 3 facilities selected in B above		
D	Selecting 2 kitongoji which is farthest to the any of the listed facilities (** intend to capture the most vulnerable societies) in the village where the selected facility/ facilities are located.		
E	Listing of households in two (2) vitongoji that have been listed in D.		

The listing exercise of ALE potential users, a total of 988 households were listed in all four target districts while existing were 864 households obtained from three sources as described in section 2.1.4. Sample of 429 household was sampled consisted of 161 (38%) households with ALE existing users and 268 (62%) ALE potential new users. The distribution of sample per district is summarized in **Table 6**.

Table 7 Sample distribution by gender and age group

District	Sampled	ALE service Users Category		Gender		Age group (years)							
		Existing	Potential	Male	Female	Below 15	Between 15 and 24	Between 25 and 34	Between 35 and 44	Between 45 and 54	Between 55 and 64	Between 65 and 74	Above 74
KIBAHA DC	111	46	65	24	87	2	13	17	22	20	12	9	16
KISARAWE DC	106	37	69	32	74	8	6	14	28	21	11	11	7
KONGWA DC	102	35	67	26	76	8	21	13	26	22	9	2	1
MPWAPWA DC	110	43	67	34	76	3	19	19	27	14	16	7	5
TOTAL	429	161	268	116	313	21	59	63	103	77	48	29	29

3.2 Qualitative research

The qualitative research focused on primary data collection and analysis to meet **Objective 1** - to assess the perception of current users of ALE services (who benefited from ALE services in the last three years).

This research is exploratory; therefore, the research tools were intentionally designed to ask open-ended questions to first gather as much information as possible, and then asking further probing questions to get more details about these responses.

3.2.1 Research process

A major methodological challenge in qualitative-led research is the definition and achievement of 'rigour'. Qualitative research is sometimes accused of being open to research bias or anecdotal impressions, as well as of being impossible to reproduce and difficult to generalise (Mays and Pope, 1995). This research addresses such concerns by adhering to a few key considerations, including:

- A clear sampling strategy that explains the justification for our identification of research sites, key informants, and individuals for our FGDs.

- A well-developed research framework, underpinned by appropriate methods and tools including structured or semi-structured interview guidelines.

- Write-up of all interview notes and analysis of findings.

- Triangulation of findings against different sources, both qualitative and quantitative.

- Daily debrief during the fieldwork to discuss emerging findings and ensure adaptability throughout the research; and

- Assessment of findings from different researchers throughout the research process, to recognise, reduce, and/or acknowledge individual researcher bias through a reflexive process.

The rigorous and unbiased nature of the fieldwork was principally ensured by the careful selection and comprehensive training of local researchers. The contributions of each data collector in the field are critical to ensuring rigor in our study. The potential limitations of the research were therefore addressed through training, team checks, record keeping activities, triangulation, and

fieldwork   analysis. All team members had to keep written records of all their activities, including interview notes, detailed transcripts, and debriefing notes, which were used during the analysis stage. The findings from the fieldwork were also triangulated against different existing data sources to   minimise researcher bias and establish the validity of the findings.

The following sections outline the research process that was followed in each ward.

3.2.2 Site selection

The qualitative Objective of this research was carried out in three (3) wards per each selected district, making a total of twelve (12) wards. Research sites were selected based on the following criteria.

- FDCs catchment area

- Distance from each other

- Available Adult Learner Education structures

Selection of the Wards for study was coordinated by Institute of Adult Education (Status of ICBAE program study team leader) after getting final recommendations from LGAs (District Adult Education Offers) was as follows:

Table 8 Qualitative ward selected

S/N	LGA	Ward Selected
1	Kibaha	Kwala Kawawa Mtambani
2	Kisarawe	Kazimzumbwi Mafizi Mzenga
3	Kongwa	Kongwa Iduo Ngomai
4	Mpwapwa	Berege Mpwapwa Pwaga

The research team thus focused on getting as much detailed information about communities' perception on adult education in these locations as possible.

3.2.3 Fieldwork organisation

The fieldwork team consisted of a lead qualitative researcher and two (2) assistant researchers. The local researchers were carefully selected to ensure their knowledge of the local context, ability to communicate effectively with the senior researchers as well as respondents, and experience. The two underwent the training exercise, led by the qualitative lead. Given that the qualitative respondent on the ALE needs assessment study were the same ones as of ICBAE study, their interviews were conducted simultaneously to reduce the number of interviews doubled to respondents by two (2) different teams something that would have affected the quality of the data collected.

3.2.3 Research techniques and respondents

The research relied on two (2) key research instruments Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). All the KIIs and FGDs utilised structured and unstructured methodologies. The qualitative research included interactions with a range of respondents associated with the programme in varying capacities at the central, district, and local levels to gather responses to address the research questions. To develop a comprehensive understanding of issues surrounding adult education in sampled districts. **Table 9** summarises the research methods and their purpose of use.

Table 9 Research methods and purpose

Method	Respondents	Purpose
Informal observations	Including observations at the individual, household, ALE facility/school, community, and ward levels	To build rapport with respondents To assess the general situation in our research sites To develop an informal understanding of key issues concerning the ALE in general To verify the findings gathered through more formal research processes
FGDs:	Adult Education Learners at FDCs Entrepreneur group members -ICBAE, Ward leaders	To understand multiple viewpoints, and capture differential experiences and perceptions To increase research coverage To allow for internal verification of information through the participation of multiple respondents To gauge degree of agreement and disagreement on key themes
Interviews: KIIs	Staff members at MOEST (adult education section) Staff members at PO RALG (responsible for adult education) RAEOs at Regional levels. District and Ward ALE key stakeholders (District Adult Education Officer, District Quality Education Assurance Offer, Ward Education Officer, Ward Extension Officer, Ward Development officer)	To obtain in-depth information from individual respondents To provide respondents with privacy and freedom to respond openly without the presence of other group or community members

4.0 RESEARCH FINDINGS

This chapter presents the key findings of the three (3) baseline Objectives namely: to assess the perception of current users of ALE services (who benefited from ALE services in the last three years); to assess the need/ demand for ALE services from both existing as well as potential new users; and finally, to compare the needs and demands of learners with the objectives/ services delivered through the national existing Government programs.

4.1 Perception of Current Users of ALE Services (Who benefited from ALE services in the last three years)

This section focuses on presenting key research findings that have been analysed using qualitative data from FGDs, KIIs and Observation but also supported by quantitative data. The results show the perception of ALE services users and is divided according to the ALE services type they received in the community.

4.1.1 Perceptions of ICBAE beneficiaries
ALE is important in economic development and leadership

The findings show that a good number of beneficiaries (81%) of the ICBAE program, 89 out of 106 women (83%) and 29 out of 40 men (73%) who have joined various entrepreneurship groups (saving and lending, soap marking, shoes production, tailoring, poultry, crop productions groups) have shown a positive awareness of the ICBAE program. ICBAE existing users especially those who have received this service in the past, have benefited and are now able to read and write and can now fully participate in various community activities. Most illiterate people lacked qualifications to be leaders in their economic generating groups as well as in other elected community leadership positions as these positions were limited to those who are literate. Female and male respondents across four districts had almost the same views on the important of program in economic and leadership development as summarised in table 10 below.

Table 10 Perception of respondents on importance of the programmes on leadership development

District	Female	Male	Total
Kongwa	23	9	32
Mpwapwa	20	8	28
Kibaha	22	7	29
Kisarawe	24	5	29
Total	89	29	118

Source: ALE needs Assessment 2022 qualitative field data

ALE is building self-confidence:

Before enrolling illiterate people were lacking self-confidence for fear of being ridiculed by their fellow community members for not knowing how to read. Illiterate parents were also not able to monitor their children's school progress or help teach their children. Female and Male respondents across four districts had almost the same views on the important of literacy skills in building self-confidence as summarised in table 11 below.

Table 11 Important of literacy skills in building self-confidence by district and gender

District	Female	Male	Total
Kongwa	10	4	14
Mpwapwa	20	6	26
Kibaha	30	12	42
Kisarawe	37	14	51
Total	97	36	133

Source: ALE needs Assessment.2022 qualitative field data

During the focus group discussions, majority of both female 97(92%) and male 36 (90%) participants in all 12 wards in the four districts said literacy skills were important for in building their confidence.

Additional benefits explained by the beneficiaries include;

i.   They able to providing academic support to their children:

After learning how to read and write they are now able to monitor their children's school progress. During the FDGs with MUKEJA group in Kisarawe DC, group members said that;

> *"We have already made a progress. We were ignorant before joining the class. Currently I am able to write my name, if my child comes with mathematics homework from school, I am able to understand but there are others whose children don't attend school and when they come back, they tell the parents that teachers have not been in school. Because the parents do not know how to read the dates, they will always agree to what the child is saying. For now, I understand the dates."*

ii.   Ability to cope with technological changes

The community from study area perceive ICBAE literacy programs as important in this digital era where new payment systems, such as mobile payments are commonly in use. For example, the Tanzania Social Action Fund (TASAF) payment method is done over mobile phone so those who have received literacy training are not left behind as affirmed by the majority: 88 (83%) out of 106 female participants and 37(93%) out of 40 male participants. The distribution of FGD participants indicating positive perception on this matter is shown in Table 12.

Table 12 Important of literacy skills in globalization and technological change by district and gender

District	Female	Male	Total
Kongwa	12	7	19
Mpwapwa	16	6	22
Kibaha	26	10	36
Kisarawe	34	14	48
Total	88	37	125

Source: ALE needs Assessment 2022 qualitative field data

From table 12 above, participants from Kisarawe and Kibaha districts are showing more positive attitudes about how adult literacy programs have been useful in this globalization and technological change era than those in Mpwapwa and Kongwa.

The ICBAE group members from Kibuta Ward, Kibuta Village in Kisarawe explained the importance of acquiring literacy skills during Focus Group Discussion, that;

> *"It has helped us to use mobile phones because when using a mobile phone keyboard, you can practice in the phone writing or joining letters*

to form words. Some are able to read text messages as they have improved Iin literacy".

Literacy skills have enabled learners to acquire other lifelong skills. ICBAE users in their economic generating groups have been able to understand various lifelong skills when taught, especially after gaining literacy knowledge.

iii. ALE is Useful in improving income generating skills

ICBAE program users also said that they have received training to facilitate improving income generation. Many beneficiaries 81 (86%) said that the training in income generating activities have been essential and useful in improving income of the existing users. This is supported by Mtambani group member in Kibaha DC during FGDs who stated that;:

> *"We now know how to take care of the chicks compared to the past when lots of chicks would die because of diseases well before two months; we are not supposed to allow chicks to graze out since during this age the chicks are prone to vultures. Also, we were taught that daily cleaning of the chicken houses helps in minimizing chicken pox that used to kill our chicks at a very early age. As a result, chicken have multiplied and we now earn some profit out of poultry keeping".*

4.1.2 Perceptions of FDCs beneficiaries

The beneficiaries of the programs offered at FDC have a positive perception on the training offered at FDC, especially Chisaru FDC in Mpwapwa district. They have benefited from training in the fields of electric engineering, carpentry, livestock husbandry and tailoring as affirmed by all 10 participants at the FDC, i.e., 5 females and 5 males. The skills they acquire helps them in supplementing their income. Complementing this, some of FDC beneficiaries said that:

> **Beneficiary 1**; *"Personally, I have gained many skills because in January last year (2021) when I arrived here, I didn't know the importance of livestock keeping but for now I know how to treat livestock and some of the medicines used in treatment."*

> **Beneficiary 2**; *"Since the time I joined, I have been able to know how electrical installation is done and how to overcome the dangers that might result from poor electric installation"*

> **Beneficiary 3**; *"I have managed to do practicals concerning electric*

installation and therefore I am confident that I can even assist the community in overcoming problems related to electricity"

Beneficiary 4; *"Since last year, I am able to design various furniture like tables and beds because the skills I have gained are different from the time before joining the course"*

Beneficiary 5; *"When I completed nursing studies, I found that there was a challenge with employment. But now, when I graduate in electrical engineering, I will go back in the community and employ myself. I will overcome unemployment challenges because I will be thinking of self-employment"*

The FDC also offer Quotient Test courses / studies (QT) where civil servants and those wishing to upgrade their certificates in order to pursue further studies in higher education have been accessing the services.

4.1.3 Perceptions of COBET beneficiaries

As shown in Table 13, majority of the COBET program beneficiaries, i.e., 85 (80%) females out of 106 and 34 (85%) males out of 40 in Mpwapwa DC, Kibaha CD, and Kisarawe DC have expressed satisfaction with the benefits their children have received from the program. Many consider this program to be the only second chance to enter the formal primary education system after being out of the formal system due to various reasons such as drop out, late primary school enrolment etc. Through this program the beneficiaries have been able to integrate into fourth grade and even complete formal primary education.

Table 13 Importance of COBET program in formal education integration

District	Female	Male	Total
Kongwa	10	3	13 (11%)
Mpwapwa	23	6	29(24%)
Kibaha	28	11	39(32%)
Kisarawe	24	14	38 (33%)
Total	85	34	119

Source: ALE needs Assessment 2022 qualitative field data

Participants in Kibaha (32%), Kisarawe (33%) and Mpwawa (24%) district show more while Kongwa (11%) show least benefits of COBET program.

4.1.4 Perceptions of ODL beneficiaries

All 4 DAEOs (3 female and 1 male) who are beneficiaries of ODL programs in all study districts have shown a positive attitude towards these programs because after graduation they have had some career advancement. Some teachers have been promoted to the headmaster positions and others have been promoted to higher government positions after attending adult education institutes to add more skills. This was supported by all DAEOs, Kongwa Education Officer said;

> *"Teachers in our primary schools have been promoted to head teachers of schools and some have become ward education officers after graduating from adult education institutions. And this is clear in the district".*

When ALE existing users were asked whether people in their respective communities found ALE programs to be useful, they indicated that majority of existing users found the ALE programs (COBET in Kibaha and Kisarawe DC), ICBAE in all districts and FDCs in Mpwapwa and Kisarawe Districts) were either useful or completely helpful. Forty of them (44%) said the ALE programs were completely useful while 36 (40%) said the ALE programs were helpful. This shows that there is a positive perception in ALE services because users perceive the program positively. When the data is segregated by age and gender at district level, female respondents between the age group of 15 to 44 years of age have showed the most positive appreciation of the ALE programs across the four districts as shown in table 14

Table 14 Program Usefulness by district

District	age group	sex	Com-pletely helpful	Helpful	In between	Not helpful to some ways	Complete-ly not helpful
KIBAHA DC	Between 15 -24 yrs	Female		100%			
	Between 25 -34 yrs	Female	100%				
	Between 35 -44 yrs	Female	25%	25%	25%	25%	
	Between 45 -54 yrs	Male		100%			
	Between 45 -54 yrs	Female	67%			33%	
	Between 55 -64 yrs	Male		100%			
	Between 55 -64 yrs	Female	50%	25%	25%		
	Above 74 yrs	Female	25%	50%	25%		
KIS-ARAWE DC	Below 15 yrs	Male		100%			
	Below 15 yrs	Female	20%	80%			
	Between 15 -24 yrs	Female	100%				
	Between 25 -34 yrs	Female		100%			
	Between 35 -44 yrs	Male	50%			50%	
	Between 35 -44 yrs	Female	100%				
	Between 45 -54 yrs	Male		33%	33%	33%	
	Between 55 -64 yrs	Female	60%	20%	20%		
	Between 65 -74 yrs	Male		50%			50%
	Between 65 -74 yrs	Female		100%			
	Above 74 yrs	Male	100%				

KONG-WA DC	Between 15 -24 yrs	Male		100%				
	Between 15 -24 yrs	Female		100%				
	Between 25 -34 yrs	Male	100%					
	Between 25 -34 yrs	Female		100%				
	Between 35 -44 yrs	Male	100%					
	Between 35 -44 yrs	Female	63%	25%	13%			
	Between 45 -54 yrs	Male	75%	25%				
	Between 45 -54 yrs	Female	33%	58%	8%			
	Between 55 -64 yrs	Male	100%					
	Between 55 -64 yrs	Female	100%					
MP-WAP-WA DC	Between 25 -34 yrs	Male	100%					
	Between 25 -34 yrs	Female	67%			33%		
	Between 35 -44 yrs	Male	50%			50%		
	Between 35 -44 yrs	Female		100%				
	Between 45 -54 yrs	Male					100%	
	Between 45 -54 yrs	Female		100%				
	Between 55 -64 yrs	Male	100%					
	Between 55 -64 yrs	Female		100%				
	Between 65 -74 yrs	Female	50%	50%				

Challenges of ALE Services

Besides the overall positive perception identified about the ALE programs/ services mentioned above a lot still need to be done as the reality is that there is uneven distribution of ALE programs within the four districts as shown in the table 15 below.

Table 15 ALE programs/services status by districts

ALE Programs/ Services	DISTRICTS			
	KIBAHA	KISARAWE	MPWAMPWA	KONGWA
ICBAE	Five (5) working under self-ini-tiatives all com-posed of males and females except one for tailoring activities	Interacted with about 4 groups also still working on self-initiatives.	Interacted with about 4 groups also still working on self-initiatives.	Interacted with about 4 groups also still working under self-ini-tiatives
COBET	One class just did it for two weeks and were interrupted by COVID-19, kisarawe-One group and just started in Janu-ary 2022	One group just started in January 2022	Never interacted with any CO-BET-Seems not to exist	Interacted with one just started in Jan-uary 2022
FDCs	NONE	Beneficiaries are youth from within Kisarawe and oth-er part of Coastal region but during the field visit this FDC was on the transition period to be shifted in an-other ward	One active with beneficiaries from various regions such as Morogoro, Man-yara and Dar es Salaam although natives are very few	NONE

While ICBAE program exists in form of income generating groups in all surveyed districts, the results show that within ICBAE groups visited during assessment exercise, 109 (89%) do not implement the ICBAE program in accordance with national guidelines. They are basically community and societal initiatives to engage themselves in other purposes specifically to target soft loans offered by the district authorities to empower community members

economically. Although, they occasionally receive trainings to in skills and knowledge gathering in the activities they perform in their respective localities such as agriculture, poultry, animal rearing, bee keeping, entrepreneurship and others; they have no link with adult education programs at all. This is the case because most of ICBAE facilitators are peer group members with no link with adult education system authorities within respective districts. Some could be employees in the District or Ward development programmes, but the trainings are basically own initiatives with no connection with curriculum or any program associated with ALE. On top of that, there is no updated curriculum for the groups to link the trainings with ALE. Also, the activities are not subjected to any form of quality assurance because the groups are not known by adult education units in the district levels. This is supported with the view by District Adult Education Quality Assurance Officer in Kisarawe saying that:

> *"There are several groups engaged in various economic activities which I hear that they undergo various trainings to facilitate the conduct of their activities. Despite that, the trainings they receive are not linked with adult education. The quality assurance office and adult education section has no knowledge of their existence and none of the quality assurance assessment has ever been done on what they learn and activities they do".*

The program is perceived as something designated to learn how to read, write, and count. The rest of other government vertical programs such as COBET and initiatives are basically unknown to most users as confirmed by 72(68%) of 106 female participants and 28 (70%) of 40 male participants. Kongwa and Mpwapwa districts seem to have less understanding of adult education compared to Kibaha and Kisarawe districts as evidenced by the views of people who participated in the FGDs in Table 16 below.

Table 16: The number of FDG participants with limited knowledge of ALE programs by district and gender

District	Female	Male	Total
Kongwa	20 (74%)	7(26%)	27 (27%)
Mpwapwa	18(67%)	9(33%)	27(27%)
Kibaha	16(73%)	6(27%)	22(22%)
Kisarawe	18(75%)	6(25%)	24(24%)
Total	72	28	100

Source: ALE needs Assessment 2022 qualitative field data

This is supported further by the views from a community member in Kongwa who said;

> *"I know about ALE because I remember the adults used to study in the schools around the community in the evening after school hours are over. Also, in some areas I used to see people meeting in a school to study under the tree. They learned how to read and write – that is all I know about ALE".*

The limited government funding of almost all ALE services affected the continuity and prosperity of the services including its evolution to match with the time and the demands of the day. This curtailed the continuity of adult learning and education (ALE) service provisions because knowledge providers had no incentives at all to engage. A local ALE District Officer in Mpwapwa District explains:

> *"There is nothing going on now in the adult education services. The government ceased to allocate budget to the ALE teachers and supporters which caused its total demise automatically. Even though I may issue the programs to be commenced at primary schools after the class sessions are over in the evening, no one will be ready to deliver the program because of lack of incentives and allowances to the teachers".*

Learning and teaching materials

The other concern reported by all 4 DAEOs and 20 WEOs (8 female and 12 male) is on the lack of teaching and learning materials and facilities such as books, tools and equipment applicable for a specific programme and other facilities especially for persons with special needs such as disability are not available. The curriculum has not been revised to match the current realities, and so are the learning materials and other equipment. The available materials, equipment and facilities are old and outdated. Most of them are those used in 1960s and 1970s - most being focused on reading, writing, and counting. The Ward Education Officer (WEO) in Pwaga said;

> *"The learning materials are not available and for many years have not been supplied by the government. The few available facilities are the old books and manuals for facilitating reading, writing and counting (KKK). There has never been new curriculum for the program. In fact, adult education to be honest has been neglected completely by the government".*

Policy for ALE

Furthermore, adult education in Tanzania lacks policy of its own which denies direct funding and recognition. It is embedded within the national education policy and situated under primary education structure. This results to adult education lacking the Directorate at the national level. This automatically affects its supremacy and relevance in its prosperity, putting ALE at a disadvantaged position. This was confirmed by 3 (38%) female Key Informant respondents out of 8 Key informant respondents and 5(63%) male Key Informant respondents out of 8 Key informant respondents. The District Adult Education Officer at Kibaha also expressed with concern on this issue, saying;

> *"Adult education in Tanzania lacks policy of its own and Directorate at national level which makes it at disadvantage position regarding its prosperity. This is a setback in the funding process of the education system because it lacks pillars of standing on its own as well as its direct visibility to assure growth, prosperity and sustainability".*

This was further reinforced by the Kongwa District Adult Education Officer who said that:

> *"Despite the fact that the District Education Officers have the means of transport to go around the adult education centres, this is not enough if there is no in-service training for example to make us gain more skills on how to do better in Adult Education aspects. Even for us adult education officers we are not all that recognised, our voices are not all that heard. Even if we are in the meetings with education ministry officials, if you raise a point on adult education, it's never taken all that seriously compared to if a point is raised on formal education. Even the statistics collected from schools in most of the time are based on formal education and do not go deeply to identify the people in need of adult education on the grassroots"*

4.2 Need/Demand Assessment for existing and potential users of ALE services

This section focuses on presenting key objective two findings that have been analysed using quantitative data to the large extent and supported by qualitative data. Source of data for all figure is ALE needs Assessment 2022 quantitative data

4.2.1 Needs for Literacy Programs

The needs/demand for ALE services especially for potential users is high especially for the foundation literacy programs – reading, writing and arithmetic. During the listing exercise the respondents were asked if there were any household members aged 8 and above who have problem with his or her literacy. The findings from listing exercise revealed that potential users listed 526 (66%) Dodoma and 268 (34%) of Coastal regions are unable to read and write. From the listing exercise for potential users the level of literacy for household aged 8 years and above who are illiteracy is shown in the Table17 below

Table 17 Literacy status by districts- ALE Potential Household members aged 8 and above

District	Literate	Illiterate	Total
Kibaha	62 (32%)	133 (68%)	195
Kisarawe	30 (18%)	135 (82%)	165
Kongwa	65(15%)	361(85%)	425
Mpwapwa	38(19%)	165(81%)	203
Total	194	794	988

Source: ALE needs Assessment 2022 quantitative field data

When the potential 268 respondents when asked what they would like to learn in adult education programs the results show that Literacy is much needed 181 (67.5%) followed by Entrepreneurship skills 11(4%), Vocational skills 8(3%)] and other skills as shown in the Table 18 below.

Table 18 Type of Skills demanded by ALE Potential Users

Type of skills	Number of respondents	Percentage
Acting Skills (Drama)	1	0.4
Agriculture Skills	5	1.9
Batik Making	1	0.4
Business Accounting	2	0.8
Cookery	1	0.4
Crop Production and Animal Husbandry	1	0.4
Economic Empowerment	2	0.8
Education For Economic Empowerment	3	1.1
Education That Will Enable to Achieve My Dreams	1	0.4
Entrepreneurship Skills	2	0.8

Entrepreneurship And Agricultural Skills	1	0.4
Entrepreneurship In Food Vending	1	0.4
Entrepreneurship Skills	11	4.1
Entrepreneurship Skills and Animal Husbandry	1	0.4
Entrepreneurship Skills and Formal Education	1	0.4
Entrepreneurship Skills and Literacy	7	2.6
Expanding Ideas	2	0.8
Further Education	1	0.4
Further Education/Continuing Education	1	0.4
Further Training in Tailoring Skills and General Education	1	0.4
Get Various Training	1	0.4
Hands-On Skills	1	0.4
Improve Construction Skills	1	0.4
Improving Existing Skills	1	0.4
Knowledge That Will Be Given Anywhere	1	0.4
Learning	1	0.4
Life Skills	1	0.4
Literacy	181	67.5
Literacy And Fabricating Various Items/ Vocational Skills	1	0.4
Literacy And Tailoring	1	0.4
Literacy And Various Vocational Skills	1	0.4
Literacy And Vocational Skills	3	1.1
Motor Vehicle Mechanics and Literacy	1	0.4
Mult -Skills	3	1.1
Professional Football Prayer	1	0.4
Skills For Employment and Literacy	2	0.8
Tailoring	6	2.2
Tailoring, Electrical Installation, And Computer Literacy	1	0.4
Tailoring And Be Educated	1	0.4
To Become a Medical Doctor	2	0.8
Vocational Skills	8	3.0
Vocational Skills and Literacy	1	0.4
Vocational Skills and Literacy	2	0.8
	268	100.0

When disintegrated by districts and gender ALE potential users demands, the findings shows that in Kisarawe DC demand for Literacy is high 54 (78%) in which female were 39 (80%) and male 15 (75%) , followed by Mpwapwa DC 46 (69%) which comprised of 35 (71%) female and 11 (61%) male, Kibaha DC 42(65%) in which female were 29 (76%) and male were 13(60%) while in Kongwa DC 39 (58%) in which female were 33 (62%) and male were 6 (43%). Furthermore, the findings

indicate that the number of females demanding literacy is higher than the number of males in all four (4) of the survey. The other skills are as shown in table 19 below.

Table 19 Type of Skills demanded by ALE Potential Users disintegrated by Gender

DISTRICT	REQUIRED SKILLS BY POTENTIAL BENEFICIARIES	MALE		FEMALE	
		%	Data	%	Data
KIBAHA_DC	Literacy	76%	13	60%	29
	Literacy and Vocational Skills	6%	1	2%	1
	Entrepreneurship Skills	6%	1	6%	3
	Entrepreneurship Skills and Literacy	6%	1	0%	0
	Crop Production and Animal Husbandry	6%	1	0%	0
	Business Accounting	0%	0	2%	1
	Agriculture	0%	0	2%	1
	Education That Will Enable to Achieve My Dreams	0%	0	2%	1
	Get Various Training	0%	0	2%	1
	Batik Making	0%	0	2%	1
	Entrepreneurship and Food Vending	0%	0	2%	1
	Entrepreneurship Skills and Formal Education	0%	0	2%	1
	Economic Empowerment	0%	0	2%	1
	Mult -Skills	0%	0	2%	1
	Entrepreneurship Skills and Animal Husbandry	0%	0	2%	1
	Further Education	0%	0	2%	1
	Education for Economic Empowerment	0%	0	2%	1
	Agriculture Skills	0%	0	2%	1
	Vocational Skills	0%	0	2%	1
	Cookery	0%	0	2%	1

KISARAWE_DC	Literacy	75%	15	80%	39
	Expanding Ideas	5%	1	0%	0
	Mult -Skills	5%	1	0%	0
	Vocational Skills and Literacy	5%	1	0%	0
	Skills for Employment and Literacy	5%	1	2%	1
	Vocational Skills	5%	1	4%	2
	Tailoring and Be Educated	0%	0	2%	1
	Expanding Ideas	0%	0	2%	1
	Further Education/Continuing Education	0%	0	2%	1
	Economic Empowerment	0%	0	2%	1
	Education for Economic Empowerment	0%	0	2%	1
	Entrepreneurship Skills and Literacy	0%	0	2%	1
	Entrepreneurship Skills	0%	0	2%	1
KONGWA_DC	Literacy	43%	6	62%	33
	Entrepreneurship Skills and Literacy	21%	3		
	Vocational Skills	14%	2	11%	6
	Entrepreneurship Skills	7%	1	2%	1
	Motor Vehicle Mechanics and Literacy	7%	1	0%	0
	Professional Football Prayer	7%	1	0%	0
	Tailoring	0%	0	8%	4
	To Become A Medical Doctor	0%	0	4%	2
	Mult -Skills	0%	0	2%	1
	Entrepreneurship and Agricultural Skills	0%	0	2%	1
	Knowledge That Will Be Given Anywhere	0%	0	2%	1
	Literacy and Tailoring	0%	0	2%	1
	Further Training In Tailoring Skills And General Education	0%	0	2%	1
	Tailoring, Electrical Installation, And Computer Literacy	0%	0	2%	1
	Acting Skills (Drama)	0%	0	2%	1

MPWAP-WA_DC	Literacy	61%	11	73%	36
	Vocational Skills and Literacy	12%	2	2%	1
	Improve Construction Skills	6%	1	0%	0
	Vocational Skills	6%	1	2%	1
	Business Accounting	6%	1	0%	0
	Life Skills	6%	1	0%	0
	Hands-On Skills	6%	1	0%	0
	Agriculture Skills	0%	0	6%	3
	Tailoring	0%	0	4%	2
	Entrepreneurship Skills and Literacy	0%	0	4%	2
	Literacy and Fabricating Various Items/ Vocational Skills	0%	0	2%	1
	Improving Existing Skills	0%	0%	2%	1
	Literacy and Various Vocational Skills	0%	0%	2%	1
	Education for Economic Empower-ment	0%	0%	2%	1

Source: ALE needs Assessment 2022 quantitative field data

The community demand for literary education is exacerbated by globalization and technology. If you are not educated, you cannot engage in issues. One of the reasons for the ALE potential user's illiteracy is the drop out of formal education. This was demonstrated when ALE potential users were asked whether they dropped out from formal or non-formal education. The findings revealed that 122 (92%) dropped out from the formal education where 85 (70%) out 122 respondents were female. This is further confirmed at national level where despite the rapid growth in enrolment in recent years, large numbers of children are still out of school. Altogether 57% of pre-primary aged children, 23% of primary aged children and 41% of lower secondary aged children are estimated to be out of school. Using BEST 2015 figures, the total number of children who were not in school but were at the age when they should be in school under the compulsory free basic education policy was estimated to be more than 4.25 million (0.8m pre-primary, 1.95m primary and 1.5m lower secondary). This shows how formal education contributes to producing people in need of ALE services. If the formal education is strengthened then there will be a reduction on the burden to informal education.

Regarding the education levels of the beneficiaries, the overall findings shown

in figure 2 reveal that among existing users most have either completed primary education 100 (62%), not completed primary education 23 (14%) and some have not attended formal education at all 17 (11%). On other hand, among potential new ALE users most have not attended formal education at all 154 (57%), followed by those who have not completed primary education at 59 (22%).

Figure 2 Overall Education level for Existing and Potential New ALE Users

ALE Potential Users

	NONE	PRE-SCHOOL (NOT COMPLETED)	PRE-SCHOOL (COMPLETED)	PRIMARY (NOT COMPLETED)	PRIMARY (COMPLETED)	O-LEVEL (NOT COMPLETED)	O-LEVEL (COMPLETED)	OTHER (SPECIFY)
(sum) data	154	4	3	59	30	11	4	3
percentage	57%	1%	1%	22%	11%	4%	1%	1%

ALE Existing Users

	PRIMARY (COMPLETED)	PRIMARY (NOT COMPLETED)	NONE	O-LEVEL (COMPLETED)	O-LEVEL (NOT COMPLETED)	OTHER (SPECIFY)	DIPLOMA	BACHELOR'S DEGREE	A-LEVEL (COMPLETED)
(sum) data	100	23	17	12	5	1	1	1	1
perc	62%	14%	11%	7%	3%	1%	1%	1%	1%

Source: ALE needs Assessment 2022 quantitative field data

As shown in figure 3, the findings reveal that similar situation is reflected in districts that most users have either completed primary education and some have not completed the education and others have not attended formal education system at all. Those who are literate are the main beneficiaries of ongoing activities in many entrepreneurial groups while those who are illiterate do not benefit most or do not engage in community activities for fear of ridicule.

This implies that ALE services should consider the situation on the ground as illustrated in figure 3 below.

Figure 3 ALE Existing and Potential New **Users Education** Level **by District**
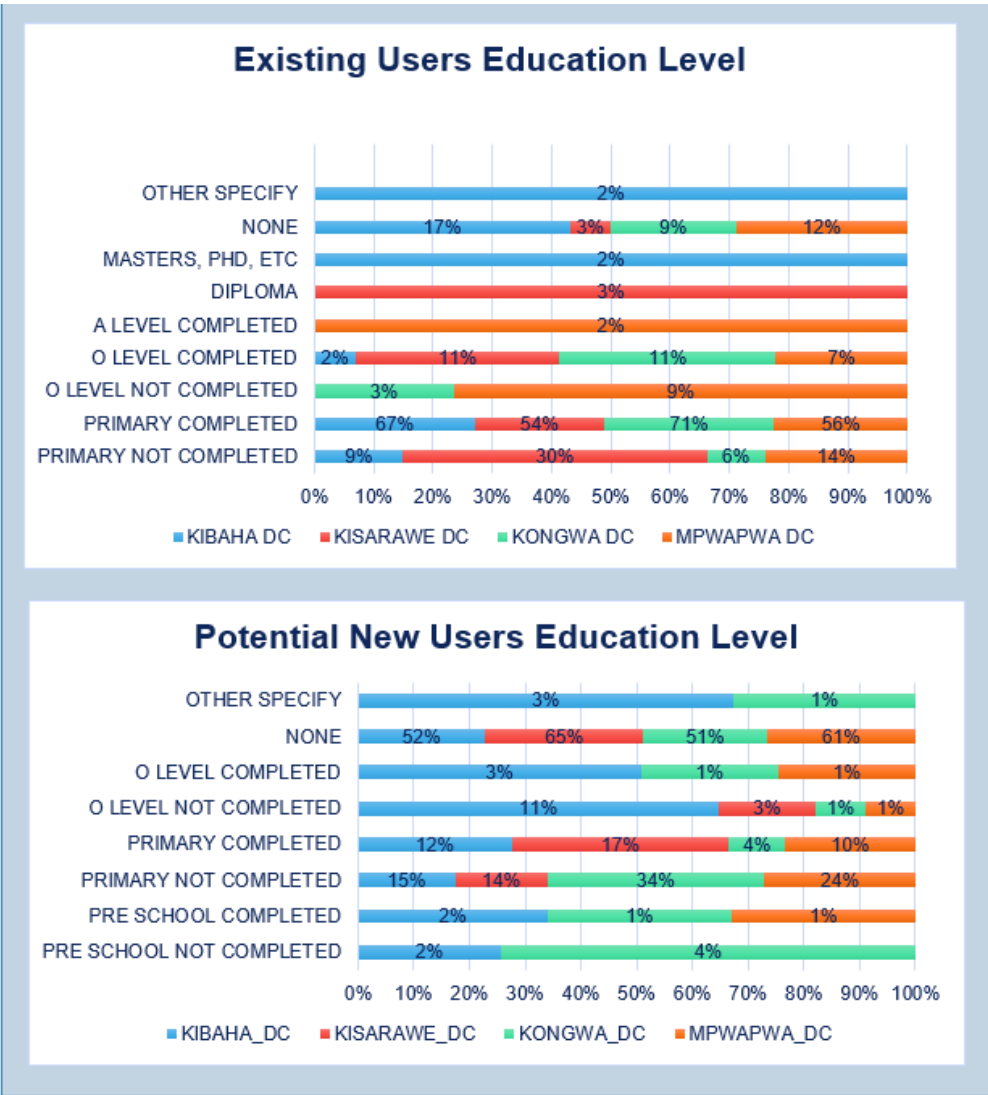
Source: ALE needs Assessment 2022 quantitative field data

Some of qualitative insights from KIIs support the demand of ALE services are presents as follows; Ward Education Officer in Mzenga says;

> *"There is high demand of adult education because many come to me both adults and non-adults requesting to have programs for reading, writing and counting and others. They assure us that they are ready to attend once they are available. Therefore, this program could be a blessing in my area as far as adult education is concerned".*

Similarly, Community Ward Development Officer in Kikongo ward in Kibaha says;

> *"My area has many people unable to read and write and in need to be assisted with education to improve the productive activities and tasks. They are highly willing and interested to join the programs and classes once they are introduced in the community".*

The District Adult Education Officer in Kisarawe also suggest that;

> *"The demand for adult education is very high in the area because many people approximately 4-6 out of 10 are unable to read and write which makes the situation serious as far as demand is concerned. Besides that, there is high willingness level once the programs are well placed because many people from different areas within the communities are interested and request me to have the programs. This has prompted the need to start the class at Gwata Primary School with 53 students learning to read, write and count which is very active from January 2022".*

Subsequently when ALE potential users were asked if they need to join adult education services the results show 46 (94%) are willing to join ALE programs while only a few 3 (6%) indicated they were not ready to join ALE services. Those who are eager to have this education are the youth aged 15, 16, 17 and 18 years. However, for the mothers aged 40 years and above, they are more concerned that their children should have education so that they can be educated better. The readiness and availability to attend ALE services/programs at district level is shown in the table 20 where Mpwapwa and Kongwa districts have shown great willingness to join the ALE services/programs followed by Kisarawe and Kibaha districts.

Table 20 Willingness to attend ALE services/programs

District	Not Ready to attend ALE services	Ready to Attend ALE services
KIBAHA DC	1(13%)	7(88%)
KISARAWE DC	1(10%)	9(90%)
KONGWA DC	1(5%)	18(95%)
MPWAPWA DC		12(100%)

Source: ALE needs Assessment 2022 quantitative field data

ALE potential users are willing to join ALE services especially ICBAE (as its where they can gain more skills and be productive in the community within a short time as they continue attending other family and community responsibilities). The findings show that 43 (93%) have admitted to being able to have time to attend the adult education programs if it comes and only 3 (7%) have shown a lack of time to attend classes, which indicates high readiness and needs for ALE services. The willingness to join the ALE programs is motivated by the perception that if they receive training that is consistent with improving their income-generating activities then livelihood will be improved. This was evident when they were asked whether enrolling in ALE will improve the livelihood of potential users. Overall findings reveal that 40% potential users are very sure that their livelihoods will improve, and 27% are sure while those who could not say they're sure or not sure were 18%. Those unsure, and very unsure were 9% and 6% respectively that being enrolled in ALE can improve their livelihood. This is clear that ALE programs are trusted and has high acceptance among potential users in the areas.

Fee Contribution

Overall results as indicated in Table 21 shows that about two third 29 (63%) of potential users expressed unwillingness to contribute fees to the services. The willingness to contribute by paying fees for ALE services by district. This implies that the program should not charge fees at least at the starting point or first stage and should only impose minimal fees for the sustainability and ownership of the ALE programs implementation.

Table 21 Fee Contribution by District

District	Unwilling to contribute	Willing to contribute
KIBAHA DC	3(43%)	4(57%)
KISARAWE DC	7(78%)	2(22%)
KONGWA DC	10(56%)	8(44%)
MPWAPWA DC	9(75%)	3(25%)

Source: ALE needs Assessment 2022 quantitative field data

This was further supported by qualitative field data where it is requested that the services as they are introduced in the areas should at least be provided

for free start for some time to incentive beneficiaries. This is supported by the majority that's 103 (97%) out of 106 female participants and 30 (75%) male participants out of 40 male participants. As indicated in Table 22, the respondents' views by district and gender indicate that they would prefer to receive this service at a lower cost commensurate with their income capacity.

Table 22 Free or Low-cost ALE programs Access by district and gender

District	Female	Male	Total
Kongwa	26	9	35
Mpwapwa	31	6	37
Kibaha	20	7	27
Kisarawe	26	8	34
Total	103	30	133

Source: ALE needs Assessment 2022 qualitative field data

This is something that is advocated for by the adult education actors, local leaders, community members and other actors within. The concern is that most people living in such areas constitute limited economic strength which has implication towards accessing the adult education services for payment. In that case, it is therefore suggested that ALE services should be provided, to start with, for free until a time when the beneficiaries can contribute in one form or another. This is complemented by the participant in Uvivukwoi group in Gwata who says;

> *"We request that the services should be offered for free because our economic conditions are unfriendly to engage ourselves in any form of payment services. We are willing and ready to study so that we learn and be able to master our environments. But we need to be helped to learn without being subjected to payment like our children in school".*

Also, Community Ward Development Officer in Mpwapwa suggest that;

> *"The demand for adult education is very high but if the services will be offered for free may attract many participants as possible. However, if payments will be issued from the start, then response could be none in most areas. I suggest that the services to start being offered for free for some time until the community sees the advantages among their members. Later the changes could be affected to assure positive response".*

4.2.2 Needs for Livelihood Skills Programs

Existing and potential ALE users especially those who are engaged in income generation showed a greater need for agriculture skills-based services. This is the most important need/demand as far as adult education services are concerned. Beneficiaries want skills that enable them to improve their livelihood activities for quick transformation of their lives. The existing ALE users were asked what skills they would like to learn instead which is not provided by existing ALE programs. The overall findings reveal that entrepreneurship and related skills are most demanded 45(45%) followed by tailoring skills 19 (19%), modern farming and related skills 20 (21%) and other skills as shown in the table 23 below

Table 23 Types of Livelihood Skills required by Existing Users

Type of skills required	Percentage	Respondents
Baking Breads	1%	1
Business Skills	3%	3
Decoration	1%	1
Drilling Machines	1%	1
Electrician	1%	1
Entrepreneurship Skills	38%	36
Football	1%	1
Literacy	1%	1
Improving Oil Production and Value addition	4%	4
Batik and Soap making	1%	1
Livestock /Husbandry/Farming in Groups/ Modern Cow cross breed	7%	7
Marketing Skills	2%	2
Mechanical Skills	2%	2
Modern Farming Skills	13%	12
Music Instruments - Keyboard, Guitar and Music Recording	2%	2
Tailoring Skills	19%	18
English Language	1%	1
Using Computer and Driving a Car	1%	1
Video Production	1%	1
Total	100	95

Source: ALE needs Assessment 2022 quantitative field data

When the existing users' demands are segregated by districts and gender, the findings show that Kibaha DC has the highest demand for Entrepreneurship at 13 (50%), followed by Kisarawe DC at 9 (43 %), Kongwa DC at 9 (36%), and Mpwapwa DC at 5 (22%). Furthermore, the findings indicate that the number of females demanding entrepreneurship is higher than the number of males in all four (4) of the survey as shown in Table 24.

Table 24 Type of Skills demanded by ALE Existing Users disintegrated by District

DISTRICT	REQUIRED SKILLS BY POTENTIAL BENEFICIARIES	MALE		FEMALE	
		%	No	%	No
KIBAHA_DC	Literacy	76%	13	60%	29
	Literacy and Vocational Skills	6%	1	2%	1
	Entrepreneurship Skills	6%	1	6%	3
	Entrepreneurship Skills and Literacy	6%	1	0%	0
	Crop Production and Animal Husbandry	6%	1	0%	0
	Business Accounting	0%	0	2%	1
	Agriculture	0%	0	2%	1
	Education That Will Enable to Achieve My Dreams	0%	0	2%	1
	Get Various Training	0%	0	2%	1
	Batik Making	0%	0	2%	1
	Entrepreneurship and Food Vending	0%	0	2%	1
	Entrepreneurship Skills and Formal Education	0%	0	2%	1
	Economic Empowerment	0%	0	2%	1
	Mult -Skills	0%	0	2%	1
	Entrepreneurship Skills and Animal Husbandry	0%	0	2%	1
	Further Education	0%	0	2%	1
	Education for Economic Empowerment	0%	0	2%	1
	Agriculture Skills	0%	0	2%	1
	Vocational Skills	0%	0	2%	1
	Cookery	0%	0	2%	1

KISARAWE_DC	Literacy	75%	15	80%	39
	Expanding Ideas	5%	1	0%	0
	Mult -Skills	5%	1	0%	0
	Vocational Skills and Literacy	5%	1	0%	0
	Skills for Employment and Literacy	5%	1	2%	1
	Vocational Skills	5%	1	4%	2
	Tailoring and Be Educated	0%	0	2%	1
	Expanding Ideas	0%	0	2%	1
	Further Education/Continuing Education	0%	0	2%	1
	Economic Empowerment	0%	0	2%	1
	Education for Economic Empowerment	0%	0	2%	1
	Entrepreneurship Skills and Literacy	0%	0	2%	1
	Entrepreneurship Skills	0%	0	2%	1
KONGWA_DC	Literacy	43%	6	62%	33
	Entrepreneurship Skills and Literacy	21%	3		
	Vocational Skills	14%	2	11%	6
	Entrepreneurship Skills	7%	1	2%	1
	Motor Vehicle Mechanics and Literacy	7%	1	0%	0
	Professional Football Prayer	7%	1	0%	0
	Tailoring	0%	0	8%	4
	To Become A Medical Doctor	0%	0	4%	2
	Mult -Skills	0%	0	2%	1
	Entrepreneurship and Agricultural Skills	0%	0	2%	1
	Knowledge That Will Be Given Anywhere	0%	0	2%	1
	Literacy and Tailoring	0%	0	2%	1
	Further Training In Tailoring Skills And General Education	0%	0	2%	1
	Tailoring, Electrical Installation, And Computer Literacy	0%	0	2%	1
	Acting Skills (Drama)	0%	0	2%	1

MPWAP-WA_DC	Literacy	61%	11	73%	36
	Vocational Skills and Literacy	12%	2	2%	1
	Improve Construction Skills	6%	1	0%	0
	Vocational Skills	6%	1	2%	1
	Business Accounting	6%	1	0%	0
	Life Skills	6%	1	0%	0
	Hands-On Skills	6%	1	0%	0
	Agriculture Skills	0%	0	6%	3
	Tailoring	0%	0	4%	2
	Entrepreneurship Skills and Literacy	0%	0	4%	2
	Literacy and Fabricating Various Items/ Vocational Skills	0%	0	2%	1
	Improving Existing Skills	0%	0%	2%	1
	Literacy and Various Vocational Skills	0%	0%	2%	1
	Education for Economic Empowerment	0%	0%	2%	1

Source: ALE needs Assessment 2022 qualitative field data

The main activities of the ALE existing beneficiaries as shown in table 25 include farming 112 (70%), livestock keeping 4 (2%) and entrepreneurship 11 (7%). Potential new ALE users engage in own activities in most cases with majority being farmers 178 (66%) and other in self-employed works and activities s that need to be boosted with skills. Also, 45 (17%) of potential users do not engage in any economic activity as compared to 13 (8%) of existing users. The results show similar trend of farming as a major economic mainstay in all districts - Mpwapwa DC (86%), followed by Kongwa DC (83%), Kibaha DC (63%) and Kisarawe DC (46%). Therefore, the program implementation should focus on skills for enabling the users to perform in their activities.

Table 25 ALE existing Current Main Activity

Current Main activity	Percentage	No of Respondent
Farmer	70%	112
Nothing	8%	13
Hawking/ selling clothes, food, other items	7%	11

Own other commercial or financial busi-ness	5%	8
Livestock care/ Sheppard	2%	4
Other (specify)	2%	3
Own shop (retail)	1%	2
Teacher	1%	2
Other government job	1%	1
Local brewer	1%	1
Agricultural laborer	1%	1
Tailor or seamstress	1%	1
Sell own agricultural products in market	1%	1
Hotel, restaurant or tourism job	1%	1

Source: ALE needs Assessment 2022 quantitative field data

Table 26 Potential New ALE Users Current Main Activity

Current main activity	Percentage	No of Respondent
Nothing	17%	45
Farmer	66%	178
Agricultural laborer	1%	3
Sell own agricultural products in market	1%	2
Hawking/ selling clothes, food, other items	1%	4
Own shop (retail)	1%	2
Work in other person's shop (retail)	0%	1
Own other commercial or financial business	3%	7
Domestic work (house boy/girl)	0%	1
Hotel, restaurant or tourism job	1%	3
Bicycle/motorbike taxi work (boda-boda, piki-piki)	1%	3
Unskilled construction laborer	0%	1
Mechanic	0%	1
Local brewer	2%	5
Religious officiant / leader	0%	1
Other (specify)	3%	9
Don't know, refuse to answer	1%	2

Source: ALE needs Assessment 2022 quantitative field data

It is important that the programs offered should be in line with COBET I &I, IPOSA I and II, ICBAE. This is complemented by the views from Community Ward Agriculture Officer in Kongwa stating that;

"The society indeed has many people who cannot read, write or count, who are in high needs to receive this education. However, once the program will concentrate on reading, writing, and counting alone, some may not be excited to participate because they would consider it a waste of time. Therefore, it should include some lifelong and livelihood skills at the same time".

In supporting this, a participant from Amsha Popo group in Kongwa said;

"For ALE it is important for the programs to be skills oriented so as to enable the acquisition of new insights that will help us successfully conduct of our daily lives in making money and venture into opportunities. This is the education which consist of value to the adults because it supports the daily activities of the person".

Besides that, ALE services should comprise of short-term courses with teaching and learning process happening in short period of few weeks and not more than 2 months at most depending on the course. The courses should be 100% skills oriented which aim to transform an individual quickly to become useful and productive. This is supported by the statement from Community Ward Development Officer in Kwala that;

"The courses for ALE can be useful to the learners and beneficiaries provided that they are short term and do not require beneficiaries to spend long time in the education process. The trainings should focus on quickly transforming the individuals into productive actors for their families".

In addition to that, those who successfully complete the courses and programs should be offered some certificates, including recognition of prior learning and experiences. This is very important because there are some people in the communities with various skills such as plumbing, mechanics, carpentry and others that they fail to secure jobs and some opportunities because they lack certified proof signifying their skills and competence. Therefore, ALE services could be essential to the beneficiaries if there can be certificates being awarded in the process. The Ward Education Officer in Mtambani ward insists on this, saying;

"ALE program can be of great use to the beneficiaries if it will grant certificates in the courses and trainings they receive. This may enable them to be recognized so that some may get jobs and other opportunities

to make money and generate income. This is something that could serve as major changes to the adult learners that the skills they learn get to be recognized and useful in large context".

The visibility of ALE programs has been challenged by the lack of access to information for the ALE potential users, especially those at the community level. This is confirmed by the following results;

4.2.3 ALE Information Availability

This aimed to determine whether potential users have been looking for information on ALE programs in the last 12 months. The overall findings reveal that most 254 (95%) of potential users interviewed in most cases have not been searching for ALE programs information in the last 12 months. Only a few 14 (5%) of potential users have been searching for information although this information is 100% free. This has been because majority of ALE potential beneficiaries are not aware of ALE services existence and practice. The ALE information search by district is shown in figure 5 below.

Figure 4 Information Search by District
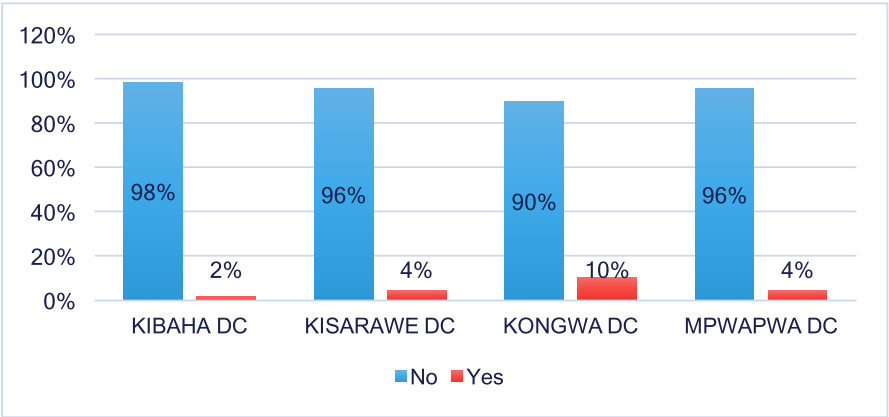
Source: ALE needs Assessment 2022 quantitative data

Furthermore, the findings reveal that the search for ALE programs information is basically motivated by own decision among many. This is evident with 13 (79%) asserted on the claim. This automatically shows that there is a need/ demand on ALE program since they are self-motivated to pursue the program.

4.2.4 Information Seeking Behaviour of ALE Users

This aimed to determine whether potential users have received any ALE-related information or advice in the last 12 months. The findings reveal that majority

236 (94%) of ALE potential users in the last 12 months have not received any information or advice on ALE. This implies that the group is potential for ALE services as it has not been affected by any false information regarding the programs.

4.4.4 Formal or Informal ALE Information

This aimed to assess whether in the last 12 months potential users have heard of ALE programs. Overall findings reveal that in the last 12 months most potential users 219 (92%) in most account have not heard of formal or informal ALE issue including government sources. The result at district level is reveal in table 27 below.

Table 27 Formal or Informal ALE by Districts

district	Never Heard	Have Heard
KIBAHA DC	57(98%)	1 (2%)
KISARAWE DC	59(95%)	3 (5%)
KONGWA DC	48(86%)	8(14%)
MPWAPWA DC	55 (89%)	7 (11%)

Source: ALE needs Assessment 2022 quantitative field data

4.4.5 ALE Information Usefulness

This seeks to determine whether the information is useful to the potential users at the household level or individually. Overall findings reveal that the information on ALE is useful to them and their households as potential users. Over three-quarters 38 (78%) said that ALE program is accepted and its value has been noted by the group.

4.4.6 Other Findings

For other findings, the analysis has been summarized in terms of age, gender, education level and main activity of the learners as described as follows.

i. ALE Enrolment

The purpose is to determine the enrolment in ALE programs in the last three years. The overall findings reveal that there has been enrolment in ALE programs with 91 (57%) agreed and 70 (43%) being not enrolled. This entails that ALE services/programs are in demand and the program should consider

this in the implementation. Kisarawe DC and Kongwa DC showed most enrolment as shown in figure 6 below.

Figure 5 Existing ALE Enrolment by District
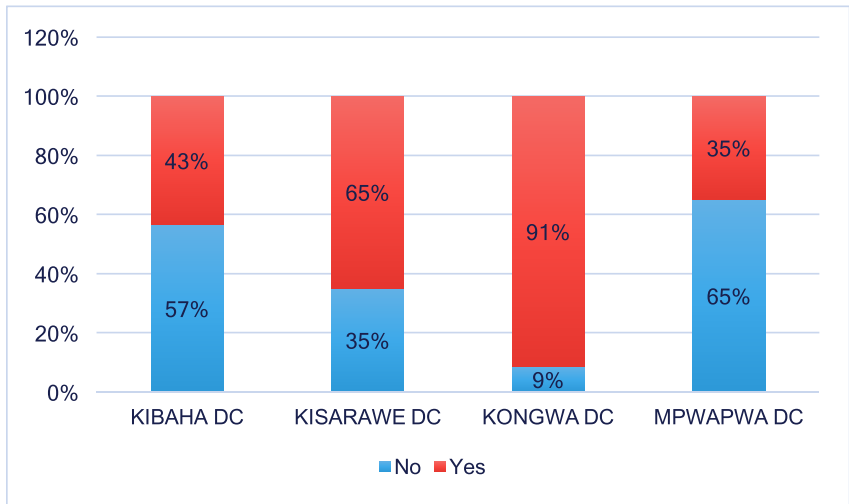
Source: ALE needs Assessment 2022 quantitative field data

ii. *Awareness Among ALE Users*

This aimed to determine awareness on anyone that has been able to be enrolled in the ALE program in the community. The overall findings reveal that among existing users little is known if anyone else in the community enrolled in ALE. About two thirds 110 (68%) said they did not know. When the results are narrowed down to district level, Kibaha DC 37 (80%) and Mpwapwa DC 33 (77%) had lower awareness compared to Kisarawe DC 25 (68%) and Kongwa DC 15 (43%) which is shows that there is clear need for the ALE programs awareness.

iii. *Program Attendance*

This intends to determine how often existing users attend the ALE program. The overall findings reveal that existing users in totality attend programs in varying time depending on the group requirements and nature of the activities. Some 40 (43%) said that they attend once every week, a few 7 (7%) attend and meet every day, also a few 8 (9%) attend once in every month and others as evident in figure 7. The findings by district are shown in figure 8 where majority attend the programs once every week 17 (85%); 9 (56%) in Kibaha DC and Mpwapwa respectively, few time in a month 13 (38%) in Kongwa DC and every

day 2 (13%) in Kisarawe DC. Although the attendance is not spectacular, in the absence of other support and awareness, the existing users attended the program, and the group serves as useful ambassadors of the program because they attend the sessions.

Figure 6 Overall ALE Programs Attendance
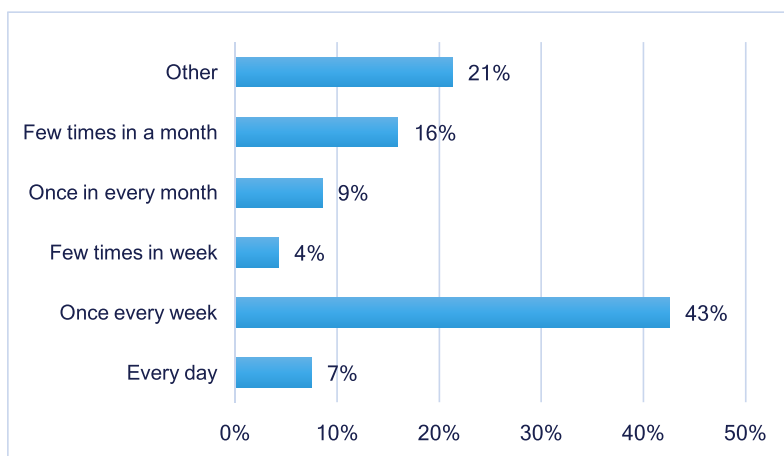
Source: ALE needs Assessment 2022 quantitative field data

Figure 7 ALE Programs Attendance by District
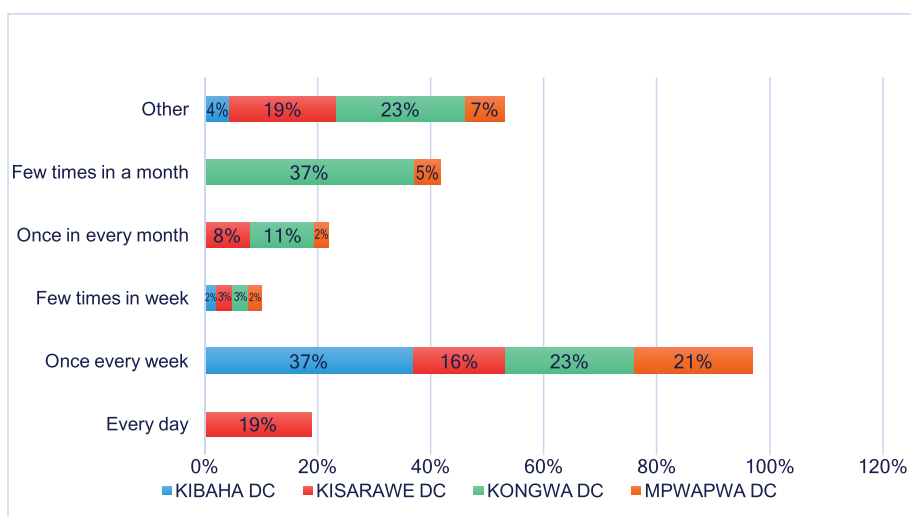

Source: ALE needs Assessment 2022 quantitative field data

iv   *Payments Made to Attend the Program*

The overall findings reveal that majority 85 (90%) of existing users did not pay money or anything to acquire the program as majority are in economic

generating activity groups and very few in formal government ALE programs. This implies that the group of existing users like ALE services because although they did not pay for the services still, they attended the programs. This is a potential that needs to be utilized. The breakdown findings by district are shown in figure 18 below.

Figure 8 ALE Programs Acquisition Payments by Districts
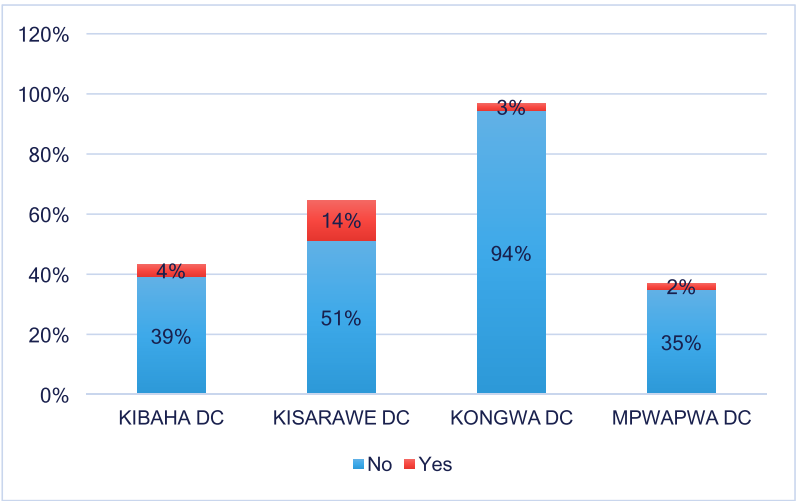
v. *Payment Mode*

The section seeks to show the payment mode of the programs by existing users. The overall results shows that existing users engage in the ALE programs which are paid with some paying themselves 4 (44%) others 2 (22%) paid by family/household members and some 3 (33%) paid by other actors. The information is useful for the ALE services because it shows the community is aware of the payment on the program and there is some willingness to pay, which can be built on in future.

vi. *Type of ALE Programs Training*

The section seeks to show the type of training existing users were provided in the program. The overall findings reveal that existing users have been receiving variety of training from the program including vocational, literacy, professional courses and others as shown in table below. Then 21 (22%) received vocational training, literacy 10 (11%) and others 59 (63%) relating to the economic generating activities they perform. This shows that there is need/demand for ALE services which should be consistent with skills and competence as well as the Objective of literacy within.

vii. ***Ownership of the Centre***

This seeks to determine who owns the centre where training take place on existing users. The overall results reveal that centres for conducting training are owned by various actors including 27 (29%) government and 61 (61%) private actors. This is clear that ALE services are in demand since private centres for training exist and form almost two thirds; this is a platform to be utilized in the implementation process, and that engaging the private sector in ALE service provision can result in high outcomes.

viii. ***Program Comparison***

This seeks to compare the current program with other ALE programs pursued by existing users. The findings reveal that existing users have varying perception about the program they are in, with some saying their program is better than others 18 (18%), others argued that government programs are far better 27 (27%), some suggest the programs are all the same 9 (9%) and others could not compare. This shows demand being high since the existing users are able to compare program. The group therefore fits for the inclusion of the services.

ix. ***Learning Something Else***

The question seeks to determine whether existing users can learn something else that is relevant to them. The overall findings reveal that existing users are willing to learn something else relevant to them and their well-being as illustrated in figure 19. This entails that ALE services can be introduced due to such willingness to learn new things.

Figure 9 Learning Something Else by Districts
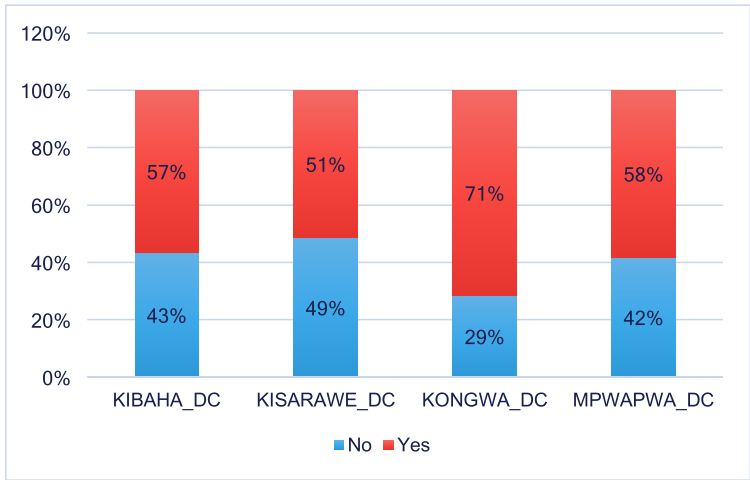
Source: ALE needs Assessment 2022 quantitative field data

This is the most important need and demand as far as adult education services are concerned. The acquisition of skills that may enable quick transformation of inputs into productive output is the most need requirement. This is something that ALE users both existing and potential new ones are expecting. This is further supported by participant from Amsha Popo group in Kongwa who said;

> *"For ALE it is important for the programs to be skilled oriented which enables the acquisition of new insights as it enables the successful conduct of our daily lives in making money and venture into opportunities. This is the type of education which consists of value to the adults because it supports the daily activities of the person".*

Apart from that, the other need and demand for ALE services is the Literacy skills which is the acquisition of reading, writing and counting skills. This is because Dodoma and Coastal regions has large number of people who are unable to read and write. They include potential household members aged 8 and above (the aged, youths and the young ones) some of whom never had the opportunity to attend formal education at all. Others had the opportunity to attend formal education to standard 7 but for some reasons they are unable to read and write. This is the case because most of ALE potential users are adults with responsibilities and families to take care of and are already into income generating activities. In that case, users expect the program to include skills

development as well as reading and writing. The assertion is complemented by the views from Community Ward Agriculture Extension Officer in Kongwa stating that;

> *"The society is indeed composed of many people unable to read and write as well as counting with high needs for the community to receive this education. However, once the program will concentrate on reading, writing and counting alone, then may not be able to get as many participants because could be considered as wastage of time. Therefore, it should include skills at the same time".*

It is imperative that ALE services should comprise of short-term courses that learners are subjected to the teaching and learning process in short period of few weeks and not more than 2 months at most depending with the course. The courses should be 100% skills oriented which aim to transform an individual quickly to become useful and productive. This is verified by the statement from Community Ward Development Officer in Kwala stating that;

> *"The courses for ALE can be useful to the learners and beneficiaries provided that they are short term and do not require beneficiaries spend long time in the education process. The trainings should focus on quickly transforming the individuals into productive actors for their families".*

In addition to that, the courses and programs that can be offered to the beneficiaries should lead to some form or certification from relevant authorities. Such certificates may be beneficial for other reference purposes. Certification should also include recognition of prior skills. This is very important because there are some people in the communities with various skills such as plumbing, mechanics, carpentry, etc who fail to secure jobs and some opportunities because they lack certified proof for their skills and competence. The Ward Education Officer in Mtambani ward said;

> *"ALE program can be of great use to the beneficiaries if it will grant certificates in the courses and trainings they receive. This may enable them to be recognized because some may get opportunities for jobs and other opportunities to make money and generate income. This is something that could motivate the adult learners that the skills they learn get to be recognized".*

Overall, ALE services demand is high in all regions, districts and wards is positive. The assessment revealed that there is high rate of people in the communities and localities who are unable to read, count or write. They include all age groups - the young age, youths and adults. They are all in need to improve their productivity in their livelihood's activities. The community members as users of the services including local leaders such as Councillors, Community Ward Development Officers, Community Ward Agriculture Officers, Ward Education Officers, groups, adult education actors in the district levels all showed high level of desire and need towards adult education services.

4.3 Comparison of the Needs and Demands of Learners with the Objectives/Services Delivered through the National existing Government Programs

The government's existing ALE programs must match the needs and demands of the targeted ALE learners in order for the programs to be relevant. A comparison of learners' needs and demands with existing national government initiatives is essential in this regard.

4.3.1 Comparison with the Government Programs

According to the findings of the study presented in Table 9, learners' requests and requirements are, to some extent, corresponding to the objectives/services provided by existing government programs. However, a few respondents from Kongwa District requested programs that were not offered in ALE non-formal programs, such as (1)1 % who wanted to be a doctor and 3(3%) who wanted technical skills, all from Kongwa. Some individuals sought specific expertise, for example there were 3(3%) from Kongwa,5(6%) from Mpwawa, 7(11%) from Kibaha, and 6(7%) from Kisarawe. Such individuals require career education to select a skill. This includes those who did not choose anything at all, such as 10(15%) from Kongwa, 10(15%) from Mpwapwa, 9(14%) from Kibaha, and 12(17%) from Kisarawe. It is possible to conclude that the existing ALE programs are relevant to ALE's needs and demands (See Table 28).

According to users in Kongwa district, the main skills required are: entrepreneurship and agriculture, as well as communication skills.

Table 28 Comparison of learns needs and objectives of the existing ALE programs offered by the government

Requested programmes by ALE existing benefices	Relevant ALE government programmes	Objectives of ALE government programme
1. Entrepreneurship	ICBAE	To empower to discuss and analyse key issues in their communities and the programme assists them in starting mini projects (income-generating activities)
	IPPE, Folk education and short-term vocational training programme	to provide knowledge and skills to communities so as to enable them to employ themselves hence effectively arresting poverty). training consists of vocational training and general knowledge such as entrepreneurship, life skills, civic education, and communication skills.
	VETA & Nom VETA VET centres	To prepare young adults for self-employment where entrepreneurship is compulsory subject
2. Vocational skills which include: Tailoring, Animal Husbandry, Computer literacy, Car driving, Modern agriculture, Football, Video Production, Music Instruments & Recording, Decoration, Drilling wells, Batik and Soap making, Baking Brea, Quality Oil processing, Packaging and labelling, Electrical Installation, Motor Vehicle Mechanics, Marketing skills, Cow Cross breading	ICBAE, Folk education, Integrated Training for Entrepreneurship Promotion (INTEP)offered by VETA centres and Short courses for vocational skills.	To prepare the learner to establish income generating activities (Self -employment)
3. Literacy	COBET I and II	To mainstream school-age children into the formal system after them completing a three (3) years course A second chance to basic education for aged and dropout children.

4. English language	COBET I and II	To mainstream school-age children into the formal system after them completing a three (3) years course A second chance to basic education for aged and dropout children.
5. Continuing Education	COBET I and II	To mainstream school-age children into the formal system after them completing a three (3) years course A second chance to basic education for aged and dropout children.
6. Life skills	Folk education, Integrated Training for Entrepreneurship Promotion (INTEP) offer by VETA centres	To impart life skills and employability skills

4.3.2 Provision ALE Programmes in the Four (4) Districts

i. Kisarawe District

There are 91 primary schools in the district, spread in 17 wards and 65 villages. The COBET program is now being implemented at 18 schools out of the 91 primary schools. There are nine (9) ICBAE facilities, as well as an Open and Distance Learning program in which 55 teachers are studying their Diploma. There are 265 ICBAE learners in the district (92 males and 173 females). The district has structures existing in some schools that are used as Adult Learning Centres such as Gwata primary school in Mafizi Ward and Turiani primary school in Mzenga Ward. The buildings/classes and infrastructures are very poor, they need renovation. There is one FDC which can provide various pre-vocational training programmes and folk education.

ii. Kibaha District

Adult learning and education (ALE) services now available in the district are: ICBAE. Yes, I can, COBET, ODL, 3R's and IPPE. The programmes are run in existing schools' buildings. The region lacks a Folk Development College, but there is a VETA center and other non-VETA centers that can provide pre-vocational training. There was no evidence of a link between VET centers and ALE programs during the survey and validation workshop.

iii. Kongwa District

The only ALE programmes offered in Kongwa is ICBAE. During the survey there

was one ICBAE programme which had just started. Adult learning and education (ALE) service currently provided in the district include: Entrepreneurship skills, Agriculture skills, communication skills, Saving and record keeping. It was observed during the survey that ALE services in the district are at low level. There is no single FDC in the district. The structures that exist in the district for conducting ALE programmes include: Teachers' Resource Centres, Government go downs, Primary Schools, Farmers' Learning Centres, Ward offices, District Council buildings, and a 'Post Primary vocational centre (District Workshop). Most of these venues are old, run down and do not have seats for learners nor are conducive for adult learning activities.

iv. Mpwawa District

In Mpwapwa Districts there are 11 COBET classes, four (4) ODL centres i.e., Mpwapwa teacher's college, Success education Centre, New hope open school and St Luke's education centre 17 ICBAE groups listed in Table 29. Folk education and Vocational training programmes at Chisalu FDC. The college officers vocational training in the following skills: carpentry, tailoring, electricity, plumbing, masonry, breaking work and animal keeping.

Table 29 ICBAE groups in Mpwapwa

S/n	Ward	Name of the Group	Activity	Number Of Members		
				Male	Women	Total
	Mpwawa	Vijana	Tailoring	4	9	13
	Mazae	Idilo group	Blacksmith	6	0	6
	Berege	Muungano	Agriculture	20	40	60
	Mlunduzi	Chinyika	Carpentry	4	0	4
	Mlunduzi	Chinyik	Poultry keeping	13	9	22
	Mima	Amani	Welding	20	5	25
	Mima	Uwezo	Carpentry	17	2	19
	Malolo	Maarifa	Agriculture	0	10	10
	Malolo	Tubitehamwe	Soap production	6	14	20
	Malolo	Asenal	Tailoring	12	18	30
	Pwaga	Faidika	Agriculture	3	3	6
	Pwaga	Mtama	Agriculture	4	2	6
	Pwaga	Munguwi	Animal keeping	2	8	10

Mpwapwa	Tuajiri	Tailor-ing	1	5	6
Berege	Juhudi kazi	Piggery keep-ing	13	7	20
Pwaga	Tupendane	Sorghum pro-duction	25	14	39
Pwaga	Vikoba	Saving and credit	12	6	8
	TOTAL		164	**152**	**314**

Even though responders to this study mentioned a few required skills, the economics activities indicated in the district profile delivered during the stakeholders' validation workshop can be used to create ALE programs. The main economic activities presented were agriculture, animal husbandry, business, fishing, and small industry activities. The Mpwapwa district grows maize, sorghum, beans, sweet potatoes, Irish potatoes, cassava, rice, and cowpeas are among other food crops. Cash crops include sunflower, onions, groundnuts, and cashew nuts. Table 10 show some of the existing programmes which can be extended to other parts of the district.

Generally, the assessment conducted in the four (4) districts shows Literacy skills and Entrepreneurship are most preferred in the four districts. These skills correspond to COBET and ICBAE objectives. The findings in table 9 indicate that in all four regions most respondents (34% in Kibaha, 41% in Kisarawe, 36% in Kongwa and 31% in Mpwapwa) need literacy skills followed by general education in two regions (20%) in Kibaha, 26% in Kisarawe) while entrepreneurship skills rank second in two districts (24%) in Kongwa and 31% in Mpwapwa).

5.0 CONCLUSION

The study concluded that ALE is vital and highly needed. There are many potential adult learners who are illiterate and willing to take literacy programmes. There are also potential adult learners who are either literate or semi-literate but are also in demand for other adult learners' skills. There is a high perception of ALE among both existing and potential users, despite limited ALE financing and service delivery in the districts. Most learners would like multi skilled short courses, albeit with some form of recognition such as certificates.

Demands for ALE are there, for both literacy and skills. Literacy is needed by learners in order to help them improve their lives in daily activities such as use of mobile phones, supervising children's school homework and being able to be elected in various leadership roles in the community. Reading, writing and counting are particularly important because those who not literate cannot fully participate in social and economic activities such as being elected in leadership positions, supervising children's school, being in involves in financial transactions and inclusion, as well as doing business and entrepreneurship. They also feel ashamed in the society. These needs/demands of learners are in line with ALE's government objectives and priorities.

The short-term skill-based contents are needed to enhance improvement in livelihoods of learners. The most skills required skills include agricultural skills and entrepreneurship. Such demands should be skills-based, mostly on a short-term basis with multiple effects in their lives and well-being. Other skills in demand include as masonry, motor vehicle mechanics, cookery, baking, food vending, tailoring, food processing, batik making, drama, mat and basket making, brewing alcohol, animal husbandry, poultry keeping, burning charcoal, etc. There is no substantial difference between men and women's skills demand and the skills demand differences from one district to another is also not sharply contrasted. All four districts almost require similar skills spread randomly across the 12 wards studied. All these skills demand corresponds to COBET and ICBAE objectives. Other preferred skills include vocational skills, the demands which fits well with IPPE, FDC and VETA prevocational and vocational training programmes.

Majority of those in needs of the adult learning are relatively poor and may not be willing and capable of any form of payment and charges for the learning. Despite this demand, the financing of ALE is very weak, and the districts do not explore any other sources of funding such as local government and fundraising.

Challenges still exists in ALE implementation, such as limited funding, poor learning environment, lack of teaching and learning materials, inadequate Monitoring and Evaluation of ALE, untrained facilitators on andragogy, understaffing of some ALE offices, outdated curriculum framework and inadequate awareness of ALE potential users. Generally, the most compelling challenges are lack of enabling environment for ALE, outdated curriculum, limited financing, monitoring and evaluation, poor coordination among service providers especially NGOs at the district levels and low morale.

6.0 RECOMMENDATIONS

In view of the findings and inputs made during the stakeholders' validation workshops the following recommendations are outlined in the key areas for:

6.1 Enabling environment:
There is a big concern about the lack of suitable facilities for providing training to adult learners, which include infrastructure; teaching and learning materials, and an outdated curriculum framework. Therefore, it is recommended that:

- It is necessary to develop and implement an improvement plan and budget. Adult education should have its own sub-vote in the budget instead of incorporating it into the basic education budget. The findings from Adult Education Implementers from National level to Ward level raised concerned about this as well as in the validation workshop that it is, in most cases, not given priority. The priority goes to basic education.
- The curriculum framework should be updated.
- The classes used by adult learners should rehabilitated and refurbished to provide a conducive and inclusive learning environment for them.
- To guarantee consistency and proper implementation of the programs, guidelines for implementing each ALE program should be developed and disseminated to users.
- ALE graduates should be provided with certificates upon completion of various courses to recognise skills undertaken during the learning encounters.
- The ALE Offices at district levels should also be innovative in seeking other source of funds outside the government channels, such as organising fundraising and ALE marathon events with other key stakeholders within their locality to curb the problem of inadequate funds for ALE activities

6.2 Institutional Arrangement:
It was observed in the survey findings and validation workshop that the ALE activities are not well coordinated and linked.   To improve the situation, it is recommended that a proper structure to coordinate the various ALE providers should be put in place. There should be a link between ALE services and programs for adults offered by other government departments for example

the economic groups formed by community development officers and the community programs offered by VETA NGOs and CBOs.

6.3 Management processes:

It was noted in the discussion during the validation workshop that DAE Officers is not well facilitated to perform their job and do not have officers in place to support them once the position officer falls vacancy due to retirement or any other reason. Therefore, it is recommended that the ALE coordination at the district level should be well resourced in terms of human resources, finance, and transport Additionally, Monitoring and Evaluation of ALE programs should be strengthened, and adequate guidelines and instruments for carrying out the duties should be devised. It was also noted that data on ALE is not easy to find, it is recommended that a proper computerised Management Information System (MIS) be developed.

6.4 Technical Processes:

It was observed during the validation workshop and survey that primary school teachers are used in facilitating the ALE programmes and one Head of schools is appointed as a coordinator but they have limited knowledge on facilitating ALE programmes therefore it is recommended that both coordinators and facilitators be capacitated on the method and psychology for facilitating adult learning programmes (Andragogy). It was also observed in the survey that the community has limited knowledge of ALE programmes and some of the community members thought it is about learning the 3Rs. It is thus recommended that an awareness programme be conducted to educate community members on ALE programmes this will motivate them to join the programmes. Furthermore, with the outcome of the survey, it is recommended that among the areas picked for piloting, Kisarawe constitute the highest level of awareness and readiness to the ALE services. Therefore, the implementation process may be appropriate to start in Kisarawe District in the Coast region and then later in other areas. Kisarawe can be developed as a benchmark to other districts quite easily because of its fertile ground for the programmes in other words the place is already showing the way.

6.5. Benchmarking

There is also a need to learn from best practices in other countries in terms of coordination structure, learning and teaching delivery, curriculum framework and adapt to the Tanzanian context

6.6 Other recommendations include:

- There should be multiple courses offered within short period to foster appetite. The courses should not take long durations. This will automatically cause attractions to the users and beneficiaries because the skills acquired in the process of training will be productive and essential for the conduct of daily undertakings. For example, literacy training programmes should incorporate income generating related programmes.
- The programs should base on skills and knowledge acquisition help them income generating activities and become productive. This will automatically capture the needs and wants of the beneficiaries in the areas.
- The community must be educated about the relevance of ALE while also receiving career training to enable them to select ALE programs that are relevant to economic activity in their environment.
- Outreach programs should be given priority especially as the majority of the beneficiaries are farmers so there should be customized programs that the beneficiary will be able to access in their workplaces to reduce distance cost constraints considering most beneficiaries have low incomes with other household responsibilities.
- Because literacy skills, education, and entrepreneurship are the most desired in four (4) districts, they should be given priority in establishing their programs.

6.7. Possible Projects

From the findings, the following projects may be implemented:

1. Updating of the curriculum framework and developing teaching and learning materials

2. Capacity building of the ALE facilitators. This will include the development of the ToT programme

3. Renovation and refurbishment of ALE centres

4. Improve management structure of ALE so that ALE services are well coordinated. This will include developing and disseminating the guideline for implementing and managing ALE

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