

**FINANCING ADULT AND NON-FORMAL EDUCATION  
CENTRES IN TANZANIA: A CASE OF TUNDURU DISTRICT  
COUNCIL**

**FINANCING ADULT AND NON-FORMAL EDUCATION  
CENTRES IN TANZANIA: A CASE OF TUNDURU DISTRICT  
COUNCIL**

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**A Dissertation Submitted to the Faculty of Social Sciences in Partial Fulfilment  
of the Requirements for the Degree of Master of Art in Education (MA-Ed) of  
the Mzumbe University**

**2019**

**CERTIFICATION**

We, undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled *Financing Adult and Non-Formal Education Centres in Tanzania: A Case of Tunduru District Council*: in partial fulfilment of the requirements for award of the **Master of Art in Education** at Mzumbe University.

.....

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## **DEDICATION**

This work is dedicated to my parents Amina T. Mcheni and Omari Haridi Omari who provided the basis of my education as well as to my family Rehema Issa Maundu (Wife), Nasma, Uzweifa, Jaizi, Amina and Abdulshakour (children) for their tolerance during my studies.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

ANFE	-	Adult and Non-Formal Education
MESTVT	-	Ministry of Education Science Technology and Vocational Training
URT	-	United Republic of Tanzania
GoT	-	Government of Tanzania
RSA	-	Republic of South Africa
ARE	-	Arabs Republic of Egypt
UK	-	United Kingdom
COBET	-	Complementary Basic Education in Tanzania
COSET	-	Complementary Secondary Education in Tanzania
ICBAE	-	Integrated Community Based Adult Education
IPOSA	-	Integrated Programme for Out of School Adolescents
IPPE	-	Integrated Post Primary Education
RISE /Mambo Elimu	-	Radio Instruction to Strengthen Education
LANES	-	Literacy and Numeracy Education Support
ALE	-	The Development and State of Art of Adult Learning and Education
GRALE	-	Global Report on Adult Learning and Education
CONFITEA	-	International Conference on Adult Education
FTE	-	Full Time Equivalent Formula
ACE	-	Adult Continuing Education
NFE	-	Non-Formal education
NFEC	-	Non-Formal Education Centre
NALSIP	-	National Adult Literacy Strategic Investment Plan
DACE	-	Directorate of Adult and Continuing Education
IIZ-DVV	-	Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul – Verbandes (Institute for International Cooperation of the Germany Adult Education Association)

GTZ	-	Gesellschaft für Technische Zusammenarbeit (Germany Technical Cooperation Agency)
FDC	-	Folk Development College
UNESCO	-	United Nations Education Scientific and Cultural Organization
UNICEF	-	United Nations Children’s Fund
UNLD	-	United Nations Literacy Decade
WB	-	World Bank
USAID	-	United States Agency for International Development
ESDP	-	Education Sector Development Programme
SDGs	-	Sustainable Development Goals
EFA	-	Education For All
HIV	-	Human Immunodeficiency Virus
AIDS	-	Acquired Immune Deficiency Syndrome
ETP	-	Employer Training Pilots
STF	-	Sectoral Training Funds
PDEO	-	Primary District Education Officer
DAEO	-	District Adult and Non-Formal Education Officer
WEO	-	Ward Education Officer
PO – RALG	-	President’s Office Regional Administration and Local Government
PEAP	-	Poverty Eradication Action Plan
LGA	-	Local Government Authorities
CAQDAS	-	Computer Assisted Qualitative Data Analysis Software
PEDP	-	Primary Education development Programme
CBOs	-	Community Based Organizations
NGOs	-	Non- Governmental Organizations
CSOs	-	Community Societies Organizations
ADA	-	Average Daily Attendance
WIA	-	Workforce Investment Act
GDP	-	Gross Domestic Production

NLC	-	National Literacy Centre
OUT	-	Open University of Tanzania
NACTE	-	National Council for Technical Education
NECTA	-	National Examination Council of Tanzania
TLSB	-	Tanganyika Library Services Board
VETA	-	Vocational Education and Training Authority
ADEM	-	Agency for Development Educational Management
IAE	-	Institute of Adult Education
TIE	-	Tanzania Institute of Education
ODL	-	Open and Distance Learning
PSLE	-	Primary School Leaving Examination
UPE	-	Universal Primary Education
FET	-	Further Education and Training
AET	-	Adult Education and Training
ABET	-	Adult Basic Education and Training
ECD	-	Encompasses Early Childhood Development
NSF	-	National Skill Funds in Republic of South Africa
ILA	-	Individual Learning Accounts
EU	-	European Union
OECD	-	Organization for Economic Co-operation and Development
DC	-	District Council
KCM	-	Kisomo Chenye Manuafaa (Functional Literacy)
KCK	-	Kisomo Cha Kujiendeleza (Continuing Education)
TWM	-	Takwimu za Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi
MEMKWA	-	Mpango wa Elimu ya Msingi Kwa Walioikosa
MESKWA	-	Mpango wa Elimu ya Sekondari Kwa Walioikosa
MUKEJA	-	Mpango wa Uwiano Katika Elimu ya Watu Wazima na Jamii
E/K	-	Elimu ya Kujitegemea

## **ABSTRACT**

This study examined how Adult and Non-Formal Education centres are financed in Tunduru District Council in Tanzania. Objectives of this study were to examine sources of funds, to explore the methods of allocating funds, and to examine the challenges of fund allocation for ANFE centres. 5 wards and 49 participants were involved in the study. The study employed qualitative approach and applied case study design. Participants were selected using purposive and convenience non-probability sampling techniques. Data were collected using interview, focus group discussion and review of documents. Content analysis technique was applied in analysing data gathered from the field. Findings indicate that financing ANFE centres in Tunduru DC was mostly done by the adult learners' themselves through their contributions from individual income generating projects, individual and local volunteers with very little support from the government. The research revealed that there were no proper methods of fund allocation for ANFE centres because the government disburses very low and irregular funds to run these centres; and most of the little funds supported depends on programme-based from the donors and local volunteers. Again, the study uncovered ANFE centres face with multiple challenges including underfunding; dependency in untrained and lowly paid or not paid at all adult facilitators' honoraria, poor teaching-learning environment, acute shortage of qualified adult education facilitators, and lack of motivations among teachers, and adult education learners. Several recommendations are made specifically for financing ANFE centres.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

In Tanzania, the provision of Adult and Non-Formal Education (ANFE) has its own base since pre-colonial, during colonial time, and after independence. The study focused on financing ANFE in Tanzania. In this chapter, the background to the problem, statement of the problem, purpose, objective, significance, limitations and scope of the study have to be discussed.

### **1.2 BACKGROUND TO THE STUDY**

Education is universally recognized as an important aspect of human capital. According to Ooesterbeek (2013), adult learning was much emphasized on the policy agenda of several governments in the European countries and various international organisations such as Organisation for Economic Co-operation and Development (OECD). It is easy to observe that high skilled people do better in the labour market than low skilled people, and that countries with more high skilled workers are more successful than countries with fewer high skilled workers (Ooesterbeek, 2013). Since not everybody leaves the initial education stage with a high skill level and since the grasped knowledge and skills may depreciate for various reasons including both technical and economic reasons or there might be a need for adult learning.

ANFE to this study may be explained as the system of education that is operating in Tanzania to help the youths and older adult people to grasp knowledge, skills, and attitudes in their day to day life. This system of education operates into four categories: Adult Education (AE), Non-Formal Education (NFE), Integrated Post Primary Education (IPPE), and Integrated Programme for Out of School Adolescents (IPOSA). The category of adult education comprises of Integrated Community Based Adult Education (ICBAE) which also is divided into two main branches, namely continuing education and functional literacy. Continuing education involves vocational education, extension activities, production activities, technical skills, and life skills training and education; while functional literacy consists of all aspects except technical skills which appeared in continuing education plus reading, writing,

and numeracy (3Rs). The category of non-formal education includes Complementary Basic Education for Tanzania (COBET), Complementary Secondary Education for Tanzania (COSET), Open and Distance Learning (ODL), and Radio Instructions to Strengthen Education (RISE) (URT, 2019).

There were several ways or methods that have been used in European Countries (EU) to financing ANFE; these ways include Tax instruments, Sectoral training funds, Subsidies, Vouchers and Individual Learning Accounts (ILAs).

Several countries in European Union finance adult learning through tax instruments method. This method operates either by allowing company to subtract learning costs from the tax bill, or to allow workers to subtract their learning costs from their own income tax. This method is more practicing in many countries like Bulgaria, Czech Republic, Germany, Estonia, Spain, France, Hungary, the Netherlands, Austria, Finland and the United Kingdom (Cedefop, 2009).

Sectoral Training Funds (STFs) are an ordinary method of financing ANFE in many European Union states. This is done when a firm allows levying a payroll tax for the aim of providing training to their workers. In that sense, an enterprise that provides learning to their workers can then declare costs related to this learning from the fund. Particulars concerning the payroll tax, the type of learning and the type of expenses that eligible for refunding differ from Sectoral training funds and across countries (Ooesterbeek, 2013).

Moreover, subsidies are other method of funding ANFE in EU countries. These subsidies are provided in different forms be as grants, tax exemption, low-interest funding, investments and export credit. Direct subsidies are more important for the reason that, it minimizes the private expenses of certain learning activity, in this regards, it is capable to motivate adults or workers to participate in learning processes. Subsidies can be targeted to certain groups, such as low skilled workers to stimulate their knowledge. Example of the country which practices subsidies as a method of financing ANFE is England (Abramovsky et al, 2011; Ooesterbeek, 2013).

Vouchers Under the so-called GI Bill is another method used by EU nations in financing ANFE. GI Bill refers to the law that gives adequate advantages for the

returning World War II veterans in United States of America. Veterans of war are entitled to attend up to 45 months of education during a 10-year span after active responsibility. They are entitled to receive an allowance if they attend an accredited learning programme. The allowance may be used either to meet either the direct schooling expenses or to cover costs of living. In this regards Veterans were therefore successful granted training vouchers in the spirit of the voucher scheme proposed by (Levin, 1983).

Individual Learning Accounts as the way of financing ANFE in European nations (ILAs). This is the method in which calls for an individual or adult to save amount of funds for future spending in education. This technique of financing ANFE is more applicable in developing knowledge, skills and capacities which add their human capital. Example of the country initiating this method is Netherlands (Renkema, 2006).

In Africa, country like Nigeria, ANFE programmes are providing by different stakeholders including private individuals and organizations in the formal and informal sectors of the economy. To the group of organizations, there is the government under Federal Ministry of Education, National Commission for Adult Education and other ministries provide education for people like local government, commerce, industries, agriculture and state agency, quasi government such as universities, parastatal organization like information services, and goods producing industries. To the group of private sectors are NGOs includes mosques, churches, workers organizations, employing bodies, political organization and foreign agencies (Hassan, 2009).

Financing ANFE in Nigeria takes into account the following cost categories: The personnel costs incurred at different levels. The instructors or facilitators' costs, tuition fees, examination, instructional materials to mention some, Equipment and building materials and facilities used for classes, administration especially fuel subsistence and other transport costs; and learners' cost include either opportunity costs or earning forgone (Hassan, 2009).

Arab Republic of Egypt (ARE), also is not back towards providing ANFE, to them ANFE used to call Literacy and Adult Education; and is provided by different

ministries include: Ministry of Education, Ministry of Defence, Ministry of Interior, Ministry of Social Solidarity, Ministry of Religious Endowment, and Ministry of Communication and Technology, National Council for Human Rights, National Council for Women and other local Authorities; and these ministries are responsible to finance literacy and adult education programmes (ARE, 2008).

Financing Literacy and adult Education in Egypt is done mainly by the government through the national budget basis, afterwards the budget are transferred to the Agency to local authorities. The percentage of the amount paid on central basis to those paid on local basis is about 33%.

Other sources of financing Literacy and Adult Education programmes in Egypt is from foreign organizations and bilateral aids such as Britain, USAID, UNESCO; and the amount received is known. For example, UNESCO in 2007 about \$900,000 was provided for the purpose of building the capacities of Literacy and adult Education agency (ARE, 2008).

Funds received are allocated to different items in order to enhance the implementation of Literacy and Adult Education programmes such as Teachers fees, developing curricula, Supervisors, Facilitators and Inspectors fees, Examination fees, Administrative supplies and training, facilities as well as Administrative costs.

The Republic of South Africa (RSA) is one among the country that provides ANFE. To them ANFE used to term Adult Learning and Education (Walters, 2006), and is embedded in the political, social, cultural and economic arena of the society (Von Kotze, 2007).

The provision of adult learning and education in RSA is found in different acts including; RSA constitution Act No. 108 of 1996, section 29; The South African Schools Act No. 84 of 1996; The National Education Policy Act No. 27 of 1996; The South African Council for Educators Act, 2000; The Adult Basic Education and Training Act, 2000 and The Further Education and Training Colleges Act No. 16 of 2006 (RSA, 2008).

Financing Adult Learning and Education in South Africa is done by the government resources to all forms. Though there are some challenges that hinder funding adult learning and education. The first challenge is that, it is difficult to identify the sum

amount of expenditure specifically to adult learning and education; the second one is, in the budgetary processes some of the programmes of adult learning and education like ABET, AET, FET and ECD are deemed to suffer from residual funding. Again, in many provinces there is indications that funds allocated for these departments are often redirected when there is the crisis in the schooling sector (RSA, 2008).

In order to resolve the challenge of funding ABET in a systematic manner, in 2007 the Department of Education has established 'national norms and standards' for funding adult learning and education centres and the granting of subsidies to private centres. Through these norms and standards funding of ABET is programme-based and provided via a formula for the public adult learning centres which are on the basis of learner enrolments and a set of prices for credits. Moreover, funds provided for both personnel and non-personnel costs in terms of skills levy and an injection of funds into a national literacy campaign (RSA, 2008).

In East African countries also are not left behind on the provision of ANFE programmes. One among the countries is Republic of Kenya (RK).

In Kenya, the provision of ANFE has been divided into two departments which are Non-Formal Education (NFE) whilst in most instances Non-Formal Education Centres (NFECs) follow a formal curriculum, and the other department is Adult and Continuing Education (ACE). Examples of providers of Adult Education in Kenya include central and local governments, the private sector, NGOs, development partners and donors such as GTZ, UNICEF, UNESCO, DVV-IIZ, communities as well as individuals (RK, 2003).

The government, through the Directorate of Adult and Continuing Education (DACE) in the Ministry of Education and the other line ministries and local authorities, is the main source of funding of ACE in Kenya. The funds allocated is used for activities such as; development of learning materials, training of personnel and payment of salaries (Maina, 2016).

The DACE which has the responsible of financing ACE in Kenya faces with number of challenges include: the department has been located in various ministries since 1966, and has not during that period been adequately funded (RK, 2012; Ubeku, 1975; Akilaiya, 1999 & Obanewa, 2009). In this regards, it is therefore difficult to

determine the actual level of resources that get invested in adult learning in any one year (RK, 2012). Again, funds allocated to the DACE receive an average of less than 1% of the total education sector budget hence, inadequately financed (Maina, 2016).

Apart from Kenya, Republic of Uganda also place high priority on education of its people in pursuit of national social and economic development.

In the Ugandan context, ANFE referred to as all learning processes, activities and programmes, intended to meet the requirements of various individuals who assumed by society as adults, including out of school youths forced by circumstances to play the roles as adults (Republic of Uganda, 2008).

In the Republic of Uganda, adult education is provided through the government departments which include: Health, Cooperatives, Agriculture, Community Development, Local Government, Veterinary, Labour, Information and Education; and these departments are also responsible for offering funds for various programmes (Republic of Uganda, 2008). Moreover, other sources for funding adult education received from local and non-profit organisations, foreign or international organizations including bilateral, multi-lateral funding agencies and NGOs, Commercial enterprises, individuals who sponsor themselves mainly for further education, and Membership fees for instance in the case of cooperative unions and workers trade unions. However, the main challenge for the implementation of adult education is under funding with only 15% of NALSIP funded by the government (Republic of Uganda, 2011).

In Tanzania, the provision of ANFE has its trend and long history before and after independence in 1961. Several acts including Act No. 25 of 1978 and its amendment No. 10 of 1995, the Education and Training policies of 1995 and 2014 and other related policies, circulars and directives explained the issues of ANFE in high perspective.

Besides the MOESTVT, other ministries which indirectly deliver ANFE programmes include The Ministry of Agriculture, Ministry of Livestock Development, Ministry of Health and Social Welfare and Ministry of Community Development, Gender and Children (URT, 2008).

The government of Tanzania continues implementing various ANFE Strategies include Medium Term Strategy such as 2003/2004 – 2007/2008 and 2010/2011 – 2014/2015 which was operationalized through PEDP and ESDP to ensure that out-of-school children, illiterate youth and adults get best and quality education and therefore create a lifelong learning society and improve community's livelihood, as well as increased awareness to prevent HIV and AIDS and other cross-cutting issues (URT, 2010).

ANFE conceives of three target groups: 11-13 year old children and disadvantaged children aged 7-13 from nomadic communities, street children, disabled, orphans and out of reach; 14-18 year old youth; and 19+ year old adults. There were specialised Non-Formal Education programmes that is COBET which aims to mainstream the first group (both 7-13 and 11-13 years old children) into formal system of education and allow the second group (14-18 years old youth) to take the PSLE and activate skills development for their working place. Literacy and communication skills embedded to livelihood and community development target the third group (19+ years old adult) through ICBAE and literacy classes (Macpherson, 2007).

The main sources of financing ANFE basing on ALE report comes from the Government's budget such as Central Government, Local Government Authorities and donor support, for example; foreign bilateral or multilateral donor investment, such as UNICEF, UNESCO, WB, COL and DVV International, Private or Corporate sectors, civil society support such as NGOs, FBOs, CBOs and private firms as well as learners' contributions (URT, 2008).

Basing on ANFE learners' contributions, adult learners can be dividing according to the programmes in which they participate. Some adult learners undertake literacy and post-literacy courses which are elementary. The costs for running these courses are entirely covered by the government. Other learners take continuing education programmes which are either academic or professional. The learners who undertake these programmes are needed to incur fees as a way of supporting the providing agencies to meet the running costs. However, community contribution for ALE activities around the centre by building learning centre, provision of land to support in-come generating projects as well as contributes initial capital for starting the projects operated by the learning groups.

However, ANFE in Tanzania faces with multiple financing challenges. For example; the funds allocated for ALE activities in the ministries offering ANFE apart from the MOESTVT are not known due to deficiency of co-ordination mechanism and poor keeping records system between ministry of education and other ministries providing ALE programmes (URT, 2008).

Again, there are considerable measures done by multilateral donors, to finance ALE programmes in Tanzania. The funding covered activities like capacity building of ALE personnel and materials development, but, the total amount of funds provided by these bilateral or multilateral donors to finance ALE programme is not known because of the use of general budget support system that requires donors to provide financial support to accredit the Government implement its planned activities as a whole (URT, 2008).

Apart from the total funds provided by donors are not known, another challenge that drawback the provision of ANFE programmes in Tanzania is under funding as revealed in Bwatwa and Kamwela (2010) as the result an irregular payment of honoraria for ANFE facilitators.

Furthermore, Mushi et al. (2000a) and Mnjagila (2007) disclosed that, one of the reasons for the significant shortfall in enrolments for both COBET learners and adult education classes run by the government ANFE centres is grossly underfunding.

The evaluation report of the medium term strategy of 2003/04 - 2007/08 of the ANFE which then lead to the establishment of the adult and non-formal education development plan of 2012/13 - 2016/17 among other things the report disclosed the challenges which hinder the implementation of the plan is that, ANFE is not one of the priorities of the Local Government Authority's strategic plan hence, there is lowly allocating of funds to implement different learning programmes which results in overdependence of unqualified and voluntary adult facilitators who are very low, irregular or not paid honoraria at all. In that sense, the government fails to provide capitation grant to COBET learners (URT, 2012).

### **1.3 STATEMENT OF THE PROBLEM**

The Government recognises ANFE as an important strategy for achieving Education for All (EFA) goals, Sustainable Development Goals (SDGs), the National Strategy for Growth and Reduction of Poverty (NSGRP/ MKUKUTA) targets and Tanzania Development Vision 2025 (URT, 2010).

Despite of the efforts and strategies made by the government and other ANFE stakeholders in funding various adult learning programmes, but still ANFE centres suffer from extremely underfunding (Mushi et al., 2000a; Mnjagila, 2007; URT, 2008; Bwatwa and Kamwela, 2010 & URT, 2012) whilst ANFE complements formal and informal education system and contributes much to the development of the nation.

It is in this regard, the study intend to examine how ANFE centres are financed; focusing on the sources, methods and challenges of fund allocation.

### **1.4 OBJECTIVE OF THE STUDY**

The general objective of this study was to examine how ANFE Centres in Tunduru district council are financed.

#### **1.4.1 SPECIFIC OBJECTIVES OF THE STUDY**

Therefore specific objectives of the study were:

- i) To examine sources of funds for ANFE centres in Tunduru District
- ii) To explore the methods of allocating funds for ANFE in Tunduru District.
- iii) To examine the challenges of allocating funds for ANFE centres in Tunduru District.

### **1.5 RESEARCH QUESTIONS**

- i) What are sources of funds for ANFE centres in Tunduru District?
- ii) How are funds allocated for ANFE centres in Tunduru district?
- iii) What are the challenges of allocating funds for ANFE centres in Tunduru district?

## **1.6 SIGNIFICANCE OF THE STUDY**

The significance of the study may stipulate either policy or academic arena.

### **Policy Significance**

(i) This study may address the challenges of extremely under financing of ANFE centres in order to enable Tanzanians to access and get quality education which enables to fight against poverty. (ii) The study may help policy makers and other development stakeholders to make decision and choices to revamp ANFE financing policy basing on the problem of extremely underfunding. (iii) Also, the study may enables the planners to allocate enough funds for ANFE centres (disburse a capitation grant flow) fully, regularly and predicable manner to enhance learning programmes. (iv)The study may help the planners and decision makers to renovate ANFE financing mechanism and mobilising resources from different stakeholders. (v) The study may help the marginalized and disadvantaged children to have opportunities to access equal and quality education, hence to meet the EFA goal. (vi) Lastly, but not least, the study may help government institutions responsible for ANFE to coordinate and keep accurate records of the funds provided by different donors either bilateral or multilateral, different ministries providing adult education as well as local support of ALE programmes in proper manner.

### **Academic significance**

Firstly, the study may tend to increase enrolment and regular attendance of ANFE learners because of favourable environment. Secondly, illiteracy rate may be reduced because of regular attendance of adult learners as the result combating against ignorance among citizens in Tanzania. Lastly, the study may increase the number of professionals among Tanzanians hence economic growth.

## **1.7 LIMITATION OF THE STUDY**

Basing in this study, limitations are categorised into two groups including methodological limitation and topic coverage limitation. Methodological limitation, one participant in the FGD3 when prepared for the discussion showed the symptoms of fear be victimised because of providing accurate information about financial issues in an adult education centre 3. The researcher in this situation was in the

position of rectifying the problem by developing close rapport to the participants and assuring them top confidentiality of the information they provide. The study conducted at Tunduru district council as case thus findings cannot be generalised and therefore lacked to cover all topics and places in Tanzania.

### **1.8 SCOPE OF THE STUDY**

The study examined how ANFE centres are financed focusing on sources of funds, methods of allocating fund for ANFE centres and examined challenges of fund allocation for ANFE. The study conducted in Tunduru DC, in Ruvuma Region. For that reason, findings analysed might not necessarily be generalised, although the research findings may be applicable in other areas with similar characteristics.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

Relevant reviewing of literature was organised in this chapter by focusing on the studies in developed countries, African nations and specifically in Tanzanian context. Also, it provides readers with a brief evaluation of the theoretical and empirical literature which associated with the main objective of the study. Later on, the study review concluded by synthesis literature and gap of the knowledge.

#### **2.2 Conceptualizing ANFE**

##### **2.2.1 Forms of Education in Tanzania**

There are three forms or systems of education in Tanzania namely; formal education, non-formal education and informal education.

##### **2.2.1.1 Formal education**

This is the form of education which its curriculum is systematic, organised, structured and administered basing on a given set of laws and norms, its goals, objectives, content and methodology are well defined by designers of the curriculum. It involves the teacher, the student and the institution. It consists of intermediate and final assessments for the purpose of advancing students at the next stage of learning. Formal education is also refers to structured learning. Examples of formal education are primary school education and secondary school education (Dib, 1988).

##### **2.2.1.2. Non-Formal Education**

This form of education refers to any organised educational activity which takes place outside the formal education system. It has the following features: flexibility of its curricula and methodology, it is learner-centred, it is contextual, it decrease contact between teacher and student, it is immediate usefulness of the skills and knowledge obtained (Dib, 1988). Non-Formal Education categorised into five namely (i) Para-formal education, examples of the programme are evening classes, official literacy, distance education, private tutoring and all forms of vocational and technical training (ii) Popular education, for example professional learning activities (iii) Personal

development (iv) Professional and vocational training such as on-the-job training and (v) Literacy with skill development (this combination provided by Adult Education) such as Service Volunteered For All (SERVOL) in Trinidad, Street Children and Patronized Schools (SCPS) in Thailand, Alternative Learning Opportunities Programme (ALOP) in Lesotho, Integrated Community based Adult Education (ICBAE) in Tanzania (UNESCO, 2006).

### **2.2.1.3 Informal Education**

It is the form of education which occurs outside the structured curriculum. It does not necessarily include the objectives and subjects, usually encompassed by the traditional curricula. It works through conversations, exploration and enlargement of experiences. It is merely supplements both formal and non-formal education. Examples of the activities which comprises informal education are listening to the radio broadcasting, watching television programmes, reading texts, journals, magazines visits museums (UNESCO, 2006) to mention some a few.

### **2.2.2 The Concept of Adult Education**

Adult Education is a national need in order to maximize investment in education towards development of the community (Mbunda, 1972).

Hassan (2009) and Okech (2004) perceives adult education as the entire body of on-going learning procedures, either formal or otherwise, whereas people deemed to be adults by the society to which they live expand their capacities, enhance their knowledge, and improve their technical or professional qualifications or turn them in a new attitudes to meet their own requirements and those of their society. Besides, Woodhall (1989) defines the term adult education as a wide range of educational activities in which adult takes part and involves vocational education and training, non-vocational courses, correspondence education, and fulltime and part-time courses.

Adult education is perceived as the process of transferring universal technical, vocational knowledge, skills, values and views which occurs out of formal education system with a view to correct early deficiencies of mature people or providing them with the knowledge and cultural attributes needed for their self-fulfilment and active

participation in the social, economic and political life of their community (Seya, 2005).

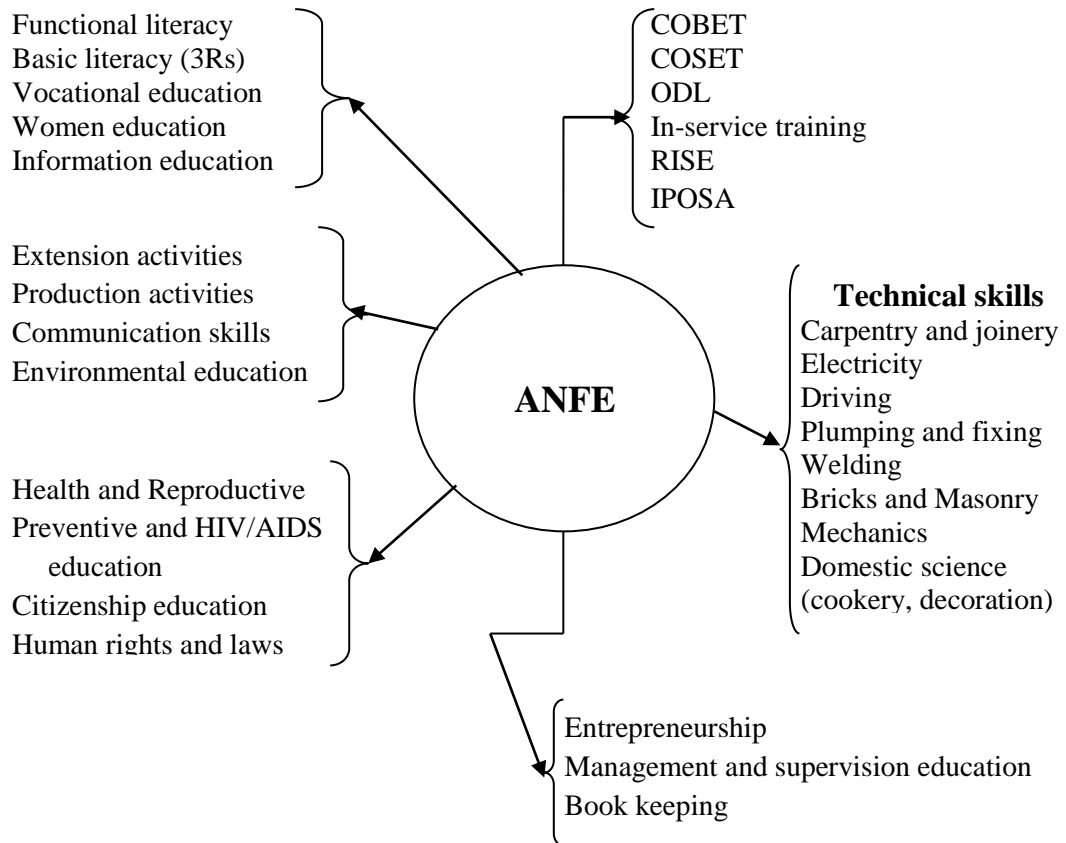
Adult education is a sub set of Life Long Learning context, Obasi (2014) it is as comprehensive education that insists self-esteem, empowerment, citizenship, building community organization, labour skills, income generations and even poverty mitigation. Thus in this aspects, adult education is not only relevant in the economic and social spheres, but also, plays a very significant contribution in strengthening democracy.

Adult Education in a broader perspective refers any learning situation in which adults take part. It can be in-formal in nature, as when an adult learns something from a friend or colleague in an irregular, non- systematically way. It can appear in the structure of non-formal education programme whereas certain skill is needed for a particular purpose, or it can consist of formal education for adult persons (Johnsson et al, 1983). In this regards Adult education can take place almost anywhere, be it a working place, a school, a home, as well as in the street.

### **2.2.3 Magnitude and Forms of ANFE in Tanzania**

In Tanzania, there are three major forms of ANFE in which adult learners and young persons with diverse ages pursuing various knowledge and skills. According to URT (2012) these forms of ANFE include literacy education, continuing education, and workers' education; however, figure 2.1 illustrate the magnitude of ANFE.

**Figure 2.1 Magnitude and forms of ANFE in Tanzania**



**Source:** Adapted from TWM form URT (2019)

**2.2.3.1 Literacy Education:** Refers to education which concerning with the prerequisite of fundamental skills which are reading, writing, and making simple arithmetic (3Rs). In this regards, children and youths who are not at school get access to education through COBET programme. Literacy education also, divided into two major categorical which are functional literacy and post literacy education (URT, 2012). Example of functional literacy programme is ICBAE; Example of Post literacy subject include Kiswahili, Mathematics, Political education and Agriculture (Mushi, 2002).

**2.2.3.2 Continuing Education:** This is the form of education whereby group of individuals for different reasons, have had no chance to proceed with formal system

of education URT (2012). COSET is an example of the programme of continuing education

**2.2.3.3 Workers' Education:** This is the formal education, which was organised and stressed during the realization of the Arusha Declaration on socialism and self-reliance. Workers education was intended to improve workers' technological skills, knowledge on economic and social affairs and increase their political consciousness. Also, it concerned teaching workers about laws, rules, and regulations of their working places, government machinery and parastatal organizations in order to help them participate in decision making (URT, 2012).

#### **2.2.4 Institutions provide ANFE in Tanzania**

ANFE in Tanzania is planned and provided mainly by the government through its ministries, institutions; private individuals and organizations informal, non-formal and formal systems of education (URT. 2008).

Moreover, the following are the government institutions that offer and coordinate ANFE. Each of them has different duties and responsibilities in the implementation ANFE; these institution namely: Institute of Adult Education (IAE), Tanzania Institute of Education (TIE), National Examinations Council of Tanzania (NECTA), National Council for Technical Education (NACTE), Vocational Education and Training authority (VETA), Tanzania Library Services Board (TLSB), Agency for Development of Education Management (ADEM), Open University of Tanzania (OUT), Folk Development Colleges (FDCs), and National Literacy Centre (NLC) Mwanza (URT,2012).

#### **2.2.5 Mechanism for financing ANFE in Tanzania**

Adequate funding is a key factor to ensure effective provision of ANFE programmes to be successfully, as witnessed by Hassan (2009) that, funding education programmes implies that there are advantages that can be received either by the individual or by the society.

However, for many years the ANFE sub-sector has remained underfinanced and hence unable to accomplish its objectives (URT, 2012). Therefore, mechanisms for mobilizing financial resources from the Government and NGOs including

development partners, CSOs, private sector and communities as well as donors either bilateral or multilateral to finance ANFE should be established in order to sustain the planned activities.

#### **2.2.6 Problems of financing ANFE centres in Tanzania**

Okech (2004) identifies a number of problems or difficulties involved in having access to information on financing of adult education in Uganda. There is the difficulty on having access to ANFE programmes which may be due to the complexity of activities that constitute to this education sub-sector. The diversity of provision, without focus or co-ordination, complicated the effort to identify the budgets or expenditure dedicated to adult education. In many cases, budgets that serve adult education are not in budget line explicitly designed as ANFE.

What Okech (2004) reported in Uganda and Hassan (2009) in Nigeria is related to the problem being encountered in Tanzania. For example, in Tanzania for number of years the ANFE sub-sector has remained from underfunding and hence unable to accomplish its objectives (URT, 2012). Also, mostly ANFE centres suffer from extremely underfunding (URT, 2008 & 2012; Macpherson, 2007; RSA, 2008; Bwatwa & Kamwela, 2010). In addition poor coordination and properly keeping records for the resources which are provided by inter ministerial level and their associated institutions, and funds provided by donors are not well organised consequently the total amount used for ANFE activities are not known; and adult education in general and literacy in specific are not one of Local Government Authorities' priorities in their strategic plans. Hence, there is lowly provision of funds to implement ANFE programme activities to the centres (URT, 2012).

Other challenges facing ANFE to implement different programmes include: Over dependence on untrained and voluntarily teachers or facilitators who are lowly, irregularly sometimes not paid at all. Furthermore the government fails to provide capitation grant to COBET learners hence denying them education as the basic right. Again, shortage of classrooms and teaching and learning facilities in the ANFE centres. An additional, poor infrastructure and long distances from the centre to the district headquarter also challenging the provision of ANFE centres in Tanzania. Poor roads and isolated of some villages hindered the distribution of resources such

as teaching and learning materials. In some villages the roads are easily reached more specific during the rain seasons and the government has inadequate funds to finance roads constructions as the results hamper the efforts of effective funding of ANFE (Gepson, 2004).

### **2.3 Theoretical framework of the study.**

The study underpinned by Human Capital Theory which was introduced by among others Adam Smith, the British Economist (1776), Schultz, (1971), Sarasota and Powers (1995) and Psacharopoulos and Woodhall (1997). The theory argues that investment in education will bring among other things the development in future. Human capital theory defined in a wider perspective as the knowledge, skills, competencies, health and attributes embodied in an individual who make possible the formation of personal, social and economic well-being (Armstrong, 2006 and Kucharcikova, 2011). In other expressions, the human capital theorists believed that an educated community is a productive community.

The provision of adult education is therefore deemed as a productive investment in human capital, in which the founders of the theory have regarded as equivalently or even more equivalently meaningful than that of physical capital (Maina, 2016).

This regards, adult human beings are considered to be the active agencies that accumulate capital, exploit natural resources, build social, economic and political organisation and implement national development. Thus, education is broadly seen as among of the major factors that determine the growth of the economy and the income distribution (Meier, 1999).

On the other hand, Human capital theory support economic success from Asian nations such as Hong Kong, Korea, Singapore and Taiwan that have achieved unprecedented rate of economic growth because of making great investments in Education (Wanyama, 2014).

However, the theory has been criticised for allowing assumption that education is everything as far as economic growth is concerned. Wanyama (2014) observes that society and culture cannot be arbitrarily split from the economy since both the society and culture have power to shape the preference of individuals in various ways. Another criticism of the theory arises from cases where education has not

provided the expected positive growth as in the case of Nigeria. In some cases, it has even increased inequalities in income distribution as well as increased tension and strain on the educational experience which in turn impedes economic, social and political development.

The theory is however relevant to the study in which it calls for promotion of education including ANFE has a way of improving skills which in turn leads to technological advancements, entrepreneurship, increased income, well being of a community, promotion of democracy, reduction of poverty, ethnic tolerance, promotion of political participation, employment opportunities, good health as well as breaking the cycle of illiteracy.

#### **2.4 Review of the empirical study**

The empirical of related studies has been categorising into three namely studies conducted globally, in Africa but outside Tanzania and within Tanzanian contexts. Studies reviewed concerned with financing in ANFE.

##### **2.4.1 Global context of financing ANFE**

The studies reviewed in this section conducted outside Africa on financing in ANFE. It identifies their relevancy and establishes the existing gap that the current study needed to bridge.

The study conducted by UNESCO (2009) shows the effectively of development strategies plays by adult learning and education as a central component that ensure the nation its long-term well-being and sustainability. Also, the study revealed that the meanings which associated with ANFE are vary in terms of interpretation among the number of public and private stakeholders involved, hence, the reliable and comparable data on adult education funding are difficult to attain.

There is an inconsistence response with interpretation and meanings of adult education in different countries including those in high income nations and low income nations. Some refers to ANFE expenditure as a percentage of GDP, other nations refers adult education expenditure to the share of the state budget, for example Germany and Hungary. Yet, others nations calculate the spending of education budget calculated, devoted to adult education. Additionally, other information received varies as to which branches of ANFE such as Literacy, non-

formal education, vocational education or post-compulsory education (UNESCO, 2009). For example, only 57 out of 154 national reports which are equal to 37% provided information on budget allocation in adult education. With this regards, high income countries has less problem in financing ANFE compared to low income countries. For example in United Kingdom expenditure in education is about 5.5% with additional of 1.3% of private sector (GDP), United States of America expenditure in education of expenditure of education is about 5.3% with additional of 2.4% of private sectors (GDP).

In Nordic countries the expenditure level in education is highest all over the world which is about 7- 8% GDP per country, if any private sector expenditure disclosed. Only few in number of developing nations are closely to achieve the recommended targets of 6% for the financing of adult education programmes. For example, Cape Verde is the really developing nation that meets the education investment levels with the government spending on adult education estimated on attaining 8.7%, Mozambique, and also in Nigeria are nearby to reach in the national budgetary allocations to adult education of 3.5% and 2.4% commonly (UNESCO, 2009). This unpredictability in financing transcribe into major challenges for both providers and learners of the adult education.

The study conducted by Colombano and Fretwell (2000) with cooperation of the World Bank, the study reviews among other issues include financing ACE in uppermost and intermediate income countries. Upper income countries include Korea, Malaysia, United State of America, United Kingdom, Sweden, Italy, Hungary, Slovenia, France few to mention and the middle income countries include Brazil, Chile, Philippines, El-Salvador, Uruguay, Venezuela, Mexico, Colombia, Indonesia, Taiwan to mention some. All these countries believing that ACE considered to be major force in human capital growth is the fundamental part of lifelong learning and employs more individual than the combination of initial and higher education. Financing of ACE in these upper and middle income states funded from different sources include through the governments, and other stakeholders like individuals, enterprises, civil societies; and bilateral and multilateral donors.

The study reveals that, in most middle income countries adult continuing education operates in poor resource environment, because the impact of adult continuing education does not recognised in either private or public sectors.

The paper wrote by Sheriff (2003), among other things, focuses on funding adult education and challenges facing adult education in California State. Finance ANFE in the California State categorised into three main funding streams includes Federal, State apportionment to adult schools and State apportionment to community colleges under the Workforce Investment Act (WIA) Title II. State apportionment fund is whereby adult schools receive the distributed funds through average daily attendance (ADA), whereas State apportionment to community colleges (non-credit programme) receives funds through fulltime equivalent (FTE) formulas. Therefore, Federal government provide funds and then distributes them to adult schools, community colleges, libraries or literacy providers, Community Based Organisations, and state agency for institutionalised adults through a competitive grant process.

The California State and Federal Government in USA is responsible for providing funds to Adult education. Hence, there is no charge to adult education learners at the stage of K-12 or in the community colleges system, apart from books and learning material costs.

Despite of those efforts made by the California State to facilitate adult education still there are some challenges which pull back the development of adult education to provide education to their citizens, among of the problem that hinder the provision of ANFE in California is inequalities in the under financing of ANFE programmes. The distribution of funds basing on the average daily attendance does not reflect the real needs for ANFE, there is extremely and lowly utilization of resources in various areas of the State. Still, the report has not illuminate any amount budgeted in financial year specifically in adult education in California State.

The paper wrote by Republic of Canada (2012), focuses was on the progress made in adult education and literacy policies, government financing, participation, and quality.

Republic of Canada believes that, adult learning and skills development are regarded to be fundamental for the people to actively participate in knowledge-based economy. So, financing adult education in Canada is the provincial, territorial, and

federal government commitments. For the development of their nation, these authorities recognise the investment of adult learning as well as skills development for their social betterments. Every province and territory provides important financial support to adult learning and skills development as part of its overall spending on education. There is no ordinary budget in pan-Canadian survived the indication of calculated funds for adult learning and development of the skills in Canada. Total funds more specific for adult literacy is even hard in its determination. Thus, this shows that, among other problems face provinces and territories of Canada funding for adult learning and skills development is still challenging.

#### **2.4.2 African context on financing ANFE**

This section also presents the review of studies on financing in ANFE conducted within Africa but outside Tanzania. There have been empirical studies in ANFE established by researchers.

The study conducted by Maina (2016) in Kenya, established that, most adult education centres in three fiscal years, has making these centres inability to acquire adequate proper physical and instructional facilities. The study revealed that, the financing conditions introduced by most financial institutions were constraining access and participation of expected learners in these centres.

Also, Mwangi et al. (2016) discovered that, the implementation of ACE in Kenya faces a lot of challenges, ranging from poor leadership and financing as well as views to how learning achievement levels amongst the affected learners.

The study conducted by Hassan (2009) show that, the government was not funding ANFE sufficiently in Nigeria; funds for ANFE was received from different sources. The government distributed funds in adult Literacy, distance education, labour and prison education only. The writer continue to narrates that, there is a political will on the government side to fund ANFE besides inadequately funding; basing in this situation seems to have confronting ideas on financing ANFE in Nigeria.

#### **2.4.3 Tanzanian context on financing ANFE**

Research shows that a number of related studies have been conducted on financing of ANFE in Tanzania; the following are some related studies:

Study by Bwatwa and Kamwela (2010) shows that, among other challenges facing the provision of ANFE in Tanzania was very low and irregular payment of honoraria to the adult education facilitators (teachers).

Also, the study conducted by Mushi et al. (2000a) and Mnjagila (2007) narrates that, one among the reasons which causes ANFE programmes facing the large shortfall in enrolment for COBET and ICBAE as well as adult learning classes run by the government to achieve its objectives was grossly underfunded.

The report written by URT (2008) discusses the issues include the priorities of ALE is to ensure to consider the basic human right to education in order to make the improvement in accessibility, equity and quality of education achievement nevertheless the report reveals that ALE programmes constraints to its achievement with the reason that funds are insufficient to implement ANFE programmes.

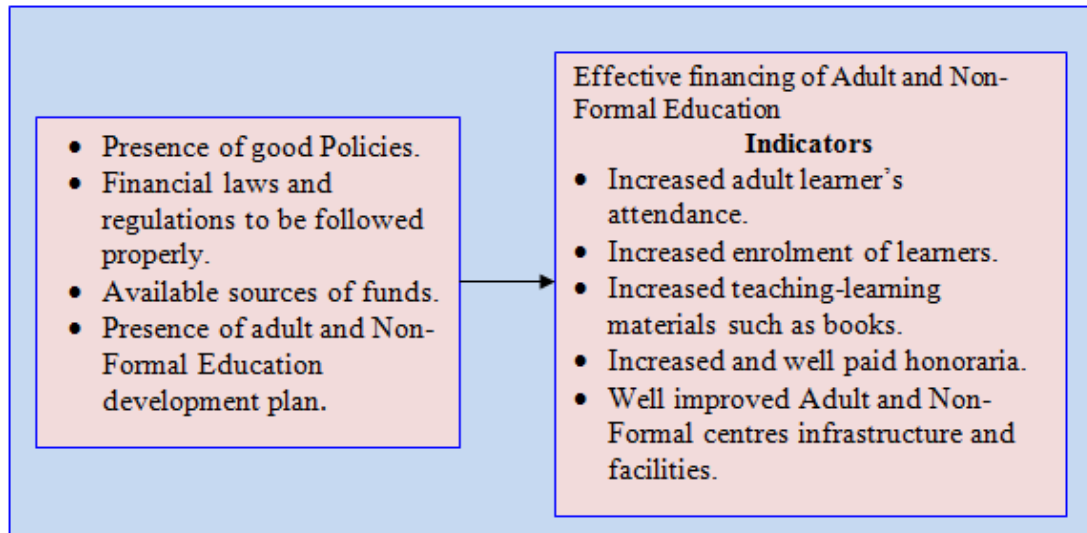
#### **2.4.4 Synthesis of Literature and Knowledge gap**

The above reviewed literatures uncover that many researchers did in the area of financing ANFE in different places including Tanzania, in Africa and globally in general. Furthermore, empirical studies conducted in Tanzania disclosed that ANFE sub-sector faces with multiple challenges concerning funding issues which makes to unaccomplished the intended objectives. Yet none of the study focuses specifically on the area of financing ANFE centres. Therefore this study reveals the gap on financing ANFE centres in Tanzania.

#### **2.5 Conceptual framework**

This part presents conceptual framework of the study which intended to describe dependent variable against independent variables. In order to attain effective financing of ANFE centres depending on: the presence of good ANFE policies, presence of financial laws and regulations to be followed properly; available sources of funds, and presence of ANFE development plan. When ANFE centres is adequately funded the indicators will be increased enrolment of learners, increased of adult learners' attendance, increased quality teaching-learning materials such as books, increased and well paid honoraria, and well improved ANFE centres' infrastructure and facilities.

**Figure 2.2 Conceptual framework**



*Sources: Adapted from a researcher, Haridi (2019)*

### **2.5.1 Operationalisation of the Variables**

The conceptual framework applied for the study was researcher based framework. In the framework the researcher intends to examine how ANFE centres are financed in Tunduru District Council in Tanzania.

#### **2.5.1.1 Dependent Variables**

Effective financing for ANFE suit to be dependent variable of this study, however, this was measured when the study is in progress. Indicators were increased adult learners' attendance, increased enrolment of learners, increased quality teaching-learning materials such as books, increased honoraria, and well improved Adult and Non-Formal centres infrastructure and facilities.

#### **2.5.1.2. Independent Variables**

Based on this study, independent variables are: Presence of good policies, available sources of funds, financial laws and regulations to be followed properly, and presence of ANFE development plan.

**Presence of good policies:** a policy can be defined as set of idea or plan that is used as a basis for making decision to foster development. With this regard good financial and educational policies will lead to effective financing of ANFE was measured when interviewing participants to see how the government disburses funds for ANFE centres.

**Available sources of funds:** Funds refers as the act of providing financial resources usually in the form of money, or other value like efforts or time. In this context, source of funds can be from the government subsidies, community contributions, as well as grant from donors. Allocating funds for ANFE centres depending on available sources of funds. In that sense, this variable was measured through reading different documents such as the policy of education and training (1995) and (2014), ANFE directives and interviewed participants.

**Presence of ANFE centres development plan:** The development plan refers as written statement of the education philosophy of the school or adult centre, its aims and how it proposes to achieve them. In order to have effective financing for ANFE centres there should be presence of implementable ANFE centres development plan. This was measured by looking the flows of funds on learning centres.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter consists of the methodology to be used in the study. It refers to the system of procedures used in sampling and collecting data required for a particular research. The part comprises; design of the research. Population, targeted size of the sample, techniques used for sampling, methods of collecting data, instruments of the research, analysis of data, interpretation and presentation techniques, issues of validity and reliability of the research instruments, and ethics considerations in respect of the study.

#### **3.2 Research approach and design**

This section described the approaches of the study and research design procedures which were adopted in this study.

##### **3.2.1 Research approach**

This study guided under social constructivism philosophical paradigm in which shared with Interpretivism perspective (Mertens, 1999), and usually the approach is equivalent to qualitative research. Social constructivists believed that individuals seek to understanding of the world lived and work (Creswell, 2007). In contrast to Positivists perspectives research which assumes that human nature is constant and then predictable. Thus, qualitative study approach is accepted the complexity of the individual in a social world, since the fundamental nature basing within live experiences (Cohen & Morrison, 2000). It is in this regard, the study focuses on understanding social phenomenon from the views of human participants determining financial issues on ANFE in Tanzania specifically in Tunduru District Council.

##### **3.2.2 Research design**

The study employed case study design which enabled the researcher to determine phenomenon from various views and within the group of participants who have common characteristics (Nieuwenhuis, 2007). Because case study design fits the

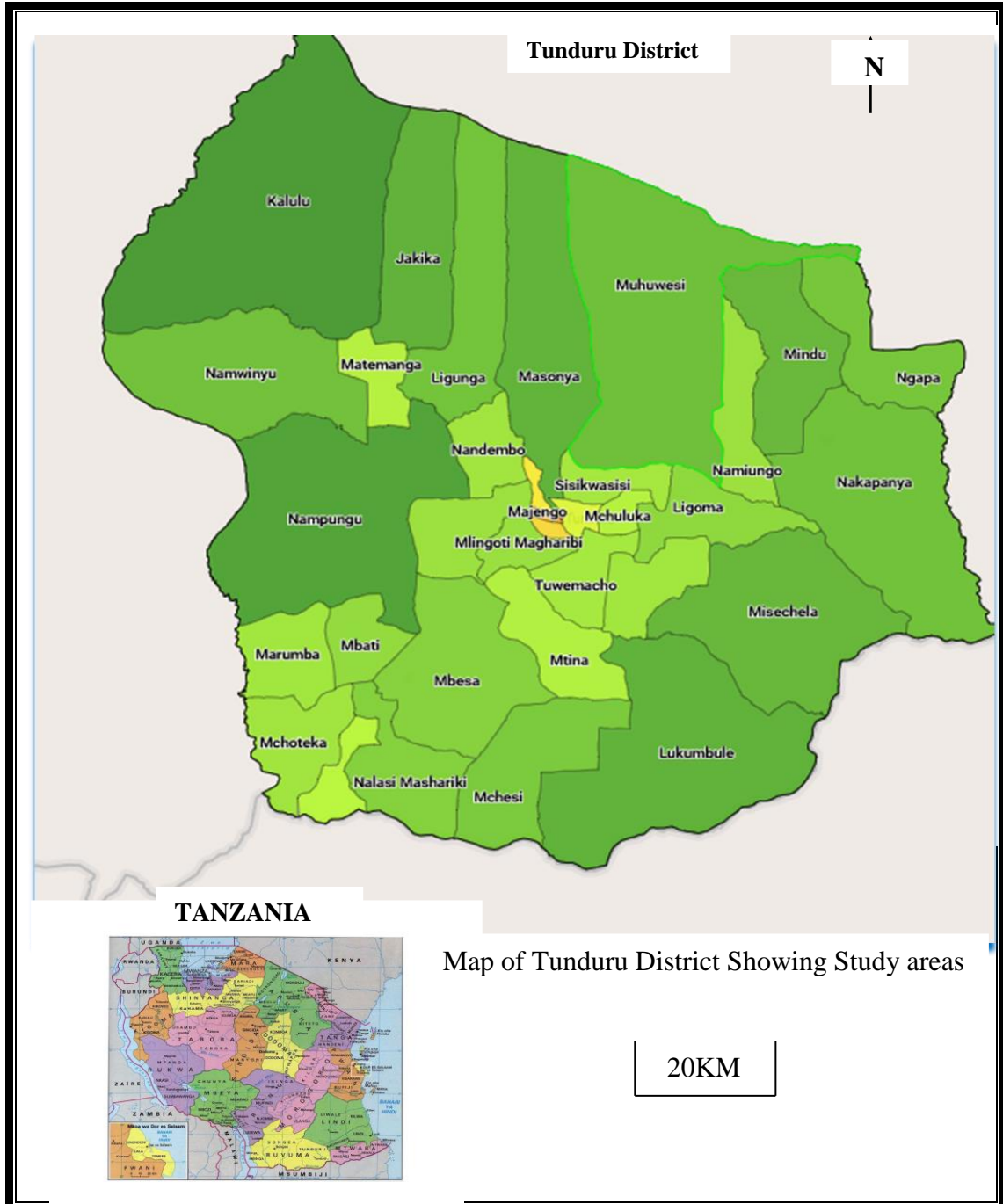
needs of this inquiry, which is to examine how ANFE centres are financed in Tunduru district council.

### **3.3 Area of the study**

This study carried out in Tunduru DC - Ruvuma region. Tunduru DC allocated in south part of Tanzania. Tunduru district is located in latitude 11° 2' 26" South and longitude 37° 19' 45" East; the boundaries of the district are as follows; from the south side bounded by Ruvuma river whereas forms the international boundary of Republic of Mozambique, to the northern side bounded by Nachingwea and Liwale district, to the eastern part bounded by Nanyumbu district while in the western side bounded by Namtumbo district.

In Ruvuma region there are eight councils including; Namtumbo DC, Madaba DC, Mbinga DC, Songea Rural DC, Tunduru DC, Nyasa DC, Songea Municipality Council, and Mbinga Township council. Tunduru District Council has been selected to conduct the study for the reason that the district has high number of ANFE centres because there was high illiteracy rate of about 36.2% (URT, 2014) therefore due to this situation many ANFE classes were renovated. It was on this regard, the district implements different ANFE programmes practically at high level compared to the rest of district councils in the region.

**Figure 3.1** Sketch map of Tunduru district council illustrate number of wards where the study carried on.



Source: URT (2014).

### 3.4 Population of the study

The populations of this study involved thirty nine (39) Wards from which all ANFE centres were found within Tunduru District Council. Therefore, Primary District Education Officer (PDEO), District Adult and Non-Formal Education Officer (DAEO), Folk Development College – Principal (FDC- Principal), Ward Education Officers (WEOs), Primary School Head Teachers, ANFE facilitators/Teachers, and Adult learners participated in this study.

### 3.5 Sample size and sampling techniques

This section describes sample and sampling procedure which were adopted in the research.

#### 3.5.1 Study sample size

The study involved five wards namely; Ligoma ward, Nampungu ward, Namiungo ward, Mbesa ward, and Nandembo ward, also, data were collected at Primary District Education Office and Folk Development College (FDC) which are found in Tunduru DC. However, the choice of the samples considered a number of reasons such as information required; purpose of the study and time carried for the study.

Table 3.1 Synthesis the composition of the study sample

**Table 3.1 Study sample composition**

Category	Quantity
Primary District Education Officer (PDEO)	1
District Adult and Non-Formal Education Officer (DAEO)	1
Folk Development College – Principal (FDC- Principal)	1
Ward Education Officers (WEOs)	5
Primary School Head Teachers	5
Adult and Non-Formal Education Facilitators	12
Adult Education Learners	24
<b>Total</b>	<b>49</b>

#### **Primary District Education Officer (PDEO)**

PDEO involved in the study for the reason that he/she is the one who carry duties and responsibilities of managing educational activities including ANFE; and is the one who allows funds to flows for the purpose of implementing educational

programmes in the District Council level. Therefore, PDEO's information in relation to this study is important.

**District ANFE Officer (DAEO)**

DAEO involved in the study because he/she is the one responsible for coordinating, supervising, and implementing ANFE programmes in the level of the district. In this regards, DAEO's information on funding ANFE centres in Tunduru DC is greatly needed so as to accomplish the objectives of the research.

**Folk Development College – Principal (FDC-Principal)**

The Folk Development Colleges (FDC) in Tanzania established in 1975 aimed at dealing with post-literacy and continuing education which is part of ANFE. FDCs dealing with the provision of short and long courses to answer real and practical needs at village level (Kassam, 1979). So, the principal FDC believed to have rich information on funding ANFE centres in Tunduru DC.

**Ward Education Officers (WEOs)**

The rationale to involve this category is that, he/she is the secretary of Ward Adult Education Committee, and is the one who coordinate and make supervision of all forms of education matters including ANFE in the wards. Also, he/she is responsible to grant permission for fund expenditure in their schools and ANFE centres. In this case, this category is well informed about the situation and status of adult education centres in their respective wards.

**Primary School Head Teachers**

This category is also very crucial because, they are coordinators, implementers and supervisors of learning programmes of ANFE in their centres. URT (2012) stated that ANFE centres be headed by primary school head teachers who will perform their duties under the guidance of ANFE centres' committees. Therefore, information from this category helped to explain the reality on financing of adult and non-formal education centres in Tunduru DC.

### **ANFE Facilitators/teachers**

These are main implementers of the ANFE curriculum; they have rich information concerning Adult and Non-Formal learners, they also participate in expenditure budget allocation in the centre level, they are users of education materials to facilitate learning programmes, so they are important category involved in data collections.

### **Adult Education learners**

This category is important to be involved in the study because they are direct beneficiary of efficient financing of the ANFE learning activities. So, basing on that perspective, it believes to have a lot of information concerning financing ANFE centres in Tunduru DC.

### **3.5.2 Sampling Technique**

With regard to this topic, the researcher employed two sampling techniques in order to get participants of the study which are purposive or judgemental sampling technique and convenience sampling technique.

#### **3.5.2.1 Purposive sampling Technique**

For the rationale of the study, purposive sampling technique was applied for the selection of twenty five (25) participants that were Primary District Education Officer (PDEO), District Adult and Non-Formal Education Officer (DAEO), Folk Development College – Principal (FDC- Principal), Ward Education Officers (WEOs), Primary School Head Teachers, and Adult Education facilitators (teachers) in adult education centres.

#### **3.5.2.2 Convenience/Availability Sampling Technique**

The technique was applied for the selection of twenty four (24) participants who were available and accessible from ANFE selected centres and involved in the study.

### **3.6 Data Collection Methods and Instruments**

The researcher applied different research instruments regarded to be appropriate in collecting various information that were required for the study. The data collection instruments include interview, focus group discussion as well as documentary review to collect qualitative data on financing of ANFE in Tunduru DC.

### 3.6.1 Interview

This study employed face to face interviews that enabled the researcher to collect detailed information from the PDEO, DAEO, FDC-Principal, WEOs, Primary School Head Teachers, and Adult Education Facilitators from ANFE centres. The interview guide contained with questions that allowed participants to explain their opinions without fearing. Rehearsed questions in the interview guide did for the purpose of obtaining clarity and accuracy. Table 3.2 shows the interview matrix of the study.

**Table 3.2 Interview matrix**

Research objective	Research question	Source of data	Research instruments
(i)Examine sources of funds for ANFE centres in Tunduru District	(i)What are sources of funding of ANFE centres in Tunduru District?	PDEO, DAEO, WEO Primary School Head Teachers Adult Education Facilitators/Teachers	Interview
(ii)Explore the methods of allocating funds for ANFE in Tunduru District.	(ii)How are funds allocated for ANFE centres in Tunduru district?	PDEO,DAEO, WEO,FDC- Principal	Interview
(iii)Examine the challenges of allocating funds for ANFE centres in Tunduru District.	(iii)What are the challenges of allocating funds for ANFE centres in Tunduru district?	PDEO,DAEO, WEO, FDC-Principal Primary School Head Teachers Adult Education Facilitators Adult and Non-Formal Education Learners	Interview

#### 3.6.1.1 Participants response rate

Interviews conducted to this study were as follows: 2 interviews for District primary education officials (PDEO and DAEO), 1 interview for FDC - Principal, 5 interviews for WEOs, 5 interviews for Primary School head teachers, and 6 interviews for ANFE facilitators which make a total of 16 interviews.

#### 3.6.2 Focus Group Discussion (FDG)

The researcher organised adult learners to discuss issues concerning the key themes associated with financing ANFE. Focus group discussion is important since it provides comparison between personal and collective views (Brockington &

Sullivan, 2003). Basing on this study each ward contained one group of four adult learners was involved in the discussion and one group from FDC which makes a total of 6 focus group discussion for adult and non-formal learners. Focus group discussion is crucial because it provided the room for the discussion of issues in detailed and logical experienced within short period of point in time (Yin, 2011).

### **3.6.3 Documentary review**

Various documents were reviewed from different sources used so as to find the answers of the study. These documents included government records, forms and reports found in the district council about financing issues on education specifically on ANFE. Education and training policies of 1995 and 2014, District ANFE yearly report 2018, Circular and directives concerning ANFE, as well as PEDP III quarterly report. Documents were used for the purpose of corroborating and arguing evidences from different sources (Yin, 2011).

### **3.7 Data Analysis and Interpretation**

This study employed content data analysis technique which focuses on analysing and interpreting recorded materials such as textbooks, tape, diaries reports, and public records for the purpose of learning human behaviour. Content analysis technique involved four steps from which the main emerged themes identified.

First step is identification of the major themes from an interview. Thoroughly, the researcher identifying responses that administered by participants to every question for the purpose of understanding the intended meaning that have been communicated, then the major themes are developed in a manner that reflect the meaning regards become the foundation for analysis.

The second step is assigning codes to the major themes. Here few responses selected from the interview and focus group discussion, then the major themes from the interview and focus group discussion selected assigning numbers or keywords.

The third step is about classification of the responses from identified major themes by using transcripts of all interviews and focus group discussion

The fourth step is concerning with accommodating the identified themes into the text in the research report.

After considering the four steps, discussion of the major themes that appeared from the study counted to what extent the theme occurred thereafter sample of responses are provided. In order to simplify data analysis process, the researcher with the help of experts used Computer Assisted Qualitative Data Analysis Software (CAQDAS) that is, the use of ATLAS.ti software.

### **3.8 Trustworthiness of the Study**

In order to ensure trustworthiness, the study employed triangulation strategy which helped the improvement of adherence of the study as well as assessment of research responses (Mathison, 1988). Triangulation refers to the process whereby a researcher applies different methods and instruments for collecting data. This enabled to check the information which gathered and methods applied for data collections which were: face-to-face interview, focus group discussion, and review of documents. Moreover, researcher presented the instruments to the peers and thereafter to the supervisor for more discussion and comments, then adjustment and correction was made. By so doing, enabled the researcher to omit any inconveniencies items in the instruments hence become valid and reliable to the study.

### **3.9 Ethical considerations**

Gathering information using different methods may violate some ethics in research either participants or researchers. It is the responsibility of the researcher to ensure that the study is conducted in an ethically appropriate manner. This study observed the following ethical issues like avoiding bias, access participants, informed consent, maintaining confidentiality, and providing incentives.

#### **3.9.1 Avoiding biasness**

To avoid bias is the researcher's responsibility because it is unethical. Hence, in order to eliminate bias the researcher was keen enough to follow rules and procedures of conducting research from selection of the sample, gathering of the information, analysing data procedures, and report writing.

### **3.9.2 Access to participants**

Access to participants requires ethical responsibilities towards participants. So, in this study, each participant received the letter from the authorities explaining the objective of conducting the study; furthermore the letter asked the request to participant for their cooperation. Thus, in this technique encouraged contributions and building a rapport among the participants so, they were involved and participated in data gathering processes.

### **3.9.3 Informed consent**

It is unethical to gather information with no consideration of the knowledge of the participants and to be will to participate in the research (Silverman, 2006).

The researcher undertake informed consent to the participants by showing them permission letter that granted from the authorities as well as explaining the rationale of conducting the study as concerned for the intent of seeking willingness to participate in gathering information.

### **3.9.4 Maintaining confidentiality**

To disclose the information provided by the participants to ineligible person is unethical. As researcher anonymity is required for the information provided. Regarding the issue of analysing and presenting data during report writing, names of the participants and places of the study substituted using alphabetical letters and numbers. Therefore this ensured confidentiality of the sources of the information.

### **3.9.5 Providing incentives**

It is unethical for a researcher to provide incentives to the participants for the aim of providing information, using their resources including time or any other thing related. This study employed rapport techniques to the participants by clarifying objective of the study and kindly request them to participate in the study.

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### 4.1 Overview

The chapter consists of different sections of the research responses on financing ANFE: A case of Tunduru DC. The presentation of the findings were considering with the following: research objectives, research questions and themes that were established before. Findings presented by using descriptions with the intention to explain and for easier understanding of the readers. Quotations from the field have been applied for supporting the presented findings and to create a natural state of the data. The presentation of data facilitated the utilisation of the main research question and the creation of the key-sections which include:

- i) Sources of funding of ANFE centres in Tunduru district.
- ii) Methods of Fund allocation for ANFE Centres in Tunduru district.
- iii) Challenges of allocating funds for ANFE centres in Tunduru district

#### 4.2 Research Participants

In this study participants were graded into five categories, which are: District primary education officials that are PDEO, DAEO who planning, coordinating and managing education matters in the district level; others are FDC – Principals, WEOs, Primary School Head Teachers adult learners (students), adult education facilitators (teachers), and who are planners, coordinators and managers.

#### 4.3 Sources of fund for ANFE centres in Tunduru District.

The focus of this part was examined the sources of funding for ANFE centres in Tunduru district. This objective intended to know where ANFE centres get funds for running different adult education programmes.

During the interview in Primary District Education Office participant PDEOA explained that:

*Sources of funding for Adult and Non-Formal Education centres coming from the central government, because in the district council budgetary system there is an item called honoraria which is responsible only for paying honoraria for the Complementary Basic Education in Tanzania (COBET)*

*programme facilitators both professionals and Para-professionals [PDEOA.14/05/2019].*

In an interview participant DAEOB from District ANFE Office stated that:

*There is no direct funding of Adult and Non-Formal Education centres from the central government, though the central government allocates funds through Literacy And Numeracy Education Support programme (LANES) to support COBET programme by paying honoraria to the facilitators, and only 10 out of 36 COBET centres found in the district council got support, while other Adult and Non-Formal Education programmes are left without being funded [DAEOB. 14/05/2019].*

With regard to the sources of funding for ANFE centres in Tunduru DC, it was noted from the interview with Primary District Education Office (PDEO) and District ANFE Office (DAEO) as well as from documentary review showed, for the period of seven months from June – December 2016 the government disbursed funds for only 10 COBET programme centres in the district for paying honoraria to the adult learners facilitators through LANES programme.

Participant FDCC from the Principal Folk Development College office when interviewed explained that:

*Since 2018 year the government introduced new system of funding FDCs, in that sense the main source of fund is from the central government through the Ministry of Social development, gender and children, and these funds are specifically for purchasing training materials according to the courses offered to the college, such training materials are electrical wire, tailoring equipments, and stationeries. But previous the main source of funds were training fees from the students where by fees were collected at the college and budget were made to meet the requirements of the college. Also, there were other development stakeholders like NMB-Tunduru branch offered five desktop computers to enhance students to learn computer skills in order to fulfil their courses [FDCC.02/05/2019].*

During the interview participant FDCT from FDC- centre explained the sources of funds like that; *“other sources of funds in our college come from our own source through implementing small projects like pad cultivation, cashew nuts farm and fruits garden which increase income to the college” [FDCT. 02/05/2019].*

In an interview participant D4 from ward D argued that:

*Up to now, the main source of funding of Adult and Non-Formal Education centres is contributions from adult learners themselves and little support from the centre education leaders like head teachers, ward education officers as well as district education officer from their own salaries and duty allowances [D4. 21/05/2019].*

During the interview in ANFE centre 1 the participant PHT1 explained that:

*Funds for running Adult and Non-Formal Education centres we get from head teachers and ward education officers through volunteering by themselves from their own pocket money, and they said that, they did not receive any fund from neither district council government nor central government to support these centres [PHT1.02/05/2019].*

In an interview the participant PHT2 from centre 2 blamed that:

*Let me say the truth, since I have been here for seven years in this centre I did not get any fund from the government to support adult an non-formal education programmes like KCK, KCM, KKK but it was contributions from adult learners themselves, because they like to study , they want to know how to read and write [PHT2.07/05/2019].*

Likewise, participant D2 from ward B explained that; “*the main source of funds for Adult and Non-Formal Education centres is through adult learners’ contributions and volunteering of education leaders such as head teachers, ward education officers and other volunteers*” [D2. 08/05/2019].

Also, participants PHT3, PHT4, PHT5, D3, and D5 insisted that:

*The main sources of fund for ANFE centres received through adult learners’ contributions, volunteering of educational leaders such as head teachers from their own school Self-Reliance projects (E/K), ward education officers, district education officer from their responsibility allowances, and other volunteers like honourable ward councillors, and member of parliament in their respective constituency [PHT3.10/05/2019; PHT4. 16/05/2019; PHT5. 15/05/2019; D3. 10/05/2019 & D5. 15/05/2019].*

The findings revealed that, the sources of funds for ANFE centres in Tunduru DC were the government in one hand and adult learners from their own contributions; and volunteers from the centre, ward and District education leaders on the other hand. Although, the government funded the ANFE programmes mainly through

LANES programmes and FDC, yet the main source of funds were remained from the adult learners themselves from their own sources.

#### **4.4 Methods of Fund allocation for ANFE centre in Tunduru district.**

This question aimed to examine how central and local governments allocate funds for ANFE centres to run different adult education programmes. The responses from the participants were as follows:

In an interview participant PDEOA from Primary District Education office states that; *“in the district educational department level, there is fund item which used to allocate funds for Adult and Non-Formal Education programmes purposely for paying honoraria for COBET- centre facilitators both professionals and Para-professionals”* [PDEOA. 14/05/2019].

Also, participant DAEOB from Adult Education Department office when interviewed explained that; *“...but for the recent years, the Ministry of Education, Science and Vocational Training as well as district council authority had not allocated any fund for paying facilitators as well as for running adult and non-formal education programmes...”* [DAEOB. 14/05/2019]

In the interview conducted with Principal of FDC office the Participant FDCT pointed out that:

*The government use the following method to disburse funds to the college; first of all the college staffs meet and make a budget according to their requirements of the courses they offered, and then the proposed budgets were sent to the Principal college whereby the college accountant prepare the required procurement documents and sent to the treasury, then the treasury sent funds to the various proposed suppliers through bank account, then the stores keeper of the college received training materials ready for use...”* [FDCT. 20/05/2019]

In an interview with participant D4 from ward D viewed that; *“...up to now there is no any fund allocated for Adult and Non-Formal Education centres...”* [D4. 21/05/2019].

During an interview participant PHT1 from adult centre 4 explained that; “...we do not get any capitation for running adult and non-formal education programmes from neither central government nor district council authority...” [PHT1.02/05/2019].

Participant PHT2 from adult education centre 2 claimed that:

*Frankly speaking, we did not received any fund specifically for Adult and Non-Formal Education programme, we run this adult education centre just by volunteering ourselves, the head teacher, ward education officer. We wrote to the education authorities to tell them if they could provide support to pay honoraria for the adult education facilitators but we did not receive any response [PHT2. 07/05/2019].*

Similarly, participants PHT3, PHT4, PHT5, and D3 when interviewed stated that; “there is no any fund allocated for running adult and non-formal educational programmes, we just volunteer ourselves, and this situation tends to discourage attendances of the adult learners” [PHT3. 10/05/2019; PHT4. 16/05/2019; PHT5. 15/05/2019 & D3. 10/05/2019].

In ward E, participant D5 explained that; “...up to this moment there is no specific fund allocated to the level of district council to incur the cost of running adult and non-formal education in our centre...” [D5.21/05/2019].

In this part, the findings reveal that there are no proper methods for fund allocation for ANFE centres from either central government or local authorities. Data has shown that most of ANFE centres have no funds allocated to facilitate their learning activities; this is the big reason as to why there is no specific method for funds allocation to these adult education centres.

#### **4.5 Challenges of allocating funds for ANFE centres in Tunduru district.**

The researcher interviewed participants to examine challenges related to allocation of funds for ANFE in Tunduru district council by using interview and focus group discussion techniques respectively and responses were as follows:

Participant PDEOA during the interview at Primary District Education Office stated that:

*In the government fund system, there is an item used to allocate adult and non-formal education funds called honoraria specifically for paying honoraria for COBET programme facilitators, but the challenge is that; very little funds and also the flow of that funds are very low disbursed as the result are insufficient[PDEOA.14/05/2019].*

Likewise, participant DAEOB in the District ANFE Office during the interview explained that:

*The main challenge of allocating funds for adult and non-formal education is the absence of special funds for paying honoraria for the adult education facilitators to the respective centres, and this tend to reduce attendance of the adult learners consequently many adult and non-formal education centres cannot operate properly hence poor performance [DAEOB.14/05/2019].*

Participant FDCT from the Principal Folk Development College office when interviewed the challenges for fund allocation he commented that:

*There are several challenges of fund allocation for adult and non-formal education centres; first of all the budget is too insufficient to meet the training requirements, but also, the flow of allocated funds took a long period of time up to three months and sometimes and above to receive another fund for training. So, these situations discourage learning development to our students [FDCT. 02/05/2019].*

Likewise participant FDCC explained that; *“the other challenge in our location, it is very hard to get suppliers of some requirements like tailoring equipments, we do not have those who meet the procurement requirement, though we have already amount of money but it takes a long period of time to find a supplier of that kind” [FDCC.02/05/2019].*

The researcher when conducted interview to the ward education officers in the selected samples responded that; the big challenge of allocating funds for ANFE centres up to this moment; there was no special budgetary funds allocated by either central government or district authority to run ANFE learning programmes.

Ward education officer D4 from ward D explained that; *“...there is no fund for running adult and non-formal education centres from the government...” [D4.21/05/2019].*

Also, participant D1 from ward A stated that; *“there is no specific places to get funds for running adult and non-formal education centres to pay honoraria as well as*

*procure stationeries like exercise books, pencils, pens, board chalks, to mention some” [D1. 07/05/2019].*

In an interview with ward education officer D2 from ward B said that; *“the main issue of these adult and non-formal education centres is the absence of fund facilitation which discourages the development of various learning programmes conducted by these adult education centres” [D2. 21/05/2019].*

Ward education officer D5 from ward E during interview session explained that; *“there is no funds allocated to the district council authority or President’s Office Regional Administration and Local Government (PO- RALG) specific for adult and non-formal education centres” [D5. 21/05/2019].*

During the interview participant D3 from ward C responded that; *“In this ward there are five adult and non-formal centres but there is only one centre which is active, the rest are not simply because there is no fund allocated by the government to support these centres” [D3. 10/05/2019].*

The interview conducted among five selected primary school head teachers also known as coordinators of ANFE centres claimed that, there are no funds allocated by the government to run adult education centres. This statement could be witnessed by the following participants. *“The head teacher PHT1 from the adult and non-formal education centre 1 proclaimed that, there is no good system of disbursing funds for running Adult and Non-Formal Education centres” [PHT1. 02/05/2019].*

Likewise, the head teacher PHT2 or centre adult education coordinator from adult education centre 2 explained that; *“The main challenge of fund allocation for adult and non-formal education centre was fund facilitation which leads to failure to motivate and pay honoraria to the facilitators/teachers as well as to buy stationeries” [PHT2. 07/05/2019].*

In an interview the head teacher PHT3 from adult education centre 3 said that; *“...we fail to coordinate different adult and non-formal education programmes because of*

*scarce professional facilitators to assist adult learners to learn properly, and this is due to no specific fund for running adult and non-formal education centres...”* [PHT3 08/05/2019].

During the interview the head teacher PHT4 in adult and non-formal education centre 4 explained that:

*The huge challenge of allocating fund for adult and non-formal education centres may be the leaders see less important and hence fail to disburse funds to facilitate various learning programmes conducted by these centres, while, there is a big number of adult people found around our centres who do not know how to read, write and even making simple arithmetic (3Rs)* [PHT4. 06/05/2019].

Participants who provided information on challenges of allocating funds for ANFE centres by focus group discussion were the adult learners found in different centres. They explained that, their facilitators were not paid honoraria at all, and they lack fund for procure teaching-learning materials such as exercise books, text books for adult learners, chalks, pencils and pens along with poor teaching-learning environments because some learners are assembled under the mango tree which makes them to feel inferior and hence discourage their attendances during class hours.

The participants in the FGD 2 from ANFE centre 2 explained:

*The main challenge of funds allocation for Adult and Non-Formal Education centre is that, the government did not disburse funds to this centres and our facilitators did not paid honoraria, we just volunteer ourselves and contribute some amount of money to initiate projects for fund raising like keeping goats which then helps to buy our needs such as teaching and learning materials like exercise books, text books, pencils and pens to mention some* [FGD2.06/05/2019].

The focus group discussion FGD 3 from adult education centre 3 stated that:

*One of the challenges of allocating funds for adult and non-formal education centre is that, facilitators are not paid honoraria they just volunteer themselves. In order to solve it you leaders came and promise us to make groups of learners within the centre and ask to open bank account, we have opened the account but nothing is going on, we just keep on waiting* [FGD3. 07/05/2019].

In Adult and non-formal education centre 4 participants in the focus group discussion FGD4 pointed out that; *“...because of no fund allocated by the government to support adult and non-formal education centre, this time we have no longer adult education facilitator in our centre, the previous one had left to helps us to learn because of not getting honoraria to motivate him...”* [FGD4. 08/05/2019].

Participants in focus group discussion FGD5 from adult education centre 5 insisted that; *“the main challenge of allocating funds for adult and non-formal education centre we have untrained and unpaid adult facilitators which lead to backwardness of our centre”* [FGD5. 15/05/2019].

Focus group discussion FGD6 from the adult and non-formal education centre 6 viewed that; *“the major challenge is that, we do not have teaching and learning materials such as exercise books, pens and the like because of poor fund allocation from the government to these adult and non-formal education centres”* [FGD6. 16/05/2019].

Findings revealed that, the major challenge for allocating funds for ANFE centres in Tunduru district is that, government disburses little or no funds to most government adult education centres which make these adult education centres listless. Like other educational institutions, the government should see how to increase spending level to these ANFE centres because are the ones which add knowledge and skills which left unfulfilled from the formal system of education.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 Overview**

The chapter discussed findings of the study which based on the research objectives that had been presented in chapter four. There are three sections, namely section one was about sources of funds for ANFE centres. The second section concerned with the methods for funds allocation, and the third section involved the challenges of funds allocation for ANFE centres respectively.

#### **5.2 Sources of fund for ANFE centres**

The intention of this objective was to examine the sources of funds for ANFE centres. Data for this objective were obtained through different instruments, namely; interviews, focus group discussion and reviewing of the documents. Interviews were conducted to PDEO, DAEO, and FDC-Principal, WEOs, Primary School head teachers and ANFE facilitators likewise focus group discussions were administered to the adult learners.

Regarding to the sources of funds for ANFE centres there were two categories of responses from the participants; those from District education officials and those from ward education officers and adult centres.

Findings from the district education officials PDEO, DAEO and Principal FDC revealed that there were sources of funds for ANFE centres disbursed by the government through LANES programme and The Ministry of Social development, gender and children for FDC College, even though the funds are not enough and the flow is not frequently disbursed to fulfil the requirements of ANFE centres. The funds allocated through LANES programme were specifically for payment of honoraria of the COBET programme facilitators, and also, not for all centres just only few of them in the district which was 10 out of 36 COBET centres. This resemblance on the study conducted by Colombano and Fretwell (2000) when studied the upper and middle countries revealed that sources of funds for adult and continuing education is the fundamental role of the countries from different sources

include the government and other stakeholders such as individuals, civil societies and donors.

Findings from WEOs, Primary School head teachers, adult education facilitators and adult education learners pointed out that, the main sources of funds for ANFE centres were adult learners' contributions and other volunteers. The findings witnessed that centres did not received any fund from the government for long period of time.

Moreover, the study viewed that, there were some other volunteers of ANFE who supported adult learning programmes in one way or another like ward councillor, NMB - Tunduru branch, and Member of Parliament from Tunduru-Northern Constituency in his administrative area.

Furthermore, head teachers who are also called ANFE coordinators at the centre level, uses teaching-learning materials like chinks, attendance register books, exercise books and text and supplementary books that were procured through school capitation grant, and other schools used funds from Self-Reliance income to help ANFE classes to deliver teaching-learning materials for the purpose of imparting adult learners knowledge and skills. These findings supported by Hassan (2009) which disclosed that, the government was inadequately financing ANFE and the funds for ANFE programmes received from other sources.

Basing on those findings, there is a need for the government to consider and take action to disburse funds for these ANFE centres for improvement because they contribute the growth of education in the country as the results increase production to the nation.

### **5.3 Methods of Funds allocation for ANFE centres**

This objective intended to examine methods of allocating fund for ANFE centres. Data from this objective collected through interview to the Primary school head teachers and adult education facilitators.

Sheriff (2003) in California State revealed that there were proper methods of funds allocation for ANFE schools which operated under the so called Workforce Investment Act (WIA) Title II which divided funds into three categories include federal, State apportionment to adult schools and State apportionment to community colleges, this situation enables adult learners to contribute no charges to the centre

level. But from the findings it is clearly revealed that, there is no specific method of funds allocation for ANFE centres from neither the government nor local authorities and private sectors in Tunduru DC. Adult learners and facilitators/teachers volunteered by themselves to run various adult learning programmes including ICBAE, Functional Literacy – *Kisomo Chenye Manufaa* (KCM), and Continuing Education – *Kisomo Cha Kujiendeleza* (KCK).

This situation differs in higher income against lower income nations. In many higher income nations methods of fund allocation for ANFE is specifically understood while in lower income countries the issue is vice versa. For example in Tanzania, ANFE programme are not coordinated in a single ministry consequently data for budget and fund allocated are not known (Cedefop, 2009) as the result methods of allocating funds also are not clearly known.

In addition, this can be witnessed by URT (2008) through ALE report that; the sum amount of either bilateral or multilateral donors underpinned for ANFE programmes are not recognised due to the use of general budgetary support system which require donors to provide financial support to enable the government in the implementation of the coordinated activities as a whole. This state is still insists that there are no clearly proposed methods of fund allocation for ANFE centres.

Moreover, the findings uncovered that, little amount of funds allocated by the central government were specifically for paying honoraria to the COBET programmes facilitators and there were only 10 among of 36 selected adult education centres which found in the District council. These centres, received little funds from LANES programme direct to the school capitation account from the national treasury. It was paid Tanzania shillings one hundred and fifty thousand only after three months per facilitator, which means fifty thousand shillings per month per facilitator; and this depends on the basis of the period of the programme.

Regards to the findings there is a need for the government to initiate a specific unit in the ministerial level which will be responsible for coordinating and proper keeping records of all funds received from any source and allocate specifically for supporting ANFE in the country. But also the government need to establish proper method of fund allocation for ANFE centres.

#### **5.4 Challenges of allocating funds for ANFE centres.**

The purpose of this objective intent to examine the challenges of fund allocation for ANFE centres in Tunduru DC. Data for this objective collected by using focus group discussion in FDC - Nandembo ward and adult education learners, through focus group discussion with learners, it was revealed that the government disburses insufficient fund to fulfil training requirements which brought a lot of deficiencies to the college for example; acute shortage of teaching-learning materials, absence of workshop and acute shortage of workshop technicians, acute shortage of tailoring materials, unqualified tailoring teachers and shortage of infrastructures to meet the learning requirements. [FGD1. 02/05/2019].

However, the information gathered to the adult learners, Primary school head teachers, adult education facilitators/teachers, and WEOs through interview, and focus group discussion showed that, most ANFE centres found in the district council were not active because of lack of funds to enhance honoraria and motivation to the facilitator, and to procure instructional materials, and different requirements for adult learners.

Furthermore, the information gathered by reviewing the documents, and interviews revealed that there is inequality in allocation of funds (Sheriff, 2003) among the education sectors. For example in primary and secondary education sectors there is high emphasis on funds allocation compared to ANFE sectors; for example, in every month primary and secondary schools receives capitation grant while ANFE centres receives not, as the results ANFE centres suffer from extremely underfunding this argument supported by (Mushi et al.2000a; Mnjagila, 2007 & URT, 2008).

Tanzania as a developing country correspondence with the report presented by Colombano and Fretwell (2000) when studied challenges for funds allocation in upper and middle income nations revealed that in most middle income countries ANFE operates in poor resource environments.

In Tanzania, ANFE are also provided with several ministries including; The Ministry of Agriculture, Ministry of Livestock Development and Fisheries, Ministry of Health, Community Development, Gender, Elders and Children but the budget allocated for ANFE in these institutions are not known and there is no co-ordination

mechanism between the user ministry MOESTVT and other ministries which provide ANFE (URT, 2008).

In order to improve ANFE centres it is mostly advised the government to increase the spending level for ANFE centres in order to attain the goals of education (UNESCO, 2012).

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE FINDINGS**

#### **6.1 Overview**

This chapter presents the summary, conclusions and implication of the findings of the study focuses on the purpose, research methodology; the major findings of the research, implications of the findings, limitations of the study, and the contribution to knowledge of the study.

#### **6.2 Summary of the Study**

The purpose of this study was to examine how ANFE centres financed in Tunduru District Council. The study employed case study design and conducted in Tunduru district council. Involved 39 wards in which ANFE centres found where by 5 wards sampled. Purposive and convenience sampling techniques were applied to obtained research participants. Interview, focus group discussion and documentary review were used to gather data from the selected participants in which content data analysis technique were used to analyse, interpret and present the collected data. Issues of validity, reliability and ethical in research were highly considered in the process of this study.

Basing on the research questions and data collected, presented, analysed, interpreted, and discussed; the followings are the major findings of this study.

1. The study revealed that the main sources of funds for ANFE centres were adult learners' own sources, except for COBET programmes students only. This was because most ANFE centres run by learners' contributions and self-reliance (E/K) income from small adult learners' income-generating projects such as animal husbandry like goats, hens, keeping fishes as well as agricultural activities.
2. The study noted that there was insufficient political will in financing ANFE centres. This was revealed when the government lack seriousness on issues related to funding ANFE programmes. For example, inadequate budget for ANFE.

In the Ministry of Education Science Technology and Vocational Training (MESTVT) did not indicate the budget for ANFE centres as it was in primary and secondary schools. It is very hard to observe the specific budget allocated for ANFE centres. For example, the government provided funds for honoraria for few COBET programme centres just only 10 out of 36 centres and 26 centres were left while there were students in need. Other ANFE programmes such as functional literacy (*Kisomo Chenye Manufaa – KCM*) and Continuing Education (*Kisomo Cha Kujiendeleza – KCK*) were lagging behind without be funded.

3. The study disclose that the government allocate funds in primary school much emphasis on teaching pupils to know the skills of reading, writing and arithmetic (3Rs) while there were number of adults people who did not know the skills of 3Rs (*Kusoma, Kuandika na Kuhesabu – KKK*). For example, in Tunduru DC the number of adult aged 18 to 65+ years in 2016 is highest about 27% in Ruvuma region; this is as per field data (2019). Knowing 3Rs is very important in their daily life because adult people are the producers and hence they need to renovate their knowledge regularly because of the advancement of science and technology in the world.
4. The study showed that there were no specific methods of allocating funds for ANFE programmes to the centres. The method of fund allocation depends on the type of funding sources. For example, if it was learners' contributions, donors' support or other volunteers the method will follow along on the type of the fund sources.
5. The study depicted that, the broad challenge of financing ANFE centres is that; there was no specific funds allocated this appeared in many ANFE centres during the focus group discussion which lead adult education facilitators not paid honoraria.
6. The study also noted that, there were other challenges occurred because of lack in fund allocation for ANFE centres such as shortage of adult classrooms, depending much on untrained adult facilitators as well as acute shortage of adult education text books and other teaching-learning materials.

### **6.3 Conclusions**

Several studies on ANFE claim that Adult and Non-formal education sector suffers from extremely underfunding (Mushi et al., 2002; Mnjagila, 2007 & URT, 2008). In this study, findings shown that funds for ANFE centres were mainly provided by adult learners' themselves with very little support from the government; and also the education and training policy of 2014 itself did not indicate the mode of financing ANFE centres. Again findings have shown that there is no specific method which guides the allocation of funds for ANFE centres. This situation leads the big challenges from the government to dislocate funds specifically for function literacy (KCM) and Continuing Education (KCK).

Since independence from in 1961 the father of the nation, late Mwalimu Julius K. Nyerere announced the war to fight against three enemies which are poverty, illiteracy and diseases, up to this moment these three national enemies are still present and they bring challenges to the national development. The strong weapon to fight against these enemies without hesitating is education including ANFE.

In this regard, ANFE centres play a vital role in the development aspect in several countries in the world including Tanzania. It is the role of the government to provide fund for ANFE centres to support adult people continue fighting these development enemies.

To conclude, the extremely underfunding of ANFE centres will be addressed when the government and other ANFE stakeholders allocate enough funds, timely and regularly specific for ANFE centres.

### **6.4 Implications of the findings**

Referring to the research findings, summary and conclusion, this study has the following implications.

#### **6.4.1 Theoretical Implications**

The study underpinned by Human Capital Theory which presupposes that investment in education will foster among other things the development in future. Human capital theory in a wider perspective includes the knowledge, skills, competencies and attributes embodied in people which enables the establishment of personally, socially

and economically well-being (OECD, 2001). In that sense the findings from the study revealed that there is close relationship between human capital theory and financing ANFE centres for the reason that ANFE centres concerned with imparting knowledge, skills, competences as well as attitudes among adult people for their own development and national in general; though there are still some challenges of extremely underfunding of these ANFE centres.

#### **6.4.2 Policy implications**

The findings of the study disclosed that though the government is the major source of financing ANFE centres nevertheless, in practice and most centres are voluntarily funded from adult education learners themselves with little support from the government. There is a need for the government to state clearly in the education and training policy on the issues of financing, mode of funds allocation and specific methods of fund disbursement for ANFE centres.

#### **6.5 Limitations of the study and suggestions for future research**

Although the study brings about the expected results; it takes into account that there were some potential limitations in which provide the directions for future research. These limitations include the following:

One of the limitation of this study is that, the researcher interviewed participants mostly who are concerned with educational matters such as district educational officials, teachers and adult education learners; and disregards personnel from other departments who provides ANFE programmes like extension officers, community development officers, healthy officers , cultural and heritage officers to mention some.

Additional limitation is about the topic coverage of the study. The study concentrated mainly in ANFE centres which are found in primary schools and one FDC which found within the district council and left behind other educational institutions such as secondary schools and tertiary colleges which also deemed to provide ANFE programmes like COSET.

Moreover, this study was conducted in Tunduru DC as case; thus generalisability of the findings is limited and therefore lacks to cover all places in Tanzania.

The study considered one aspect of adequate funds in order to improve ANFE centres and left aside other aspects like strong awareness of the leaders on looking the priority of allocating funds to these ANFE centres for betterment of the country.

### **6.6 Contribution to knowledge**

Refer to the general objective of my study “To examine how Adult and Non-Formal Education centres are financed in Tanzania: A case of Tunduru District Council”. Basing on the theoretical frame work of the study which is “Human Capital Theory” argues that investment in education among other things will bring development in future. In a nutshell human capital theorists believed that an educated community is a productive community. This implies that the provision of ANFE is therefore deemed as an investment in human capital in which is more potential than that of the physical capital. In that sense the human capital theory is applicable with the study.

In order to have effective financing ANFE centres the following criteria be observed: Presence of conducive education and financial policies; available sources of funds; proper following of financial laws and regulations, and presence of ANFE development plan.

From the study, findings addresses the issues of financing ANFE centres by illuminating the sources of funds, methods of allocating funds and to solve the challenges that face fund allocation to ANFE centres.

Moreover , the research provides new insight to the development planners, policy and decision makers to revise the policy of education and training in Tanzania by focusing financing issues in all systems and types of education.

The research adds the body of knowledge to the educational personnel and political leaders to see the importance of making renovation or reformulating the education and training policy of 2014 policy which can readdress the problem of funding ANFE and its coordination in Tanzania.

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## APPENDICES

### APPENDIX I: INTERVIEW SCHEDULE

#### A. INTERVIEW GUIDE FOR PRIMARY DISTRICT EDUCATION OFFICER (PDEO)

**District Council** .....**Date**.....

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your esteemed office to conduct an interview concerning *“Financing adult and non-formal education in Tanzania: A Case of Tunduru district council”* as you received my letter before coming. As the interview goes on, we will be recorded through the tape for the sake of keeping memory and easier during transcription processes, please allow me! I assured you that, the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are not authorised. So please dear interviewee I request your cooperation! Let us start:

1. For how long have you been in this district council?
2. Where do you get funds in order to run Adult and Non-Formal Education centres in your council? Are funds sufficient to fulfill the requirement of learning programmes in your council?
3. What methods used for disbursement of fund in the district? How funds flow in your district? At which interval time?
4. What challenges do you face in the way of funding Adult and Non-Formal Education programmes in your council?
5. From the best of your knowledge and experiences what can you advice the government to do in order to improve funding in Adult and Non-Formal Education centres in the district council?
6. Are there any issues we have not yet discussed that you think is important to highlight this time?

Thank you!

**B. INTERVIEW GUIDE FOR DISTRICT ADULT AND NON-FORMAL EDUCATION OFFICER (DAEO)**

**District Council Name:** ..... **Date:** .....

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your esteemed office to conduct an interview concerning *“Financing adult and non-formal education in Tanzania: A Case of Tunduru district council”* as you received my letter before coming. As the interview goes on, we will be recorded through the tape for the sake of keeping memory and easier during transcription processes, please allow me! I assured you the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are not authorised. So please dear interviewee I request your cooperation! Let us start:

- 1) For how long have you been in this district council?
- 2) How many Adult and Non-Formal Education Centres in the district?
- 3) Where do you get funds which enable to run adult and non-formal education centres in the district?
- 4) What methods used for disbursement of funds for Adult and Non-Formal education centres in the district?
- 5) How funds for Adult and Non-Formal Education flow in your district council? At which interval time?
- 6) What challenges do you face in the way of funding Adult and Non-Formal Education centres in the council?
- 7) From the best of your knowledge and experiences what can you advice the government to do for the aim of improving financing Adult and Non-Formal Education centres in the district?
- 8) Are there any issues not yet discussed that is important to highlight this time?

Thank you!

**C. INTERVIEW GUIDE FOR PRINCIPAL FOLK DEVELOPMENT  
COLLEGE (FDC)**

**District: .....College: ..... Date: .....**

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your esteemed college (adult centre) to conduct interview concerning *“Financing adult and non-formal education in Tanzania: A Case of Tunduru district council”* as you received my letter before coming. As the interview goes on, we will be recorded through the tape for the sake of keeping memory and easier during transcription processes, please allow me! I assured you the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are not authorised. So please dear interviewee I request your cooperation! Let us start:

1. For how long have you been in this college?
2. How many students do you have and their skills undertake in the college?
3. Where do you get funds which enables to run literacy and other skills programmes in your college?
4. Are funds sufficient to fulfill the requirements of different programmes in your college?
5. What methods used for funds disbursement in the college?
6. How funds are disbursed in the college? At which interval time?
7. What challenges do you face in the way of funding various programmes in the college?
8. From the best of your knowledge and experiences what can you advice the government to do for the aim of improving financing Adult and Non-Formal Education centres in the college?
9. Are there any issues not yet discussed that is important to highlight in this interview?

Thank you?

#### **D. INTERVIEW GUIDE FOR WARD EDUCATION OFFICERS (WEOs)**

**District:** .....**Ward:** ..... **Date** .....

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your esteemed office to conduct a research concerning *“Financing adult and non-formal education in Tanzania: A Case of Tunduru district council”* as you received my letter before coming. While the interview goes on, we will be recorded through the tape for the sake of keeping memory and easier work during transcription processes, please allow me! I assured you the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are not authorised. So please dear interviewee I request your cooperation! Let us start:

- 1) For how long have you been in this Ward?
- 2) How many Adult and Non-Formal Education Centres in the ward?
- 3) Where Adult and Non-Formal Education centres in the ward get funds to run different literacy programmes?
- 4) What methods used for disbursement of funds in the ward?
- 5) How funds for Adult and Non-Formal Education flow in your ward?  
At which interval time?
- 6) What challenges do you face in the way of funding Adult and Non-Formal Education programmes in the ward?
- 7) From the best of your knowledge and experiences what can you advice the government to do for the aim of improving methods of financing Adult and Non-Formal Education centres in the ward?
- 8) Are there any issues not yet discussed that is important to highlight this time?

Thank you!

## E. INTERVIEW GUIDE FOR PRIMARY SCHOOL HEAD TEACHERS

District..... Centre Name: ..... Date .....

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your esteemed adult centre to conduct an interview concerning *“Financing adult and non-formal education in Tanzania: A Case of Tunduru district council”* as you received my letter before coming. While the interview goes on, we will be recorded through the tape for the sake of keeping memory and easier during transcription processes, please allow me! I assured you the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are not authorised. So please dear interviewee I request your cooperation! Let us start:

- 1) For how long have you been in this centre?
- 2) How many adult and non-formal learners in this centre?
- 3) As the head of Adult and Non-Formal Education centres where do you get funds to run different literacy programmes?
- 4) What methods used for disbursement of funds in this centre?
- 5) How funds flow in your centre? At which interval time?
- 6) What challenges do you face in the way of financing Adult and Non-Formal Education programmes in your centre?
- 7) From the best of your knowledge and experiences what can you advice the government to do for the aim of improving methods of financing Adult and Non-Formal Education centres in the centre level?
- 8) Are there any issues not yet discussed that is important to highlight now?

Thank you!

**F. INTERVIEW GUIDE FOR ADULT AND NON-FORMAL  
EDUCATION FACILITATORS/TEACHERS**

**District ..... Centre Name: ..... Date .....**

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your adult centre to conduct an interview concerning *“Financing adult and non-formal education in Tanzania: A Case of Tunduru district council”* as you received my letter before coming. We will be together, while the interview goes on, we will be recorded through the tape for the sake of keeping memory and easier work during transcription processes, please allow me! I assured you the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are no authorised. So please dear interviewee I request your cooperation! Let us start:

- 1) For how long have you been in this centre?
- 2) How many adult and non-formal learners in this centre?
- 3) As Adult and Non-Formal Education facilitator where do you get funds to run different literacy programmes in this centre?
- 4) What methods used for disbursement of funds in this centre?
- 5) How funds flow in your centre? At which interval time?
- 6) What challenges do you face concerning financial issues implementing various programmes in your centre?
- 7) From the best of your knowledge and experiences what can you advice the government to do for the aim of improving methods of financing Adult and Non-Formal Education centres in the centre level?
- 8) Are there any issues not yet discussed that is important to highlight now?

Thank you!

## APPENDIX II

### GUIDE FOR FOCUS GROUP DISCUSSION FOR ADULT LEARNERS

**District: .....Ward .....Centre Name .....Date .....**

Greetings! First of all I would like to introduce myself; my name is Saidi Omari Haridi a student of master degree from Mzumbe University in Morogoro. I come in your esteemed adult centre to conduct a focus group discussion concerning “*Financing adult and non-formal education in Tanzania: A Case of Tunduru district council*” as you received my letter before coming. We will be together, while the discussion goes on, we will be recorded through the tape for the sake of keeping memory and easier work during transcription processes, please allow me! I assured you the information which will be provided to me will be confidential, and for academic purposes only, and I will not disclose to others who are not authorised. So please dear interviewee I request your cooperation! Let us start our discussion.

1. Dear adult learners are you comfortable with learning?
2. Which stage are you studying now?
3. Are teaching-learning materials like books, desks sufficient in the class?
4. What challenges do you face during your study?
5. From the best of your knowledge and experiences what can you advice the government to do for the aim of improving your centre?
6. Are there any issues not yet discussed that is important to highlight this time?

Thank you!

## **APPENDIX III**

### **DOCUMENTARY REVIEW SCHEDULE**

#### **DOCUMENTARY REVIEW GUIDE**

Circulars and directives of adult and non-formal education

- 1) Circular and directives of adult and non-formal education
- 2) Primary Education Development Programme (III) quarterly report
- 3) Education and training policies of 1995 and 2014
- 4) The National Education Act No. 25 of 1978

## APPENDIX IV

### CODES USED FOR STUDY PARTICIPANTS

PDEOA	-	Primary District Education officer
DAEOB	-	District Adult and Non-Formal Education Officer
FDCC	-	Principal Folk Development College
FDCT	-	Teachers from Folk Development College
D1	-	Ward Education Officer (Mbesa ward)
D2	-	Ward Education Officer (Namiungo ward)
D3	-	Ward Education Officer (Nandembo ward)
D4	-	Ward Education Officer (Ligoma ward)
D5	-	Ward Education Officer (Nampungu ward)
PHT1	-	Primary School Head Teacher (Ligoma adult education centre)
PHT2	-	Primary School Head Teacher (Mbesa adult education centre)
PHT3	-	Primary School Head Teacher (Namiungo adult Educ. centre)
PHT4	-	Primary School Head Teacher (Naluwale adult Educ. centre)
PHT5	-	Primary School Head Teacher (Nampungu adult Educ. centre)
AEF1	-	Adult Education Facilitators (FDC centre)
AEF2	-	Adult Education Facilitators (Ligoma centre)
AEF3	-	Adult Education Facilitators (Mbesa centre)
AEF4	-	Adult Education Facilitators (Namiungo centre)
AEF5	-	Adult Education Facilitators (Naluwale centre)
AEF6	-	Adult Education Facilitators (Nampungu centre)
FGD1	-	Focus Group Discussion (FDC centre)
FGD2	-	Focus Group Discussion (Ligoma centre)
FGD3	-	Focus Group Discussion (Mbesa centre)
FGD4	-	Focus Group Discussion (Namiungo centre)

- FGD5 - Focus Group Discussion (Naluwale centre)
- FGD6 - Focus Group Discussion (Nampungu centre)

**UGHARIMIAJI WA VITUO VYA ELIMU YA WATU WAZIMA NA ELIMU  
NJE YA MFUMO RASMI TANZANIA: HALMASHAURI YA WILAYA YA  
TUNDURU**

**A. MWONGOZO WA DODOSO KWA AFISA ELIMU MSINGI (W).**

**WILAYA: ..... TAREHE: .....**

Pamoja na Salamu !

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na *“Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,”* kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo tutakuwa pamoja, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tepu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa utakazokuwa umenipatia. Kwahiyo naomba ruhusa yako. Napenda kukuthibitishia kwamba taarifa utakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiyehusika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wako! Naomba sasa tuanze mahojiano!

1. Kwa muda gani sasa upo katika Halmashauri hii?
2. Unapata wapi fedha za kuendeshea programu mbalimbali Katika vituo vya elimu ya watu wazima na elimu nje ya mfumo rasmi Katika Halmashauri yako?
3. Unazipata kwa utaratibu upi fedha za uendeshaji wa Elimu ya watu Wazima na Elimu nje ya Mfumo Rasmi kwenye Halmashauri na baadaye Halmashauri kwenda vituoni ? ni njia zipi zinatumiwa ? zinatolewaje na kwa muda gani?
4. Unafikiri fedha unazopata zinakidhi mahitaji ya vituo vya Elimu ya watu Wazima na Elimu ya nje Mfumo Rasmi katika halmashuri yako?
5. Ni changamoto zipi unakabiliana nazo katika kupata fedha za uendeshaji katika sekta ya elimu ya watu wazima na elimu nje ya mfumo rasmi?

6. Unaweza kuishauri nini Serikali ili kuboresha utengaji wa bajeti na utoaji na wa fedha ili kuboresha uendeshaji wa vituo vya elimu ya watu wazima na elimu nje ya mfumo rasmi katika Halmashauri yako.?
7. Kuna jambo lolote unafikiri kwamba ni la muhimu ambalo hatujalizungumza kuhusu ugharimiaji wa Elimu ya watu Wazima na elimu nje ya Mfumo rasmi?

*Ahsante kwa ushirikiano !*

**A. MWONGOZO WA DODOSO KWA AFISA ELIMU WATU WAZIMA  
NA ELIMU NJE YA MFUMO RASMI (W)**

**WILAYA:** ..... **TAREHE:** .....

Pamoja na Salamu !

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na *“Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,”* kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo tutakuwa pamoja, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tepu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa utakazokuwa umenipatia, Kwahiyo naomba ruhusa yako. Napenda kukuthibitishia kwamba taarifa utakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiyehusika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wako! Naomba sasa tuanze mahojiano!

1. Kwa muda gani sasa upo katika Halmashauri hii?
2. Kuna vituo vingapi vya elimu ya watu wazima na elimu nje ya mfumo rasmi, katika Halmashauri?
3. Unapata wapi fedha za kuendeshea programu mbalimbali Katika vituo vya elimu ya watu wazima na elimu nje ya mfumo rasmi Katika Halmashauri yako?
4. Unazipata kwa utaratibu upi fedha za uendeshaji wa Elimu ya watu Wazima na Elimu nje ya Mfumo Rasmi kwenye Halmashauri na baadaye Halmashauri kwenda vituoni ? ni njia zipi zinatumiwa ? zinatolewaje na kwa muda gani?
5. Unafikiri fedha unazopata zinakidhi mahitaji ya vituo vya Elimu ya watu Wazima na Elimu ya nje Mfumo Rasmi katika halmashuri yako?
6. Je, Ni changamoto zipi unakabiliana nazo katika kupata fedha za uendeshaji katika sekta ya elimu ya watu wazima na elimu nje ya mfumo rasmi?
7. Je, Unaweza kuishauri nini Serikali ili kuboresha utengaji wa bajeti na utoaji na wa fedha ili kuboresha uendeshaji wa vituo vya elimu ya watu wazima na elimu nje ya mfumo rasmi katika Halmashauri yako.?

8. Kuna jambo lolote unafikiri kwamba ni la muhimu ambalo hatujalizungumza kuhusu ugharimiaji wa Elimu ya watu Wazima na elimu nje ya Mfumo rasmi?

*Ahsante kwa ushirikiano !*

**B. MWONGOZO WA DODOSO KWA MKUU WA CHUO CHA  
MAENDELEO YA WANANCHI TUNDURU (FDC)**

**WILAYA:** ..... **CHUO**..... **TAREHE:** .....

Pamoja na Salamu !

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na *“Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,”* kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo tutakuwa pamoja, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tepu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa utakazokuwa umenipatia. Kwahiyo naomba ruhusa yako. Napenda kukuthibitishia kwamba taarifa utakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiyehusika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wako! Naomba sasa tuanze mahojiano!

1. Kwa muda gani sasa upo katika chuo hiki?
2. Kuna idadi gani ya wanachuo kwa fani na jinsi zao?
3. Je, unapata wapi fedha kwa ajili ya uendeshaji wa program za utoaji elimu kwa wanachuo wako?
4. Je, ni njia zipi zinatumika katika kupata fedha za uendeshaji wa programu mbalimbali hapa chuoni?
5. Je, fedha zinazotolewa zinakidhi mahitaji ya wanachuo katika kupata elimu au uendeshaji wa mafunzo ?
6. Changamoto zipi unakutana nazo juu ya utoaji na upangaji wa fedha za program mbalimbali za mafunzo?
7. Kutokana na uzoefu ulionao, unaweza kuishauri nini Serikali ili kuboresha upatikanaji wa fedha kwa ajili ya uendeshaji wa programu mbalimbali za elimu katika chuo chako?
8. Kuna jambo lolote unafikiri kuwa ni la muhimu ambalo hatujalizungumza juhusu ugharimiaji wa Elimu hapa chuoni?

*Ahsante kwa ushirikiano !*

### C. MWONGOZO WA DODOSO KWA MAAFISA ELIMU KATA (AEKs)

WILAYA: .....KATA..... TAREHE: .....

Pamoja na Salamu !

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na *“Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,”* kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo tutakuwa pamoja, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tapu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa utakazokuwa umenipatia. Kwahiyo naomba ruhusa yako. Napenda kukuthibitishia kwamba taarifa utakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiye husika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wako! Naomba sasa tuanze mahojiano!

1. Kwa muda gani sasa upo katika lata hii?
2. Kuna vituo vingapi vya elimu ya watu wazima na elimu nje ya mfumo rasmi, katika kata yako?
3. Unapata wapi fedha za kuendeshea programu mbalimbali za Elimu Katika vituo vya elimu ya watu wazima na elimu nje ya mfumo rasmi katika kata yako?
4. Unazipata kwa utaratibu upi fedha za uendeshaji wa Elimu ya watu Wazima na Elimu nje ya Mfumo Rasmi kwenye kata na baadaye kata kwenda vituoni ? ni njia zipi zinatumiwa ? zinatolewaje na kwa muda gani?
5. Unafikiri fedha unazopata zinakidhi mahitaji ya vituo vya Elimu ya watu Wazima na Elimu ya nje Mfumo Rasmi katika kata?
6. Ni changamoto zipi unakutananzazo katika kupata fedha za uendeshaji katika sekta ya elimu ya watu wazima na elimu nje ya mfumo rasmi?

7. Unaweza kuishauri nini Serikali ili kuboresha utengaji wa bajeti na utoaji na wa fedha ili kuboresha uendeshaji wa vituo vya elimu ya watu wazima na elimu nje ya mfumo rasmi katika kata yako.?
8. Kuna jambo lolote unafikiri kwamba ni la muhimu ambalo hatujalizungumza kuhusu ugharimiaji wa Elimu ya watu Wazima na elimu nje ya Mfumo rasmi?

*Ahsante kwa ushirikiano !*

## D: MWONGOZO WA DODOSO KWA WALIMU WAKUU

WILAYA: .....KATA.....KITUO CHA EWW.....TAREHE.....

Pamoja na Salamu !

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na *“Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,”* kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo tutakuwa pamoja, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tapu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa utakazokuwa umenipatia. Kwahiyo naomba ruhusa yako. Napenda kukuthibitishia kwamba taarifa utakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiyehusika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wako! Naomba sasa tuanze mahojiano!

1. Kwa muda gani sasa upo katika kituo hiki?
2. Kuna wanakisomo wangapi katika kituo chako? Je kati yao ni wanaume wangapi na wanawake ni wangapi?
3. Ukiwa kama mkuu wa Shule/ kituo unapata wapi fedha za uendeshaji wa elimu ya watu wazima na elimu nje ya mfumo rasmi?
4. Fedha za elimu ya watu wazima na elimu nje ya mfumo rasmi zinatolewa kila baada ya muda gani?
5. Ni njia zipi zinatumiwa katika kupata fedha za programu ya elimu ya watu wazima na elimu nje ya mfumo rasmi Rasmi Katika kituo chako?
6. Changamoto zipi unakutana nazo katika kupata fedha kwa ajili ya elimu ya watu wazima na elimu nje ya mfumo rasmi katika kituo chako?
7. Kwa uzoefu wako katika masuala mbalimbali ya elimu unaweza kuishauri nini serikali ili kuboresha upatikanaji wa fedha kwa ajili ya uendeshaji wa elimu ya watu wazima na elimu nje ya mfumo rasmi?

*Ahsante kwa ushirikiano !*

#### **D. MWONGOZO WA DODOSO KWA WAWEZESHAJI/WALIMU WA ELIMU YA WATU WAZIMA NA ELIMU NJE YA MFUMO RASMI**

**WILAYA: .....KATA.....KITUO CHA EWW ..... TAREHE.....**

Pamoja na Salamu !

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na *“Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,”* kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo tutakuwa pamoja, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tepu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa mtakazokuwa mmenipatia. Kwahiyo naomba ruhusa yenu. Napenda kuwathibitishia kwamba taarifa mtakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiyehusika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wenu! Naomba sasa tuanze mahojiano!

1. Kwa muda gani sasa unafanya kazi katika kituo hiki?
2. Kuna idadi ya wanakisomo wangapi katika kituo chako kwa jinsi zao?
3. Ukiwa ni mwezeshaji wa elimu ya watu wazima na elimu nje ya mfumo rasmi, je unashirikishwa katika kupanga bajeti ya matumizi ya fedha kwa ajili ya kituo chako?
4. Unafikiri ni njia zipi zinatumiwa katika kupata fedha kwa ajili ya elimu ya watu wazima na elimu nje ya mfumo rasmi hapa kituoni kwako ? Zitaje?
5. Fedha huwa zinatolewa kila baada ya muda gani?
6. Ni changamoto zipi wewe kama mwezeshaji wa wanakisomo wa elimu ya watu wazima na elimu nje ya mfumo rasmi unapata katika upatikanaji wa fedha za uendeshaji ?
7. Kwa uzoefu wako katika masuala mbalimbali ya elimu unaweza kuishauri nini serikali ili kuboresha upatikanaji wa fedha kwa ajili ya uendeshaji wa Elimu ya Watu Wazima na Elimu nje ya Mfumo rasmi?

***Ahsante kwa ushirikiano !***

## FOCUS GROUP DISCUSSION (FGD)

### E. MWONGOZO WA MJADALA KWA WANAKISOMO WA ELIMU YA WATU WAZIMA NA ELIMU NJE YA MFUMO RASMI

WILAYA: .....KATA.....KITUO CHA EWW..... TAREHE: .....

Pamoja na Salamu!

Kwanza kabisa naomba kujitambulisha, kwa majina naitwa Saidi Omari Haridi ni mwanafunzi ninayesoma shahada ya uzamili Katika Chuo Kikuu cha Mzumbe kilichopo Katika mkoa wa Morogoro. Nimekuja Katika kituo hiki ili kufanya utafiti kuhusiana na “*Ugharimiaji wa fedha Katika vituo vya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi: Katika Halmashuri ya Wilaya ya Tunduru,*” kama barua iliyotangulia kabla ya ujio wangu inavyosomeka. Hivyo mtakuwa pamoja nami, na wakati tunaendelea na mahojiano, nitaomba kurekodi kwa tepu ili kuweza kupata kumbukumbu vizuri na kurahisisha kazi wakati wa uchanganuzi wa taarifa mtakazokuwa mmenipatia. Kwahiyo naomba ruhusa yenu. Napenda kuwathibitishia kwamba taarifa mtakazonipa zitakuwa ni siri na kwamba siruhusiwi kuzitoa kwa mtu asiyehusika; na kwamba taarifa hizi zitakuwa kwa matumizi ya kitaaluma tu. Hivyo basi naomba ushirikiano wenu! Naomba sasa tuanze mjadala!

1. Vipi wanakisomo mnajisikia vizuri na mko tayari kujifunza?
2. Mpo katika hatua gani ya kujifunza?
3. Ni changamoto zipi mnakutana nazo katika kujifunza?
4. Vipi vifaa vya kujifunzia na kufundishia vinatosheleza katika tendo la ujifunzaji?
5. Kwa kutumia uzoefu wenu mnaweza kuishauri nini Serikali katika uboreshaji wa utoaji fedha kwa ajili ya elimu ya watu wazima na elimu nje ya mfumo rasmi?
6. Kuna jambo lolote unafikiri kuwa ni la muhimu ambalo hatujalizungumza?

*Ahsante kwa ushirikiano !*

**A: RESEARCH DATA COLLECTION LETTER FROM MZUMBE  
UNIVERSITY**



**OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMICS)**

E-Mail: [vc@mzumbe.ac.tz](mailto:vc@mzumbe.ac.tz)  
Tel: +255 023 2931212  
Fax: +255 023 2931213  
Cell: +255 0754694029  
Website: [www.mzumbe.ac.tz](http://www.mzumbe.ac.tz)

P.O. Box 1  
Mzumbe  
TANZANIA

Ref. No. MU/DPGS/INT/38/Vol. IV

Date: 29<sup>th</sup> March, 2019

District Executive Director,  
P.O. Box 275,  
**TUNDURU**

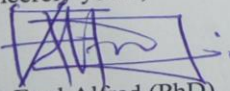
**RE: INTRODUCTION OF MR. SAIDI OMARI HARIDI**

The bearer of this letter Mr. Saidi Omari Haridi whose registration number is 15408119/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Masters of Art in Education (MA-EDU)**. As part of requirements for completion of his studies, he is collecting information on: **FINANCING ADULT AD NON-FORMAL EDUCATION IN TANZANIA: A CASE OF TUNDURU DISTRICT COUNCIL.**

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your organization, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,



Dr. Fred Alfred (PhD)

For: **DEPUTY VICE CHANCELLOR (ACADEMIC)**

**MZUMBE UNIVERSITY  
P. O. Box 1, MZUMBE  
TANZANIA**


QUOTATION OF REF. NO IS ESSENTIAL

**B: RESEARCH PERMISSION LETTER FROM TUNDURU DISTRICT COUNCIL**

**JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA RAIS  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

**HALMASHAURI YA WILAYA YA TUNDURU**  
*(Barua zote zitumwe kwa Mkurugenzi Mtendaji wa Wilaya)*

**MKOA WA RUVUMA**  
SIMU NA. 2680004  
FAX No. 2680208  
Email – [info@tundurudc.go.tz](mailto:info@tundurudc.go.tz)



S.L.P 275,  
TUNDURU

25/04/2019

Kumb. Na. TDC.140/3/VOL V/ 132

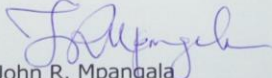
Kwa Mkuu wa Idara Elimu Msingi,  
Mkuu wa Chuo Cha maendeleo ya Wananchi Nandembo  
Na Walimu Wakuu Shule za Msingi za Ligoma, Mbesa, Nampungu na  
Namiungo.  
**TUNDURU.**

**YAH: KUMTAMBULISHA WANACHUO SAIDI OMARI HARIDI KUFANYA  
UTAFITI KATIKA OFISI ZENU.**

Kichwa cha habari hapo juu chahusika.

Napenda kumtambulisha kwenu mwanachuo mtajwa hapo juu kutoka chuo Kikuu cha  
Mzumbe kilichopo Morogoro kufanya utafiti unaohusu "**Financing Adult And Non-  
Formal Education in Tanzania: A Case of Tunduru District Council**" katika Ofisi/  
shule zenu Kuazia tarehe 02/05/2019 hadi tarehe 16/05/2019.

Kwa barua hii naomba mumpatie ushirikiano.

  
John R. Mpangala  
KNY: **MKURUGENZI MTENDAJI (W)**  
**TUNDURU**  
DISTRICT EXECUTIVE DIRECTOR  
TUNDURU

Nakala: Bw. Saidi Omari Haridi \_\_\_\_\_  
AFISA ELIMU KATA : LIGOMA, NAMIUNGO, NAMPUNGU, MBESA,  
NA NANDEMBO (W) TUNDURU

C: TWM form URT (2019)

JAMHURI YA MUUNGANO WA TANZANIA



OFISI YA RAIS  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

**TAKWIMU ZA ELIMU YA WATU WAZIMA NA ELIMU NJE YA  
MFUMO RASMI (TWM)**

**2019**

A. ELIMU NJE YA MFUMO RASMI - MSINGI

MEMKWA:  MAMBO ELIMU:  NYINGINE:  (Taja:.....)

B. ELIMU YA WATU WAZIMA - MUKEJA

KCM  KCK

C. ELIMU NJE YA MFUMO RASMI - SEKONDARI

MESKWA  ELIMU HURIA NA MASAFA (ODL)

D. ELIMU CHANGAMANI BAADA YA ELIMU YA MSINGI (IPPE)

E. MPANGO WA ELIMU CHANGAMANI KWA VIJANA WALIO NJE YA SHULE (IPOSA)

KITUO NI CHA SERIKALI:  KITUO SI CHA SERIKALI:

*(Weka alama ya Vema (✓) katika kisanduku husika)*

JINA LA KITUO:

*Andika Jina Sahihi la Kituo/Shule la Usajili*

KATA\*:  \* Kata zijazwe kama zilivyotangazwa kwenye gazeti la serikali (GM)

HALMASHAURI:  MKOA:

*Vituo vya ODL vinavyoendeshwa na Serikali huu ni vile vinavyosimamiwa na Taasisi ya Elimu ya Watu Wazima (TEWW)*

TWM 2019

*Ukurasa wa 1 kati ya kurasa 21 zilizochapwa*