

**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**

**By
Saidi Omari Haridi**

**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.

.....

Supervisor’s signature

.....

Internal examiner

Acceptance for the Board of Faculty of Social Sciences

Signature

DEAN, FACULTY OF SOCIAL SCIENCES

DECLARATION AND COPYRIGHT

I, **Saidi Omari Haridi** hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to Mzumbe University or any other University for a similar or any other degree award.

Signature

Date

© 2019

This dissertation is a copyright material protected under the Berne Convention, The Copyright Act 1999 and other international and national enactments, in behalf, on intellectual property. It may not be reproduced by any means in full or part, except for short extracts in fair dealings, for research or private study, critical scholarly review or disclosure with an acknowledgment, without prior written permission by Mzumbe University, on behalf of the author.

ACKNOWLEDGEMENTS

I would like to give my heartfelt thanks to those who helped me to produce this work. Indeed I appreciate and respect their brilliant efforts.

My forthright gratitude should go to my supervisor Dr. Orest S. Masue for his strong efforts, encouragement, inspiration, guidance and challenging views. Regardless of his intense responsibilities, he devoted some of his time making corrections and recommendations in this work. Presentation and completion of this work is a result of his tireless efforts in supervision. May God bless him!

Sincere appreciation should go to my beloved parents: Amina T. Mcheni and Omari Haridi Omari for their best upbringing and encouragements. Others include my beloved children: Nasma, Uzweifa, Jaizi, Amina and Abdulshakour for their cooperation and tolerance during my study. Finally, utmost gratitude is directed to my beloved sister Mwajabu Halipha Loyar for regular encouragement and unwavering support in my study. Moreover, special thanks are sent to my fellow colleagues MAED students of 2017/2019, and education stakeholders in Tunduru DC, namely: Primary district education officials, Folk Development College Principal, ward education officers, primary school head teachers, facilitators/teachers and adult learners from Nandembo, Ligoma, Namiungo, Mbesa, Nampungu and Naluwale for the generosity support during my study.

DEDICATION

This work is dedicated to my lovely wife Rehema Issa Maundu for her unwavering love, support, cooperation and tolerance during the entire period of 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 the ways on 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. Five (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 were mostly done by the adult learners' themselves through their contributions from individual income, individual and local volunteers, and very little support from the government. The research revealed that there were no proper methods of fund allocation for ANFE centres because the government disbursed very low and irregular funds to run these centres. Often the little funds supported were programme-based from the donors and local volunteers. The study also uncovered that, ANFE centres were faced with multiple challenges; these include extreme underfunding and lowly paid or not paid at all honoraria for adult education facilitators. Other challenges include dependency in untrained adult and non-formal education facilitators, poor teaching-learning environment, acute shortage of qualified adult education facilitators, lack of motivations among teachers and adult education learners. Several recommendations are made specifically for financing ANFE centres.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
LIST OF ABBREVIATIONS AND ACRONYMS.....	v
ABSTRACT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background to the study.....	1
1.3 Statement of the problem	9
1.4 Objective of the study	9
1.4.1 Specific objectives of the study.....	10
1.5 Research questions	10
1.6 Significance of the study	10
1.7 Scope of the study	11
CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1 Overview	12
2.2 Conceptualizing ANFE	12
2.2.1 Forms of education in Tanzania.....	12
2.2.1.1 Formal education.....	12
2.2.1.2. Non-formal education	12
2.2.1.3 Informal education	13
2.2.2 The concept of adult education	13
2.2.3 Magnitude and forms of ANFE in Tanzania.....	14

2.2.3.1 Literacy education:.....	15
2.2.3.2 Continuing education:	16
2.2.3.3 Workers' education:	16
2.2.4 Institutions which provide ANFE in Tanzania.....	16
2.2.5 Mechanism for financing ANFE in Tanzania	16
2.2.6 Problems of financing ANFE centres in Tanzania.....	17
2.3 Theoretical framework of the study.	18
2.4 Review of the empirical study.....	19
2.4.1 Global context of financing ANFE	19
2.4.2 African context on financing ANFE	22
2.4.3 Tanzanian context on financing ANFE.....	23
2.4.4 Synthesis of literature and knowledge gap.....	23
2.5 Conceptual framework.....	23
2.5.1 Operationalisation of the variables.....	24
2.5.1.1 Dependent variables	24
2.5.1.2. Independent variables.....	25
CHAPTER THREE	26
RESEARCH METHODOLOGY	26
3.1 Overview	26
3.2 Research approach and design	26
3.2.1 Research approach	26
3.2.2 Research design.....	26
3.3 Area of the study	27
3.4 Population of the study	29
3.5 Sample size and sampling techniques	29
3.5.1 Study sample size.....	29
3.5.2 Sampling technique.....	31
3.5.2.1 Purposive sampling technique	31
3.5.2.2 Convenience/availability sampling technique.....	31
3.6 Data collection methods and instruments	31
3.6.1 Interview	31

3.6.1.1 Participants response rate	32
3.6.2 Focus group discussion (FDG).....	32
3.6.3 Documentary review	33
3.7 Data analysis and interpretation	33
3.8 Trustworthiness of the study	34
3.9 Ethical considerations	34
3.9.1 Avoiding biasness	34
3.9.3 Informed consent.....	35
3.9.4 Maintaining confidentiality	35
3.9.5 Providing incentives.....	35
CHAPTER FOUR.....	36
PRESENTATION OF THE FINDINGS.....	36
4.1 Overview	36
4.2 Research participants	36
4.3 Sources of fund for ANFE centres in Tunduru district.	36
4.4 Methods of fund allocation for ANFE centre in Tunduru district.	39
4.5 Challenges of allocating funds for ANFE centres in Tunduru district.....	40
CHAPTER FIVE.....	45
DISCUSSION OF THE FINDINGS.....	45
5.1 Overview	45
5.2 Sources of fund for ANFE centres	45
5.3 Methods of funds allocation for ANFE centres	46
5.4 Challenges of allocating funds for ANFE centres.....	48
CHAPTER SIX	50
SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE FINDINGS..	50
6.1 Overview	50
6.2 Summary of the study	50
6.3 Conclusions	51
6.4 Implications of the findings	52
6.4.1 Theoretical implications.....	52
6.4.2 Policy implications.....	53

6.5 Limitations of the study and suggestions for future research	53
6.6 Contribution to knowledge.....	54
REFERENCES	55
APPENDICES	62

LIST OF TABLES

Table 3.1 Study sample composition	29
Table 3.2 Interview matrix.....	32

LIST OF FIGURES

Figure 2.1 Magnitude and forms of ANFE in Tanzania	15
Figure 2.2 Conceptual framework.....	24

LIST OF APPENDICES

Appendix I: Interview schudule	62
Appendix II: Guide for focus group discussion for adult learners	68
Appendix III: Documentary review schedule	69
appendix IV: Codes used for study participants	70

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 is much emphasized as a 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, that there might be a need for adult learning.

ANFE to this study may be explained as a system of education that operates 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 are several ways or methods that have been used in European Countries (EU) to finance 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 European Union 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 European Union 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 provides ANFE. To them, ANFE is used to call Literacy and Adult Education, and is provided by different ministries include the Ministry of Education, Ministry of Defence, Ministry of Interior, Ministry of Social Solidarity, Ministry of Religious Endowment, and Ministry of Communication and Technology. Others are National Council for Human Rights, National Council for Women and other local Authorities. 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 economical arena of the society (Von Kotze, 2007).

The provision of adult learning and education in Republic of South Africa is found in different acts. They include RSA constitution Act No. 108 of 1996, section 29; The South African Schools Act No. 84 of 1996; and The National Education Policy Act

No. 27 of 1996. Others are 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 responsibility of financing ACE in Kenya faces with number of challenges, which 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, and 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 Ministry of Education, Science, Technology, Vocational and Training (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 operationalised 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 Complementary Basic Education in Tanzania (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 Primary School Leaving Examination (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 Intergrated Community Based Adult Education (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 divided 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 to 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 disclosed the challenges which hinder the implementation of the plan. ANFE is not one of the priorities of the Local Government Authority's strategic plan. Hence, there is little allocation of funds to implement different learning programmes. This 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 the efforts and strategies made by the government and other ANFE stakeholders in funding various adult learning programmes, ANFE centres still suffer from extreme underfunding (Mushi et al., 2000a; Mnjagila, 2007; URT, 2008; Bwatwa and Kamwela, 2010 & URT, 2012). Besides this, it is critical to note that ANFE complements formal and informal education system and contributes much to the development of the nation. It is in this regard, the study sought 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 connects to both policy and academic arena.

Policy significance

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) 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 prompt increase in 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 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 was conducted in Tunduru DC, in Ruvuma Region. For that reason, findings are not being generalised. The research findings may however be replicated in other areas with similar characteristics.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Relevant review of literature was organised in this chapter by focusing on the studies in developed countries, African nations and specifically in Tanzanian context. The chapter provides readers with a brief evaluation of the theoretical and empirical literature associated with the main objective of the study. Later on, the study presents the synthesis of 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).

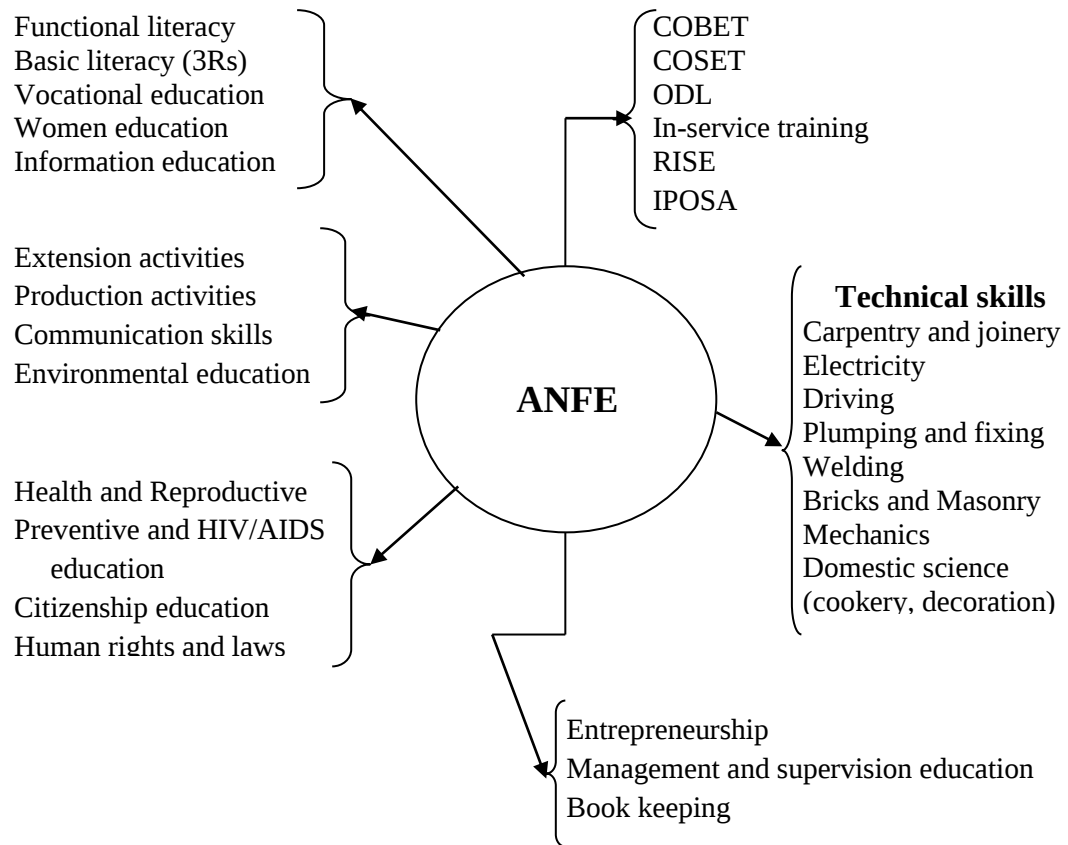
Adult education is a sub set of Life Long Learning context, Obasi (2014) it is as comprehensive education that insists self-esteem, empowerment, citizenship, building community organization, labour skills, income generations and even poverty mitigation. Thus in this aspects, adult education is not only 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 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 which 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, most 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 low provision of funds to implement ANFE programme activities to the centres (URT, 2012).

Other challenges facing ANFE in the implementation of 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 that, the effectiveness of development strategies by adult learning and education are central components to ensuring the nation's long-term well-being and sustainability. Also, the study revealed that the meanings 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 inconsistent 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, 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 the financing of 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 believe that ACE is considered to be major force in human capital growth and a 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, have made these centres unable 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 continues to narrate that, there is a political will on the government side to fund ANFE besides inadequately funding; basing in this

situation the literature indicates some 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). The study conducted by Mushi et al. (2000a) and Mnjagila (2007) also 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 gross underfunding.

The report written by URT (2008) discusses the issues of priorities of ALE as to ensure 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's achievements of its programmes are constrained by insufficient funds to implement ANFE programmes.

2.4.4 Synthesis of literature and knowledge gap

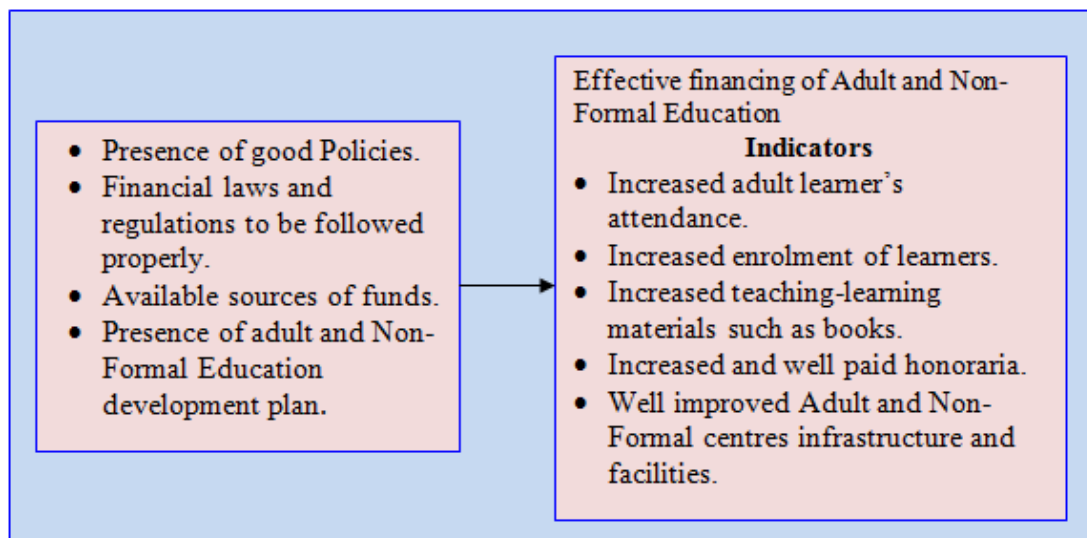
The above reviewed literature uncovers that many studies have been done in the area of financing ANFE in different places including Tanzania. Furthermore, empirical studies in Tanzania show that ANFE sub-sectors are faced with multiple challenges concerning funding issues which makes it difficult to accomplish the intended objectives. Yet none of the studies has focused specifically on the area of financing ANFE centres, hence a gap the current study sought to address in the context of Tanzania.

2.5 Conceptual framework

This part presents a conceptual framework of the study which intended to describe the relationship between dependent and independent variables. The attainment of effective financing of ANFE centres depends on good ANFE policies, financial laws and regulations to be followed properly; sources of funds, and ANFE development

plans. When ANFE centres are adequately funded there will be increased enrolment of learners, increase 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: Researcher's own construct (2019)

2.5.1 Operationalisation of the variables

In the framework the researcher intended to examine how ANFE centres are financed in Tunduru District Council in Tanzania.

2.5.1.1 Dependent variables

Effective financing for ANFE is a dependent variable in this study. This can be measured when the study is in progress. The indicators for this are 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

The independent variables in this study count the good policies, sources of funds, financial laws and regulations to be followed properly, and ANFE development plans.

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.

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.

ANFE centres development plans: The development plan refers to a 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 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 presents the methodological components to be used in the study. The chapter is comprised of 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 ethical 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 is guided by social constructivism philosophical paradigm in which shares with Interpretivism perspective (Mertens, 1999). Usually the approach is equivalent to qualitative research. Social constructivists believe 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 accepts the complexity of the individual in a social world, since the fundamental nature emanate from within life 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

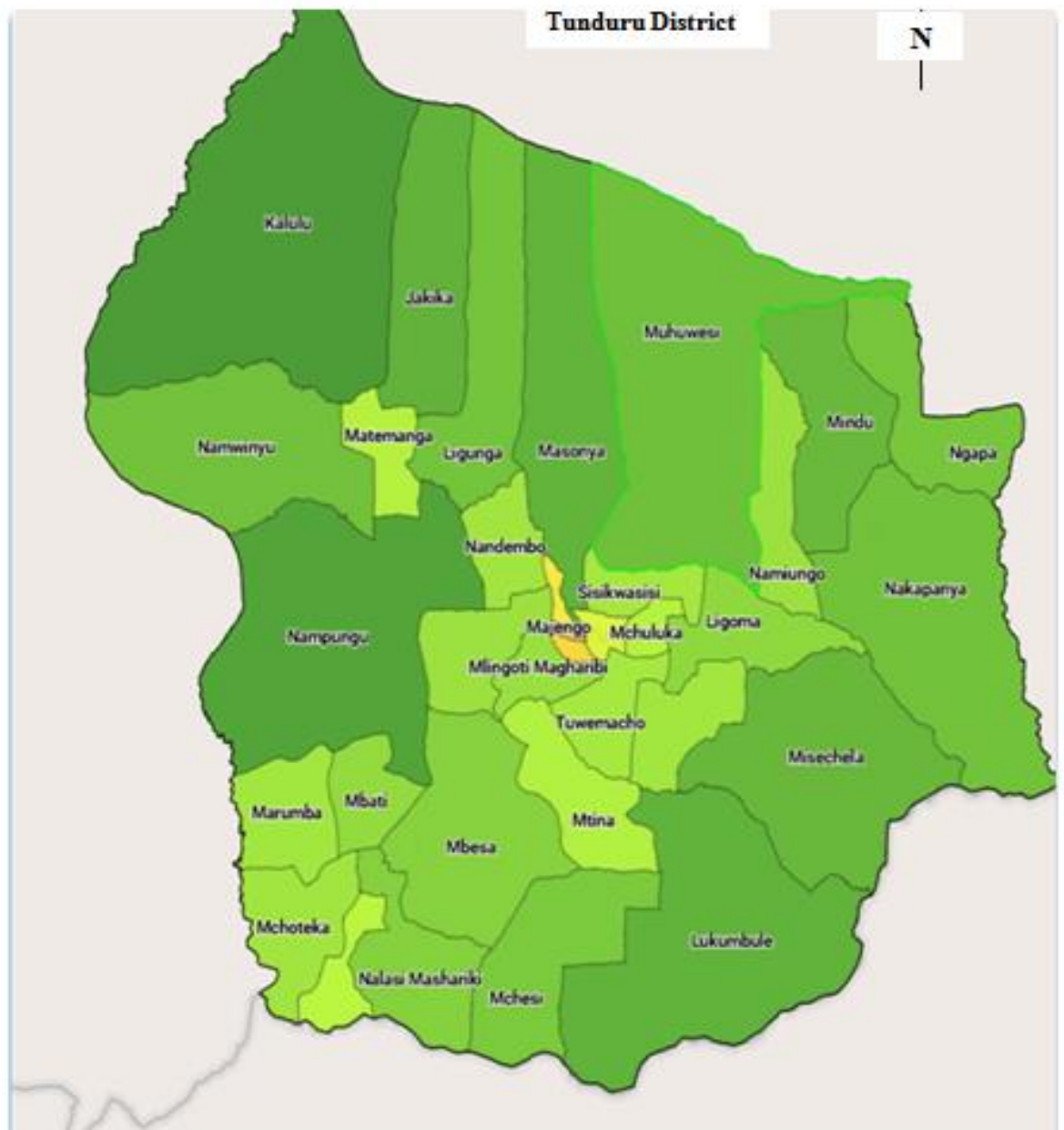
The study employed case study design which enabled the researcher to determine phenomenon from various views and within the group of participants who have common characteristics (Nieuwenhuis, 2007). The case study design fits the needs of this inquiry, which is to examine how ANFE centres are financed in Tunduru district council.

3.3 Area of the study

This study was 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.



TANZANIA



Map of Tunduru district showing study areas

20KM

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. As such, 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 procedures 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 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
Total	49

Primary district education officer (PDEO)

PDEO was involved in the study for the reason that he/she is the one who carries duties and responsibilities of managing educational activities including ANFE. This is also the one who allows funds to flow 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 was 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 was 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 was important to be involved in the study because they are direct beneficiary of efficient financing of the ANFE learning activities. They were believed 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. These 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 which were regarded to be appropriate in collecting the information required for the study. The data collection instruments include interview, focus group discussion as well as documentary review for 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 consisted of questions that allowed participants to explain their opinions

without fear. Rehearsed questions in the interview guide were done for the purpose of 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 were conducted with the following participants: 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). Based on this study each ward contained one group of four adult learners involved in the discussion and one group from FDC. This makes a total of 6 focus group discussion for adult and non-formal learners. Focus group discussion is crucial because it provides 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 include 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 the 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 identified the responses that were provided by participants for every question for the purpose of understanding the intended meaning. The major themes were then developed in a manner that reflects the meaning which makes a foundation for analysis. The second step is assigning codes to the major themes. Here few responses were selected from the interview and focus group discussion. The major themes from the interview and focus group discussion were selected and assigned 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 accommodating the identified themes into the text in the research report. After considering the four steps, the discussion of the major themes that appeared from the study were counted to establish the frequency at which the theme occurred, and thereafter, the sample of responses is 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 inconveniences 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 by 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; avoiding bias, access to participants, informed consent, maintaining confidentiality, and avoiding 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.

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 addressing the focus of the study. The presentation of the findings is informed by research objectives, research questions and themes that were established before. Findings are presented by using descriptions with intention to make the reader understand. Quotations are applied for supporting the descriptive and verbal findings. The order of presentation reflects the following themes under the study objectives:

- 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, PDEO and DAEO who plan, coordinate and manage education matters at the district level; 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 to examine the sources of funding for ANFE centres in Tunduru district. This objective intended to know sources of ANFE centres funds for running different adult education programmes.

During the interview with Primary District Education Office (PDEOA) the participant 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 with participants, the 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].

The study sought to probe for the sources of funding for ANFE centres in Tunduru DC. The interview with Primary District Education Office (PDEO) and District ANFE Office (DAEO) and the documentary review indicated that, 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 facilitators of adult learners through LANES programme.

Participant FDCC from the Principal Folk Development College office 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 about the sources of funds 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’ 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 remained to be the adult learners' own sources.

4.4 Methods of fund allocation for ANFE centre in Tunduru district.

This question aimed to examine ways on how central and local governments allocated 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 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 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]

The interview 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].

In an interview with participant PHT1 from adult centre 4 explained that; “...we do not got 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, interviewee PHT3, PHT4, PHT5, and D3 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].

The findings reveal that there are no proper methods for fund allocation for ANFE centres by either central government or local authorities. Data has shown that most of ANFE centres have not been allocated with funds to facilitate their learning activities. This is the key reason as to why there is no specific method for funds allocation to these ANFE centres.

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

The researcher interviewed participants to find out the challenges related to allocation of funds for ANFE in Tunduru district council by using interview and focus group discussion techniques respectively.

Interviewee PDEOA 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 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 on the challenges for fund allocation 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 conducted an interview with ward education officers in the selected samples. The interviewee reiterated the key challenge of allocating funds for ANFE centres. They indicated that, there was no special budgetary fund 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 are 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].

The ward education officer D2 from ward B indicated 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].

Interviewee 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 indicate that, there are no funds allocated by the government to run adult education centres. This view is confirmed by participants who stated that. “*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 funds allocation for ANFE centres through focus group discussion were the adult learners found in different centres. Their explanations indicate that, their facilitators are not paid honoraria at all. And also ANFE centres lack fund to procure teaching-learning materials such as exercise books, text books for adult learners, chalks, pencils and pens along with poor teaching-learning environments. Some learners assembled under the mango trees for learning activities. This made them to feel inferior and discouraged their attendances for class routines.

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].

Participants of focus group discussion FGD 3 from adult education centre 3 had a consensus 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 FGD 4 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 FGD 5 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 FGD 6 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 reveal that, the major challenge for allocating funds for ANFE centres in Tunduru district is that, the government disburses little or no funds to most government adult and non-formal education centres. This makes 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 is not addressed under the formal system of education.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

The chapter discussed findings of the study based on the research objectives. There are three sections, namely the first section which is about sources of funds for ANFE centres: The second section on the methods for funds allocation, and the third on challenges of funds allocation for ANFE centres respectively.

5.2 Sources of fund for ANFE centres

The intention of the study was to examine the sources of funds for ANFE centres. Data for this objective was obtained through different instruments, namely; interviews, focus group discussion and reviewing of the documents. Interviews were conducted with PDEO, DAEO, and FDC-Principal, WEOs, Primary School head teachers and ANFE facilitators. Likewise, focus group discussions were administered to the adult and non-formal education 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. Furthermore, the disbursed fund was not meant for all centres, normally only 10 out of 36 COBET centres. This is similar with the study conducted by Colombano and Fretwell (2000) on upper and middle countries, which revealed that sources of funds for adult and continuing education as the fundamental role of 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 observed that, there were some volunteers of ANFE who supported adult learning programmes in one way or another. These include ward councillor, NMB - Tunduru branch, and Member of Parliament from Tunduru-Northern Constituency in his administrative area.

Furthermore, head teachers (ANFE coordinators at the centre level) uses teaching-learning materials like chalks, attendance register books, exercise books and text and supplementary books procured through school capitation grant. They also used other schools 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 support Hassan (2009) who observed that, the government was inadequately financing ANFE and that ANFE programmes received funds 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 and increase production to the nation.

5.3 Methods of funds allocation for ANFE centres

This study intended to examine methods of allocating fund for ANFE centres. Data for this objective was collected through interview with 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 operated under the so called Workforce Investment Act (WIA) Title II. This divided funds into three categories, federal, State apportionment to adult schools and State apportionment to community colleges. This situation enabled adult learners to contribute no charges to the centre level. The findings are 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 to run various adult learning programmes including ICBAE, Functional Literacy – *Kisomo Chenye Manufaa* (KCM), and Continuing Education – *Kisomo Cha Kujiendeleza* (KCK).

This situation is different between the higher income and lower income nations. In many higher income nations, the methods of fund allocation for ANFE are specifically understood and it is vice versa in the lower income countries. For example in Tanzania, ANFE programmes 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, the findings also reflects URT (2008) ALE report which shows 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. The system requires donors to provide financial support to enable the government in the implementation of the coordinated activities as a whole. This state indicates that there are no clearly proposed methods of fund allocation for ANFE centres.

Moreover, the findings show that, little amount of funds allocated by the central government were specifically for paying honoraria to the COBET progrmames facilitators. In addition, there were only 10 among of 36 selected adult education centres which were found in the District council. These centres, received little funds from LANES programme direct to the school capitation account from the national treasury. Each of the centres was paid Tanzania shillings 150000 only in three months per facilitator. This means fifty thousand shillings (50,000=) per month per facilitator, of course on the basis of the period of the programme.

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

5.4 Challenges of allocating funds for ANFE centres.

The purpose of the study was to examine the challenges of fund allocation for ANFE centres in Tunduru DC. Data for this objective was collected by using focus group discussion (in FDC - Nandembo ward) and adult education learners. Through the focus group discussion with learners, it was revealed that the government disbursed insufficient fund to fulfil training requirements which brought a lot of deficiencies to the college. For example, there has been 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].

The information was gathered from adult learners, Primary school head teachers, adult education facilitators/teachers, and WEOs through interview, and focus group discussion. According to the findings, most ANFE centres found in the district council were not active because lacks funds to enhance honoraria and motivation to the facilitators, and for procurement of instructional materials, and various requirements for adult learners.

Furthermore, the reviewed documents, and interviews revealed that there is inequality in allocation of funds among the education sectors (Sheriff, 2003). For example, there is high emphasis on funds allocation in primary and secondary education sectors compared to ANFE sectors. For example, in every month primary and secondary schools receives capitation grant while ANFE centres do not. As 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 supported with several ministries including; The Ministry of Agriculture, Ministry of Livestock Development and Fisheries, Ministry of Health, Community Development, Gender, Elders and Children. However, the

budget allocated for ANFE in these institutions is 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. These focus on the purpose, research methodology the major findings of the study.

6.2 Summary of the study

The purpose of this study was to examine ways on how ANFE centres financed in Tunduru District Council. The study employed case study design and involved 39 wards in which ANFE centres are found. 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. Content data analysis technique was used to analyse, interpret and present the collected data. Issues of trustworthiness of the study and ethical in research were highly considered in the process of this study.

Based on the research objectives and questions the followings are the major findings of this study.

1. The main sources of fund for ANFE centres were adult learners' own sources, except for COBET programmes students only. This was because most ANFE centres are run through 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. There was weak political will in financing ANFE centres. This was revealed when the government did not demonstrate seriousness on issues related to funding ANFE programmes. For example, inadequate budget for ANFE has been a reason behind so many complaints.

The Ministry of Education Science Technology and Vocational Training (MESTVT) did not indicate the budget for ANFE centres as it was for primary and secondary schools. It was 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 despite having students in need. Other ANFE programmes such as functional literacy (*Kisomo Chenye Manufaa – KCM*) and Continuing Education (*Kisomo Cha Kujiendeleza – KCK*) were lagging behind in terms of funds.

3. The study indicated that the government allocated funds in primary school with much emphasis on teaching for pupils to know the skills of reading, writing and arithmetic (3Rs). There were a number of adult people who did not possess 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 higher about 27% in Ruvuma region as per the 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.
4. The study showed that there were no specific methods of allocating funds for ANFE centres. The method of fund allocation depends on the type of funding sources. The major sources in this study were learners' contributions, donors' support or other volunteers.
5. The study depicted a broad challenge of financing ANFE centres. These include lack of specific funds allocated in many ANFE centres.
6. The study also noted other challenges which resulted from the lack in fund allocation for ANFE centres. These include shortage of adult classrooms, dependency 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 extreme underfunding (Mushi et al., 2002; Mnjagila, 2007 & URT, 2008). In this study, findings have shown that funds for ANFE centres were mainly provided by adult learners themselves with little support from the government. The education and training policy of 2014 does 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 created a serious challenge which necessitated the government to dislocate funds specifically for function literacy (KCM) and Continuing Education (KCK).

Since independence (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. These three national enemies are still a challenge 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 of Tanzania, just like in many other countries. It is the role of the government to provide fund for ANFE centres to support adult people so that they can continue fighting these development enemies. The extreme 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

Based on the research findings, summary and conclusion, this study has the following implications.

6.4.1 Theoretical implications

The study was 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 and which enables the establishment of personal, social and economic well-being (OECD, 2001). The findings of this study revealed that there is a close relationship between human capital theory and financing of ANFE centres for the reason that ANFE centres work to impart knowledge, skills, competences as well as attitudes among adult people for their own development and for the nation in general.

6.4.2 Policy implications

The findings of the study indicate that although the government is the major source of finances for ANFE centres, nevertheless, in practice most centres are voluntarily funded from adult education learners themselves only with little support from the government. There is a need for the government to state clearly in the education and training policy the financing mode for ANFE centres.

6.5 Limitations of the study and suggestions for future research

Although the study has brought out results as per the objectives, it was conducted under some potential limitations. These limitations provide the directions for future research. These limitations include the following:

One of the limitations 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. The study however disregarded personnel from other departments who are part and parcel providers of ANFE programmes like extension officers, community development officers, health officers, cultural and heritage officers to mention some.

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

This study was conducted in Tunduru DC as case. This limited scope limited the generalisability of the findings to other places in Tanzania. The study considered one aspect of adequate funds to improve ANFE centres. It excluded the other aspects like awareness of the leaders on looking for the priority of allocating funds to these ANFE centres for betterment of the country.

6.6 Contribution to knowledge

The study sought to examine ways on how Adult and Non-Formal Education centres are financed in Tunduru District Council. The Human Capital Theory argues that investment in education bring, among other things, 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, which is more potential than that of the physical capital. In that sense the human capital theory is applicable to guide this study. In order to have effective financing of ANFE centres, the following criteria must be observed: Presence of conducive education and financial policies; sources of funds; implementation of financial laws and regulations and presence of ANFE development plan.

The findings addresses the issues of financing ANFE centres by illuminating the sources of funds, methods of allocating funds and 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 with a critical reflection of financing issues in other systems and types of education. The research adds to the body of knowledge for the educational personnel and political leaders to see the importance of making renovation or reformulating the education and training policy of 2014 which can re-address the problem of funding ANFE and its coordination in Tanzania.

REFERENCES

- Abramovsky, L. and Simpson, H. (2011). Geographic proximity and firm-university innovation linkages: evidence from Great Britain. *Journal of economic geography*, 11 (6). 949 - 977.
- Akilaiya, O. (1999). *A handbook on Adult Education*. Ifaki-Ekiti: Ballon Promotions Nig Ltd.
- ARE. (2008). *The National Report on Literacy and Adult Education*. Arab Republic of Egypt: Publisher.
- Armstrong, M.. (2006). *A hamd book of human resource management practice*. USA: Kogan Page Publishers.
- Brockington, D. and Sullivan, S. (2003). *Quantitative research*: In R.Scheyvens & D.Starey (Eds), *Development fieldwork: A practical guide*. London: SAGE Publication.
- Bwatwa, Y. M. and Kamwela, A.S. (2010). *Review and Revision of Adult and NOn-Formal Education 2003/2004 - 2007/2008*. Dar es Salaam: Institute of Adult Education.
- Cedefop, V. (2009). *Using Tax Incentives to Promote Education and Training*. Technical report, cedefop panorama series. Luxembourg: Office for official Publications of the European Communities.
- Cohen, L. and Morrison, K. (2000). *Research Methods in Education*, (5th ed.) London: Routledge.
- Colombano, J.E and Fretwell, D.I. (2000). *Adult Continuing Education: Integral part of Life Long Learning Emerging policies and programmes for the 21st century in Upper and Middle Income Countries* (World Bank Discussion paper).Washington DC: World Bank.

- Creswell, J.W. (2007). Five qualitative approaches to inquiry: Qualitative inquiry and research design: *Choosing among five approaches*, 2. 53-80
- Dib, C. Z. (1988). *Formal, Non-Formal and Informal Education: Concepts/Applicability*. “Cooperative Networks in Physics Education Conference Proceedings 173”. New York: American Institute of Physics.
- Gepson, A. (2004). *Effects of PEDP on Primary School Teachers’ Workload in Masasi District*. A Research Report Submitted to the Faculty of Education. Dar es Salaam: University of Dar es Salaam.
- Hassan, M.A. (2009). *Financing Adult and Non Formal Education in Nigeria*. Nigeria: Adekunle Ajasin University.
- Johnsson, A.I., Nystrom, K. and Suden, R. (1983). Adult Education in Tanzania: *Education Division Documents No. 9*. Tanzania: SIDA
- Kassam, Y. O. (1979). Illiterate no more: The voices of new literates from Tanzania. *Journal of the Africa Adult Education Association*, 2. 33 – 43.
- Kucharcikova, A. (2011). Human capital–definitions and approaches. *Human Resources Management & Ergonomics*, 5(2). 60-70.
- Levin, H. (1983). *Individual entitlements*. In Levin, H. and Schtze, H., editors, Financial Recurrent Education. Beverly Hills: Sage.
- Macpherson, I. (2007). *Tanzania Non-formal education: Education for All Global Report 2008*. Tanzania: UNESCO.
- Maina, N. J. (20016). *Financing Adult Education: How Adequate are Current: Sources in Facilitating Access and Participation in Centres in Murang'a South Sub- County, Murang'a County, Kenya?* Nairobi: Kenyatta University.

- Mathison, S. (1988). Why triangulate ! *Educational Researcher*, 17 (2). 13-17.
- Mbunda, D. (1972). *Adult Education in Tanzania*. Life-Long Learning Process for National Development; Paper presented at the Interdisciplinary Symposium on Life-Long Education. Paris – France: UNESCO
- Meier, V. (1999). *Economic theories of education*. Insl. fur Volkswirtschaftslchre und Bevolkerungsokonomie. Germany: University of Halle.
- Mertens, D. M. (1999). Inclusive evaluation implication of transformation theory for evaluation. *American Journal of Evaluation*, 20 (1). 1-14.
- Mnjagila, S. (2007). Promoting the quality of adult non-formal education and lifelong learning in Tanzania: policy, practice, challenges and prospects. *Conceptual evolution and policy developments in lifelong learning*, 131.
- Mushi, P., Bhalalusesa, E., Gange, V., Masolwa, P., and Katoba, L. (2000a). *Non-Formal Education Status Report Tanzania Mainland*. Tanzania: MOEC
- Mushi, P.A.K. (2002). *Moving Beyond the classroom Expanding learning opportunities for Marginalized populations in Ethiopia and Tanzania – Overall report*. Nairobi: Author.
- Mwangi, J. Gabriel, M. N, Lewes, N., Muasya, I. and Vengi, A. K. (2016). *The Challenges Facing Adult and Continuing Education in Kenya*. National Reports Prepared for CONFINTEA VI Available from: <http://www.unesco.org/en/confimteavi/national-reports/>
- Nieuwenhuis, J. (2007). Qualitative research design and data gathering techniques. *First steps in research*, 69-97.
- Obanewa, O. (2009). *Administration, Non-formal Education and Development: An Inaugural lecture*, delivered at Ambrose Alii University, Ekpoma, Nigeria on Feb. 14. Nigeria: Ambrose Alii University.

- Obasi, S. (2014). *Adult Education in Nigeria: A Discipline in Search of 'Scope and Direction? Adult Education*, 5(11).
- Okech, A. (2004). *Adult Education in Uganda: Growth, development, Prospects and Challenges*. Kampala: Fountain Publishers.
- Ooesterbeek, H. (2013). *The financing of adult learning; EENEE Analytical Report No.15. Prepared for the European Commission. Author*.
- Psacharopoulos, G and Woodhall, M. (1997). *Education for Development: An Analysis of Investment Choice*. New York: Oxford University Press.
- Renkema, A. (2006). *Individual learning accounts: A strategy for lifelong learning? Den Bosch: CINOP*.
- Republic of Canada. (2012). *Canada Progress Report for the UNESCO Global Report on Adult Learning and Education (GRALE) and the end of the United Nations Literacy decade (UNLD)*.Canada: Publisher.
- Republic of Uganda (2011). *Ministry of Gender, Labour and Social Development: National Action Plan for Adult Literacy -NAPAL 2011/2012-2015 /2016; Deepening Adult Literacy for Socio-economic Transformation*.Uganda: Publisher.
- Republic of Uganda. (2008). *Ministry of Gender, Labour and Social Development: national Report on the Development and State of the Art of Adult Learning and Education (ALE) in Uganda*.
- RK (2003). *Country reports for CNFITEA midterm review conference*, Bangkok (Thailand), 6-11 September 2003, prepared by the Department of Adult Education. Nairobi: Government Printer.
- RK. (2012). *A Policy Frame work for Education: Aligning Education and Training to the Constitution of Kenya of 2010 and Kenya Vision 2030 and beyond*. Nairobi: Government printer.

- RSA. (2008). *South Africa Notational Report on the Development and Stale of (The Art of Adult Learning and Education (ALE) of June*. South Africa: Publisher.
- Sarasota, A. and Powers, P. A. (1995). *Education and the dual labour market for Japanese men in America Sociological Review*. 60 (2). 222-246.
- Schultz, T.W. (1971). *Investment in Human Capital*. New York: The Free Press.- 267.
- Seya, P.T. (2005). Adult Education and African Development in the context of Globalization: *Adult Education and Development* No. 65. 95-118.
- Sheriff, R. L. (2003). *Adult Education: Will it meet the Challenges of the Future?* Retrieved on April 26, 2019.
- Silverman, D. (2006). *Interpreting qualitative data: methods of analysing talk, text and interaction*. Beverly Hills: Sage.
- Ubeku, A. K. (1975). *Personnel Management in Nigeria*. Benin City: Ethope Publishing Company UNESCO (1976). *Recommendations on the Development of Adult Education*: UNESCO General Conference. Nairobi: UNESCO.
- UNESCO. (2006). *Non-Formal Education and Basic Education Reforms: A Conceptual Review*. International Institute for Educational Planning: UNESCO.
- UNESCO. (2009). *Education for All: Global Monitoring Report*: Education for All Development Index (EDI). Available from: http://portal.unesco.org/education/en/cv.php-URL_ID=43352&URL_DO=DO_TOPIC&URL_SECTION=201.html [accessed 21 April 2019]
- UNESCO. (2009). *Global Report on Adult Learning and Education*. Institute for Life Long Learning: UNESCO.
- UNESCO. (2012). *Systematic monitoring of Education For All*. Paris: United Nations Educational, Scientific and Cultural Organisation, (UNESCO).

- URT. (2008). *Ministry of Education and Vocational Training CONFINTEA VI Report 2009, The Development and state of the Art of Adult Learning and Education (ALE); National Report of Tanzania*. Tanzania: Publisher.
- URT. (2012). *Ministry of Education and Vocational Training; Adult and Non-Formal Education Development Plan (ANFEDP) 2012/2013 - 2016/2017*. Dar es Salaam: MoEVT.
- URT. (2019). *President's Office Regional Administration and Local Government: Statistics of Adult and Non-Formal Education form (TWM)*. Dodoma: United Republic of Tanzania.
- URT. (2010). *Ministry of Education and Vocational Training; Education Sector Development Programme: Adult and Non-Formal Education; Sub sector, Medium Strategy 2010/2011- 2014/2015*. Dar es Salaam: MoEVT.
- URT. (2014). *National Bureau of Statistics in Tanzania: Tunduru (District, Tanzania) Population, Statistics and Location*. Available in www.citypopulation.de/php/tanzania-admin.php?admlid. [accessed 12 July 2019].
- Von Kotze, A. (2007). Poverty, work and education. *View from Latin America*, 40 (3-4). 23.
- Waller, W. (2006). Border/control. *European journal of social theory*, 9 (2). 187-203.
- Wanyama, I. K. (2014). Challenges Facing the Sustainability of Adult and Continuing Education Programmes in Kenya. *Mediterranean Journal of Social Sciences*, 5 (5). 2039-2117.
- Woodhall, M. (1989). *Financial support for students: grants, loans or graduate tax?* (Vol. 34). Kogan Page in association with the Institute of Education: University of London.

Yin, R. K. (2003). *Applications of case study research (2nd Ed.)*. Thousand Oaks, CA: SAGE Inc.

Yin, R. K. (2011). *Case study research: Design and methods* (rev. ed.) Newbury Park: CA: SAGE

APPENDICES

APPENDIX I: INTERVIEW SCHUDULE

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

District CouncilDate.....

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 fulfil 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:WardCentre NameDate

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 no 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, na ni njia zipi zinatumika, 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 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 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, na ni njia zipi zinatumika ? 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 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 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 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 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 zinatumika ? 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 unakutananza 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 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 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 asiye husika; 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!