

**ACCESSIBILITY OF FORMAL ADULT EDUCATION IN RURAL
AREAS: A CASE OF MVOMERO DISTRICT IN TANZANIA**

**ACCESSIBILITY OF FORMAL ADULT EDUCATION IN RURAL
AREAS: A CASE OF MVOMERO DISTRICT IN TANZANIA**

ILANKUNDA TIMU

**A Dissertation Submitted in Partial Fulfilment of the requirements for the Award
of the Degree of Master of Research and Public Policy (MRPP) of Mzumbe
University**

2016

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled “Accessibility of Adult Education in Rural Areas: A case of the Mvomero District in Tanzania”, in partial/fulfillment of the requirements for award of the degree of Master of Research and Public Policy of Mzumbe University.

.....

Major Supervisor

.....

Internal Examiner

.....

External Examiner

Accepted for the Board of School of Public Administration and Management

DEAN, SCHOOL OF PUBLIC ADMINISTRATION AND MANAGEMENT

DECLARATION AND COPYRIGHT

I, **Ilankunda Timu**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University in a similar or any other degree award.

Signature.....

Date.....

©

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

ACKNOWLEDGMENTS

In the foremost place, I humbly praise the Almighty God who has enabled me to accomplish this task to its present stage. I am sincerely grateful to my supervisor, Dr. Orest Masue, for all his guidance, tolerance, constructive suggestions and continuing support throughout the process of preparing and writing this dissertation.

Also, special thanks should go to all workers in the department of education in Mvomero District for their support during data collection. My appreciation goes to my lecturers Professor, Ndunguru, Dr. Milanzi, Dr. Gibai, Dr. Wilhem, Dr. Eliza, Dr. Kinemo, Dr. Kunkuta, Dr. Kihombo and Dr. Mamkwe. I want to recognize the support of my classmates Aizack, Tom, Malalika, Bernard, Mary, Rachel, Yusta, Carlos, Shaban, Issa, Dorolosa and John.

On a personal note, my deep affection and great approval go to my beloved father Timu Thomas, my mother Agnes and Annamaria, the family of Mr and Mrs Fred Kivale, my sister Niyo and all my siblings' thank you for your support and prayer. My friends play a big role in my studies, I want to appreciate the support, love, care and encouragement from Paschal Mambya, David Uhagile, Jonathan Byanjeli, Amos Natumwa, Sammy, Imma Maria, Imma Julian, Teddy, Frithon, Faraji, Maina, Rhoda Chihemwe, Abdallah Ngaluma, Fred Andrew, Willard Abel, Betta Jacob, Ayoub Sanga, Emmanuel Tarimo, Selestine Ngowi, Naal Samwel, Dennis Shirima, Anold Sebuyoya, Fred Kulaya, Chriss Mabada, Isack Saitoti, Fred Albert, Ernest, Joseph Festo, Enock Kabigumila, Nayshock, Ones Mbilinyi, Ryoba Sinda, Hussein Baraka, Abel Rogath, Janus Mfaume, Yesse Agripa, Alex Kiswaga, Papii, Amon, Meshack Otoore, Ayubu Loth, Obed Michael etc.

DEDICATION

This work is dedicated to my lovely father Mr. Timu Thomas, who contributed to my well-being through love, care, moral and financial support which enabled me to accomplish this level of education. I appreciate you dad, thank you for your love and sacrifice May Almighty God bless you abundantly.

ABBREVIATIONS

UNESCO	United Nations Educational Scientific and Cultural Organization
UIS	UNESCO Institute for Statistics
URT	United Republic of Tanzania
EFA	Education for All
ETP	Education and Training Policy
DEO	District Education Officer
WEC	Ward Education Coordinator
WEO	Ward Executive Officer
MEMKWA	Mpango wa Elimu ya Msingi Kwa Walioikosa
MUKEJA	Mpango wa Uwiano Kati ya Elimu na Jamii
MDC	Mvomero District Council
NECTA	National Examination Council of Tanzania
NGO	Non-Government Organization
NSGRP	National Strategy for Growth and Reduction of Poverty

ABSTRACT

This study assessed the accessibility of formal adult education in rural areas specifically in Mvomero district. The study aim was based on assessing availability of adult education centres and learners, adequacy of adult facilitators, availability of learning materials and learning infrastructure and looking at how government officials enhance of the accessibility of adult education in the district. The study used structured interviews and focus group discussion during data collection. The purposive sampling selected 23 respondents where 5 respondents were selected from government officials in the department of education in the district, 4 adult education facilitators from four wards and 14 adult learners. Content analysis was used in analysing the collected data and findings were presented through text and narration.

The findings reveal that, the district provides an adult education programme in a few centers where there is a long distance from one center to another, and actual number of enrolments stand by 1071 adult learners currently. The programme lack adequate facilitators where there are only 8 facilitators running the programme and 6 out of them are volunteering in different centers. Also, the study found of lack learning materials and learning infrastructure where in all centers visited by the researcher lack books, curriculum and in some centers there are neither classrooms nor desks for adult learners. Government officials in the district try to ensure the accessibility by finding solutions to the challenges facing the programme, like establishing centers in areas where there is no center and using primary school teachers as facilitators in areas where there is no facilitators.

There are the needs of the government to put more emphasis on the programme. The policy requires all education and training institutions in the country to designate adult centers, but few institutions implement that, the government must ensure also in the policy stipulate on how different learning institutions must coordinate the implementation of the programme and there is the need to engage other stakeholders like private and civil society organization in the implementation of the programme. Education can bring changes and development without investing in education especially, in adult education it will be difficult for the government to realize its development plans.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGMENTS	iii
DEDICATION	iv
ABBREVIATIONS	v
ABSTRACT	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	3
1.3 Objective of the Study.....	5
1.3.1 General objective	5
1.3.2 Specific objectives	5
1.4. Research questions.....	5
1.5 Significance of the Study	6
1.6 Scope of the Study	6
1.7 Definitions of Key terms and Concepts	7
1.7.1 Adult education	7
1.8.3 Accessibility.....	8
1.9 Organization of the report	8
CHAPTER TWO	9
LITERATURE REVIEW.....	9
2.0 Introduction.....	9
2.1 Theoretical literature review.	9
2.1.1. Theoretical Perspectives on Policy Implementation	9
2.1.2 Top down and Bottom up approaches in policy implementation	10
2.1.3 Paul Freire theory of adult education	12

2.1.4 Street level bureaucracy theory on policy implementation.....	13
2.1.5 The nature of street level bureaucrats work and pressure they face	15
2.1.6 The behaviour of street level bureaucracy	16
2.2 Empirical reviews.....	17
2.2.1 Adult education during colonialism.....	18
2.2.2 Adult education after Independence 1961 – 1980.....	18
2.2.3 Adult education in the late 1980s up to early 1990s.	19
2.2.4 The perspective of accessibility of adult education from other literatures	19
2.3 Research Gap	23
2.4 Conceptual framework	23
CHAPTER THREE.....	26
RESEARCH METHODOLOGY	26
3.0 Introduction	26
3.1 Area of Study	26
3.2 Research Design.....	26
3.3 Target population	27
3.4 Sample size.....	27
3.5 Sampling Technique/procedure	27
3.6. Sources of data	28
3.6.1 Primary source	28
3.6.2. Interview	28
3.6.3. Focus group Discussion	28
3.7 Secondary sources	29
3.8 Data analysis	29
3.9 Validity and reliability of the data	29
3.9.1. Validity of the data.....	29
3.9.2. Reliability of the data	30
3.10. Ethical consideration.....	30
CHAPTER FOUR.....	31
PRESENTATION AND DISCUSSION OF FINDINGS	31
4.0 Introduction.....	31

4.1 Respondents Characteristics.....	31
4.1.1 Age category	32
4.1.2 Sex Category	32
4.1.3 Education Level category.....	33
4.2 Formal adult centers available and their actual enrollment levels in Mvomero District	33
4.3 The adequacy of adult facilitators in Mvomero District	39
4.4 The accessibility of learning materials and learning infrastructure in Mvomero district.....	41
4.4.1 Lack of equipment and materials for formal adult education programme.....	42
4.4.2 Absences of infrastructure for formal adult education programme in the district ..	44
4.5 Role of government officials in enhancing accessibility of formal adult education programme in Mvomero District	46
CHAPTER FIVE.....	49
SUMMARY, CONCLUSION AND POLICY IMPLICATIONS	49
5.0. Introduction	49
5.1. Summary of the Study.....	49
5.2 Conclusion	50
5.3 Theoretical implications.....	51
5.4 Policy Implication to the study	52
5.5 Limitations of the Study and suggestions for further research	54
REFERENCES.....	55
APPENDICES	61

LIST OF TABLES

Table 2.1: Variable and their Measurement on accessibility of adult education in rural areas.....	25
Table 4.1 Characteristics of respondents	32
Table 4.2 Number of formal adult learners in Mvomero District	35
Table 4.3 Number of adult education facilitators in Mvomero District.....	40

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	24
--------------------------------------	----

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is an introduction of the research proposal, consists of seven sections, section one is about the background to the problem, section two a statement of the problem, section three is objective of the study, section four is about the research questions, section five the significance of the study, section six is about the scope of the study and the last section the study defines terms and concept.

1.1 Background to the Problem

Development remains as the key for any human development. It is a driving force for any meaningful human development in the society. The main goal for education is to develop the capacity of an individual in order to be capable to strive and contribute meaningful to the society which he or she belongs. Coombs (1973) states that the purpose of basic general education for men and women is to offer them the essential learning experiences to enable them to participation in the modern world with greater confidence and improved chances of success. This thus makes the men, women and youth look for adult education. Education contributes to the material, social and cultural improvement of each individual from childhood to old age (Goodman, 2001). Adult learning therefore bring benefits such as better livelihood, and improves family health and education (UNESCO 2003).

Adult education is concerned with preparing people for their life, helping them to live the successful life and being useful in their society in economic development. Adult education is a principal profession that can take adequate care of socioeconomic, cultural and political developments for adults (Fasakun, 2006). Although many countries advocate the development of adult education, the objective of the programme are not

achievable in any environment which majority population who are involved in economic activities are illiterates (Nzeneri, 2010).

Different literature shows that, many countries which has adult education are using it as the way of eradicating illiteracy rates. For example, Europeans nations have provided a guiding rationale which showed the guidelines adult education programme for the almost of two or three centuries in the past (Steele, 2007). Though adult education has some national roots regarding to the nature of a certain nation, but it has also often been extremely internationalist. The commitments of adult education facilitators to international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), has been profound. Different reports have shown challenge toward the provision of adult education in order to remove illiteracy rate levels (UNSECO, 2009). In line with this, the global report on adult learning and education state that, Education for All (EFA) goal number four aims toward achieving a fifty percent (50%) improvement of level of illiteracy by 2015, especially for women, and equal access to basic and continuing education.

Moreover, in May 2013 the United Nations Educational, Scientific and Cultural organization (UNESCO) Institute for Statistics reported that, in the year 2011, 774 million adults aged 15 years and above 63.8 percent of them women were unable to read and to write. The global reports show that, more than half, 53 percent of adults who are unable to read and write live in south west Asia, 24 percent live in sub Saharan Africa, 12 percent live in East Asia and 6.2 percent of youth in the Arab state and 4.6 percent live the in Latin America and the Caribbean (UIS, 2013). And it is estimated that, less than two percent of the global illiterate population lives in either central or eastern Europe, Central Asia (UNESCO, 2013).

Immediately after Tanganyika independence of 1961, the new independent government fondled that, the illiteracy rate was increasingly hence there were needs to address the challenges toward economic development. According to Bhalalusesa, to start with socioeconomic challenges, the new Tanganyika independent country inherited high adult

illiteracy rate about 85 percent of the population (Bhalalusesa, 2004). The first President Mwalimu Julius Nyerere believed that economic development depended on the entire adult involving in economic activities. Nyerere said that, “*First, we must educate the adults; the adults have an immediate impact to the development of this country’s economy*” (URT, 1964).

Along with this, in 2000 a national report assessing the challenges and achievements of education for all in Tanzania pointed out, the government of Tanzania has made some initiative for implementing education for all goals. The progress has been much slower than anticipated, it was noted that, the literacy rate in Tanzania reaches almost 90 percent in 1986. There is increasing drop to 84 percent in 1992 and the dropping is 2 percent annually. The provision of adult education has been slowly decreasing regardless the increase number of illiteracy.

1.2 Statement of the Problem

Despite, the education and training policy in Tanzania which puts major thrust in producing a literate society in which all members of the society can read and write and thus contribute to personal, social and economic development, the adult education has been taken just for granted. The policy stated that “ Non formal education and training serves a variety of learning needs of different groups of youth and adults in the population. The basic learning needs of young and adult persons are diverse and may be met through various delivery systems, such as informal education, the different stages of adult literacy, evening schools, libraries, correspondence, radio, television and other forms of media and distance education”

The policy aims to ensure eradication of illiteracy in the country by providing adult education to the society. Literature shows that, many countries adopted adult education aimed to implement the education for all goals which wants to ensure inclusion of all groups of people. For example, a study conducted by Hussain in Nigeria has shown that the main cause of the failure in basic and adult education is inadequate number of

facilitators, few adult education centers and under funding of the program (Hussain, 2013).

Study of Ngau on the situation of adult education in Kenya discovered that, lack of resources to run an adult education program is one of the reasons which contribute much in drop out of adult learners. According to the study, it was discovered that, 69% of adult education centers, which was involved in his study had no suitable building that were supposed to be used as an adult education classroom, instead adult education program classes were conducted in primary school classrooms and churches and they were also using primary school furniture which were not suitable for them (Ngau, 1997). It was discovered that, various studies have revealed the mismatch between the policies and practices in adult education. These studies include Mlekwa (1975), Welle Strand and Thune (2003) and Riske (2007). The Mlekwa study was conducted on adult education policies and practices. The study intentions was to find out what extent adult education policy in Tanzania was actually translated into action with a focus on a district. The study found that, though Tanzania has strong views on adult education there was number of problems facing the program and which need attention to address the respective problem.

In the case of Tanzania, the national policy requires the government to ensure the accessibility of adult education by providing all requirements for the program such as adequate infrastructure, learning materials and equipment's, trained adult facilitators and so on. The policy state that all educational institutions within the country shall designate centers for adult learning. Additionally, the government shall give incentives to local design production, procurement and distribution of educational equipment and materials for the adult education program.

As many literatures has addressed the existence of provision of adult education programs, the study focused on the assessment of the accessibility of formal adult education in rural areas with the aim to know if what is stipulated in the policy and the

reality on the ground and to know if rural areas has access to formal adult education how does it operate in program requirements.

1.3 Objective of the Study

1.3.1 General objective

The general objective of this study was to assess the accessibility of formal adult education programme in Mvomero District as part of the implementation of education and training Policy in Tanzania.

1.3.2 Specific objectives

Specifically the study was conducted;

- i. To identify the formal adult centers available and their actual enrollment level in Mvomero District
- ii. To examine the adequacy adult facilitators in Mvomero District
- iii. To examine the accessibility of learning materials and learning infrastructure in Mvomero district
- iv. To find out the role of government officials in Mvomero district in enhancing accessibility of formal adult education programme.

1.4. Research questions

In order to achieve the objectives, the following research questions guided the study

- i. How many adult centers and learners are there in Mvomero District?
- ii. How adequate are adult facilitators in Mvomero District?
- iii. To what extent learning materials and infrastructure are available in Mvomero District?
- iv. How government officials in the district enhance the accessibility of formal adult education programme in Mvomero District?

1.5 Significance of the Study

The study will have significance in both academic and policy implication. In academic the study findings will serve as a stepping stone that could inspire and arouse other researcher's curiosity to conduct large scale studies on the implementation of formal adult education in rural areas. The study will add knowledge or will contributes knowledge on the field of literature in regards to adult education.

The study has implication on policy because it's through this study whereby findings will provide information on how to improve the provision of formal adult education in rural areas to policy makers. Also the study findings will be guidance to those who formulate policy and government development strategist and planners, especially in the education sectors on how they can develop good policy which will help to address the obstacles of the provision of adult education. Lastly the study can be used to understand the main challenge that affects the provision of formal adult education in rural areas.

1.6 Scope of the Study

The scope of the study can be covered in terms of areas of the study and by the title of the study. The coverage of this study was conducted in Mvomero District Morogoro region, focusing on the "Assessment of the accessibility of formal adult education in rural areas". Adult education constitutes on formal, non-formal and informal adult education. Formal adult education typically based on educational institutions and which has curriculum or syllabus. Non formal adult education can be based on educational institutions, but it has no credential while informal adult education it goes on all the people's life from daily life experience and activities. This study will specifically deal with formal adult education which has curriculum and are provided in education or training institutions like schools, college and university.

The study will be based on making an assessment of the accessibility of formal adult education on those institutions as specified by education and training policy that they are supposed to designate formal adult education centers in their respective institutions.

1.7 Definitions of Key terms and Concepts

1.7.1 Adult education

Merriam and her fellow define adult education as a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes or values, (Merriam et al, 2007). This means that any form of learning that is beyond traditional schooling encompassing basic literacy to personal fulfilment as a lifelong learner. Adult education reflects a specific philosophy based on learning and teaching assumptions that any adult can and wants to learn through, and he or she is able and willing to take any responsibility for that learning which will reflect his or her needs.

There are different many ways of learning and in many contexts as there are different levels of adults. Many literatures identify three contexts of adult education, learning, such as formal, non-formal and informal adult education learning. Formal adult education, learning is as structured learning that takes place in an education or training institution and it has curriculum or syllabus and with credentials. In Tanzania we have what we call (Mpango wa Elimu ya Msingi kwa Walioikosa - MEMKWA) as an example of formal adult education. Education and training policy in Tanzania require each education and training institutions to designate adult education centers.

1.8.3 Accessibility

Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities, (Henry et al, 2014). The concept of accessible design and practice of accessible development ensures both "direct access" and "indirect access" meaning compatible with a person's assistive technology. Accessibility can be viewed as the "ability to access" and benefit from some system or entity. This study looks, accessibility based on the direct access of adult education centers in the district. By looking if education and training institutions designate formal adult education centers, adult learners, what is the proximity of center A to center B, do the centers have adequate adult education facilitators and if the centers has learning infrastructure and materials.

1.9 Organization of the report

This thesis contains five chapters, the first chapter is an introduction chapter, which covers, background of the study, statement of the problem, the general objective of the study, specific objectives, significance of the study, the scope of the study and definitions of terms and concepts. The second chapter is a literature review comprised with theoretical review, empirical review, gap in the study and conceptual framework. Third chapter covers research design, sample techniques and sample size, validity and reliability of data and ethical consideration. The fourth chapter presents finding and discussion of the study. And the last chapter is chapter five which covers summary, conclusion and policy implications of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter is about literature review and consists of three sections namely; theoretical review, Empirical literature review and conceptual framework, this is the area which will guide the study.

2.1 Theoretical literature review.

The study will be guided by two theories, Paul Freire theory of adult education and street level bureaucracy. Paul Freire will guide first three objectives and street level bureaucrats will guide the last objective concerning on the roles of government officials in enhancing accessibility. Before discussion of theories, we shall look first on theoretical perspective on policy implementation.

2.1.1. Theoretical Perspectives on Policy Implementation

Concepts of policy implementation arose from many scholars who conducted many studies concerning public policy. Jeffrey Pressman and Aaron Wildavsky were among of policy implementation scholars in the early in the 1970s. Any researches on policy implementation imply the link between political and economic analysis on public policy especially in policy implementation and concern with an organization or institutional analysis of public administration (Hjern & Hull, 1987). Research on policy implementation has been through some common three phases of development. There are first phase, second and three phase identified in many literatures (Goggin, 1990; Hewlett & Ramesh, 1995; Pal, 2006). Elaboration of these three phases on these approaches shows a brief overview of policy implementation and it serves as context of advancing understanding of many actors in policy implementation which will be proposed in this context.

The concern which is shared by some literature on the theoretical perspective of policy implementation, organization and governance help to understand how government and other organization can interact especial in service delivery in certain policies. Because a result of any transition towards a complex and difference policy process, any focus or study which concern on policy implementation will shift from building theories, but their concern will be in make explanations which are concerted action across institutional boundaries (Lindquist, 2006; O'Toole, 2000). According to Hill and Hupe in 2003 they develop that, broadening approaches on policy implementation into the many factors focus perspective that may look at the multiplicity of actors, loci and levels (Hill & Hupe, 2003). In the federal systems form of government there are different level of policy making process, whereby it involves both federal government, provincial government and municipal authority. Sabatier and Smith state that, loci of policy formulation consist gatherings of ideas and interest groups within and outside the state in policy subsystem (Sabatier & Smith, 1993).

2.1.2 Top down and Bottom up approaches in policy implementation

On top down approach of policy implementation the command and control of the project, which help to solve people's problem comes directly from the government initiative. In the top down approach system the top hierarchical environment articulates goals to be done, the knowledge and relevant cause and effects of the problem, who will command the authority, the top authority establishes rules which align with policy rules and all resources to carry out the projects comes from the top, (Elder, 2011).

The top down approach shows rational in a comprehensive approach to planning. Top down is consistent with overhead democracy, in this approach politicians and other elected officials delegate implementation of policy to public civil servant, they act on behalf of elected officials because there are professionals and this public servant are accountable to elected officials. According to Deleon in a top down implementation policy there are some standards which common citizens do not understand and this

might be avoided in rational preferences. When this action happens top down may become tactically and cannot be a strategy for policy implementation.

Those who criticize top down approach argue that, top down often initiate their own analysis and statutory language which fails to consider any significance of actions which can be taken early in the policy making process (Matland, 1995; 147). Public policy implements are engaging with some various groups which are differ in power and history, and none of the group which may reflect the statutory language. Matland described top down approach reveal how private owned treatment plants outperformed public treatment plants. Broader issues of affirmative action according to Davis Bacon labour laws and technology were integrated into some analysis, then public treatment plants out performed private plants.

Top down implementers are ignoring and eliminate the political aspects of implementation. For example, top down set a clear goal for a certain policy while the legislation may often require ambiguous language and contradictory goals (Matland, 1995).

Weberian approach in some theory is desirable, its practice may cause policy failure during implementation. Top down policy implementers see the stature framers as key actors. Some local government officials and those who impact the policy may reason and considered as key independent variable analysis.

Bottom up designers in their implementation strategy in policy making process target groups and service delivers, because some target groups in actual implementers of public policy (Matland, 1995). Bottom uppers that contend if local bureaucrats are not allowed indiscretion in the implementation of public policy process this always respect to local conditions.

People will be directed impacted by public policy, if policy goals, strategies and activities are deployed with special attention directly. Street level bureaucrats evaluation would be best practiced by ensuring the policy will affect to the citizens directly during policy implementation (Matland, 1995). In his discussion on Hjern findings Matland argued that, central initiatives poorly adapted to local conditions are always failing and in order to success, it depends deeply on local staff's implementation ability adopted due to local conditions.

According to Elder, discretion of street bureaucrats in policy implementation through bottom up approach may be good if those who are involved are the expertise of the particular policy so they can help people to solve problems. In a bottom up approach one sizes does not fit both cases and discretion help policy implemented to activate more useful practices

2.1.3 Paul Freire theory of adult education

The idea of adult education proposed by Paul Freire emerged against the background of mass oppression in Brazil by the dominant class of elites who were reflecting the values of non-Brazilian culture. Freire based his criticism on educational system where teachers are seen as a source of knowledge and learners are empty vessels that receive information from the teacher. According Freire, he compares banking system as a teacher who work to deposit of truth in the mind of the student. And student accepts those deposits without questioning. Freire argues that, teachers' roles should be to facilitate his or her experience through the reflection occurs which become learning process. In Freire theory, facilitators or teacher should be able to make stimulation in the learning process instead of the one who is supposed to teach new knowledge and values.

Freire theory considers learners as the group which can act upon the environment in order to change it. The theory emphasis teacher, learner and learner, teacher dialogue which supports two way dialogue. Freire theory is humanistic in nature because it encourages the people to be active participants in the wider world and they are not

learning to be passive (Jarvis, 1995). The theory relevant to the study is due to the supports of participation of adult learners. Adult education, support adults with learning in a situation of useful knowledge (Dewey, 1938).

Freire theory looks learning as a process that needs to be developed overtimes in the exposure which differentiate the concepts. According to the theory, students need to criticize what they are reading and what they achieved as understanding. Comprehension an analysing skill are not required. The theory demands the reader be closer to what is being read and they must be what can be spoken freely. The problem is that, when the student is bestowed information to be considered.

Roles of teachers and students must be interchangeable. Teacher and student both need understand that, the teacher can be learner and learner can be a teacher. This kind of situation cancels totalitarian reliance of teachers which look like as a banking system model of teaching. Students and teachers should know that, both have the ability to know and understand subject matters and content cannot teach without adequate experiences. To say content can be learned out of that manner is separating the experience and the learning process.

Teachers need to be informed about the world which students are coming from. It is important for teachers to know the goals of student which must be working toward its accomplishment. The accomplishment of students' goals depends on the capacity of teachers to interpret the goals which he or she is working towards its accomplishments.

2.1.4 Street level bureaucracy theory on policy implementation

Michael Lipsky through his book Street level bureaucracy: Dilemmas of the individual in public services made several analyses on the behaviour of Frontline staff in policy delivery (Lipsky, 1980). Lipsky refers the Frontline staff as employees who work directly with citizens in terms of service delivery. These street level bureaucracy are the ones who ensure the implementation of public policies.

The challenges is that these groups are supposed to ensure policy implementation while they face some kind of limited information and limited time to make some decisions. Interestingly the rule for implementing some issues does not consider other factors like environment, time or respective situation. The implementation of the adult education programme as stipulated in education and training policy require all education and training institutions in the country to designate adult education centers, (URT, 1995).

The implementation of this policy requires the Frontline staff like teachers in primary schools, secondary school and other education and training institutions who are supposed to put into action adult education programme. The policy does not consider the environment or the situations teachers are who are responsible to implement are challenging which kind of environment. In order to respond this, this Frontline staff developed some coping mechanism. They just simplify the nature of their job and feel they are doing their job well. Many policy implementation literatures have put some attention on this response of street level bureaucracy. Their attention is based on effectiveness and legitimacy of many public policies. Some street level bureaucracy makes some discretion on implementing public policies.

In policy implementation approaches, top down and bottom up approach discretion notion of staff is important. Some top down scholars believe that, discretion is often not welcomed (Davis, 1969; Polsky, 1993). Too much discretion cannot reach the goal set by policy, a staff can decide to pursue their own goals and sometime can be sabotaging it, (Brehm & Gates, 1999). The bottom up scholars emphasize on the effects of granting discretions to street level bureaucracy and they argue that, street level is inevitable and because street level face some limitation of resources like time and money, there is need to give them discretion (Maynard, Moody & Musheno, 2000). This is different to top down literatures which require a street level bureaucracy be controlled in order to avoid too much discretion. Through implementation the discretion of staff is what can decide what to be done in the policy and what is cannot be done because of the limitation of resource, in ensuring implementation of adult education, for example, some schools does

not open center for adult learning program because there are no classrooms, facilitators and so on.

2.1.5 The nature of street level bureaucrats work and pressure they face

You need to explain the behaviour of street level bureaucracy by understanding the environment, there are challenging with in their exercising their responsibility. Many issues facing street level bureaucracy are like;

Inadequate resources; the tasks which are supposed to implement and the resources they have are typically different. Inadequacy of resources may be in a different situation, such as human resources, whereby some tasks need some stuffs with exceptional ability or knowledge to perform the particular tasks. You need to open adult education centers, but unfortunately you do not have adult education facilitators to run the program. So you need to train other people to do that without fund you cannot be in the position of implementing that.

An ever growing demand for their services; in many times the government increases services to the public to match the supply of those services. Sometimes more services are there and agencies get more money. The pressure is always there to increase the services to the public, regardless of the manpower to provide such services. After opening an adult education center in some areas and bring positive impacts, other people can be motivated and require such centers to be established in their areas without considering other factors which will help the government to establish such centers.

Challenges of performance measurement; it is hard to make any measurement on which extent street level bureaucrat can be measured to know their level of performance to implement a certain organizational goals. The measurement of performance is hard because street level bureaucrat involves many people in implementing organization goals, hence very difficult to measure their performance. How can you know the appropriate course of actions in activity which involve more than one person, it is very

difficult. One example, is that, if 50 percent success rate of street level bureaucrats are successful in a certain program is difficult to be interpreted.

2.1.6 The behaviour of street level bureaucracy

Working conditions and nature of work is what shape street level bureaucracy. The street level bureaucracy responds to the challenges facing them by developing routines and simplicity in order to reduce complexity which help them to control and managing stress which resulted due to the nature of work. By simplifying the work the street level bureaucrats manage to make policy by taking actions and decisions which correspond with organization expectations.

Some actions of street level bureaucracy reasons for them are listed below:

Rationing the services provided; street level bureaucrats experience on services influence the demand. Some of the rationing includes, imposing financial costs to clients, time costs, providing information to clients, impose psychological pressures, employing some techniques and acting on street level bureaucracy biases.

Controlling clients so they cooperate with procedures; this shows the actions of street level bureaucracy to clients. Cooperation and control of street level bureaucracy can be achieved by ensuring full cooperation of procedure which guide them in making some decisions during policy implementation.

Managing and conserving street level bureaucrats' resources; there are ways to street level bureaucracy in conserving time and resources. These are building slack time in their days, shifting the locus of decision making to where the clients are absent and transferring responsibility to others is one of the ways to manage resources.

Managing the consequence of routine practices; street level bureaucrats take actions to conserve, control and secure resource by cooperating with clients. Through services they are delivering to clients, street level bureaucrats cooperate with clients in managing consequence of routine practices.

Lipsky intended to show how workers who ensure a policy implementation experience when they are working. His theory sets a new motion way to study how policy are implemented and the influence of street level bureaucracy. Other studies on policy implementation conducted by Lipsky add little critics on implementation and accountability of the street level bureaucrats.

2.2 Empirical reviews

Adult education help to change adults in order to be better in managing resources so that they can achieve social political and economic development. The socio economic development can be achieved if individual personalities which deal with human problems and the society at large are well educated. Adult education programme stands in between adult learners, community members and policy makers. It's the ability of adult facilitators to understand what should be effective for adult learners so that it can change the think capacity of adults who aim to confront challenges. According to Okafor, adult education stand as the only profession which assists adult learners in efforts of learning. Adult education gives adult the knowledge of basic principles and skills which can modify the learners' attitudes from negative to positive (Okafor, 1991).

Development cannot be achieved in an environment where the majority of those who made up the community are illiterate. The production sectors of the economy depend the skills and knowledge of adults. Nzeneri in his study observed that, it is because of illiteracy which brought underdevelopment, instability, low income, poor health, low productivity, high poverty and mortality rates (Nzeneri, 2010). Because of globalization, the world becomes a village, it is through adult education where stereotype ideas and reduce prejudice, injustice, deprivation and oppression can be shattered down. This means that, it through adult education where global peace and harmony can be achieved by investing in the education of adult people. Farhey observed that, people who are educated they know why they are supposed not to make some prejudice comments because they know the consequence of their comments (Farhey, 2010).

The accessibility of adult education in Tanzania has been practiced in different times. The programme dates back before colonialism, during colonialism and after colonialism.

2.2.1 Adult education during colonialism

Tanzania is the former British colony, after Second World War Germany was defeated and its former colony was taken by the British in 1921. The provision of education and adult education in this period were less developed and it was provided based to races in order to divide Africans. Adult education during this time was not meant for individual development, but it was for colonial interest. Colonial education during this time was for facilitation of colonialism.

2.2.2 Adult education after Independence 1961 – 1980

This was the time where adult education was much emphasized. The context this time shows the increase high number of illiteracy, rampant poverty, diseases and so on. During this time, according to Nyerere, the rampant of poverty were attributed to the will of God, diseases were because of superstition and witchcraft and lack of necessary skills for production (Nyerere, 1968). So in order to address these challenges, the emphasis was to invest in adult education who have had direct influence of economic and social development. Many efforts were taken during this time, 1960s and 1970s. If the actions taken during this time were sustained, the situation in this country would be different in terms of education. According to Kassam, the influence of Nyerere on adult education was vital in a way that, you cannot discuss with the development of adult education without mentioning him (Kassam, 1973).

During the first part of the 20th century, the ideology of socialism increase its influence. Socialist ideology takes adult education as underpinning attempts to change mindset of many Tanzanians in order to build the independent society based on African hood. Adult education was used as a mechanism to make adults understand the policy of socialism and self-reliance which was also stipulated in Arusha Declaration.

This period also Nyerere came up with new policies for education known as education for self-reliance (Nyerere, 1968).

2.2.3 Adult education in the late 1980s up to early 1990s.

Though there were achievement of adult education in the 1970s and early 1980, from 1980s the situation started to change. The government observed that, four decades after gaining independence the country, number of people living in poverties were increasing and Tanzania was among the poorest country in the world (URT & WB, 2002: 87). The reports show that, half population were unable to acquire their consumption necessities, in the country rich with natural resources. According to UNESCO, between 2000 and 2004 number of illiteracy rate stand about 30.6 percent (UNESCO, 2006).

1980s changes which took place in Tanzania and other developing countries were not based politically, but also an economically, culturally and socially. This changes influenced on education policies and adult education programme was one among affected. After the collapse of the USSR and the rising of capitalism many changes occurred including education policies in general. With this change, that's what guide formulation of policies based on the influence of different documents which guide formality of different policy documents like Structural Adjustment Programme MDGs, SDGs and so on are among of the documents which guide the formulation of many policies including education policies.

2.2.4 The perspective of accessibility of adult education from other literatures

The education and training policy of 1995 is what guides the implementation of adult education in Tanzania. This policy is the combination of several policies which guide education sector. It's through this policy where an emphasis on the direction of adult education is mentioned and well explained (URT, 1995). Although there is a policy which shows the direction of adult education in Tanzania, but scholars call it as a sad period of adult education it is in this period where adult education is demising. Centers opened for adult learners, especially in primary schools are less functionally because

turn up is very low and primary school teachers who are used as adult facilitators are not responsible because there is no government incentives for the programme

Maoulidi in his study explained the context where the policy and budgetary allocation is quietly different. What the policy state and the fund allocated for the programme is not matching. The fund allocated for adult education is not enough to run the programme (Maoulidi, 2004). The inadequate fund to run the programme led to insufficient accessibility of adult education. This case has not been in Tanzania only, but to other developing countries. This is because, most of our budget depends on donors who consider their priorities. Donors create their ideological confusion to those who receive their aids (Levit & Alimasi, 2001). Most of educational policies and other policies determined by donors. Adult education programme has been a losing hand because the focus of donors are on Universal primary education. So they put their efforts in making the MDGs successful by funding universal primary education (Samoff, 2003). Although MDGs and Education for All goals (EFA) are both committed in eradication of illiteracy but its practices are far to be reached at the same time. The priority is for primary education, especially in the Tanzanian context (Brock-Utne, 2006).

Absences of funding lead to inadequate of other important learning materials and learning infrastructure. It is that reason which makes adult education programme run inefficiency and face many challenges. Hussain in his study, Challenges and emerging perspectives on adult education delivery in Nigeria, discovered that, in the rapid change across the world, adult education implementation faces different challenges. But mainly the rise of fees for evening classes is one of the main challenges to adult education which become huge issues throughout the country (Hussain, 2013). Hussain study discovered the following, inadequate of funding, which is due to poor budget allocation at all levels, absences of accountability and transparency to funds which have been allocated for the programme and lack of mobilization which led to few number of adult learners are joining for the programme because there is little information on the importance of adult education programs. Hussain also discovered an inadequate number of adult facilitators to facilitate the programme.

Cross conducted the study and found that, in Kenya there is inconvenient schedules and poor choice for the adult education programme in many centres. According to Cross, this is among of the reasons which put a barrier to number if an adult who wants to join in the adult education programme (Cross, 1981). Another government report in Kenya shows that, distance learning centres for adult learners also discourage the number of adults who wants to join in the programme (Republic of Kenya, 2007). For effective learning, programmes need to be accessible, adequate and appropriate infrastructure put in place that is conducive for the learners. Providers of adult education and literacy may not be adequately equipped for the adult learners in terms of how much there is for them to read and write.

Study of Ngau on the situation of adult education in Kenya discovered that, lack of resources to run the adult education programme is one of the reasons which contribute much in drop out of adult learners. According to the study, it was discovered that, 69% of adult education center which was involved in his study had no suitable building that were supposed to be used as an adult education classrooms, instead adult education programme as classes were conducted in primary school classrooms and churches and they were also using primary school furniture which were not suitable for them (Ngau, 1997). For the purpose of effective learning, there must be infrastructure adequate and appropriate for adult learners. According to Ngau funding adult education in Kenya is one of the biggest challenges and affect the accessibility of the programme. Those responsible for adult learners, must ensure access of such important materials of adult education. The availability of learning materials and learning infrastructure is normally inadequate and not functional which need the intervention of the government.

It is difficult to make a separation on policies and practices in adult general education. The reason behind this is the closeness of policy and practices. But according to Mlekwa the two are separable (Mlekwa, 1975). Mlekwa argued that, “... *the fact that policy is directly related to practice but the same caution has to be taken to avoid the conclusion that since the two are related they must be the same... there is distinction between policy*

and practices". The distinction of policy and practices is more noticeable when what is practiced is different to what stipulated in the policy.

It was discovered that, various studies have revealed the mismatch between the policies and practices in adult education. These studies include Mlekwa (1975), Welle Strand and Thune (2003) and Riske (2007). The Mlekwa study was conducted on adult education policies and practices. The study intentions was to find out what extent adult education policy in Tanzania was actually translated into action with a focus on a district. The study found that, though Tanzania has strong views on adult education there was number of problems facing the programme and which need attention to address the respective problem. The study also found money voted for and allocated for the programme was very less compare what was spent on the programme.

Adult education of 21th century faced with challenges. The negligence of government institutions which deal with adult education is what contribute to the loosing of literate adults in the production sectors. The transformation of this country depends on educating adults of this country, the achievement of development target in illiterate society as said by the late president of Nigeria Umar Musa Y'ardua is in a futile (Maduka, 2010). Mlekwa also make the same observation in his case study policy and practice in adult education found that, the concept of adult education was partially understood, one group thinking of it as literacy with some function in it and another group in fact the targeted group perceiving it as a literacy without function. Such conceptions of the notion of adult education appeared to determine the way policy itself was understood (Mlekwa, 1974).

Many studies which were conducted in 1990s found that, many adult centers were already closed and not functioning (Bhalalusesa, 2001).

2.3 Research Gap

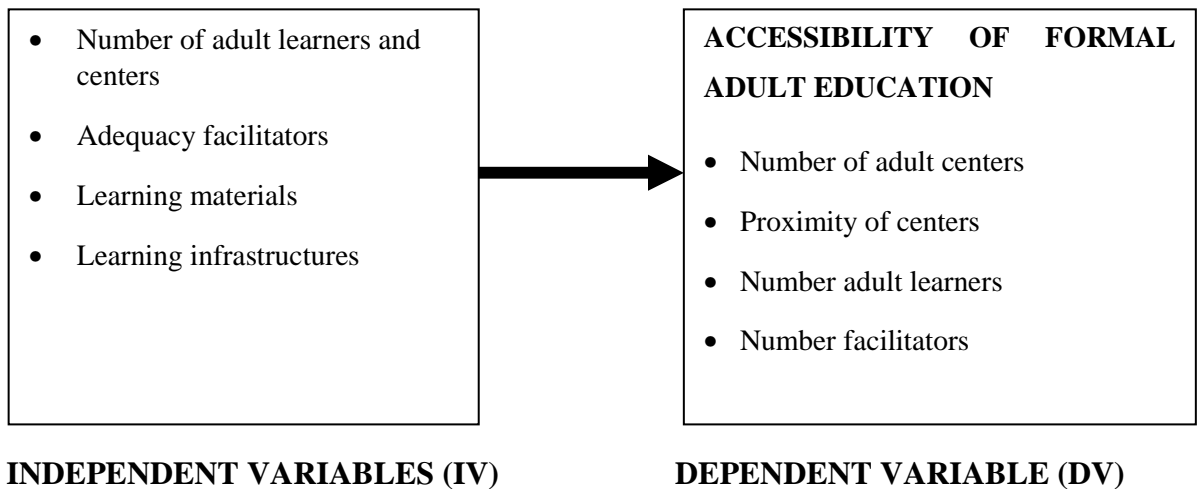
Different studies have been conducted on adult education which show how the organization of the programme, the challenges facing the programme and how can be made to ensure the accessibility of formal adult education programs. The increase of illiteracy and poverties in rural areas is what has triggered the study to be conducted based on assessing the accessibility of formal adult education programme in rural areas in order to find if the programme is really performing like what the policy of education and training of 1995 stipulating on issue of informal education basically on adult education. This part of the study reveals that the adult education programme exists, but facing many challenges which lead to the inefficiency provision of adult education, absences of infrastructures, learning materials, lack of facilitators are among of the challenges which facing the programme. Such kind of challenges discourages many adults to join in the programme hence the increase of illiterate adult who cannot meet the economic, technological and political changes across the globe.

2.4 Conceptual framework

Education and Training Policy, (URT, 1995) which guides the provision of education in Tanzania Mainland puts major thrust in producing a literate society in which all people can read and write and thus contribute to personal, social and economic development. The policy state that “Non formal education and training serves a variety of learning needs of different groups of youth and adults in the population. The basic learning needs of young and adult persons are diverse and may be met through various delivery systems, such as informal education, the different stages of adult literacy, evening schools, libraries, correspondence, radio, television and other forms of media and distance education”. The policy aims to ensure they eradicate level of illiteracy in the country by providing adult education policy. The implementation of adult education need the emphasis on providing learning materials and equipment’s such as syllabus, books, ensuring availability the facilitator, accessibility of infrastructure such as classrooms, desk.

The accessibility can be measured by looking on, looking its indicators which show accessibility, such indicators are increased numbers of adult learners and centers, proximity of centers, availability of facilitators etc.

Figure 2.1 Conceptual Framework



Source: Researcher initiative

Dependent variable of the study is Accessibility of formal adult education which can be measured by looking its indicators which are the number of adult centers, the proximity of centers, the number of adult learners and the number of adult facilitators.

Independent variables of this study are measured by factors which influence the accessibility of formal adult education which are the number of centers and adults available, Adequacy facilitators, Learning materials and Learning infrastructures

Table 2.1: Variable and their Measurement on accessibility of adult education in rural areas

Variables	Measurement	Source of Data
Availability adult centers and learners	<ul style="list-style-type: none"> - Examining whether there are centers designated for adult education programme - Looking whether there are a number of adults enrolled in formal adult education programme 	<ul style="list-style-type: none"> - District Education Officer for Adult Education (DEO-AE) - Ward Education Coordinator (WEC)
Learning materials and equipment	<ul style="list-style-type: none"> - Looking whether there are curriculum or syllabus books, and other learning materials 	<ul style="list-style-type: none"> - District Education Officer for adult education (DEO-AE) - Facilitators - Adult learners
Adequacy facilitators	<ul style="list-style-type: none"> - Looking whether there are adequate number of adult education facilitators 	<ul style="list-style-type: none"> - District Education Officer for adult education (DEO-AE) - Adult learners
Learning infrastructures	<ul style="list-style-type: none"> - Looking whether there are classrooms, desks and other infrastructure 	<ul style="list-style-type: none"> - Ward Education Coordinators (WEC) - Facilitators - Adult learners

Source: Researcher initiative

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This part analyses area of the study, research design of the study, sampling methods, data collection methods and tools as well as the issues of validity and reliability. In addition, it focuses on the how the data were analysed, presented and processed.

3.1 Area of Study

Mvomero District Council is among the 6 councils in Morogoro Region other are Morogoro, Kilosa, Kilombero, Ulanga and Morogoro Municipal. The district is bounded as follows; to the North is Handeni district, to the East Bagamoyo, to the South Morogoro Municipal and Morogoro district, and to the West there is Kilosa district. Mvomero district is found located North East of Morogoro region between 8000 and 10,000 Latitudes South of Equator and Longitudes 37,000 and 28022 East the size of this District is the total area of 7325 k.m. Sq.

3.2 Research Design

This study assesses the accessibility of formal adult education in rural areas during a time of the study a researcher opted to use case study design. The case study design was adopted because it focuses on the particular cases and it's able to provide some generalization or conclusion, in other words the objective is to view the social object as a whole. It provide detail information's, which may be useful for policy decision, its flexible with respect to the collection methods, i.e. all methods of data collection are useful to case studies; it can extend to any dimension of the topic to be studied; it may be conducted in practically in any kind of social setting; and it is a highly fruitful approach for the purpose of the group or process analysis as against the analysis of individual traits (Krishnaswami, 2002).

3.3 Target population

A research population is generally a large collection of individuals or objects that is the main focus of scientific query. The targeted population of the study was government officials in Mvomero district specifically from the department of education, such as District Education Officer for the adult education programme, Ward Education Coordinators, adult education facilitators and adult learners.

3.4 Sample size

The researcher selected 23 respondents, where first group were 5 officials from the department of education who are District education officer for adult education and four Ward Education Coordinators from Mvomero, Dakawa, Mlali and Mzumbe, a second group were 4 adult education facilitators from four centers mainly Kinyenze, Vitonga, Mvomero and Dakawa and the last group were 14 adult learners who was participated in focus group discussion.

3.5 Sampling Technique/procedure

The sampling method of the study was purposive sampling, which give the researcher chance to take information based on the characteristics of the population that are of interest and will best enable the researcher to get answers on research questions. For the nature of the study, which is qualitative research purposive sampling are used as the way to assess whether the phenomenon of interest exists. Purposely sampling was used for officials like District Education Officer for adult education, Ward Education Coordinators, facilitators and adult learners.

3.6. Sources of data

The data collected in the field were from two sources, primary and secondary data.

3.6.1 Primary source

Primary data were collected through semi-structured interviews and focus group discussion

3.6.2. Interview

Is two ways systematic conversation between an investigator/researcher and informant/respondent initiated for obtaining information relevant to a specific study (Krishna swami, 2002). It involves not only conversation but also leaning from the respondent's gestures, facial expression and pauses and his environment. Personal interview was conducted to the respondents in order to obtain firsthand information. The researcher used to guide questions in order to make sure that all issues are discussed. The technique enabled a researcher to meet with respondents face to face and understand their feelings on the issue during conversation. The answers to the questions posed during the interview were recorded by writing down either during the interview or immediately after the interview. Also District Education Officer, 4 Ward Education Coordinators and 4 adult facilitators were interviewed.

3.6.3. Focus group Discussion

Basing on the nature of the study where adult learners must be part of the study, the researcher opted to use focus group discussion with adult learners in order to simplify the work because mainly they were supposed to answer common questions. So in order to know their difference views focus group discussion was the best methods chosen and simple compared to other methods. Two focus group discussion consists 7 in two centers visited by a researcher was organized and conducted.

3.7 Secondary sources

Review of the published and unpublished literature, especially those considered more relevant and pertinent to the research problem was accessed from different sources i.e. books, records and internet sources.

3.8 Data analysis

Data analysis means the critical examination of the assembled and grouped data for studying the characteristics of objectives under the study. Content analysis was involved to analyse responses from interview and focus group discussion due to its narrative nature, and data will be transcribed from audio tape recorded from the discussion. From content analysis, themes was established based on the objectives of the study.

3.9 Validity and reliability of the data

3.9.1. Validity of the data

This ensured that the interviews focused on the topic under investigation and the purpose of the study was clearly explained to the respondents and issues of concerned were resolved satisfactorily. The procedure of the interview was explained to the respondents. Lastly, respondents were assured of anonymity and confidentiality, especially their names to appear in the text. This encouraged frankness during the interview.

The above steps ensured that the multiple sources of data collection, such as literature, interviews and focus group discussion were conducted under conditions and in an environment acceptable to the respondents and therefore ensured that the process and findings was truth worthy and valid.

3.9.2. Reliability of the data

The anonymity and confidentiality of the respondents was ensured so that they were able to provide information for use strictly for the purpose of the study. A rapport with the respondents was successfully established during the preliminary fieldwork study. Here the researcher began to build a relationship of trust with the respondents, and the credibility of the study was reinforced.

3.10. Ethical consideration.

The study observed ethics in all stages. They received permission from the Vice Chancellor of Mzumbe University and director of Mvomero district council where the study was conducted. During data collection, respondents were informed about the objectives and benefits of the study; also was being asked for their consent and assured of confidentiality before data were collected this encouraged the provision of required data. Also the study ensured respondents were selected based on their criteria regardless of their race, gender or education background.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the data collected during the study analyses and discusses the findings from the area of the study. The research findings were analysed and interpreted in relation to the specific objectives and related research questions of the study. It therefore discusses the research findings focuses on the assessment of the accessibility of formal adult education in Mvomero district as part of the implementation of education and training policy in Tanzania. The research findings will be based on identifying formal adult centers available and their actual enrollment levels, examining the adequacy adult facilitators, examining the accessibility of learning materials and learning infrastructure and finding out the role of government officials in Mvomero district in enhancing accessibility of formal adult education programme.

4.1 Respondents Characteristics

Respondents' population is described with the intention of knowing whom the researcher conducted interviews and focused group discussion. The demographic characteristics of respondents were elaborated by using age category, sex category and education level category.

Table 4.1 Characteristics of respondents

Variables	Frequency	Percentage (%)
Sex category		
Male	15	65
Female	08	35
Total	23	100
Age category		
09-30	14	61
30-40	04	17
40-50	03	13
50 and above	02	09
Total	23	100
Education Level		
Adult learners	14	61
Diploma	06	26
Degree	03	13
Masters	00	00
Total	23	100

Source: Field Data

4.1.1 Age category

The age of respondents interviewed and participated in focus group discussion in this study ranged from 09 - 60 years old as shown in the Table below. It was noted that, according to this study, the majority of respondents were aged below 30 years (61%), followed by those respondents with age group of 30-40 years (17%), followed by those with age group between 40-50 years who constituted (13%), and Respondents who were at the lowest years ranged above 50 years and they constituted (9%).

4.1.2 Sex Category

The intention of involving sex category in this study was to make both genders responsive and well participated in this study. According to this study, total respondents were 23 constituted by 15 male (65%) while the female was 8 (35%) as illustrated in the Table above. The variation of equity was due to availability of respondents whereby

male were more available than female, especially in schools where I conducted focused group discussion. Nevertheless, there was no great difference between the number of females and males involved in this study. So the researcher found it sound to involve all the two common sex categories in order to get all the required research information. It is therefore precious to conclude that the research was not gender biased in the case of this study.

4.1.3 Education Level category

The intention of the researcher to consider the education level of the respondents in this study was to get detailed and an experienced view on their understanding about formal adult education. The researcher decided to interview individuals referring to their levels of education that was from those who are adult learners, adult education facilitators and government officials responsible in the implementation of the adult education programme in rural areas. According to the research findings, it was noted that, respondents who were attaining adult education programme (adult learners) were 14 (61%) of all respondents. Respondents who attained a diploma were 6 (26%), and lastly, respondents who attained a bachelor degree were 3 (13%). Therefore, according to the findings of this study on the education level of the respondents, it was distinguished that the majority of respondents interviewed were adult learners who were 14 (61%). It was also noted that, respondents who attained Diploma were 6 (26%) respondents and respondents with bachelor degree were 3 (13%). Summarily, all classes were fairly represented based on the nature of the study.

4.2 Formal adult centers available and their actual enrollment levels in Mvomero District

The researcher identified the formal adult centers available and their actual enrollment levels in Mvomero District. The target of the study was to identify whether the district has formal adult education centers and their actual number of enrollment as part of

ensuring accessibility of formal adult education programme stipulated in Tanzania education and training policy of 1995.

The researcher found that the programme have been established in some learning institutions, especially in primary schools where some of the primary schools within the district have formal adult education centers. According to one of the government official from the department of education the programme is known as “Mpango wa Elimu ya Msingi Kwa Walioikosa (MEMKWA)” in English as Special primary education for those who missed it. The programme are offered in two categories based on age and needs of adult learners.

First category is adult aged 9 years to 13 years old, this group involves children who drop out of school and those who failed to be enrolled in primary school on time, they are learning to read, write and count in Swahili they call it three K means “kusoma Kuandika na kuhesabu”. After one or two years they look their competency and because some drop out of schools they can adopt the learning easily, so they give them standard four examination and those who pass the examination they join standard five with formal primary school.

The second category is adult aged 14 years to 18 years, in this group they are few adult learners, they join adult education center aiming to know how to read, write and count also to get some skills which can help them to face their challenges. In this group adult facilitators, consider the needs of the adults based on what are the informal skills they have.

The researcher found that, the programme have been established in different parts of the district, some wards has one or two centers and in some wards there are no centers designated for adult education. The researcher found the distance from one center to another center is very long and many places left without adult education centers designated to enrol adults who need an adult education programme. Mvomero district has 25 wards and out those wards there are 13 formal adult education centers established in different primary schools.

The number of enrollment is categorized into two categories, category number one consists 352 formal adult learners, male 146 and female 206 and category number two consist 719 formal adult learners, 107 female and 612 male. For both category male adult learners are 758 (%) while female adult learners are 313, the total number of formal adult learners enrolled in the district according to the government officials stand by 1071. The table below show summary of adult learners in Mvomero District.

Table 4.2 Number of formal adult learners in Mvomero District

Adult learners	Frequency	Percentage (%)
Male	758	71
Female	313	29
Total	1071	100

Source: Field data 2016

The policy requires all education and training institutions in a country shall designate center for adult learning, but the researcher found that few centers have established in some wards and many education institutions within a district is yet to establish adult learning centers. There are few centers of formal adult education in Mvomero district, government officials asked why they did not open centers in all education and training institutions as stipulated in the policy, they said that, there are little initiative among community members, local leaders and government officials toward adult education programme. It is very rare to find in any local meeting discussing about the importance of adult education. What they know is only formal education from primary school to university, they do not see any chance for adults who did not follow a formal primary school to succeed in education. So, joining for adult education is like losing directions. One official on responding to this said that;

...huku watu wanaona kujiunga na elimu ya watu wazima ni kupoteza muda, kama mtu alishindwa kujiunga na shule utotoni hawana cha kumsaidia zaidi ya kulima, (...the residents of this place thinks joining an adult education programs is just kidding and losing their time; if someone fail to get an education during

his/her childhood they had nothing to do with him/her rather than engaging in an agricultural activities).

These are perception of people toward adult education programme in many parts within the district. So, according to this government official opening center in such environment will be wasting time.

The numbers of centers and adult learners are few in the district because there are few resources to run the centers. The government officials in the district were complaining of lack of learning infrastructure and learning materials to establish centers. One of the government officials said that,

...huwezi anzisha kituo cha watu wazima bila kuwa na sehemu ya kuwaweka wanafunzi au vifaa vya kuwafundishia, madarasa ya shule za msingi tunayoyategemea hayatoshi (...You won't establish an adult education center without having a place to accommodate students, learning materials also our primary school classroom are not enough though we depend on them).

The government officials in this context believe they cannot open centers without assurances of classrooms and learning materials. So in some areas where primary school classrooms is not enough to accommodate adult learners and no learning materials the government does not open adult learning centers regardless of the need of the area.

Also the researcher found that, because of fewer numbers of adult learning centers there is a long distance from center A two center B. During focus group discussions many adult learners were complaining on long distance they face as they supposed, to walk for more than two hours to attend school. One of the adult learners complained in the discussion that,

...natembea zaidi ya masaa mawili kila siku kuja shule kwa sababu natoka kijiji cha jirani, kuna wakati siji shuleni kwa sababu ya uchovu (...Coming at school; I used to walk more than two hours because I am living in the neighbor village and sometime I do not attend at school because of tiredness).

And because of the long distance, some adults drop out of school, according to one of the facilitators who said that,

...wanaanza wakiwa wengi wakati wa mwanzoni lakini kadiri siku zinavyo kwenda wanaachia njiani. Nadhani inatokana na uchovu wa umbali wa kila siku, (...At the beginning; many of them responding positively but as time goes on the number of drops out increases. I think it is because of the long distance they are walking daily).

The establishment of adult education centers depends on the need of the community to join in adult education. A community which lacks awareness on the importance of adult education programs need first to be informed of the importance and opportunities of getting adult education. This will motivate adults to join in the programme. According to Tores adult are the ones who are disadvantaged group, they are poor, illiterate and care givers. They are making important decisions on their life, especially economically and politically (Tores, 2003). Also Nyerere contributed to this when he said, because changes and development can be driven by adults, it is important for the government to help adult to develop themselves through adult education. Adult education will help them to decide for their future (Nyerere, 1978). So educating adults is to help the country to bring changes and development. Though this assertion from the literature, it is important for government officials in the district and other stakeholders to change the mindset of the community toward joining the adult education programme. This will help the community to understand the importance of adult education and it will increase the number of centers and enrolment of adult learners compare to the actual number of enrolments in the district currently. The researcher found out that, the majority of the respondents understands the technological development, economic, political and social changes across the global which need every individual including adults to learn more to meet such changes.

The presence of good infrastructure stimulates many adults to join in the adult education programme. Many adult education literature agrees that, good environment for adult learners boost attendance. The researcher found that, if the primary school environment could be good and accommodate for adult learners, it would be easily to the government officials to open adult education centers. According to Karani among the factors which influence drop out of adult learners from school is the lack of learning infrastructure (Karani, 1996). The government need to invest much in infrastructure in order to increase the number of enrolments to adult learners. The department of adult education in the district cannot open centers in an environment where there are no classrooms or there are no environment which can accommodate adult centers.

Lastly, it is important for government to increase the number of centers using the opportunities they have to avoid long distance from center A two center B. The education secular number 5 of 2009 requires every district adult education officer to work with primary and secondary education officers to coordinate adult education activities (URT, 2009). It is through this coordination, the officer responsible for the adult education programme can be able to know which education institutions in the district can be able to designate centers for adult education programs. One government official in the department of education said that, there is no any secondary school in the district which has organized adult education activities. This is out of what the policy instructs and it also leads to many adults failing to get adult education because of the distance of one center to another center because of the proximity of centers. Based on the understanding of what is adult education, primary and secondary schools would enrol many adult learners. The absences of adult education in secondary schools and a few centers of the adult education programme is not what education and training policy of 1995 and the current education policy of 2014 emphasizes (URT, 1995, 2014). This does not help people as expected by the public where primary and secondary schools would be agent of adult education programme. Primary and secondary schools in Tanzania would be a good example of the implementation of education policy but the results reveal opposite.

The government is struggling to ensure individual and national economic growth, but without investing in education it will be hard for the government to achieve what are intended to achieve. The government can achieve Education for All goals (EFA), Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), Development Vision of 2025 and the National Strategy for Growth and Reduction of Poverty (NSGRP) – MKUKUTA by enabling out of school children and adults to acquire the necessary education. Adult education is one of the important education which the government need to invest much. The government officials in the district need to increase the number of adult education centers and improve the environment of the Centers in order to boost the number of enrolments of adult learners form the actual number of 1071 adult learners in Mvomero District.

4.3 The adequacy of adult facilitators in Mvomero District

The researcher's aim was to look on the adequacy of adult facilitators in the district. The researcher found a lack of adequate adult education facilitators in the district, and the education department decided to use primary school teachers as adult facilitators. According to the government official in the department of education, said that, the lack of adequate adult education facilitators reduce the capacity of the district to open many adult education centers in different areas where there are needs of adults who wants to join for adult education programme. In the interview the official complained that,

...tuna uhitaji mkubwa sana wa walimu wa elimu ya watu wazima. Sehemu nyingi tumeshindwa kufungua veto kwa sababu hatuna walimu (... the need of adult education facilitators is very high, and we failed to open new centres in some areas because of the lack of facilitators).

The researcher found the district had only 8 facilitators according to the records in the department of education. Six out of them are working volunteers who are not trained to teach adult education, so in other word they are not educated adult education facilitators. The table below shows the summary, number of adult education facilitators.

Table 4.3 Number of adult education facilitators in Mvomero District

Adult Facilitators	Frequency	Percentage (%)
Facilitators	02	25
Volunteers	06	75
Total	08	100

Source: Field data 2016

The number of adult education facilitators is few compared to the need of facilitators. The need for adult education facilitators in the district is very high because many adults want to join in adult education fail to do so because there are no facilitators. Many centers in the district use primary teachers to teach adult learners. It is only two centers which use competent adult facilitators, other centers use volunteers who are form four leavers volunteering to teach adult learners and other centers are using primary school teachers who are willing to teach adult education learners. They are doing that expected to be paid some allowances in the end of the month which are Thirty thousand Tanzania shillings according to one primary school teacher who teach adult classes. Some primary schools lack enough teachers which force the schools to close the center, according to one government official who said that,

...kuna vituo tulivifunga baada ya kukosa walimu, kwa sababu shule nyingi za msingi ziko vijijini saana na hakuna walimu wa kutosha, (...we closed some adult centers because of absences of teachers, majority of schools are found in the interior while they have scarcity of teachers).

As explained by Hussain in his study lack or inadequate number of facilitators constrains the effective provision of adult education. The provision of adult education was ineffective in Nigeria due to lack of sufficient and competent facilitators to run the programme (Hussain, 2013). The government policy state that, “existing education system has no provision for the training of teachers, specifically for adult education. The institute of adult education offers certificate, diploma and advanced diploma courses in adult education.

Successful trainees become adult education coordinators at the regional, district and ward level” (URT, 1995). It is the time for the government to implement the policy to ensure the programme run smoothly having trained adult education facilitators. Adult and non-formal education medium term strategy of 2010/2011 up to 2014/2015 state that, the government plans to make recruitment and training to 13,175 adult facilitators by the year 2012 (URT, 2010). The impact of the strategy in rural areas such as Mvomero is ineffective. If the number of the facilitators as explained in the strategy would be employed it could reduce the number of adult education facilitators in the district.

Using volunteers and primary school teachers to teach an adult education programme contradict the national policy on education which requires adult facilitators to get special education, whether certificate, diploma or advanced diploma from the institute of adult education which give such programme. Adult education like any other education need competent and professional teachers with knowledge on how to handle adults’ class. Adult learners need special care, according to one of the government officials in the district who said that, “*Wanafunzi wa elimu ya watu wazima wanahitaji mtu mtaalam wa kuwafundisha kwa sababu ufundishaji wao ni wa tofauti*” (Adult learners need professional facilitators because their teaching methodology is quietly different from others).

The study found the need to hire competent adult facilitators to handle adult classes.

4.4 The accessibility of learning materials and learning infrastructure in Mvomero district

The researcher's aim was to look at how the basic requirements for adult learning was available in the district. Learning materials such as books, curriculum or syllabus and learning infrastructure like classrooms and desks are very important in influencing the accessibility of adult education programme. The researcher found lack of such resources in the district. And in some areas there are absences of infrastructure and learning materials.

4.4.1 Lack of equipment and materials for formal adult education programme

The researcher found from all respondents expressed the lack for equipment and materials for formal adult education programme. The equipment and materials which the programme lack are like books for adult learners, whereby there are no special books for adult learners, adult learners are using books which are prepared specially for primary school pupils which are different with their curriculum or syllabus, one adult facilitator responded this,

Hatuna vitabu maalum vya MEMKWA, vitabu tunavyotumia ni vile vya wanafunzi wa kawaida wa shule ya msingi, utaratibu unataka hawa wawe na vitabu vyao maalum maana elimu yao ni ya tofauti ya kawaida, (We do not have special books for this program, the books we use are for primary school students', the procedure require MEMKWA students to have special books of their own because their education is quite different from primary education).

The programme insufficient of books was observed in many areas visited by the researcher. In all centers visited by researcher complains were the same. This is irreverent to education and training policy which require the government to distribute adult education training equipment and materials.

The policy state that, “*the government shall give incentives to local design production, procurement and distribution of education equipment and materials*” (URT, 1995). The implementation of this government policy is futile in the district. There are no books for adult learners in all centers visited by the researcher. Irrespective of all government efforts to improve adult education it cannot flourish if the government is failing to supply books, there is the need to make an extension of library services close to the programme to improve adult education. As explained by Cameron and Dodd in their study in 1970, supplying enough learning materials is very limited to the general public and the supply never met the expanding education system, (Cameron & Dodd, 1970). According to Kassam, Tanzania in the past was able to build rural libraries, rural newspaper and other learning materials, (Kassam, 1978).

But the current situation is questionable. The poverty reduction strategy can be achieved if the ground for sustainable development will take place the time we increase and improve levels of education in the country, (URT, 2003).

The researcher also found the adult education programme to also lack curriculum or syllabus which supposed to direct adult facilitator about what they are supposed to teach and not to teach. The syllabus is the guidance of facilitator about the programme. All adult facilitators the researcher interviewed were complaining about the inability to access formal adult education syllabus. This was also confirmed by one of the government officials in the department of education in the district who said that, *“Hatuna miongozo ya kufundishia, kwa hiyo walimu wanatumia uzoefu na miongozi ya kawaida ya wanafunzi wa shule ya msingi”*. (We do not have teaching syllabus, adult facilitators use their experience and primary school syllabus).

To teach adult learners without adult syllabus reduce capacity for provision of quality adult education to adult learners. The government policy on the adult education state that, “adult education and training shall be recognized, promoted, strengthened, coordinated and integrated with formal education”, the integration of the programme must be through the syllabus so facilitators who work in environment which lack such important materials can fail to achieve the government's goal on adult education. Many respondents complaining the lack of syllabus and books as one of the obstacles to attaining best education for adult learners. As many studies conducted in different parts of the continent, it prove that many adult education centers lack learning materials for adult learners. Inadequate funding to buy adult learning materials as revealed by Hussain in his study has led to many centuries, which lack such important materials provide inequality education for adult learners (Hussain, 2013). Absences of important learning materials discourage adults to be enrolled for the programme. The absences of such materials show the ineffective provision of formal adult education programme. According to Merriam and her fellows, formal adult education is a structured learning that takes place in an education institution and it has a curriculum with credentials (Merriam, Sharan, Brocket & Ralph, 2007).

So this kind of running adult education without curriculum shows insufficient of what is supposed to be formal adult education. The government need to ensure all centers have access of curriculum and other necessary materials for adult education programme in order to give credential the programme and this will influence enrollment to adults.

4.4.2 Absences of infrastructure for formal adult education programme in the district

The researcher found that in many centres visited lack designated infrastructure for the adult education programme and some have no access to learning infrastructure. There are neither classrooms nor desks for adult learners in some centres. In some centres, adult learners share classrooms with primary school pupils. The scarcity of learning infrastructure influence drops out of school of many adult learners. Some adult learners are more aged compare to primary school pupils, so sharing classrooms with them is inappropriate. One respondent who is an adult learner his response in a focused group discussion said that, “...*tunakalishwa na watoto darasa moja.... hii dharau, watoto wenyewe kama wadogo zetu*”, (we are sitting together with children in the same classroom... this is ridiculous, these children are likely to be our young brothers and sisters).

Many places in the district lack such important infrastructure for adult learners. Using primary school premises remains an option for adult learners. In some places primary school classrooms are not enough hence they study under a tree in one of the centers visited by a researcher. Many research conducted in the 1970s shows that, primary schools were used effectively as adult centers in the 1970s. Primary schools chosen as adult education centers were offering their classrooms and their teachers were used as adult facilitators, (Kweka, 1975; Ilagi, 1977). The increase of enrollment in many schools, shortage of learning materials and overworking of teachers was among of the factors which affected the provision of adult education in many areas, (Kweka, 1975; Ilagi, 1978; Kassam, 1979).

The current situation has no difference of what happened in the 1970s, as using primary school premises remain the challenge to the provision of adult education programme in the district. Shortage of classrooms due to the increase of enrollment in many primary schools, overworking of teachers and shortage of learning materials affect the provision of adult education.

Some adult education centers lack both classrooms and desks, in Vitonga Primary school in Mlali ward where they have a center for adult education there is neither classrooms nor desks, the classrooms for primary school pupils are not enough to accommodate adult learners. Respondents in this center were complaining how they are studying under trees and sitting on the stones, one respondent reacted that,

Tunasoma chini ya mti na tunakaa kwenye mawe, wakati wa mvua hatuji shuleni. Inatuathiri sana kwenye elimu yetu, tunaomba serkali itusaidie, (We are studying under trees while sitting on the stones, during rainfall we do not attend school. This affects more our educational progress, we plead the government assistance).

These are poor environment for adult learners and their facilitators. Lack of classrooms and desks for adult learners discourage many adult learners and drop out school. Many literatures have extensively discussed on the importance of infrastructure to adult learners. Many studies conducted in the 1990s found, for example, that the majority of adult basic education classrooms was no longer functioning and this lead to many adult learners drop out of school. According to Karani, though there are many factors which influence the drop out of school to adult learners, lack of learning infrastructure is one of the reasons of the increases of drop out of school (Karani, 1996). Number of adult learners who are enrolled in different centers are few compared to numbers of adult who wants such education, and this may be due to absences of infrastructure. The government as stipulated in the policy must ensure the accessibility of such infrastructure to motivate adult to join in the programme. Education infrastructure is one of important instrument in education motivation.

4.5 Role of government officials in enhancing accessibility of formal adult education programme in Mvomero District

The researcher was interested to know the role of government officials in enhancing accessibility of formal adult education programme in Mvomero District. In response to this question, the researcher identified roles of government officials to enhance accessibility of formal adult education programme within the district. The researcher found government officials engage in two main roles, first they ensure accessibility adult education by opening centers in areas where there are needs, second, they are finding a solution by addressing challenges facing formal adult education programme.

The researcher found that, on the ensure of accessibility of formal adult education programs, the government officials from the department of education with assistance from the local government authority do door to door census in every year in November where there are identifying children who are aged enough to join primary schools and not yet joined the school. Those who are aged enough to join primary school they have to be registered and join the school in starting January next the following year. Through November door to door census, it is where government officials discovering adult who are not yet educated and they are emphasizing them to join adult education programme. This census also helps government officials to understand the needs of adults who are interested to join adult education and what kind of education they want so that officials find issues like materials and adult facilitators who will run the programme according to the need of adult learners. Another issue is that, government officials from the department of education participate by invitation in a different village assembly where they emphasize villagers on the importance of adult education. Through this emphasize, those who interested register for programme.

Government officials also use Non-Government Organization (NGOs) advocate the importance of adult education which encourages people to be interested in the programme. One of the NGO which involve in the campaign within the district is

SAWA, this NGO engage in different activities to advocate on the importance of adult education in Mzumbe ward according to one of the government officials who said that,

Kuna taasisi zinatusaidia kuhamaiisha watu kujiunga na elimu ya watu wazima, kwenye kata yangu kuna taasisi inaitwa SAWA inasaidiana saana uhamasishaji,
(We have institutions which motivate people to join adult education programme, in my ward there is institution called SAWA it is doing a wonderful job).

It is through these NGOs where government officials emphasize on adult education in rural areas.

In these findings, government officials' main role is to find adult who are not educated and then open center for adult education on respects to the need of the area, the government officials have managed to establish an adult education center at least in every ward within the district. This helps to reduce illiteracy and help citizens to handle with challenges. The need of adult education is not to help people to be educated only, but its aim to help citizens to meet with challenges imaging in the world politically, economically, socially and culturally. Non-government organization has increased its influence in many affairs which should be done by the state where it interfere to find solutions, government officials get NGOs support in its implementation of the adult education programme within the district, in other word the researcher can describe this as NGO influence government officials to perform their roles.

A second main role of government officials in enhancing accessibility of adult educations within the district is to address challenges which face the programme by looking for solutions. As identified by all respondents in the study, adult education programme faces many challenges like absences of infrastructure, lack of materials and equipment's, lack of adult facilitators and so on, the government officials within the district main role is to find a solution in order to ensure accessibility of adult education programs. The researcher interested to know their role in addressing programme challenge, their response to this question was that, they look for alternative if first alternative is failing, for example, the programme has no infrastructures like classrooms

and desks, so what they do is just look primary schools which has enough classrooms and borrow classrooms which use as centers for adult education, through this alternative they manage to open many adult centers within the district even though they do not have schools for adult learners. Also in some areas they use borrow churches building where they use it as classrooms. One of the government officials said that, “*kuna sehemu kuna mahitaji ya kituo lakini kwa kuwa hakuna miundo mbinu inatubidi tutafte namna ya kuwasaidia hilo eneo*”, (There are places which need center but because we do not have infrastructures we look for alternative to help that area).

Another officials said this on regards to absences of enough adult facilitators,

Tunawatumia walimu wa shule za msingi kujitolea kuwfundisha kwa ahadi ya kuwapa posho mwisho wa mwezi...posho zao ni elfu thelathini, (We use primary schools teachers to volunteer teaching adult learners with promise of paying them allowances.....their monthly allowances are thirty thousand).

Formal adult education challenges need government officials who are responsible and who can take actions towards the problem. The researcher findings, found that Mvomero district government officials especially form the department of education who are responsible to ensure the accessibility of adult education try to play their role in implementing the programme. Their performance in hard environment is what can make the programme survive. The government officials need to be supported by central government by ensure budget submitted by the department to the government is full considered. Without financial support their struggle is in vain.

CHAPTER FIVE

SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

5.0. Introduction

This chapter will summarize the entire research work, concluding what have been discussed in the research objectives and suggests policy implications.

5.1. Summary of the Study

The study assessed the accessibility of formal adult education in rural areas the case in Mvomero District. The study aim was based on assessing availability of adult education centers and learners, adequacy of adult facilitators, availability of learning materials and learning infrastructure and looking at how government officials enhance of the accessibility of adult education in the district. The study used structured interviews and focus group discussion during data collection. The purposive sampling selected 23 respondents where 5 respondents were selected from government officials in the department of education in the district, 4 adult education facilitators from four wards and 14 adult learners. Data used content analysis during data analysis and presented the findings through text and narration.

The findings reveal that, the district provides an adult education programme in a few centers where there is a long distance from one center to another, and actual number of enrolments stand by 1071 adult learners currently. The programme lack adequate facilitators where there are only 8 facilitators running the programme and 6 out of them are volunteering in different centers. The study found also programme lack learning materials and learning infrastructure were in all centers visited by the researcher lack books, curriculum and in some centers there are neither classrooms nor desks for adult learners. Government officials in the district try to ensure the accessibility by finding solution to the challenges facing the programme, like establishing centers in areas where

there no centers and using primary school teachers as facilitators in areas where there are no facilitators.

There are some needs of the government to put more emphasis on the programme. The policy requires all education and training institutions in the country to designate adult centers, but few institutions implement that, the government must ensure also in the policy stipulate on how different learning institutions must coordinate the implementation of the programme and there is the need to engage other stakeholders like private and civil society organization in the implementation of the programme. Education can bring changes and development without investing in education, especially in adult education it will be difficult for the government to realize its development plans.

5.2 Conclusion

The study observed that, the accessibility of formal adult education in Mvomero district remains inadequate as some areas has already established adult education centers while other areas not yet established adult education centers. The policy requires all education and training institutions to designate adult education centers, but the study found many schools there are no adult education centers designated. There is a long distance from one center to another center which contribute to poor enrollment, according to the findings of the study. The actual number of enrolments of adult learners in the district remains 1071 students. The study found inadequate learning infrastructure for adult learners, there are absences of both classrooms and desks in some centers. In all centers visited by the researcher, the study found the absences of learning materials such as books and curriculum and also the study found a lack of adequacy facilitators where the department of education in the district use primary school teachers as adult facilitators who are not qualified to teach adult learners. All these factors identified in the study, shows the insufficient accessibility of adult education in the district.

Based on the findings of the study, it suggested that, the government commitment to ensure the success of education for all goals by enhancing the accessibility of the adult education programme through all education and training institutions in the country, there

is the need of government to go beyond of all initiatives toward the implementation the education and training policy. The government needs to allocate enough resources to fund the programme, provide special short courses for primary school teachers who act as adult education facilitators, this will help to get qualified adult facilitators. Also, there is the need of government to engage other stakeholders like private sectors, Non-government organization and community members, by involving this important actor, it will help to address challenges facing the programme and solution to the problems. This will make the implementation of the policy successful in many areas.

5.3 Theoretical implications

The study was guided by two theories Paul Freire theory of adult education and street level bureaucracy theory. According to Freire theory adult education are provided on the interchangeable way. Whereby adult learners receive knowledge from teachers or adult facilitators. The interchangeability of knowledge depends the presence of both sides. According to the theory, adult depend the access of facilitators in order to get knowledge. The study found the inadequate number of adult facilitators in many centers. Compare with the theory which demand knowledge to be interchangeable between students and teachers, it is very difficult to enrol number of adults for the adult education programme in places where there is no adult facilitators or the numbers are inadequate there is insufficient access of adult education. Literatures shows the drop out of school for adult learners in Nigeria was due to absences of facilitators (Hussain, 2013). The theory did not show other factors which can help accessibility of adult education, because you may have facilitators, but without access other materials like learning materials and infrastructure the accessibility will be insufficient.

The study found the efforts of government officials is enhancing adult programme, their efforts are futile because of inadequate resource for implementing the adult education programme. According to the street level bureaucracy theory, policy implements have many activities perform, but they lack resources in their disposal to implement the particular policy.

In order to ensure accessibility of adult education, it depends on the fund to buy learning materials and constructing infrastructure like classrooms, desks and so on. The study found that, government officials in the district struggling to get resources which will assist them to establish centers in some parts which are not yet established. The theory concurs with findings on this aspect where if there is no resources there are difficulties to policy implemented in implementing government policies.

5.4 Policy Implication to the study

The study found the accessibility of the adult education programme in the district is insufficient in many areas. Only thirteen primary schools in the district has adult education centers, this is few compared to a number of education and training institutions found in the district. The study found inadequate learning infrastructure where there is the absences of classrooms and desks in some centers. The programme lack books and curriculum in all visited centers while the number of adequacy adult facilitators is insufficient. The inadequacy of these important requirements contributes to the insufficient accessibility of adult education in the district. This study pinpointed four areas which hold the policy implications;

The government needs to review the coordination of the programme from the national level to local level. The researcher found that, there is a gap between the ministry of education and the local authority, especially the district education department in terms of coordination. The ministry of education must play its role of coordination of all educational activities. It is the ministry which is responsible in curriculum design and distribution, unfortunately the study found the absences of formal adult education curriculum in the district according to the response of one government officials in the district. The review of policy change must be made to ensure Cleary coordination of the ministry of education and the local authorities in the district who supervise the provision of the programme.

Secondly, though the policy requires all education and training institutions in the country to designate centers for adult education programs, the implementation of this part is futile. The majority of schools has no center for adult education programme. There is the need of changes in policy instruments to be changed which make the designation of adult education centers in all education and training institutions to be mandatory and all heads of academic institutions are obliged to implement the particular policy. This will increase levels of accountability of head of all education and training institutions in the country.

Thirdly, the study found the importance of incorporating other policies to adult education policies. The government must see the importance of engaging other policies in making reforms in the provision of adult education programme. The government in its formulating different policies must consider integration of adult education programme in some policies which touch adults, for example, some of the ministry activities go direct to the rural areas, ministry for agriculture, livestock and fisheries touch citizens directly in terms of economic development. How their policies put a priority on education, does they teach farmers new methods of cultivation and how do they teach them. Do they teach pastoralist on how to use technology in their activities. Those are issues which need education. So by government incorporating other policies with education policies specifically on adult education, it will broaden chance for adults join the adult education programme.

Lastly, the study found that, adult education programme is insufficient funded, the government need stipulate clearly in the policy on how the programme will be funded. Many issues concerning on the improvement of adult education programme failed because of inadequate fund to finance the programme. There is no money to buy learning materials, to build infrastructure, to hire new trained adult facilitators and so on. So lack of financial support has made the programme ineffective. You cannot change the education system without finance its programme. Everything in education needs fund to operate it.

The policy may say where will be the source of the fund, which percent of the amount from the ministry of education budget will be allocated to the programme.

The policy transparency can help to avoid the negligence of the government officials who do not see the importance of adult education programme in the country.

5.5 Limitations of the Study and suggestions for further research

The study used case study, case studies are not sufficient for making meaningful generalizations to larger social aggregates. Those who are critics of case study argue that, case study is the study of small number and a small number of cases can offer no grounds for establishing the reliability and general findings. And other feel that the intense exposure to the case study biases findings. The study covered Mvomero district only, there is a need to conduct a comprehensive study in another district and other regions to assess the implementation of the adult education programme.

REFERENCES

- Aitchison & Alidou. (2009). The state and development of adult learning and education in sub Saharan Africa. Regional Synthesis Report: Hamburg, Germany.
- Bastille, L. (1975). A Turning Point for Literacy Adult Education for Development. New York; Pergamon Press.
- Bhalalusesa, E. (2004). Towards Sustainable Development through Reflect Methodology in Tanzania: Major Trends and Lessons, In Adult Education and Development, Vol. 61. Bonn: IIZ/DVV.
- Brehm, J., & Gates, S. (1999). Working, shrinking, and sabotage: Bureaucratic response to a democratic public. Michigan: University of Michigan Press.
- Cameron, J., & Dodd, W.A. (1970). Society, schools and Progress in Tanzania. Oxford, UK: Pergamon.
- Cross, K .P. (1981). Adults as Learners. San Francisco: Jossey-Bass.
- Davis, K.C. (1969). Discretionary Justice: A preliminary inquiry. Baton Rouge, LA: Louisiana State University Press.
- Davis, S. (1976). Teaching the World to Read. New York: Friendship Press.
- Defining the rural population. Hrsa .gov. Retrieved 2013-03-25.
- DeLeon, P. & DeLeon, L. (2002). What ever happened to policy implementation? An alternative approach. Journal of Public Administration Research and Theory, 12(4), 467.
- Education of the University of Dar es Salaam. Dar es Salaam: University of Dar es Salaam.
- Fasakun. (2006). NNCAE and the challenges of professionalizing adult education delivery in Nigeria, in adult and non-formal education in Nigeria: Emerging issue, Annual conference: Nigeria.

- Freire, P. (1972). *A Cultural Action for Freedom*. Hermondsworth. Penguin.
- Freire, P. (1972). *The Pedagogy of the Oppressed*. London: Penguin Books.
- Freire, P. (1973). *Education for Critical consciousness*. New York Continuum Publishing Company.
- Girdwood, G. (2011). *Iraq reconstruction. Investing in Multi-national corporations?: Midwest Political association*.
- Henry, Shawn, L., Abou, Z., Shadi, Brewer & Judy. (2014). *The role of accessibility in Universal web*.
- Ilagi, G.L. (1977). *Primary schools operating as adult education centers in Tanzania: University Dar es Salaam, Dar es Salaam*.
- Karani, F. (1996). *Research priorities in adult education in Kenya*. Nairobi, Kenya: Kenyatta Adult Education Association.
- Kassam, Y. (1973). *The Training and Functions of Full-time and Professional Adult Educator in Tanzania: A Case Study of Graduates of the Diploma Course in Adult*
- Kassam, Y.O. (1978). *The adult education revolution in Tanzania*. Nairobi, Kenya: Shungwaya
- Knowles, M. (1990). *The Adult Learner: A neglected Species*. Houston: Gulf Publishing.
- Kweka, A.N. (1975). *Integration of primary schools and community in Moshi District*. University of Dar es Salaam, Dar es Salaam.
- Lipsky, M. (1984). *Bureaucratic disentanglement in social welfare programs*. *The social service Review*, 58(1), 3-27.
- Lipsky, M. (2010). *Street level Bureaucracy. Dilemmas of the individual in public services*. Russel Sage Foundation, NY.

- Maoulidi, S. (2004). *Adult Education and Democracy*. Accessed on 30th October, 2007 from: http://www.hakielimu.org/WP/WPSeries5_2004.pdf.
- Matland. (1995). synthesizing the Implementation Literature: The ambiguity conflicting model of policy implementation: *Journal of Public administration research and theory*.
- Maynard -Moody, S., & Musheno, M. (2000). State agent or citizen agent: Two narratives of discretion. *Journal of Public Administration Research and Theory*, 10(2), 329.
- Maynard-Moody, S., & Musheno, M. C. (2003). *Cops, teachers, counselors: Stories from the front lines of public service*. University of Michigan: University of Michigan Press.
- Merriam, Shaharan, B., Brockett & Ralph, G. (2007). *The Profession and Practice of Adult education; An Introduction*: Jossey Bass.
- Mlekwa, V. (1975). *The Policy and Practice of Adult Education in Tanzania since the Adult Education Year 1970: A District Case Study*. Dar es Salaam: Unpublished M.A Dissertation, University of Dar es Salaam.
- Mlekwa, V. (1997). *Credentialism and Unemployment of the Educated in Third World Societies: Challenges for the 21st Century*, *Perspectives in Education*. Vol. 13, 1:9-19.
- Mualuko et al (2009). *Adult Education learners' recruitment; challenges and prospects for Re-engineered access to Adult Education in Kenya*.
- Ngau. (1997). *Situation Analysis of Adult Literacy in Kenya*. Nairobi, German Agency for Technical Cooperation.
- Nyerere, J. K. (1978). *Adult education and development*. In B. Hall & J. R. Kidd (Eds.), *Adult learning: A design for action*. London, UK: Pergamon Press.
- Nyerere, J.K. (1968). *Freedom and Socialism*. Dar es Salaam: Oxford University Press.

- Nzeneri, I. S. (2010). Adults in battle. Any hope of victory? Inaugural Lecture Series No. 71. Port Harcourt: University of Port Harcourt Press.
- Nzeneri, I.S. (2002). Handbook on adult education, principles and practice. Onitsha Good way printing press.
- Nzeneri, I.S. (2006). The concept and scope of adult and non-formal education in adult and non-formal in Nigeria. Emerging issues from the NNCAE annual conferences.
- O'Toole, L.J. (2002). Research on policy implementation: Assessment and prospects. *Journal of Public Administration Research and theory*, 10(2), 263-288.
- Okafor F.C. (1991). Nigeria teacher's education: Fourth Dimension Publishing.
- Omolewa, M. (1985). Adult education Practice in Nigeria: Ibadan Evans Brothers Ltd.
- Onyenemezu, E.C. (2012). Adult education and the challenges of 21st century in Nigeria. Education and practice.
- Polsky, A.J. (1993). The rise of the therapeutic state. Princeton: Princeton University Press.
- Riske, A. (2007). In-Service Teacher Training. A Case study of Primary School's Untrained Teachers in Northern Ghana. Master of Philosophy in Comparative and International Education Thesis. Oslo: University of Oslo.
- Sabatier, P. (1986). Top down and Bottom up Approaches to implementation research: A critical Analysis and suggested synthesis.
- Samoff, J. (2003). Institutionalizing International Influence, in Arnove, Robert & Carlos Torres (Eds). *Comparative Education: The Dialectic of Global and the Local*. Lanham: Rowman & Littlefield, pp 52-114.
- Tores, R. M. (2003). Adult education and development. Buenos Aires: Institute for International Cooperation of the German Adult Education Association.

- Torres, Carlos. (2006a). Adult Education Policy and Globalization, In Antikainen, Ari, Harinen, Paivi & Torres, Carlos. (Eds). In *From the Margin: Adult Education, Work and Civil Society*. Rotterdam: Sense Publishers.
- UNESCO. (2003). *EFA Global Monitoring Report: Is the world on track*. Paris.
- UNESCO. (2005). *EFA Global Monitoring Reports*: Paris, UNESCO.
- UNESCO. (2006) .*EFA Global Monitoring Report: The Quality Imperative*. Paris.
- UNESCO. (2009). *UNESCO and Education*. Paris: Jouve Print Services.
- UNESCO. (2009).*The global report on adult learning and education*: Hamburg Germany.
- URT. (2002). Education circular number 4 of 2002 dated 11/04/2002. Dar es Salaam: MoEVT. URT. (2003). Education sector development programme: Adult and non-formal education sub sector medium term strategy. Dar es Salaam: MoEVT.
- URT. (2005). *National Strategy for Growth and Reduction of Poverty (NSGRT)* Vice President Office, Dar es Salaam.
- URT. (2009). Educational circular number 5 of 2009. Dar es Salaam: MoEVT.
- URT. (2014). *Educational and training policy*. Dar es Salaam, Tanzania: Tanzania Ministry of education and Vocation training.
- URT. (1995). *Education and Training Policy*. Dar es Salaam: Institute of Adult Education Press.
- Welle-Strand, A & Arild, T. (2002). The Norwegian Unified School-A Paradise Lost? In *Journal of Education Policy*, Vol. 17, 6:673-686.
- Welle-Strand, A. & Taran, T. (2003). E-Learning Policies, Practices and Challenges in two Norwegian Organizations. *Evaluation and Program Planning*, 26:185-192.
- West. (1984). *Structuring Administrative Discretion*: American Journal of Political Science.

Winter, S. (2002). Explaining street level bureaucratic behaviour in social and regulatory policies. Danish National Institute of Social research.

Wood & Waterman. (1991). The Dynamics of Political Control of the Bureaucracy: American Political science.

Word Net Search. Princeton.edu. Retrieved 2013-04-25.

APPENDICES

APPENDIX: 1

Interview guide for District Education Officer for Adult education

1. Do you know anything about formal adult education programme?
2. Do you have formal adult education programme in your district?
3. How many adult centers do you have in your district?
4. How many adult learners do you have in your district?
5. How many facilitator for Adult education do you have?
6. Do we have learning materials and equipment's for adult education programme?
What are they?
7. Do we have learning infrastructures for adult learners? What are they?
8. Do we have learning materials for adult learners? What are they?
9. What are you doing to ensure access of adult education programme in your district?

APPENDIX 2

Interview guide for Ward Education Coordinators (WEC).

1. Do you know anything about formal adult education programme?
2. Do you have formal adult education programme in your ward?
3. How many adult centers do you have in your ward?
4. How many adult learners do you have in your ward?
5. How many facilitator for Adult education do you have?
6. Do we have learning materials and equipment's for adult education programme?
What are they?
7. Do we have learning infrastructures for adult learners? What are they?
8. Do we have learning materials for adult learners? What are they?
9. What are you doing to ensure access of adult education programme in your ward?

APPENDIX 3

Interview guide for adult facilitators

1. What do you understand about adult education programme?
2. Do we have adult education programme in your center?
3. Do we have learning materials and equipment's for adult education in you center?
4. What learning material do you have for adult education programme?
5. Do we have classrooms and desks for adult learners?
6. What government officials do to address adult education problems?

APPENDIX 4

Interview guide for adult learners group discussion

1. Do we have learning materials and equipment's for adult education?
2. What are the materials and equipment's do you have?
3. Do you have classrooms?
4. Do you have desks?
5. What government can do to address your problems?