

**ASSESSMENT OF IMPLEMENTATION OF ADULT EDUCATION**

**A COMPARATIVE STUDY OF TANZANIA AND FINLAND**

**ASSESSMENT OF IMPLEMENTATION OF ADULT EDUCATION  
A COMPARATIVE STUDY OF TANZANIA AND FINLAND**

**By**

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Arts in Education (MA-ED) of the Mzumbe University**

**2016**

**CERTIFICATION**

We, undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled: *Assessment of implementation of adult education, A comparative study between Tanzania and Finland* in partial fulfillment of the requirements for award of the **Master of Arts in Education** at Mzumbe University.

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## ACKNOWLEDGEMENT

This study has been made successful by different number of people through their valuable assistance, good advice and friendly support which helped me to complete this work.

Firstly and foremost, I would like to give my sincere appreciation to the almighty God for making me whom I am today thus making this study happen and finish it well.

In a special way, I would like to register my sincere appreciation to my supervisors Mr. Dominic Msabila, lecture at Mzumbe University and professor Anja from Tampere university Finland the rewell coordinator for their gigantic role played in supervising me tirelessly throughout this work. Despite of their tight teaching schedule and other tasks, they were there for me on every time I needed them for consultation. I have nothing to pay them but the almighty God will do.

Furthermore, I like to convey my sincere appreciation to my subject facilitator (Research Methodology in Education), Dr. Perpetua Kalimasi (PhD) and for impacting me with the appropriate knowledge and skills which help me to carry out this research.

I also, from the bottom of my heart, wish to extend a word of thanks to my loving wife Beatrice Mangazini, my daughters Chrisanta and Alice and my son Albert without forgetting my late beloved father DOMINIC and mama CHRISANTA and all those who have laid the base for my education development through their parental love concern, encouragement and financial support. I really appreciate their support and prayers.

Exceptional thanks should also go to my respondents for their valuable contributions, which made it possible to accomplish this study. Study would not be possible without their positive responses.

Finally, I thank those who supported me directly or indirectly towards the struggle of attaining this academic level may almighty God bless them abundantly.

## **DEDICATION**

This dissertation is dedicated to my beloved mother, wife, daughters and son and to my beloved brother Evarist. Massawe.

## **LIST OF ABBREVIATIONS**

AE	Adult education
BEMP	Basic education master plan
CBO	Community based organization
COBET	Complementary basic education in Tanzania
CSEE	Certificate of secondary education examination
DAS	District administrative secretary
EFA	Education for all
ICBAE	Integrated community based adult education
MOEC	Ministry of Education and Culture
NGO	Nongovernmental organization
ODL	Open distance learning
PEDP	Primary Education Development Plan
RAS	Regional administrative secretary
REFLECT	Regenerated freirian literacy through empowering community technique
SEDP	Secondary education development programs
TAKK	Tampere adult education centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
WAMO	(wageni morogoro) adult education institute in Morogoro

## **ABSTRACT**

This study assessed the implementation of adult education in Finland and Tanzania based on three objectives; firstly to identify the status of adult education in Tanzania and Finland; secondly to determine teaching approaches that Tanzania and Finland use in implementing adult education; and thirdly identify the challenges facing implementation of Adult Education in both countries Tanzania and Finland. The study was conducted in two colleges; adult education institute in Morogoro region (WAMO) in Tanzania and Tampere adult education centre in Tampere region (TAKK) in Finland. The study involved 70 respondents from students, teachers and administrator categories sampled through purposive and simple random sampling. Data were collected through questioners, interviews, document review and observation. Qualitative data were analyzed through content analysis while quantitative were analyzed and presented with the help of SPSS software program 16 version where by tables of frequencies and percentage were presented to supplement qualitative information. Findings in this study indicate that implementation of adult education was hindered by number of factors such as adequate funds, time and family problems, although the findings presents the situation in Tanzania was worse compared to Finland. Some factors observed unique to Tanzania include poor working condition, lack of funds, heavy load and lack of teaching and learning material. The study recommends that the government should not depend on donors fund rather should allocate adequate funds to the department of adult education for effective implementation of the programs put in place.

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## **CHAPTER ONE**

### **PROBLEM SETTING**

#### **1.0 Introduction**

This chapter provides the background to the research problem, statement of the problem and the purpose and objectives of the study. It also presents the research questions, significance of the study, scope, and limitations of the study, definitions of the key terms as well as the organization of the study. The chapter lastly provides the summary of the chapter.

#### **1.1 Background to the Problem**

The role of adult learning is to develop and maintain key skills as well as to new knowledge throughout life. It is important to provide and ensure access to organized learning opportunities for adults beyond initial formal education, for workers who want to acquire changes their careers. Lifelong learning can also contribute to non-economic goals, such as personal fulfillment, improved health, civic participation and social inclusion (Linderman, 1926). This study focuses at the implementation of adult education drawing from 2 countries. There is a clear relationship between participation in organized adult learning and the average level of key skills in a given country.

Adult education is 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, 2007). It can mean any form of learning adults engage beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns. Adult learning is affected by demographics, globalization and technology.

### **1.1.1 Global Perspective**

Adult education touches the lives of millions of individuals around the world but only now is the literature in the West catching up to the rest of the world “where adult education has always been seen as a political enterprise” (Cervero & Wilson, 2001, p.7). Currently adult literacy has been a primarily for developing countries, it is considered as one of the determinant of health, economic development, and civic participation.

Due to innovation in industrialized and developing countries resulted in a premium being placed on literacy skills and workers who could retrain quickly and easily. Computerization has been important part of high technology fields of agricultural, resource, and service sectors. These sectors had primarily employed workers with low skills. Due to these changes it increases literacy demands on individuals and societies (Verhoeven, 1994).

In Finland, for example, there is very high awareness on adult education where workers learn new skills throughout their working lives due to continuous changes in technology and new leaning life (Finish education and culture). This created the ability and willingness of individuals to continue learning new skills which is now considered as entry-level qualifications. Adult education is moving beyond the acquisition of literacy skills on how it encourages continual learning throughout life.

In Tanzania, since independence in 1961, ignorance, poverty and illiteracy have been seen as main causes of abject poverty, disease, oppression and exploitation which were common in the society. Therefore, the provision of education to all the citizens has been an important aspect in Tanzania Government’s macro policies. Specifically, adult education has been conceived to have a liberating function to arouse popular

consciousness for change so that the social evils could be eradicated. Again adult education was considered, and is still considered a strategic agent for boosting national development as remarked by the Father of the Nation and First President of Tanzania the late Julius Kambarage Nyerere when introducing the First Five Year Social and Economic Development Plan to the Union Parliament, which emphasized the need to educate adults. Our children will not have an impact on our development for five, ten, or even twenty years” (Nyerere, 1964).

According to Nyerere, Adult education should be a tool for liberation, as he once emphasized. The ideas imparted by education or released in the mind through education should therefore be liberating ideas and the skills acquired should be liberating skills. Teaching which induces a slavery mentality or a sense of importance is not education at all, it is an attack on minds of men (Nyerere, 1976:4). The idea of adult education as a tool for liberation calls for the merger of theory and practice where theory or knowledge is tied up with solving existing problems.

According to Nyerere, development should bring greater freedom and wellbeing of the people. This includes national freedom, personal freedom, and freedom from hunger, disease and poverty (Nyerere, 1973:58). He sees that the constraints to development and freedom are both natural and social and that men must cooperate with others in society in order to liberate themselves (Nyerere,1976:5), In practice, adult education in Tanzania has expanded since 1967 quantitatively in terms of adult education institutions, financial commitment by the government and parastatals, enrolment and personnel (Hall, 1975:137) to the extent that some educators equate it to an "adult education revolution" (Kassam, 1978:ix).

Kassam (1978) points out that Tanzania is recognized in many parts of the world as having made exemplary headway in the promotion and organization of adult education for development. This international recognition of its efforts in the promotion of adult education has won Tanzania a number of awards from international institutions dealing with adult education. The Government also puts

more efforts on adult education by establishing and launching functional literacy, post literacy as well as literacy supporting programmes.

Importantly, institutions such as Institute of Adult Education, Folk Development Colleges which were built in every district and Rural Press Centers were established to support adult education throughout the country.

In achieving adult education the government has signed different international agreement and introduction of different education programs.

The Medium Term Adult and Non-Formal Education Strategic Plan (2003/4 – 2007/8) was meant to ensure that out-of-school children, youth and adults, especially girls, women and disadvantaged groups, have access to quality basic learning opportunities with a view to improve the country's literacy level by 20 per cent.

The implementation of Primary Education Development Program (PEDP) and Secondary Education Development Program (SEDP) registered commendable successes in terms of enrolment and upgrading of infrastructure. On the other hand, only about 651,224 out of school children and youth (compared with the target of 2,500,000) benefitted through the Complementary Basic Education in Tanzania (COBET) programme. Also, only 1,700,000 adults (which are 45% of the targeted goal of 3,800,000 beneficiaries) were provided education through the Integrated Community Based Adult Education (ICBAE).

Despite the notable gains of PEDP and SEDP, recent statistics indicate that the quality of teaching and learning in primary and secondary schools in Tanzania is declining. About 6 per cent of primary school pupils drop out before completing the cycle and some complete the cycle without mastering the 3Rs (reading, writing and simple arithmetic). Students' performance in the 2010 Certificate of Secondary Education Examination (CSEE) revealed that only 49 per cent of the candidates passed the examination at Division 1 to 4 while the rest failed.

These statistics imply that besides those who could not access formal schooling, adult, non-formal and continuing education programmes must be emphasized in order to address the learning needs of those who did not benefit fully from the formal school system.

Adult and non-formal education must provide appropriate learning environments to primary school drop outs and those requiring second chance instructions in secondary education.

## **1.2 Statement of the problem**

Adult education has been practiced differently in different parts of the world. In Tanzania, according to Spencer and Bruce (2006) adult education is a type of education that is provided to individuals to eradicate illiteracy and increase knowledge and skills to enable one to cope with the changing world. The learning can be in any of the three contexts including the formal – Structured system that typically takes place in an education or training institution, usually with a set curriculum and carries credentials. The non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups.

Lastly the informal learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure e.g. community baking class (Spencer & Bruce (2006). On the other hand in Finland, according to Radcliffe and Colletta (1989), adult education includes initial education leading to a qualification or a degree at all levels; parts of a qualification or a degree; education preparing for competence-based qualifications; apprenticeship training; further and continuing education for refreshing and expanding vocational skills; and social and recreational studies related to citizenship and labor market skills.

Despite of the good efforts done by the two governments to ensure education for all still there are problems in its implementation. Lack of funds, teaching and learning material and adult responsibilities are among the factors hinder effective

implementation of adult learning. It is from this point of view that the researcher sought to assess how adult education is being practiced in Tanzania and Finland.

### **1.3 Research Objectives**

#### **1.3.1 Main objective**

The study was geared toward assessing the implementation of adult education in Tanzania and Finland

#### **1.3.2 Specific objectives**

The study sought to fulfill the following objectives;

- a) To identify the status of adult education in Tanzania and Finland
- b) To determine teaching approaches that Tanzania and Finland use in implementing adult education
- c) To identify the challenges facing implementation of Adult Education in both countries.

### **1.4 Research questions**

- i. What is the status of adult education in Tanzania and Finland?
- ii. What teaching approaches do Tanzania and Finland use in implementing adult education?
- iii. What are the challenges hindering implementation of Adult Education in Tanzania and Finland.

### **1.5 Significance of the Study**

This study is of great significance to a wide spectrum of stakeholders in particular the Ministry of Education and Vocational Training and the Institute of Adult Education who are responsible for adult education matters. The study also exposes adult education challenges to the society and stake holders, where knowing such challenges will enable them to find proper ways to remedy the situation. Consequently, the study

contributes to the existing pool of knowledge on the field of adult education and stimulates new areas for research.

### **1.6 Definition of key terms**

**Adult Education:** Refers to the provision and utilization of facilities whereby, those who are no longer participants in the full time system may learn whatever they used to learn at any period in their lives.

**Adult Learners:** Refers to people who have completed their initial education or dropped out of school and want to continue with education.

**Formal schooling:** Refers to the hierarchically structured education system which extends from primary school to universities.

**Facilitator:** Refers to one who is involved in the teaching of adults.

**Literacy:** Refers to the ability to read, write and enumerate.

### **1.7 Scope of the Study**

The study involved both theoretical data from scholarly writings, and empirical data from the field. Though the study will involve two different countries with different economies and culture; its focus was taken from sample of various respondents from adult education institutions. Specifically, (WAMO) adult education institute in Morogoro municipality in Tanzania and Adult education institute (TAKK) Tampere in Finland.

### **1.8 Limitations of the Study**

Limitations are potential weaknesses in research study and are out of researcher's control. They are found in almost everything the researcher does (Simon, 2011). Some of the foreseen limitations include the following:

Financial limitations: Due to the fact that the fund to complete the research came from the researcher himself, whenever there was shortage of funds the situation affected the research process in general. This is basically true when the study had to do with two different countries despite assistance from Rewell project in Finland.

Problem of access to the people, organizations, or documents: Because of some reasons, access could be denied or limited in some way, because of administrative process, and absence from the office. The problems were solved by providing early information about visit with some students or education officials.

Since the researcher use case study design that is one organization from Tanzania and one from Finland, the result of the study cannot be generalized to other countries. This is because countries differ in terms of resources, ideology, philosophy and culture.

### **1.9 Organization of the study**

This study is expected to be organized in five chapters. Chapter one lays the basis for the study. It contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, delimitations and limitations of the study, assumptions of the study, operational definition of key terms and organization of the study.

Chapter two consists of review of related literature to include Introduction, teaching and learning resources for adult learners, Adult education and learning, theoretical perspective of adult education, models of teaching and learning cycle of adults, teaching methods of instructions in adult literacy programmes, the role of the Government, Faith Based Organizations and Non-Governmental Organizations in Adult Education, conceptual framework and the conclusion.

Chapter three comprises of the research design, location of the study, target populations, the sample size and sampling procedures, research instruments, instruments validity, instrument reliability, ethical consideration, data collection procedures and data analysis techniques. Chapter four will consist of data analysis presentation and interpretation while chapter five will provide a summary of the study, major findings and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of related literature. It points out different literatures which are related to the research. The researcher reviewed different literature in order to get more understanding on the matters related to the study. The chapter presents conceptualization of the concept of adult, then adult education and learning, theoretical perspectives of adult education, models of teaching and learning cycle of adults. The other review focused on teaching methods on instruction in adult education implementation and challenges facing implementation of adult education, and finally conceptual framework.

#### **2.1 Adult Education**

Adult education is difficult to define due to different views on it. Although, different scholars have agreed that, it is an education that has adults as its clientele. This brings us to another idea of who is an adult? Adult can be defined in many ways depending on what he or she can do by the time, others can define it in biological aspect meaning that at the age of production or political aspect when is ready to vote or economically when is able to work and socially amongst others. Nzeneri (2002) consider an adult as a person who is matured physically and psychologically and who can be responsible in social, political and economic matters. Adesanya (2005) came out with idea that since there is variation of society and have been changing over time it is not easy to define the term adult, therefore there is number of factors, activities and responsibilities that determined who is an adult, for example legal age to fight war, drive a car and vote amongst others, activities like age that one can begin to work and or responsibilities (i.e., marriage age, age to begin supporting family).

The term “adult” includes youth, adults, and the elderly thus the meaning and value of lifelong learning, across the life span. Learning does not consider age, gender or

country therefore its people's right to learn. According to UNESCO (1976), Adult Education comprises of all educational processes whatever the content, level or method whether formal or informal as well as apprenticeship. Persons who can bring changes in the society, develop the ability, have knowledge and who can improve technical or professional qualification can be regarded as an adult. According to Lindeman, (1925), Adult is the one who have changed in attitude or behavior and in personal development and participation in balanced and independent social, economic and cultural development

Adults will always relate what they learn to daily life when totally involved in researching their issues actively, their awareness of the reality and discussing the issues that have meaning in their life, they take control of them (Freire 1972). This sentiment is also captured by this quotation “It is I who will become aware of my needs, my potential, my shortcoming; it is I who will mobilize myself and acquire certain tools after a given time. It is I who will make a commitment to the development of my environment and social change” (Goodman, 2001).

Education provided to adults must enhance the development in various ways. The education given to adult must be of great important meaning that it should develop ability of the learner in leaning what others do and adapting or rejecting the same to his needs, again it should develop basic confidence in one's position as a free and equal member of society who values others and is valued by them for what he does and not what he obtains (Nyerere, 1976). 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 participate 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).

In facilitating teaching according to Mackeizie (2012), the teacher's role in adult learning situation is that of a facilitator or guide and therefore does not direct the learning process. This is because by being a director he/she may distract the adult learners own independence.

Thus Jarvis (1992) and Williams (1980) agree that the facilitators' role is to insure that the learning environment for the learner is conducive for learning to occur, and should not dictates the outcome of learning experience. Jarvis (1995) provides that facilitation is difficult in that learning in adult education is open-ended and therefore the learners may reach conclusions which are different from those held by the facilitator.

## **2.2 Theories governing the study**

Modern Adult Education, theoretically is based on some theories developed by researchers and famous scholars like Paul Freire (1973). Paul Freire's Theory of Adult Education was the result of oppression of the masses in Brazil by the elite who reflect the prevailing values of a non-Brazilian culture. The Freirian theory summarizes the movement that was done in Latin Amerca by intellectuals after the second world war which is a creation of Christianity and Marxism which form the so called Liberation theory and its educational philosophy. Paul Freire's theory encourage the people to be active participants in the wide world after the leaning therefore it is humanistic in nature.(Jarvis, 1995).

According to Freire (1973), in order for leaning to take place the teacher should be a facilitator who is able to stimulate the leaning the process rather than the one who teaches the correct knowledge and values to be acquired. He insisted on the dialogue between teacher and leaner in other world teacher- learner and learner teacher dialogue. This is because his model concentrates on the humanity of the learners and places great value on the human being.

In 1900s Malcolm Knowles come out with adult leaning theory called andragogy, at the same time in united states Eduard Lindeman was considered a major philosopher of adult education (Stewart, 1987). Brookfield (1987:122) notes that according to Lindeman, adult education is —a cooperative venture in non-authoritarian, informal learning - the chief purpose of which is to discover the meaning of experience.

Lindeman discourage the use lecture method to adults rather he insisted on the use of groups in learning. According to Brookfield (1987) discussion method is important to be used when teaching adult learners.

Lindeman insisted that the curriculum should focus on the competence instead of content. In understanding a range of different situation group discussion should be used by the facilitator, they can also develop a set of analytical skills (Brookfield, 1987). In 1920, true method for adult learners was recommended by Lindeman together with Martha Anderson was andragogy (as cited in Brookfield, 1987:127).

Andragogy, was used to help illustrate Plato’s educational theory (Knowles, Holton, & Swanson 1998). In 1921, the concept of andragogy was seen that adult education requires special teachers, special methods, and a special philosophy (Knowles Holton & Swanson, 1998:59). Again Malcolm Knowles began using that term andragogy in 1968.

The theory of andragogy come out with effective methodologies for adult learning where five principles were recommended which are readiness of the learner, learner’s experiences, the faculty member as a facilitator of learning, orientation to learning, and the learner’s self concept (Knowles, Holton, & Swanson, 1998).Andragogy come out with different characteristic of adult learning which is contrary to assumption of a young child.

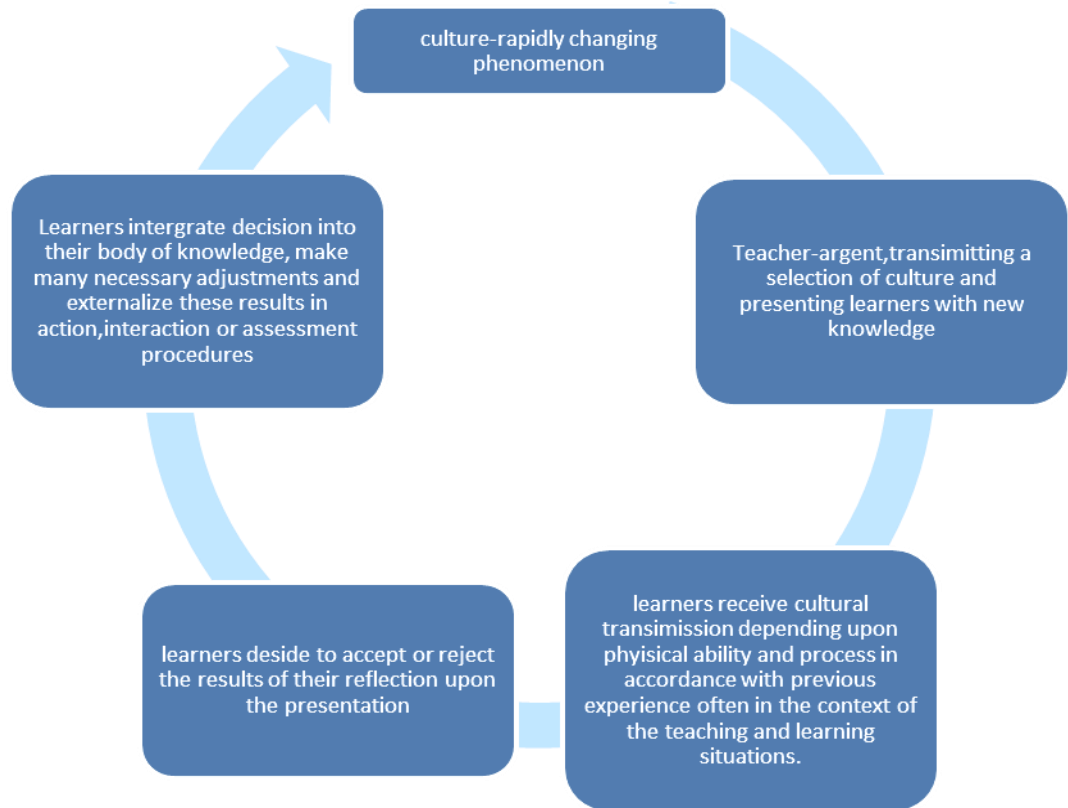
This characteristic are, adult learners they don't depend on facilitators rather are self-directed, have life experiences, are mature and ready to learn, they are problem centered, their perception of learning changes from a postponed application of

knowledge to an immediate application, their motive to learn is internal (Knowles, 1984; Knowles, Holton, & Swanson, 1998; Knowles & Knowles, 1972). Adult learners need to know why learning. Adults' wants to know why are they learning something and to what extent are they going to benefit.

There is difference ( Knowles (1975) made between how adults and children learn was an important landmark in teaching and learning practices in vocational education and training, as well as in higher education. Andragogy, and the principles of adult learning that were derived from it, transformed face-to-face teaching (Brookfield, 1987; Knowles, Holton, & Swanson, 1998) and provided a rationale for distance education based on the notion of self-directedness (Knowles, 1980, 1984, 1989). These theories are relevant to the research study since it supports participation of adult learners in the society which the researcher expects to be the fruits of adult education.

### **2.3 Model for Learning and Teaching Cycle of Adults**

In teaching adults, the teacher/facilitator plays the role of transmission of culture which is the society's accumulated knowledge over time. Since what adults are taught depends on their needs (Davis, 1976) the facilitators are faced by problems in selecting the content to be transmitted because of the varied needs of learners. The figure one below is significant since it shows how adults learn and the role of the facilitator in adult literacy programmes. The learning cycle in an adult learning situation is captured in Figure 2.1.



**Figure 2.1 Learning cycle in an adult learning situation.**

**Source: Researchers’s own construct (2016)**

As presented in Figure 2.1 changes show that Learners integrate decisions into their body of knowledge makes many necessary adjustments and externalizes these results in action, interaction or assessment procedures.

Teacher –agent is transmitting a selection of culture and presenting learners with new knowledge. Learners may decide to accept or reject the results of their reflection upon the presentation. Learners receive cultural transmission depending upon physical ability and process in accordance with previous experience often in the context of the teaching and learning situations. According to Figure 2.1, the teacher is an agent of transmitting a selection of culture to the learners.

Sometimes the teacher may organize groups, tutorials and where possible, written assignment to discuss what is to be learnt. The learning group influences the decisions taken after the learning situation (Krench, Crutchfied & Ballachey, 1962). Selecting the aspect of the culture to be transmitted does not rest upon the teacher alone but it is a combined effort of both the teacher and the learner.

It is also determined by the amount of knowledge the learner brings to the learning situations. The teacher should therefore have the ability to diagnose the learner's level of knowledge and their learning needs before the teaching begins (Jarvis, 1992). Adult Educators acknowledge the fact that adults bring to the learning situation a lot of useful knowledge. This has led to many adult teachers seeing themselves as facilitators rather than teachers (Dewey, 1938).

#### **2.4 Structural Framework of Adult education in Tanzania**

This involves status and the way Adult Education is being emphasized and provided at large. Under this part enrollment rates and procedures will be explained in details. The different programmes dealing with the provision of adult education are also discussed. In Tanzanian context, adult education is concerned with the provision of basic and functional literacy skills which are reading, writing and doing simple arithmetic (3Rs). Also it includes efforts to consolidate and sustain the acquired basic skills through post literacy and literacy supporting programmes (rural libraries, rural newspapers and radio programmes). Functional literacy aims at enabling learners to use the acquired skills for improving their livelihood.

Examples of functional adult literacy initiatives include Integrated Community Based Adult Education (ICBAE) and Yes I Can. Adult education also embraces continuing education including Open and Distance Learning (ODL), Self-Study and Extra Mural programmes. Continuing education is pursued by people who for various reasons had no opportunity with formal school education. In Tanzania the Institute of Adult Education has been one of the main planners and providers of continuing education through evening classes, self-study and distance learning courses at secondary and

diploma levels. The Open University of Tanzania is another leading institution for the provision of continuing education at higher levels. In Tanzania adult education activities deteriorated in the early 1990s leading to increased illiteracy rates.

There have been recent initiatives to revamp adult education through two main programmes, namely the Integrated Community Based Adult Education (ICBAE) and Complementary Basic Education in Tanzania (COBET). The ICBAE integrates literacy training with self-help income generating projects and credit schemes.

#### **2.4.1 Integrated Community Based Adult Education (ICBAE)**

Over twenty years the Adult literacy has been testing results, for ages 13 and above. The result of Illiteracy rates for selected years have been decreasing annually as follows 1997(27%), 1981(20%); 1983 (15%), 1986 (10%) and 1992 (16%). In 1992 adult illiteracy has rise by 2% There has been a rise in adult illiteracy (2%) per annum this led to declines in a number literacy classes for adults over the past decade. Illiteracy has been increasing at a rate of 2.8%.

The following reasons has led to deterioration of literacy programmes including programme objectives is determined by central government, a formal style of learning, subject matter developed by subject area specialists rather than responding to the interests of learners, absenteeism and lack of understanding of the benefits of literacy on the part of sometimes reluctant participants. Also there was a lack of participation by learners at all stages of programme development over many years, financially unsustainable, lack of permanent teachers and subjected learners to national tests that were probably unnecessary and caused stress and withdrawals from the programme. Due to number of reasons learned from previous adult literacy initiatives, the Integrated Community Based Adult Education (ICBAE) programme was designed. An impact assessment was conducted in the four piloted in four wards in 1997 that found illiteracy reduced from 25% to 12%.

ICBAE integrates literacy training with self-help income generating projects such as chicken raising, fish ponds, gardening, modern house building, bee-keeping and others depending on the choice of the participants. The delivery of literacy education and training for literacy facilitators are done in primary school and other institution buildings. Literacy delivery is done using the participatory and practical adult Education Methodologies including the Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) and UNESCO Triple A (Assessment Analysis and Action).

The ICBAE is tied to revolving Credit schemes so that peer group lending can be provided to the literacy groups or individual participants. The idea is to tie the concept of literacy to the idea that literacy can translate into increased earning, thereby economic value. ICBAE reflects the revised role for the Ministry of Education and Vocational training and the Institute of Adult Education as entities for policy formulation, planning, quality assurance and monitoring rather than delivery agents.

#### **2.4.1.1 Complementary Basic Education in Tanzania (COBET)**

The COBET campaign undertaken in (55+) districts revealed a growing large number of out-of-school children. The enrolment of over-aged children for Std I (9+) is the normal in most school. The official age for starting school continue to be left out, resulting the delayed of universal access to primary schooling at the correct age. These could not be possible unless deliberate measures were to be taken to reverse the trend.

In order to initiate access primary schooling to out of school children(8-18) in a non-formal setting the Basic Education Master Plan (BEMP – 1996) incorporates the COBET programme was introduced. This was a measure towards clearing the backlog of over-aged school children, including the dropouts and push-outs. In facilitating the leaning process children are divided into two age groups. Cohort 11

(14-18 years) enable completion of primary education; and allows for mainstreaming to other forms of formal education or vocational training.

Cohort I (8-13 years) allows for mainstreaming to formal primary education for three years program. COBET as a community-based programme supported the community by provision of buildings, facilitators, center-based management, monitoring, and development of the curriculum process, assessment and decision making. The methodology is child-friendly; school time tabling is flexible to give room for children's other activities.

The curriculum is based on the formal primary school system of five years minimized into a three year teaching cycle. It also insisted the teaching of Life Skills. In (1999) COBET centers opened in 2 selected districts with over 600 children implemented on a pilot basis before nationwide duplication. NGOs are close partners in as they have been for many years providing basic education to out-of-school children, namely orphans, disabled street children and teenage mothers. The varied and rich experiences have been incorporated in the development of the COBET initiative.

#### **2.4.2 Structural Framework of Adult Education in Finland**

The Finnish education is the most advanced system of which has no dead-ends. This means that learners are allowed to continue with studies of their choice at an advanced level such as colleges and universities. Prior learning has been recognized and developed in order to avoid unnecessary overlapping of studies (ministry of education and culture Finland).

In Finland Adult education is well known all over the world that they offer quality education which cause the rate of participation to be high in terms of international level this means that they accept number of student in all countries. The policy of adult education in Finland is to ensure that labor force are available and competent, provision of opportunities provision of educational for the entire adult population and strengthening social cohesion and equity. The Finnish adult education objectives is to

support efforts to extend working life, raise the employment rate, improve productivity, implement the conditions for lifelong learning and enhance multiculturalism (Finish Education in Nutshell, 146428)

The system of education in Finland is categorized into three levels of which every level has its main roles and objectives, these are basic education, upper secondary education and training, and higher education. Basic education comprise of primary and lower secondary levels, upper secondary education and training which comprise vocational education and training and general education; and higher education comprising polytechnics and universities.

There are different ministries in Finland that deals with education and every ministry has its role of which Ministry of Education is responsible for self-motivated education whereas Ministry of Employment and the Economy for labor market training and employers is responsible for staff training. There was transformation which was done in 2010 aiming at in enhancing effectiveness in education, that is from the Ministry of Education to Ministry of Education and Culture again the Ministry's Department of Education and Science Policy was reorganized.

In Finland the Ministry of Education and culture is assisted by the Council of Lifelong Learning which has several roles in adult education. The following are the roles of Council : its first role is to monitor and promote learning in working life; the second role is fostering cooperation between different educational providers; the third role is to monitor changes in the context of education and work and in the educational targets of individuals; fourthly is to assess the impact of change on the competence and educational needs of the adult population and the policy of lifelong learning; fifthly is to promote research related to lifelong learning; sixthly is to monitor the implementation of the conditions for lifelong learning; and lastly is to propose development measures.

National Board of Education, an expert body subordinate to the Ministry of Education which has the main role of developing educational curriculum. In 2004 the National

Core Curriculum for Basic Education and Upper Secondary Schools for Adults were released.

Private businesses are not funded by public system also not permitted to use the titles of qualifications reserved by the formal education system, such private business organize barber, hairdresser and beautician training as well as masseur training. Students must qualify the exam or test in order to have right to use the relevant qualification title. Consumer protection authorities controls all commercial organization activities. Liberal adult education offer Non -formal study opportunities which provide adults with different opportunities to develop themselves without qualification- or occupation-specific aims. (Finish education report, 1978). There are different courses which offers citizenship skills in different crafts and subjects on a recreational basis.

## **2.5 Policies and guidelines that support the implementation of adult education**

Policy can be defined as a purposive course of action followed by an actor (Pan Am J Public Health, 2002). Since independence in 1961 Tanzania history shows that it has pursued different policies and different agreement nationally and internationally favorable to human resource development. In ensuring the effectiveness of adult education in Tanzania different policies has been introduced.

The key policies which inform the provision of adult, non-formal and continuing education exist within International ratifications, national macro policies, Education Sector policies and programmes including Technical Education and Training Policy (1996); Higher Education Policy (1999); Information and Communication Technology Policy for Basic Education (2007), Primary Education Development Plan (PEDP) (2006 -2011), Secondary Education Development Plan (SEDP) (2004-2009); Educational Sector Development Programme (ESDP) (1997) and Adult and Non-Formal Education Strategy (2003/04-2007/08); The overall policy is the Education and Training Policy (1995).

Government has been firmly committed to policy measures aimed at achieving EFA since 1990 and for the adult education.

The policy has two main strategic objective and its main targets which are as follows, one of the main strategic was reduction of adult illiteracy to at least half of the 1990 level from 10% to 5% by the year 2000/1 to be achieved through the main two program namely ICBAE and COBET for the purpose of increasing adult learner' enrolment from 1.2m to 2.25m and recruitment of 5,400 facilitators Expansion of basic education and training for youth and adults by establishing education levy for running vocational education centers and additional teacher education institutions to reach 113 by 2000/1

To ensure the achievement of the above objectives, the government has established a Board of Adult Education and Intersect oral committee aiming at instituting a comprehensive legislation on adult literacy and non formal education strategy (NFE). The government is also revitalizing the adult education committees and re-establishing the Directorate of Adult Education to ensure effective policy formulation, coordination, monitoring and evaluation of adult literacy and non-formal education (NFE) programmes

Parliament and the government in Finland are responsible in defining and implementing the policy. (Cedefop ReferNet, 2011). Under this situation the aims of educational policy are specified and defined in various development plans, documents and in the state budget. A central, regular document in the educational sector is the Development Plan for Education within the Administrative Field of the Ministry of Education and University Research .

In Finland they have five calendar year of which the Government make approve every after four years whereas the first year is to approve and the next years covering the following for example the plan for the years 2011-2016 was accepted at the end of 2011 but Specific attention has been put to the redaction of poverty, inequality and exclusion, establishing the public economy and fostering sustainable economic

growth, employment and competitiveness (Ministry of Education and Culture, Finland, 2012a) for the period 2011–2016

Equal opportunities for participation in education has been underlined in the Finnish educational system traditionally. At the end of 1960s there was establishment of a common nine-year basic education system started nation-wide, this led to the stabilization of comprehensive education in the 1970s (Antikainen, 2007; Laukia, 2013), which created a strong basis for further expansion of education at both the upper secondary and tertiary level.

Quality, efficiency, equity and internationalism is the vision of the Finnish education and science policy currently, therefore educational development priorities are to raise the level of education among the population and the labor force; to improve the efficiency of the education system; to prevent children's and young people's exclusion; and to enlarge adults' opportunities in education and training (Ministry of Education and Culture, Finland, 2012a). Since 1999 educational legislation has mainly been built on the form of education, not the institutions providing it.

The following presents educational opportunities available to adults in Finland and the institutions mainly providing the form and level of education concerned. Providers need a license to arrange education, which provides for the statutory duties and rights, notably the right to state subsidy.

The license is granted by the Ministry of Education. A prerequisite is that the education and training is deemed necessary and that the applicant has the professional and financial capacity to arrange education in an appropriate way. The license may be granted to local authorities, joint municipal authorities, registered associations or foundations; a limited company is also possible. All providers are treated equally in terms of legislation, administration and educational funding.

## **2.6 Teaching Approaches for Adult Learning**

In the course of teaching, facilitators adopt varied teaching approaches because the adult learner needs to acquire new knowledge: Practical knowledge of processes, factual knowledge (data) and theoretical knowledge (concepts). The facilitators' work is not to impart knowledge, skills or information but to help learners acquire these for them.

Methods of teaching may be divided into three categories; these are:- presentation, participatory and discovery. In addition, tests and quizzes may be used to evaluate the learning already done may be adopted as a teaching technique and as a means for further learning (Alan, 1996). According to Alan (1996) the different teaching methods can be classified as follows:

### ***Demonstration***

This method is most commonly employed in skill teaching. In this approach, the teacher shows the learners how specific procedures are undertaken and the student is expected to emulate the teacher (Jarvis, 1995). The demonstrator is usually very skilled and the process appears to be easy and effortless. Berkeri & Belbin (1972) suggest that if a skill which is being taught is broken into bits in the demonstration, the learner may be able to grasp the concept more easily.

Alan (1996) however says that, there is a danger of the teacher transmitting their own imperfect skills to their learners. Demonstration technique is imperative since it aids understanding and retention. It stimulates learners' interest and gives learners a model to follow. It must however be accurate and relevant to learners.

### ***Lecture method***

This method keeps the group together on the same point and therefore none of the learners lag behind. It ensures time control and it is useful for large groups of twenty or more learners. On the other hand it can be dull if used for too long without learner's participation. The drawbacks to this method are that it is difficult to gauge

whether there is any learning and retention of learnt materials. It is thus a method that should be used sparingly.

### ***Individual reading assignment***

This method saves time. Materials can be retained for later use and it ensures consistency of information. It can be boring if used for too long without interruption.

### ***Guided discussion***

The discussion method can utilize the experience resources of adults to make learning faster. Adult learners express their ideas, views and hence learning takes place through discussion and this is not only enjoyable but more permanent. This method keeps learners interested and involved. Learners' resources can be discovered and shared during learning. Group members participate in discussions as equals within the study group. The method enhances human relations, self awareness and creates a willingness to consider new ideas.

### ***Role Play***

This method of teaching enhances retention and allows practice of new skills in a controlled environment. The learners are actively involved in the lesson. It however requires a lot of time to prepare and may be difficult to tailor to all learners' situations. Enough class-time for exercise completion and feedback is required.

### ***Brainstorming***

According to Bergevin, Moris and Smith (1963) this method is an "idea inventory". It is an intensive discussion situation in which the quantity of ideas produced or potential solutions offered to problems is more important than the quality. Group members are not allowed to criticize any of the ideas put forward, or offer solution during brainstorming. The ideas are then analyzed by the group at the end of an agreed period to reach a consensus, offer potential courses of actions and offer solutions to the problems under scrutiny.

### ***Projects and Case Studies***

Projects and case studies are some of the teaching/ learning methods used to teach adults. This method requires active learner involvement and can stimulate performance required during learning. In this method, information should be precise and kept up-to-date. However, they are found to be difficult in cases where assessment is required since points are usually awarded to individuals (Coates & Silburn, 1967). Projects are a form of practical adult education studies in which the learners may want to use the results later in life (Freire, 1973). Case studies are similar to projects but the groups may seek to focus upon a specific phenomenon and in this instance it may incorporate a multi-discipline perspective (Coates & Silburn, 1967). Together with teaching methods and approaches, Prosser and Clarke (1972) suggest that approaches to teaching adults should take motivation and sustaining learners' interest into consideration so that learners can enjoy and participate actively in the lesson.

### **2.7 Challenges facing the implementation of Adult Education.**

The World is branded by an economic in which knowledge, not labor or raw material or capital, is considered the key resource and a social order in which unfairness based on knowledge is a main challenge. Majority of new jobs require professionals in which the workers does not have and is difficult to possess. (Drucker, 1994, p. 4).

There is contradict between this viewpoint on stating the problem in today's economy is underemployment rather than under education (Livingstone, 2003). Because of the rapid growth divisions in the society and the economy resulted into many challenges to society at large and the business sector, thus there is a intensifying attentiveness in adult literacy Globally. The debate is on how best allocation of scarce resources in ensuring both quality education of children and lifelong learning for all, at a time when universal primary education remains a dream rather than a reality in many parts of the world (Mandela & Machel, 2002).

The increase public commentators and politicians in positioning adult education and literacy in an economic discourse, directives were posed to apply the supply and demand paradigm of the marketplace in considering policy development and outcomes. Does the supply of learning opportunities meet the demand for the adults? Scholars have come out with different perceptions of adult education and its value has varied greatly among individuals and groups. This has led adult education to be viewed from the perspective of the old aged adult learning only to both read and write. Hence, Adult Education is not valued because of its usefulness and diverse to young and middle aged adults.

Adult learners perceive learning from the point of how much time is left for them either to stay in their places of work or time to live (Lowy & O' Connor, 1986). These situations impacts the educational goals of the adults. It is advised that there should be a great change in the recognizing adult education by the generality of people by educating people on what adult education means. The concern of perception is related to the self-image of adult learner. The way the society value adult education is what matters and have great impact towards their abilities and readiness while considering themselves that they are able to learn in spite of the switch from being a full time learner to one that takes on other responsibility becomes important for progress to be made in adult education. According to Knowles (1980) creates more of self-directed personality.

Moreover adult education is also faced by untrained facilitators of which limits the effectiveness of the Teaching process generally. Imhabekhei (2009) is of the opinion that a person that is not a trained adult educator, may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones (Pedagogy) and the method for teaching adults (andragogy). It is suitable for facilitators to apply different approaches for effective learning situation. By combining various methods this will benefit the students and facilitators to reach their goals.

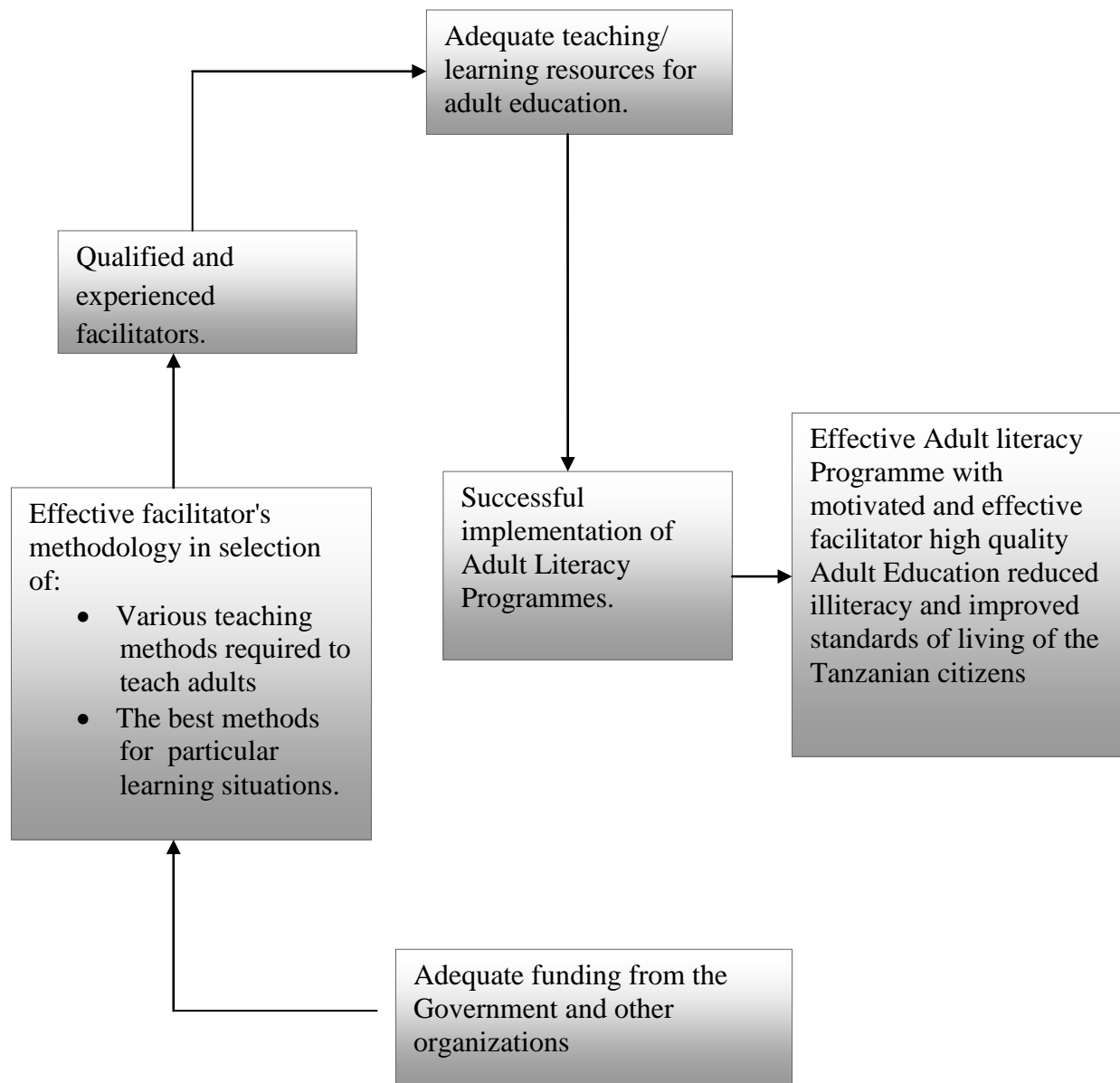
By doing this it will be difficult for untrained facilitator on whom the effectiveness of adult education lies. Not every facilitator will be knowledgeable with the nature and characteristics of adult learner and sometimes may not really understand that adults achieve less when the learning tasks involve too much theory and memorization. Adult educators should be trained for the efficiency of this education.

Also Accessibility seems to abstain the growth of Adult Education: adult education should be accessible to all ages and levels regardless of the socio-economic diverse of the World. However, all people should have the chance to develop themselves throughout their lives at whatever age, this will help them to be aware of their surroundings and manage their lives in a more dutiful manner. All aspects should be put into considerations with respect to their needs.

Apart from that, one of the limiting factor is inadequate funding and poor reallocation of funds to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector. More importantly, Non-Formal Education is excluded in the share of the 2% Consolidated Fund meant for Basic Education in spite of policy provision. Still, it is noted that there is unruly of accountability and transparency in the management of funds allocated to Non-formal education sector.

## **2.8 Conceptual framework**

Figure 2.2 shows the conceptual framework of this study. It was based on the concept that the implementation of Adult Education Literacy Programme could be enabled through provision of teaching/learning resources, qualified facilitators, effective teaching methods which are used by the facilitators and adequate funding from the Government and other organization.



**Figure 2.2 Conceptual model on implementation of adult education**

**Source: Researcher's own construct (2016)**

From this conceptual framework the study concluded that the findings of the study showed that the implementation of Adult education Programs would be eased through the use of qualified and experienced adult education facilitators, provision of teaching/learning resources for adult education and proper use of suitable teaching methods by the facilitators. Adequate time for study and conducive learning environment is also important. The funding is also imperative since all the above stated factors rely on it. Also accessibility of these adult learning institutes, learners shouldn't find it difficult to be enrolled and accepted in these adult learning centres.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodological procedures which were used to collect data in line with the research objectives of the study. The main objective of this study was to assess the implementation of Adult education in Tanzania and Finland. Specifically, the chapter describes the research design, research approach, geographical area of the study, target population, sample and sampling techniques, data collection methods, validity and reliability of the research instruments, ethical considerations as well as data analysis procedures.

#### **3.1 Research Approach**

The study employed qualitative research approach which was used via the interpretive paradigm. The interpretive theory takes the position that by virtue of being part of natural and social settings of research, the insider understands the social world better than the outsider (Pring, 2000). With interpretivism the researcher must understand the meaning of social actions within the context of the material conditions in which people live. Thus, qualitative practice is reflected in use of methods that attempt to provide a holistic understanding of research participants' views and actions in the context of their lives (Snape & Spencer, 2003). The choice of this approach was based on the researcher's objective, which was to find out how AE is implemented from the informants' point of view, which was mostly shaped by their experience of it. Consequently a case study design was used to guide the study

#### **3.2 Research design**

Kothari (2008) defines research design as the conceptual structure within which the research is conducted. The design helps to structure the research, to show how the entire major parts of the research project such as selecting research subject, research

site and data collection procedures work together to address the central research questions (McMillan & Schumacher, 2006). This study mainly utilized case study design. The use of case study design helped the researcher to generate or gather in-depth opinions directly from respondents related to adult education practices through interviews, observation and documentation (Miles & Huberman, 1994). Although the study was qualitative in nature, some quantitative aspects were included so as to complement the study, specifically in collection, analysis, presentation, and interpretation of some data. Therefore, the uses of both approaches made a researcher to be in a good position to authenticate and confirm findings within a single study (Creswell 2009: 213; Cohen, Manion & Morrison, 2007).

### **3.2 Area of Study**

Tanzania has a number of Adult institutions just like in Finland; however, due to number of reasons including limited resources and time one institute from Tanzania and one from Finland was sampled as a case study. The institutes included institute of Adult Education in Morogoro region in Tanzania and Tampere Adult Education Institute from Finland. The areas were one of the regional well being project which was conducted in these adult institute (WAMO)in Tanzania and Tampere adult education centre(TAKK)in Finland were practice partners of the rewell project and again it was considered to be useful in providing information regarding the manner in which adult education is implemented in the mentioned areas not only that but also this institute have different levels of learners and different courses which provide a detailed information to a researcher.

### **3.3 Targeted Population**

Population embraces all members, individuals, groups or other elements that the researcher decides to include in the study (Cooper, 2008). The target population for this study were adult education teachers, adult education students and administrators. The researcher designed the study to get valuable information from the fore mentioned since they are directly engaged in the process.

**Teachers:** These were selected because they are themselves the subject of implementation of teaching process. Thus, they were assumed to provide the researcher with relevant information on the state of adult education, its practice, as well as challenges they encounter in the implementation of adult education in their respective areas.

**Students:** Students were involved in this study because they are more informed on the way such education is practised in their area since they are the most targeted people. Thus they provide relevant information on the nature and the extent adult education was practised in their schools.

**Adult Educational administrators:** were purposively selected in the study since they are in charge of adult education management in their institution. Consequently, their involvement in this study was critical.

### 3.4 Sample size

A sample is defined as a small part or quantity intended to show what the whole is like (Hornby, 2010). Sample size means the number of items to be selected from the population to constitute a sample. The size of the sample should be optimum enough to fulfill the requirement of efficiency, reliability and flexibility (Kothar, 2004:56). With regard to this study, the selection of the samples considered a number of factors particularly, the information required, purpose of the study, affordability and time. Under this ground, a total of 70 respondents were involved from Finland and Tanzania. More specifically, the sample constitute of 8 teachers, 2 administrators and 60 adult students.

**Table 3.1: The composition of sample**

Category	Expected	Actual
Students	60	60
Teachers	08	08
Administrator	02	02
<b>Total</b>	<b>70</b>	<b>70</b>

Source: Study findings, 2016

### **3.5 Sampling techniques**

Kombo et al. (2006) defines sampling technique as procedures a researcher uses to select the needed study sample. In this study the researcher used both probability and non-probability sampling techniques. Among probability sampling, techniques simple random sampling was used to give students equal chances of being selected. Pieces of paper labelled *Yes* and *No* were prepared and given to students to select. Those who selected yes were involved in the study

Purposive sampling involved selecting elements judged to be representative being chosen from the population (Kothari, 2008). This technique was used to select administrators as well as teachers for interviews based on the virtue of their position.

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

The choice of data gathering methods depends on the nature of the research problem, the purpose of the study and the study objectives (Enon, 1998). Hence, data for this study relied on both primary and secondary sources.

#### **3.6.1 Primary data**

These are first-hand information directly gathered by researchers from the original sources (Krishnaswami & Ranganatham, 2007). These data are normally collected through various methods such as observation, interview and questionnaires (Cohen et al., 2000: 245-246). In this study, primary data were collected from, teachers, students, and administrators through interviews, observation and questionnaires.

*(i) Interview:* An interview is a scheduled set of questions administered through verbal communication in a face to face relationship between a researcher and the respondents (Kothari, 1990). This method allows flexibility, as there is an opportunity for the researcher to restructure the questions. Interview is among the most important sources of case study information. The interviews can be structured, focused, or open-ended. In an open-ended interview, the researcher can ask the important information,

opinion on events or facts (Telli et al., 2004). In this study a semi-structured interview schedule was used to administrator and teachers in Finland and Tanzania.

*(ii) Observation:* Best and Kahn (2006: 264-265) describe the use of an observation checklist as a fieldwork instrument whereby a researcher in the field takes notes which contain sufficient information to recreate the observations. Observation technique includes participant and non-participant. In the respect to this study, non-participant observation technique was used around college so as to generate data related to teacher actions, the following documents were observed leaning environment of adult learners, classroom, time table, attendance in the blackboard, library and play grounds. This method helped the researcher to physically see what was specifically taking place in the real situation.

*(iii) Questionnaires:* Both closed and open-ended questions were administered to students. The instrument helped the researcher to probe students' understanding about the way adult education is implemented at their vicinity. The instrument was also used in extracting information from teachers about the knowledge they had concerning adult education and how it's implemented. Close ended questions enabled the researcher to collect standardized and similar information for tabulation. Points of interest and related information were collected through open ended questions. This instrument is economical in terms of time and money when collecting information from large number of respondents, particularly if questionnaire is well designed and pilot tested. However this instrument excludes those who cannot read and write. Closed ended items on the other hand pose a problem of meaning a different thing to different people (Kothari, 2008).

### **3.6.2 Secondary data**

These are second-hand information already collected and compiled by other scholars for their own purposes. Such sources include books, journals, encyclopaedias, newspapers, periodicals and compiled statistical statements and reports (Cohen et al, 2000: 246). These sources were used in order to obtain relevant information that

could certainly not be obtained directly from the field. Secondary data were collected through documentary search and analysis like statistics on reported the way adult education is implemented. **Documentary review:** Documentary review involves data collection from carefully written official records or documents. Such official records includes: reports, printed forms, letters, autobiographies, diaries, compositions, themes, or other academic work, periodicals, bulletins or catalogues, syllabi, court decisions, pictures, films and cartoons (Best & Khan, 2006: 267). In this study, documentary data was obtained from adult education offices and school records related to adult education practices.

### **3.7 Data Analysis Plan**

Data analysis is the process that implies editing, coding, classifying and tabulating collected data (Kothari, 2008). The study involved both qualitative and quantitative data; the data analysis process was also administered by the two approaches. Qualitative data was collected through observation, interviews, and document search was subjected to content analysis for the verifications and illustrations of the qualitative findings. On the other hand, quantitative data gathered through questionnaires were categorized and presented in graphical and tabular forms then converted into frequencies and percentage where necessary and were classified, categorized and organized according to units of meaning generated from responses. Lastly, the analysed data were organised for report writing. This process was done with the assistance of the computer based software Statistical Package for Software System (SPSS) version 16.

### **3.8 Reliability and validity of Research Instruments**

#### **Validity and Reliability**

Validity of instrument is defined as measures what it is supposed to measure or that an account accurately represents those features that it is intended to describe, explain

or theorize (Winter, 2000). Cohen et al. (2001) argue that, “validity is an important key to effective research. If a piece of research is invalid then it is worthless.

To ensure validity and reliability of methods and instruments for data collection, pre-testing of the questionnaire was done before the actual data collection to determine their clarity and relevance to the objectives of the study. Pre-testing was done purposely to control the quality of questionnaire and the information obtained through them. The questionnaires for pre-testing were administered to few respondents from the Adult education institute that was in the study before the beginning of the study. The respondents had similar characteristics as the respondents included in the main study. The questionnaires were modified to fit in, lessons drawn from the pre-testing. The questionnaires was written in English and Finnish language to make easy understanding for the students. Also the researcher discussed with the supervisor on the quality of the questionnaire and included the necessary modifications before the actual field research work began.

### **3.9. Ethical considerations**

Ethical standards were strictly considered during the study in order to protect the participant from psychological, physical and social risks. Before conducting this study, the researcher considered and adhered to research ethical issues and procedures as required by the Mzumbe University. First, research permit letters was obtained from Mzumbe University and they were submitted to the Regional Administrative Secretary (RAS) for Morogoro Region in order to be allowed to conduct this study in Adult Education Institute (WAMO). After obtaining permission from RAS, the researcher sought permission from the District Administrative Secretary (DAS) who then introduced the researcher to Adult Education officers and coordinators. The Ethical procedure in Finland was also adhered. After being permitted by officers and coordinators and obtaining consent from the respondents, the data collection process was executed.

***Confidentiality***

The researcher ensured confidentiality about the information given by respondents. The respondents were assured in advance that the information provided was kept confidential and were only used for research purposes.

***Anonymity:*** The researcher was extremely careful in analyzing and in reporting the research findings so as to protect anonymity of the respondents. The researcher uses no actual name of any respondent.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, AND DISCUSSION**

#### **4.0 Introduction**

This chapter reports and discusses major findings of the study regarding the assessment of implementation of Adult Education in a comparative perspective between Tanzania and Finland. The findings are presented hereunder in accordance to the research objectives presented in chapter one.

#### **4.1 Status of Adult Education in Tanzania and Finland**

The first objective of the study sought to compare the status of adult education in Tanzania and Finland focusing on enrolment by gender and age, Teachers' qualification and availability of teaching and learning materials as well. Data related to this research objective were gathered through documentary review and interviews. The findings are presented under the following sub-sections:

##### **4.1.1 Comparison of enrolment by Gender between Tanzania and Finland**

Under this research sub-section the researcher intended to compare the enrolment status of adult education in both countries by gender. Through documentary review and interviews, it was revealed that Females enrolment out number their male counterpart in both countries as shown in tables 4.1. In Tanzania enrollment data obtained from the Institute of Adult Education for three consecutive academic years 2013/2014, 2014/2015 and 2015/2016 respectively indicated that a total of 390 students had been enrolled in various programmes ranging from certificates to Diploma. Out of 390 students, 192 (49%) were males and 198 (51%) were females, while in Finland, the corresponding proportions were 43.0% and 56.5% respectively. Although a higher percentage of females are common to both countries, the difference was not such higher.

Gender imbalance in education particularly in the field of education has followed a particular trend in most countries over the years (OECD, 2009) and females now dominate the teaching profession as reflected in this study.

The researcher sought to establish the reasons that made females to surpass their counter parts males. The reasons given were different from each country. In Tanzania, it was admitted that females were massively enrolled in adult education than males because they were neglected opportunities to attend formal education at the required age. Thus, in order to quench the lost education opportunity they found adult learning the only right track for them to follow. This assertion was affirmed by the following interviewees' response;

*Many females are enrolled in adult learning institutions than men because they were denied this opportunity due to traditional beliefs that educating female is wastage of resources...I am among those female who were neglected to be taken to school at younger ages...(female student)*

Arguing consistently another interviewee had this to say:

*Females are more enrolled in this institution and I think in other adult learning institutions like this simply because they are now aware of the critical role of education...considering the fact that for many years they have been denied opportunities to attend schools at normal age due to local traditional beliefs dominating our society (Tutor)*

*I got married instantly after completing primary education. Then after I did not get any opportunity to attend secondary school or any other training institution as my husband was not interested and ready to see me leave the family and attend school...This is the only alternative I find that will help me reach my dreams... (Female student)*

Whereas traditional beliefs was the main reason for females' enrollment to exceed that of males in Tanzania, it was contrary in Finland. It was reported that in Finland females were much more aware of educational potentials and employment opportunities and they were active in competing for opportunities with males. Thus they were self motivated to engage in various adult learning programmes. Acknowledging this one respondent uttered:

*Traditionally education is highly valued in Finland by all and sundry; probably more than any thing else...every one in this country aged or younger, employed or unemployed is ambitious of acquiring and reshaping his/her knowledge that's why there is a slight difference between males and females with regard to enrollments though it appears that females outnumber males....*

The finding is also affirming the OECD (2003) background report that employment of women in Finland has been supported through the extensive provision of welfare services in the public sector. The fact that women employment is extensively supported, it is obvious that their higher motivation to learn is to a large extent influenced by this factor.

**Table 4.1: Enrollment by gender between Tanzania and Finland 2013/2014 to 2015/2016**

Tanzania			Finland		
Sex Respondents	of Percentage (%)	Frequency	Sex Respondents	of Percentage (%)	Frequency
Male	42.5	20	Male	43.5	10
Female	57.5	27	Female	56.5	13
<b>Total</b>	<b>100</b>	<b>47</b>	<b>Total</b>	<b>100</b>	<b>23</b>

Source: Study findings, 2016

#### **4.1.2 Comparison of enrolment by Age between Tanzania and Finland**

Table 4.2 shows comparison of the age ranges of students in both countries. A huge disparity exists between the age ranges of students that participated in the study in both countries. In Finland, there were more students enrolled in the older age category of 25 to 45 years (39%) and 45 years and above (35%), whereas the younger category of 20 to 25 is 26%. In contrast, the majority of students in Tanzania were in the younger age category of 31 to 40 (42.5%) and 21 to 30 years (21.2%) whereas older students aged 41 to 50 are 36.3% none was 51 years and above. This indicates a younger student population in adult institution in Tanzania and an ageing population in Finland.

The findings are in line with that by OECD (2003) that the participation of young people in the labour force is low in Finland due to the comprehensive participation of young people in education and training. The finding therefore may implies that a majority of Tanzanians missed opportunities to engage in formal school system at a normal age compared to those in Finland whereas many are enrolled into formal education system at a required age and join adult learning just to complement their acquired knowledge and/or in the formal education system or acquire a mastery of a specific knowledge.

**Table 4.2 Age of respondents between Tanzania and Finland**

Tanzania			Finland		
Age of Respondents	Percentage (%)	Frequency	Age of Respondents	Percentage (%)	Frequency
21-30yrs	21.2	10	20-25yrs	26	6
31-40yrs	42.5	20	25-45yrs	39	9
41-50yrs	36.3	17	45-55yrs	35	8
51-60Yrs					
<b>Total</b>	<b>100</b>	<b>47</b>	<b>Total</b>	<b>100</b>	<b>23</b>

**Source: Study findings, 2016**

#### **4.1.3 Comparison of Teacher Qualifications between the countries**

Under this sub-section, the study compared the qualifications of the teachers in the adult learning institutions in both countries. Given the fact that teachers are critical agents towards adult learners' attainment of their potentials, an insight into their qualifications was deemed relevant to this study as it would provide educational status of the facilitators in both countries, as it may generate findings which may reflect on the quality of education offered in the respective countries.

Table 4.3 shows the qualifications teachers' held in institutions under the study in Tanzania and Finland. Comparing the types of teacher qualifications in Tanzania and Finland adult institutions, findings indicate a significant disparity in the level of qualifications. Overall, it was revealed that adult institute in Finland had predominantly highly qualified tutors (100%), whereas 60% teachers in Tanzania had

higher qualifications. In Finland a minimum qualification to teach was a master degree but the study revealed that also majority of teachers possessed masters' degree in their areas of specialization. In Tanzania most of tutors had diplomas (2), bachelor degree (1) and masters' degree (3), none of them had doctoral degree nor professor. It can therefore be argued that teaching in Finland is highly respected and served by the highly qualified and competent tutors compared to Tanzania where it is still considered a profession of less achiever. Out of 6 teachers in Tanzania, 4 did not have a teaching qualification relevant for teaching adult education.

Generally, the most prevalent teaching qualification in Finland was the Master's degree accounted for 69.4% of the teachers while PGCE accounts for 25% of teachers. On the contrary, in Tanzania, B.A. Ed was the predominant qualification; then Diploma in education and few had M.A. Ed. This finding acknowledge the assertion by the OECD (2003) background report that a unique feature of Finnish teacher education is that both primary and secondary school teachers must earn a Master's Degree and that their academic status is the same. The finding also favors the assertion by (Sahlberg, 2010) that to become a teacher in Finland is a very competitive process, and only Finland's best and brightest are able to attain those professional dreams. He asserted further that normally it's not enough to complete high school and pass a rigorous matriculation examination but successful candidates must have the highest scores and excellent interpersonal skills.

**Table 4.3: Teachers Qualification between Tanzania and Finland**

TANZANIA			FINLAND		
Teachers qualification	Numbers	Percentage	Teachers qualification	Numbers	Percentage
Professors	0	0%	Professors	4	24%
Doctorate	0	0%	Doctorate	6	35%
Masters	3	60%	Masters	7	41%
B.A.Ed	1	20%	B.A.Ed	0	0%
Diploma	1	20%	Diploma	0	0%
Certificate	0	0%	Certificate	0	0%
<b>Total</b>	<b>5</b>			<b>17</b>	

**Source: Study findings, 2016**

#### **4.1.4 Comparison of availability of relevant teaching and learning materials**

The third research sub-section compared the status of adult education in Tanzania and Finland in terms of availability of relevant teaching and learning materials. Data related to this sub-section were obtained through questionnaire and observation. The findings indicate that, in Tanzania, the availability of teaching material was about 23.6% of the actual requirements but of the available materials (30.9%) were reported to be irrelevant in implementation of adult education. This is contrary to Finland whereas (41.9%) of the respondents reported that teaching materials were available and (51.1%) of the available materials were relevant.

This observation appears to be a continuation of various research findings that have reported shortage of teaching and learning materials in developing countries. For example Bennel and Akyeampong (2007) in their study on motivation crisis in Sub-Saharan Africa, they report that among others, poor working condition including shortage of teaching and learning materials affected teachers' motivation to teach. The finding is also in line with the observation made by researchers in other countries. For example, in South Africa, Lumadi (2008: 33-34) observed that the condition in schools was worst. Schools had no pipe water and wonderful enough, in one of the surveyed schools, the whole school with 18 classes shared the same duster.

From this finding it can be argued that the international recognition of Finland as one of the best performers is a result of multifaceted factors in particular massive investments in education sector both in terms of competent manpower and adequate teaching and learning resources at all education levels.

**Table 4.4: Availability of Teaching Materials between Tanzania and Finland**

<b>Tanzania</b>			<b>Finland</b>		
<b>Respondents</b>	<b>Percentage (%)</b>	<b>Frequency</b>	<b>Respondents</b>	<b>Percentage (%)</b>	<b>Frequency</b>
Relevant	27.3	30	Relevant	51.1	22
Not relevant	30.9	34	Not relevant	4.7	2
Enough	23.6	26	Enough	41.9	18
Not enough	18.2	20	Not enough	2.3	1
<b>Total</b>	<b>100</b>	<b>110</b>	<b>Total</b>	<b>100</b>	<b>43</b>

Source: Study findings, 2016

#### **4.2 Teaching approaches in Adult Education in between Tanzania and Finland**

A second research objective was to compare the teaching and learning approaches employed by adult learning institutions under the study in both countries. Information regarding this objective was obtained through interviews, questionnaire as well as classroom observations. Findings in the perspective of this objective are summarized in the table 4.5 below

**Table 4.5: Teaching and Learning Approaches between Tanzania and Finland**

<b>Tanzania</b>			<b>Finland</b>		
<b>Teaching approaches</b>	<b>Percentage (%)</b>	<b>Frequency</b>	<b>Respondents</b>	<b>Percentage (%)</b>	<b>Frequency</b>
Participatory Approach	82.9	39	Participatory Approach	78.3	18
Non Participatory Approach	17.1	8	Non Participatory Approach	21.7	5
<b>Total</b>	<b>100</b>	<b>47</b>	<b>Total</b>	<b>100</b>	<b>23</b>

Source: Study findings, 2016

Looking at the data presented in the table, the following interpretations are drawn. It is evident that participatory teaching and learning approaches were predominant in both countries. However, it seemed to be much more used in Tanzania than in Finland as it was indicated by almost 82.9% of respondents in Tanzania against 78.3 of respondents in Finland. Non participatory approaches were rarely used in both countries as it was indicated by 17.1% of respondents in Tanzania and 21.7% in Finland respectively. These questionnaire findings were also affirmed by researcher's own classroom observation in both adult institutions in the respective countries. Researcher's observation revealed that among the commonly used participatory methods were demonstration, guided group discussions, role play, questions and answers as well as project work. When the researcher wanted to know reasons as to why participatory methods were highly preferred, it was reported that the approaches made both teachers and learners active and interested throughout the lesson and helped them develop critical thinking and independent study habit.

It was argued further that participatory approach enhanced collaborative learning hence making teachers and students learn from each other. Parallel to the findings, Berkeri & Belbin (1972) were of the suggestions that once a skill being taught is broken into bits in the demonstration, the learner may be able to grasp the concept more easily. Consequently, arguing on the favor of demonstration as one of the participatory teaching approaches, Alan (1996) said the technique is imperative since it aids understanding and retention. Other researchers have also acknowledged the use of participatory teaching and learning methods. For instance, Bergevin, Moris and Smith (1963) pointed that brainstorming is an intensive discussion situation in which the quantity of ideas are produced or potential solutions offered to problems is more important than the quality. Group members are not allowed to criticize any of the ideas put forward, or offer solution during brainstorming. Showing their appreciations on participatory methods one of the respondents were quoted as follows:

*Competency based is currently the prevalent teaching and learning paradigm worldwide, therefore, teachers should only guide rather than spoon feeding their learners... (Educator in Finland)*

*I prefer participatory approach in particular group discussions, brainstorming and field work because they help improve my capability to understand what teachers teach as well as developing my ability to work independently (student in Tanzania)*

*...frankly speaking, there is no learning rather than overdependence syndrome is created through non participatory method teaching approach like lecture...rarely use lecture method when time is limited and I must cover a certain topic...(Educator Tanzania)*

From the preceding findings and quotes it can be argued that despite the fact that there is no single teaching and learning approach which is suitable or self satisfactory by itself, it teachers of adult learners should take into account the suggestion given by Prosser and Clarke (1972) that approaches to teaching adults should take motivation and sustaining learners' interest into consideration so that learners can enjoy and participate actively in the lesson.

### **4.3 Challenges facing Adult Education in Tanzania and Finland**

A third objective was to identify and compare challenges faced by the Adult education in Tanzania and Finland. Information regarding this objective was collected through questionnaires and interviewees held with teachers, students and administrators.

The challenges are summarized in the Table 4.6.

**Table 4.6: Challenges Facing Adult Education in Tanzania and Finland**

Tanzania			Finland		
Challenge	Percentage (%)	Frequency		Percentage (%)	Frequency
Library	11.8	32		1.6	1
Books	12.5	34		1.6	1
Inadequate funding	15.4	42		21.3	13
Time	8.5	23		33	20
Family problem	15.1	41		14.6	9
Shortage of Facilit	60.2	24		03	14
Language	14.7	40		1.6	1
Laborator	8.8	36		3.3	2
<b>Total</b>	<b>100</b>	<b>272</b>		<b>100</b>	<b>61</b>

**Source: Study findings, 2016.**

Basing on the data presented in Table 4.6, it is clear that adult education faces myriad of challenges both in Tanzania and Finland. However, the magnitude of the challenges was found to differ between the two countries. The challenges were serious in Tanzania than in Finland. The data in the table above show that inadequate funding was a challenge in both countries but more serious in Tanzania. It was revealed that adult education institute in Tanzania depended solely on government funding as there was no any investment through which fund could be raised. However, the amount of fund provided by the central government was seriously minimal to meet administrative and educational costs. Consequently, it emerged in this study that students in adult education in Tanzania were left to either sink or swim as there was no any fund set aside to assist them to cover tuition fees or field work. In Finland, though few respondents indicated inadequate funding, the problem was not as critical as in Tanzania. Associated with fund in Finland was the amount paid to students that some of them considered being insufficient. Also due to higher demand of education in the country some students failed to get government scholarships.

Funding problem for adult education was also reported by other researchers. Bwatwa and Kamwela (2010) in their review and revision of adult and non formal education revealed that the challenge facing most of the adult and non formal programmes was inadequate funding and other basic resources.

They report that most programmes relied substantially on foreign aid and there was no effective in built mechanism to gradually phase out the assistance provided by the development partners. From this finding it can be argued that under funding of education in most developing countries, is not a new phenomena however, adult education receives less attention than formal schooling particularly among the politicians who are the key decision makers.

Shortage of competent facilitators was indicated as a very serious challenge by 60.2% of respondents in Tanzania and 00% in Finland. Though the problem seem to be more significant in Tanzania, it was noted that in Tanzania majority of the serving facilitators had low education level as many possessed diplomas some of the diploma were irrelevant to the adult education. This was attributed to less attention given to adult learning in Tanzania that in turn demoralize higher achievers secondary schools' candidates to opt for adult specialization in colleges and universities. In Finland most of the facilitators had higher qualification majority with masters degree and above and were enough. It was also reported that quite often, teachers of adults in Finland were employed part-time in their own professional field, reinforcing their up-to-date knowledge and brings training as close as possible to work. In favour of the finding the interviewees in Tanzania and Finland asserted:

*Shortage of educators is a serious challenge here...as you know many youths do not prefer adult specialization when taking their diplomas or degrees at colleges and universities in Tanzania. This has impacts on availability of qualified educators...we are forced to use unqualified part time teachers to make things go... (Interviewee in Tanzania)*

Another respondent in Finland said:

*All teachers here are qualified and competent and they are adequate although many facilitators are ageing and are at retiring age...many who are employed are part timers...*

The finding concurs with the opinion by Imhabekhei (2009), who opined that a person that is not a trained adult educator, may not be able to function as expected in terms of teaching the adults. The findings imply that shortage of teachers is a challenge not only in developing countries like Tanzania but both in the global North and South. Therefore, concerted effort is needed to address the problem so as to guarantee quality education to all people regardless of age.

Language of instruction was also reported to be a challenge mostly in Tanzania than in Finland. Most of the respondents in Tanzania (15%) indicated that English as a medium of instruction was tough to them as students and some of their teachers were not fluent in it. In Finland language was not reported to be a serious problem as only indicated by 1% of respondents. This is so because in Finland, native language that is Finnish was used as a medium of instruction. Consider the following quotes:

*English is a great problem to most of us...we do not have good foundations on the language so more often we fail to understand what our teachers teach or sometimes we understand but fail to present or answer questions correctly...it would be better if Kiswahili was the medium of instruction (Student in Tanzania)*

*Indeed English as a medium of instruction is a challenge not only to students but even teachers...more frequently teachers are forced to use Kiswahili to make learners grasp what is intended... (Educator in Tanzania)*

*Here language is sometimes a problem to non natives as here we do not use English but Finnish but to Finns this is not an issue and most of us enjoy... (Student in Finland)*

This finding confirms research by Quorro (2006) that the most effective learning takes place when a mother tongue language is used. It can therefore be argued that it is important for countries particularly the developing one to use their native languages as medium of instruction and get rid of relying on foreign languages.

Another revealed challenges relate to lack of libraries and laboratories. These challenges were more serious in Tanzania than in Finland. The findings revealed that in Tanzania there were no libraries and laboratories for teachers and students to

concentrate with their teaching and learning as well as making practicals. Associated with lack of libraries was critical shortage of teaching and learning materials in particular relevant books. This situation was reported to demoralize both teachers and students. Showing dissatisfaction with the prevailing situation teachers and students contended:

*...I tell you sir, teaching and leaning material are not available at all it is teachers' efforts to find materials and ensure classes are in progress...sometime we dont feel even to teach since we have no any reference,there is no relevant books in the library, how are you can one teach?!*

*We do not have learning materials at all in this college...so as students we only rely on teachers notes and other materials we obtain from friends who are studying in other institutions...*

The lack of libraries and laboratories as well as critical shortage of teaching and learning resource affects quality education delivery in adult education institutions in Tanzania. This problem exacerbates low student performance and results in a small number of educated people. Lack of educated people in the county in turn leads to economic stagnation and lethargic civil society. Therefore, the best investment that Tanzanian government may make is to invest in education by ensuring that well equipped libraries and laboratories are available if indeed the country desires to be one of the educated nations by 2015 as it is the case for Finland which is among the best performers in the world.

The findings of this study also discovered family chores as one of the challenges facing adult education more in Tanzania than in the counterpart Finland. It was observed that whereas majority of students in Finland were supported by the government or employers, those in Tanzania were self sponsored. Meanwhile, they were dependable persons by their families, thus they had to attend classes at the same

time attending family matters. This was reported to affect most of them as in most cases they failed to attend classes regularly. The quotes below affirm the observation.

*...some-times a learner may miss class for one month and when he or she comes back to school and you ask for the reason they say my son or daughter was admitted in the hospital... (Administrator in Tanzania)*

Arguing consistently a student also commented:

*We have to attend our families and attend classes alltogether...more often we find ourselves concentrate on solving family chores at the expense of classes but we do not have an option...*

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the major findings of the study, conclusion and recommendations. The first section deals with summary of major findings whereas the second section presents the conclusion of the study. The last section provides the recommendations of the study.

#### **5.2 Summary of the Study**

The purpose of this study was to assess practices in the implementation of adult education in Tanzania and Finland. Specifically, the study intended to compare the status of Adult Education in Tanzania and Finland in terms of enrollment based on gender, age, qualification of teachers and availability of teaching and learning materials, explore the teaching and learning approaches commonly used in both countries and assess the challenges encountered Adult Education in Tanzania and Finland.

The study adopted the model of evaluation constructed by researcher with its variables identified and compared for reporting purpose. The review of literature relevant to this study covered the attendance register, log books, admission register and different administrative and academic files.

The study was conducted in Adult Education Institute in Morogoro (WAMO) Tanzania and Tampere Adult Institute in Finland (TAKK). The study was mainly qualitative, utilizing case study design, in which some aspects of quantitative research were employed so as to accomplish the purpose of the study. A total of 70 respondents were involved in the study of which 60 were students, 8 were teachers, and 2 were administrators. Respondents were selected through purposive and simple random sampling while data were generated through interviews, questionnaires,

observation and documentary review. Field data were analyzed qualitatively through content analysis and quantitatively, whereby descriptive statistics (frequencies and percentages) were used to supplement qualitative information.

### **5.3 Summary of the Findings**

Adhering to the research questions and the data collected, presented, analyzed and interpreted, a summary of findings in this study can be summarized as follows:

Starting with the status of adult education, it was revealed that the number of females enrolled in Adult education in both countries Tanzania and Finland outnumbered that of males. In terms of age, it was found that adult learners in Tanzania were younger than their counterparts in Finland. In terms of educators' qualification it was noted that Finland had highly qualified educators than Tanzania majorities with master degrees. The study also revealed that adult education in Finland was well equipped with relevant teaching and learning materials than in Tanzania where critical shortage of teaching and learning materials was evident. Regarding the teaching approaches, it was found that in both countries participatory teaching and learning approaches— demonstration, role plays, project work and discussions but to mention a few were dominant while non participatory approaches lectures in particular were rarely used.

Regarding the challenges of Adult Education, the study revealed a number of challenges impinging Adult Education; however, the magnitude of such challenges was high in Tanzania than in Finland. The key challenges include lack of adequate funds, shortage of educators, lack of teaching and learning materials as well as libraries and laboratories and family problems that caused majority of students particularly in Tanzania fail to attend classes regularly.

### **5.4 Conclusion**

In the light of the findings recounted above, the study has the following to offer as conclusion. Despite its critical role towards individual and national development, Adult education is accorded low status in Tanzania than in Finland. Moreover, the

study revealed that there is disparity between policy statements regarding adult education and actual practices in Tanzania. Many challenges facing adults emanate from poor political will towards the implementation of Adult education policies as decision makers give more priority on the formal education. Lastly, it is established in this study that unless political guts and commitment among decision makers to invest in Adult education in terms of resources allocation, and well trained adult educators attaining high quality Adult Education and enhancement of Life-Long learning culture in Tanzania like in Finland is doomed to failure.

## **5.5 Recommendations**

Arising from the study findings and conclusions that have been made above, the following recommendations are put forward to enable various stakeholders at both national and local levels to take reasonable actions geared at enhancing adult education.

The status of AE in Tanzania needs an urgent rehabilitation. It is recommended to politicians, administrators, policy-makers, academicians to learn how Finland came to be among the best performers in education worldwide this will help in reviving the status of Adult Education to that of 1970s.

### **5.5.1 Recommendations for Stakeholders**

Concerning the way AE policies are related to practices, it is recommended that policy makers should be proactive and forward looking in making policies especially for adults. Also, policy making process should be a cyclical event rather than terminal. The feedback of continuous evaluation of policy should be plugged back into policy.

Adult education should be given equal weight to the formal education in terms of funding, teaching and learning materials, infrastructure as well as deployment of qualified and competent teachers.

As it has been evident that there is over dependence on donors' funds to run most of the adult learning programmes, it is recommended that the government should find its own sources of funding for the education if it really wants to ensure sustainability of adult education in the country as it is the case for Finland.

Consequently, there is a need to ensure that all policies regarding adult education are implemented as planned and they should be evaluated regularly. Lastly, capacity building efforts are needed to ensure that all adult institutions generate income to run their daily responsibilities from their own sources rather than depending on central government and donors.

### **5.5.2 Recommendations for further Research**

Firstly, it is recommended that there should be a study to investigate as to why the status of adult education in Tanzania has dropped dramatically in recent years than it used to be in 1970s.

Secondly, this study was confined to two adult institutions only. Further study of the same nature can be conducted in a wider geographical area and which should involve larger sample from other institutions running AE programmes.

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## APPENDICES

### APPENDIX I

UNIVERSITY OF Mzumbe

FACULTY OF EDUCATION

Dear Respondent my name is Godfrey Kway, a Master student at Mzumbe University, I am doing research on adult education specifically on how adult education is implemented in Tanzania and Finland, as well as the challenges in implementing adult education in Tanzania as part of completion of my study. Your participation in this study is of paramount importance so as to make this study fruitful and achieve the desired objectives. Your responses will be treated with strict confidentiality. Please do not identify yourself in this paper.

[Questionnaire Number\_\_\_\_\_ (To be filled by the researcher)]

#### A. Personal Particulars

1. Gender: (Tick whichever applicable)

1. Male [  ] 2. Female [  ]

2. Education level: (Tick whichever applicable)

Level	Tick
1.No schooling	
2. Pre- and Primary Education	
3.Secondary (Ordinary)	
4.Secondary (Advanced)	
5.Degree	
6.Others	

3.Age: (Tick whichever applicable)

Age Group in years	Tick
18-20 years	
1-30 years	
1-45 years	
60+ years	

4. Work Experience (If employed) (Please tick whichever applicable)

Years	Tick
No experience	
0-5 years	
6-10 Years	
11-15 Years	
16+ Years	

**B. Adult Education Policies and Practices**

5.In your understanding do you know a policy that governs pre-primary, primary, secondary, teacher and adult education in Tanzania?

1.YES [  ] 2. NO [  ]

6.If your answer in question 5 above is YES, what is the name of the policy?

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.....

**C. Awareness of the community on adult education in your country?**

8. In your opinion -who is an adult?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. In your opinion how do you explain the concept adult education?

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On the way Adult education is practised in your country?

10. How is adult education practised in your country

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11. What method do facilitator use to implement adult education in your country

**D. To evaluate the the challenges in implementing adult education**

12. What are the challenges in implementing adult education in your country?

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## **APPENDIX II**

### **GUIDE QUESTION FOR THE ADULT EDUCATION ADMINISTRATORS.**

1. Is there any policy guiding adult education?
1. Who participated in adult education and why?
2. How adults learn?
- 3 a) Do you have professional teachers for adult learners,  
b) Are they enough?
4. Did the supply of learning opportunities meet the demand for them?
5. What support did adult learners receive?
6. How is adult education practiced?
7. What are the implementation strategies of adult education?
8. What are the economic and social factors influence adult education implementation

**APPENDIX III**

**ADULT EDUCATION TEACHERS INTERVIEW GUIDE QUESTIONS**

1. What is the most challenging part in implementing adult education?
2. What is the role of government implementing adult education?
3. What are the criteria used in enrolling the students
4. Do they admit being liberated by this kind of education?
5. What methodology do you use?

**ADULT STUDENTS (questioner)**

1. Introduction - tell me about your self

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2. What were you doing before you came into adult education

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3. How is it similar or different from what you expected

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- 4 a) How are you funding your programme?  
b) Where does it come from?  
c) Is it adequate?

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5. What has changed for you as a result of being in the school, effect on family.

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6. How do your family and friends feel about you being in school.

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7. What is the most challenging in your carrier.

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**APPENDIX IV: PROJECTED BUDGET OF THE STUDY**

<b>S/No.</b>	<b>DAYS</b>	<b>TRANSACTIONS PER DAY (TSH)</b>	<b>TOTAL COST (TSH)</b>
Research proposal	30	25,000	750, 000
Pilot study	5	45,000	225, 000
Pilot study report writing	2	45,000	90,000
Data collection	10	45,000	450, 000
Data analysis	15	45,000	675, 000
Report writing	30	45,000	1,350, 000
Report Editing	10	20,000	200, 000
Report submission	2	45,000	90, 000
<b>TOTAL</b>			<b>3,830,000</b>

## APPENDIX V: WORK PLAN OF THE STUDY

MONTH	WEEK	ACTIVITY
July, 2015	1 <sup>st</sup> - 4 <sup>th</sup>	Research proposal
August	1 <sup>st</sup> - 4 <sup>th</sup>	Pilot study
September	1 <sup>st</sup>	First contact
September	2 <sup>nd</sup> - 3 <sup>rd</sup>	Data collection
September-October	4 <sup>th</sup> - 1 <sup>st</sup>	Data analysis
October-November	2 <sup>nd</sup> - 2 <sup>nd</sup>	Report writing
November	3 <sup>rd</sup>	Report editing
November	4 <sup>th</sup>	Submitting first draft
December	1 <sup>st</sup> - 4 <sup>th</sup>	Work on comment
January, 2016	1 <sup>st</sup> - 4 <sup>th</sup>	Work on comment
February	1 <sup>st</sup> - 4 <sup>th</sup>	Work on comment
March	1 <sup>st</sup>	Final Submission