

**ASSESSMENT REPORT OF THE INTEGRATED COMMUNITY
BASED ADULT EDUCATION PROGRAMMES**

MARCH, 2022

ABSTRACT

The Integrated Community Based Adult Education (ICBAE) is a literacy and post-literacy education programme which was designed for adults and out-of-school youth in Tanzania. Although it is the main adult education programme in the country there has been not any recent study conducted to assess its implementation and achievements.

This study has been conducted in 16 wards of the selected two regions of Dodoma and Coast to assess the implementation of the programme. It is a mixed research design which employed qualitative and quantitative methods, seeking to achieve 4 objectives:

- investigate the implementation structure of ICBAE programme
- examine effectiveness of the methodologies implemented within ICBAE programmes
- investigate the resources made available for programme implementation and
- Examine quality assurance mechanism for ICBAE.

In-depth interviews, focus group discussions, questionnaires and observations were used to collect data from a sample of 306 participants/respondents. Findings from this study indicate that ICBAE is recognized in policies and is still relevant and beneficial to community members in the country though its implementation and reporting structure is not clear, and centres are not sufficiently distributed. It uses a variety of methods including group discussion, practical, demonstration as well as apprenticeship depending on nature of ICBAE programme and it appears in contexts which lack effective quality control mechanisms, with *ad hoc* way of recruiting-facilitators.

The study has also revealed that ICBAE (and other adult education) programmes are not sufficiently supported by the government and community members. Less priority was given to the programme. There is no priority in budget and resources allocation is given to for the programme. As recommendations, the

study proposes as follows:

- The Government needs to take ICBAE (and other adult education programmes) as an education priority and this needs to be reflected in budgetary allocation and inclusion of its administrators in decision making bodies;
- There is a need to ensure that each village/street has an ICBAE centre.
- The Government needs to find the possibility of employing adult facilitators who will be responsible for adult community's education only as their key responsibility.
- More research need to be conducted on opportunities and methods appropriate for ICBAE and other adult education programmes.
- To have in place improved curriculum framework that guides ICBAE implementation and
- Continual support to ICBAE from development partners and other supporting institutions are highly needed..

CONTENTS

ABSTRACT.....	i
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background.....	1
1.2 Problem Statement.....	3
1.3 Objectives.....	4
1.4 Research Questions.....	4
CHAPTER TWO.....	5
LITERATURE REVIEW.....	5
2.1 Adult and Non-Formal Education in Tanzania.....	5
2.2 Contextualized Meaning of Adult Education (AE).....	5
2.3 About ICBAE Programme.....	6
2.4 Adoption of REFLECT Methodology in ICBAE.....	6
2.5 The Purpose of ICBAE programme.....	7
2.6 ICBAE Implementation Areas.....	8
2.7 Enrolment and Learning Cycles.....	8
2.8 Learning Schedules and Learning Approach.....	10
2.9 Recruitment and Training of Teachers.....	11
2.10 Description of ICBAE Curriculum.....	12
2.11 Gap Analysis.....	13
2.12 Conceptual Framework.....	15
CHAPTER THREE.....	17
RESEARCH METHODOLOGY.....	17
3.1 Research Design and Methodology.....	17
3.2 Study Area.....	17
3.3 Sample and Sampling.....	17
3.4 Data Collection Methods.....	20
3.4.1 The Approach/Strategy for Data Collection.....	20
3.5 Data Analysis Plan.....	21

CHAPTER FOUR.....	22
FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	22
4.1 Structures and Roles in ICBAE Implementation.....	22
4.1.1 Agencies and Institutions Responsible for ICBAE programmes.....	22
4.1.2 Availability of ICBAE centres and Enrolment.....	23
4.1.3 Integration and Linkages of ICBAE with other development initiatives.....	25
4.1.4 Community's Involvement/Engagement in Supporting ICBAE programmes.....	27
4.1.5 Policy measures for improving efficiency of ICBAE programmes.....	30
4.2 The Effectiveness of the Teaching and Learning Methodology used in ICBAE.....	30
4.2.1 Teaching and Learning methodologies used in ICBAE programmes.....	31
4.2.2 Creation of Relaxed Atmosphere in Adult Learning Circles.....	35
4.3 The Resources for ICBAE Programmes Implementation.....	38
4.3.1 Existence of Policies Supporting Provision of Resources for ICBAE.....	38
4.3.2 Types of Facilitators in ICBAE Programmes.....	40
4.3.3 Material Used in ICBAE Programmes.....	41
4.3.4 Funding of ICBAE Programmes.....	43
4.3.5 ICBAE Programme Facilitator's Remunerations or Incentives.....	44
4.3.6 Standards Qualifications for Adult Educator/Facilitator in ICBAE Programme Centres...	45
4.3.7 The Government Records in ICBAE Centres Within LGAs.....	45
4.3.8 Training Opportunities for ICBAE Programme Facilitators.....	46
4.4 Quality Assurance Mechanism for ICBAE.....	46
4.4.1 Visits Conducted by Quality Assurers.....	47
4.4.2 Seminars Organized by Quality Assurers to Improve the Quality of ICBAE Program...	48
4.5 Relevance of ICBAE in the Community.....	50
4.6 General Suggestions by Respondents.....	50
4.7 Conclusion.....	52
4.8 Recommendations.....	53

LIST OF ABBREVIATION

MOEST	Ministry of Education, Science and Technology
PO RALG	President's Office - Regional Authorities and Local Governments
IAE	Institute of Adult Education
ICBAE	The Integrated Community Based Adult Education
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
ANFE	Adult and non-formal education
REO	Regional Educational Officer
HC	Heads of Centres
WEO	Ward Educational Officer
SQA	School Quality Assurance
DEO	District Educational Officers
DAEO	District Adult Educational Officer
WEXO	Ward Executive Officers
NGO	Non-Government Organisation
CAMFED	Campaign for Female Education
FBO	Faith Based Organisation

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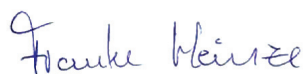
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Sincerely yours,



Frauke Heinze
Regional Director East/ Horn of Africa.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is a fundamental human right, a precious public good and an indispensable tool in building peaceful, sustainable and fairer societies (UNESCO Institute for Lifelong Learning, 2019). However, there are complex educational challenges faced by societies (including the rise of inequalities) which make some groups of society members be left behind. Adult education as part of general education has been very vital in addressing the challenges. Tanzania has been making a series of initiatives to initiate adult education programmes aimed at addressing the challenges. The main adult education programme is the Integrated Community-Based Adult Education (URT, 2018).

The Integrated Community Based Adult Education (ICBAE) is a literacy and post-literacy education programme which was designed for adults and out-of-school youth in Tanzania. It started in the year 1993 as a four-year pilot project designed to develop learner-centred and community-based learning approaches, and it was piloted in Morogoro Rural (Kiroka Ward), Moshi Rural (Sembeti Ward), Lushoto (Soni Ward) and Sengerema (Kishinda Ward). The programme is based on four core principles of empowerment, participation, ownership and sustainability (EPOS). ICBAE has been designed to provide access to quality non-formal education, literacy and facilitating adults to participate in making decisions on what is best for them to improve their livelihoods and collaboratively work for it.

ICBAE designed by the government of Tanzania with the purpose of increasing access to sustainable basic education for adults and out-of-school youth, through the development of a learner-centred, community-based approach

(Bhalalusesa, 2004 cited in Kanukisya, 2008). The main objective of the programme was to promote equitable access to quality basic education while increasing participation and enabling young people and adults to acquire literacy skills and reach a sustainable proficiency level. The learners also acquire vocational and life skills, using the REFLECT “Regenerated Freirean Literacy through Empowering Community Techniques” methodology (Bhalalusesa, 2004), which helps them to improve their livelihoods.

Since its inception, ICBAE programme has increased access to basic adult education, offering educational opportunities to 13,414,962 (about 26% of Tanzanian population 52,554,628 people in 2017-NBS, 2018) young people and adult learners (Levira, 2017). The author shows that the programme has achieved a high percentage of female enrolment, at around 55 percent. With regards to literacy skill levels, she shows that around 3.2 million learners with initially very low level of literacy skills managed to acquire literacy skills which helped them in conducting their income-generating activities. Besides that, about 6 million learners acquired knowledge and skills in various income-generating activities (Levira, 2017). Generally, the programme’s implementation has been sustainable due to (i) funding received from the Tanzanian Government, through the Ministries of Education (MOEST) and that of Local Governments (PO-RALG); (ii) free use of public school premises, as permitted through the Education Act 1978; (iii) availability of Revolving Loan Fund which helps learners to implement income-generating activities; and (iv) developed partnerships between governmental and non-governmental organizations such as faith-based, which provided an avenue for many different stakeholders to be engaged in ICBAE programme (Levira, 2017).

The challenges observed by stakeholders in the course of implementation of the programme created set questions of significance whose gaps still need to be filled. Such questions include the following: Why has there been a significant decrease of enrolment with ICBAE classes? How do REFLECT circles present the right model of community adult learning centres? Are there active ICBAE centres (classes) present? To what extent does the community feel ownership of the ICBAE learning centres? Are there trained facilitators

in the ICBAE centres? How effective is the Lifelong Learning Management Information Systems (LL-MIS) established in the 12 councils (as stated in the strategy)? Is there a clear assessment system for learners attending ICBAE programmes? How does governance, information flow, and authenticity of data and, facilitators remuneration are carried out affectively? Are there relevant guidelines and a system for quality assurance of ICBAE centres? Are ICBAE graduates given access to further educational avenues? Persistence of these unanswered questions made it necessary to undertake this research study seeking to strengthen ICBAE in the country.

1.2 Problem Statement

Since its establishment, ICBAE has increased the access to adult literacy and basic education in Tanzania in which approximately 14 million young people and adults have benefited and that the programme has achieved a high percentage of female enrolment, at around 55 per cent. Correspondingly, through ICBAE, Tanzania has battled illiteracy to a notable extent where around 3.2 million learners with initially very low level of literacy skills managed to acquire literacy skills. Despite the ICBAE's outcome attained along with the Government's commitment to pay honoraria to facilitators, provide revolving loan fund which helps learners to implement income-generating activities and free use of public school premises as learning centres (as per Education Act 1978), there is drastic decline in enrolment since 2009, from 1.2m to under 0.4m in 2016, and with a further drop to 0.2m in 2017. In 2017, ICBAE enrolment accounted for just 21% of learners enrolled in 2011, which translates into an average annual decline of 23%(Levira, 2017). This situation needs a sort of factors analysis. Furthermore, there is no recent study that has been conducted to assess implementation of the programme. Thus, there is an urgent need to make investigation of implementation of the programme so that to make possible adjustments and improvements aimed at strengthening it. This study was meant to serve that purpose.

1.3 Objectives

The **general objective** of this study was to establish the current status of ICBAE implementation in Tanzania.

The **specific objectives** of this study were to:

- (i) Investigate the implementation structure of ICBAE programme;
- (ii) Examine effectiveness of the methodologies implemented within ICBAE programmes;
- (iii) Investigate the resources made available for programme implementation; and
- (iv) Examine quality assurance mechanism for ICBAE.

1.4 Research Questions

The following were the questions that guided the study:

- (i) How is ICBAE implementation structure organized?
- (ii) What are the methodologies used within ICBAE implementation and how are they perceived by the target groups?
- (iii) What is the quality and quantity of resources (budget, trained personnel, facilitators, handouts, manuals, etc) used in ICBAE programmes?
- (iv) How is quality assurance conducted in ICBAE?

CHAPTER TWO

LITERATURE REVIEW

2.1 Adult and Non-Formal Education in Tanzania

In Tanzania, Adult and non-formal education (ANFE) is an education sub-sector, which in addition to short vocational courses, provides youth and adults with a number of options for alternative learning to mainstream back into formal education or simply acquire basic and functional literacy and continuing education (MoEST, 2017). In other words, ANFE programmes aim to provide alternative or second-chance avenues of learning, as well as the option of mainstreaming back into general or technical and vocational education streams.

2.2 Contextualized Meaning of Adult Education (AE)

It is perhaps easy to define adult education for general use and application, but when it comes to research and comparative analyses the concept of adult education poses challenges (Kanukisya, 2021). Nonetheless, in addressing the challenges of understanding the adult education, (Rubenson & Elfert, 2013) provided a conceptual framework that is hereby adopted in analysing AE in Tanzania. The framework views AE in five segments referred to as AE typology. The five segments of AE include foundational segment, higher education segment, workplace related segment, other labour market related segment and the personal/social segment. There are several education programmes in Tanzania under each segment (Table 1) but the focus of this proposal is on the Integrated Community Based Adult Education (ICBAE) programme as a personal/social segment.

2.3 About ICBAE Programme

The Integrated Community Based Adult Education (ICBAE) programme started in 1993 as a four-year pilot project designed to develop learner-centred and community-based learning approaches in literacy and post-literacy classes for adults and out-of-school youth in Tanzania. ICBAE was piloted in Morogoro Rural (Kiroka ward), Moshi Rural (Sembeti ward), Lushoto (Soni ward) and Sengerema (Kishinda ward). According to the programme evaluation conducted in 1997, the literacy rates in the piloted areas increased by 13 per cent (Mushi, 2009), which resulted in a gradual expansion of the programme. Currently, the ICBAE programme operates across Tanzania, striving to ensure equitable access to quality literacy and post-literacy classes for young people and adults. The programme has four core principles, namely Empowerment, Participation, Ownership and Sustainability (EPOS). Its curriculum has been designed recognizing the needs of the individual and the community around; hence its approach is flexible, learner centred, and adaptable to the needs of the learners and the communities (Bwatwa & Kamwela, 2010). The curriculum aims at promoting and strengthening participation and empowerment to the direct beneficiaries at village with specific attention to existing gender imbalances and attitudes. Communities are enhanced to make decisions on what to do, how to do it, why and when to do it for their own benefit through income generating projects.

In the course of ICBAE implementation, a further programme called *Yes I Can*, modelled on the Cuban-designed *Yo Sí Puedo* was introduced in 2008 as part of the ICBAE initiative, focusing on basic literacy skills through the use of TV/ videos (MoEST, 2017).

2.4 Adoption of REFLECT Methodology in ICBAE

As a matter of fact, four years after the inception of the programme, the ICBAE adopted the REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) approach (Archer & Cottingham, 1900), through which it links literacy and basic education to the issues of problem-solving and socio-economic development. Learners are empowered to discuss and analyse

key issues in their communities and the programme assists them in starting mini projects (income-generating activities) which will bring about social and economic change.

ICBAE is based on the REFLECT, which is based on the theory of conscientization, pioneered by the Brazilian educator Paulo Freire (Freire, 1972). The emphasis is placed on dialogue and action, awareness-raising, cooperation and empowerment. In this technique adult learners explore development challenges in their own development and find ways to overcome them. In recognition of the positive impact of REFLECT methodology in other countries, Tanzania decided to adopt the REFLECT approach in the ICBAE pilot areas in 1998 (Bhalalusesa, 2004).

ICBAE has been designed to provide access to quality non-formal education, literacy and facilitating adults to participate in making decisions on what is best for them to improve their livelihood and collaboratively work for it. Learners do not receive a certificate on the completion of the programme, but with the literacy, vocational and life skills they have acquired, they are able to rely on their own knowledge and skills continue with income-generating activities, which enable them to support themselves and their families.

2.5 The Purpose of ICBAE programme

According to Levira (2017) the main objective of the ICBAE programme is to promote equitable access to quality basic education while increasing participation and enabling young people and adults to acquire literacy skills and reach a sustainable proficiency level. They also acquire vocational and life skills, using the REFLECT methodology, which help them to improve their livelihoods. However, ICBAE is specifically aiming at achieving several objectives including, being a programme which:

- (i) places learners at the centre of the learning process;
- (ii) teaches topics relevant to learners' surroundings, so that they are more informed and knowledgeable about topics such as health, hygiene, infectious diseases, and clean water;

- (iii) supports learners with their critical thinking and problem-solving skills so that they are able to identify and address social, political and economic issues and find solutions for them;
- (iv) provides young people and adults with vocational skills by conducting income generating activities, through which they will be able to make use of their literacy skills and sustain themselves;
- (v) creates a sense of commitment, responsibility and sustainability by enabling learners to make decisions about curriculum, meetings, goals and activities;
- (vi) works towards the achievement of gender equity; as well as
- (vii) increase equitable employability and reduce poverty (Katunzi, 2000).

2.6 ICBAE Implementation Areas

As stated earlier, ICBAE was piloted in Morogoro, Kilimanjaro, Tanga and Mwanza regions. Nevertheless, after programme evaluation, scaling of the programme was done. ICBAE is currently being implemented across all regions of Tanzania mainland (Bwatwa & Kamwela, 2010) within learning centres located in primary schools since in Tanzania all government building are also adult learning centres. Owing to that, when we refer to the concept of community learning centres in Tanzania, there may not be specially constructed structures for that since adult education programmes are being implemented within government facilities.

2.7 Enrolment and Learning Circles

Usually, when learners are enrolled, they are organized into groups, which are known as literacy circles; each learning cycle lasts 18 months. There is more than one literacy circle in each learning centre. A literacy circle can have up to 30 learners, led by one facilitator; however, in some literatures they have been named as REFLECT circles (Bhalalusesa, 2004). Learners are enrolled basing on their literacy levels. Once the learners are enrolled and the course starts, the facilitator identifies those who lack reading, writing and arithmetic

skills. Income-generating activities and the Revolving Loan Fund are incentives for learners to join the programme. There were no certificates awarded in these programmes.

In view of (MOEVT, 2010) there has been a significant enrolment for youth and adults in ICBAE programme over the period of its implementation (Table 1). The enrolment trend shows that community members are passionate for ICBAE programme but it is evident that with years, number of adults attending classes is diminishing. There is question hence that needs to be explored further in that regard.

Table 2.1: Enrolment in ICBAE Programme from 2000 to 2020

Year	Enrolment		Total
	Male	Female	
2000	440,228	622,850	1,063,078
2001	443,193	630,123	1,073,316
2005	848,777	1,051,478	1,900,255
2006	778,408	890,095	1,668,503
2007	593,980	694,684	1,288,664
2008	507,793	551,331	1,059,124
2009	449,103	508,186	957,289
2010	451,108	473,785	924,893
2011	499,898	550,619	1,050,517
2012	434,466	473,305	907,771
2013	388,062	346,888	734,950
2014	369,143	417,459	786,602
2016	179,160	208,433	387,593
2017	96,880	120,208	217,088
2018	54,071	70,533	124,604
2019	60,457	69,675	130,132
2020	52,342	78,862	131,204
Total	6,647,069	7,758,514	14,405,583

Source: BEST (2000-2020)

2.8 Learning Schedules and Learning Approach

The language of instruction is Kiswahili. Learners meet three times per week, usually in the evenings once the children have finished school and gone home. Facilitators have manuals which contain relevant topics in agriculture and micro-economics, health and hygiene, and socio-politics. However, the curriculum is very flexible, allowing learners to focus more on the topics which are most relevant to them or which interest them the most. Learners do not receive textbooks. Instead, using the REFLECT approach, each literacy circle addresses key issues in their communities, designs learning activities, participates in problem-solving, and plans income-generating activities. Learners at different levels of literacy are enrolled in the same literacy circle and work together and learn from each other. Learners who need additional help with their literacy skills spend more time with the facilitator, and, as there are no textbooks, facilitators use manuals and newspapers to teach literacy (Levira, 2017).

Through the REFLECT approach, learners address issues of concern in their community. Based on their interest, and the financial and natural resources available to them, they plan an income-generating activity to improve their livelihoods. After completing the six-month course, learners spend the remaining months of the learning cycle doing practical work related to the income-generating activity of their choice. The literacy circle facilitators are not employed during this stage. Instead, learners are guided by agricultural trainers, employees of the Ministry of Agriculture known as extension officers, who provide learners with information and demonstrations of how to put existing and newly acquired knowledge into practice and in income-generating activities. In addition, learners who already have advanced knowledge and experience of a certain activity have the opportunity to act as assistants in class, supporting peers to perform better (Levira, 2017).

Learners have been engaged in a range of income-generating activities, including: furniture making, cattle raising, tailoring, shoe repairing, baking, crocheting, tree planting and fishing, as well as running a social centre, women's

clinic, hair salons, and so on. They form groups, choose an income-generating activity that interests them and work together on the activity to generate income. They agree as a group how they will divide their profits.

The ICBAE programme provides a mechanism for implementing income-generating activities through the provision of the Revolving Loan Fund. The loans range from between US \$100 and US \$300 per literacy circle. Learners receive the loan as a group. For example, a group of women from one literacy circle decided that they wanted to make school uniforms. With the help of the facilitator, they found a local tailor who taught them how to sew. They applied for the loan, and, once they received it, were able to purchase a sewing machine to support their income-generating activity. The facilitator also teaches learners the basics of book-keeping. When an activity starts generating income, the learners repay the loan at an interest rate of one per cent. Literacy is very important to the successful planning and implementation of an income-generating activity as it allows learners to undertake simple accounting and book-keeping (Levira, 2017).

2.9 Recruitment and Training of Teachers

The teachers who facilitate the literacy circles are employed as paid volunteers who were paraprofessional, standard seven/ form four leavers and primary school teachers. They are paid by the Tanzanian Government through local government authorities. The monthly remuneration is TZS 50,000, which is equivalent to US \$25. As facilitators, they involve learners and encourage them to participate, share knowledge and experience, and contribute to the development of the class curriculum. Each facilitator is supervised by the head teacher of the primary school at which the literacy circle is based. Head teachers also provide support to the facilitators. In some cases, elementary school teachers are chosen as literacy circle facilitators because of their experience in teaching literacy skills (B. M. Levira, 2017).

All facilitators receive manuals on REFLECT methodology. They were originally expected to attend four weeks of training on the methodology; however, since

2005, funding has not been available to conduct the training, as adult education and literacy are not among the strategic priorities of local authorities.

2.10 Description of ICBAE Curriculum

The ICBAE curriculum is very flexible and it is based on the needs assessment conducted using semi-structured interviews at the beginning or during the course to determine the needs of the learners. If learners of a particular literacy circle are mostly interested in livestock keeping (for example), and want to choose that as their income-generating activity, then the facilitator will spend more time covering that topic, even though he/she will also teach the rest of the topics important for learners' life (Levira, 2017).

The curriculum is organized into various topics and themes. The content covers knowledge and skills relevant to the acquisition of the literacy, life and vocational skills necessary for conducting the chosen income-generating activities. The main topics in the income-generating activities include, (i) agriculture and micro-economics covering crop production, livestock keeping, environmental conservation, agro-economics, natural resources; (ii) health and hygiene covering food and nutrition, clean water, infectious diseases, hiv/aids, reproductive health, sex education; as well as (iii) socio-political education covering household finance management, law and human rights, Tanzania: traditions and customs, social services (learners are taught about the social services provided in their community and how they can access them) (Kanukisya, 2008).

After curriculum design, MoEST facilitated preparation and distribution of teaching materials to the ICBAE centres. The primary teaching materials are facilitators' manuals which cover topics relevant to learners and their context, such as agriculture and micro-economics, health and hygiene, and socio-political education.

By the year 1998, the ICBAE curriculum adopted REFLECT methodology to promote participatory learning that empowers people to critically examine their

environment, identify their problems, discuss and analyse them, and come up with practical solutions for sustainable development (MoEST). Facilitators conduct teaching and learning activities using Participatory Rural Appraisal (PRA) tools, which encourage learners to develop their own learning aids and activities.

Since ICBAE curriculum embraces learner centeredness, enrolled learners are in the first place granted democracy to decide what they want to learn, and what actions they will carry out in order for learning to take place. Learners are given the chance to approach certain activities more practically. For example, if the topic is 'how to reduce expenditure and increase income', an 'income generation tree' graphic is used. The learners draw the tree on the ground. The roots represent the income while on the leaves they indicate all activities for which they need money, for example, paying school fees. Those who are planning to pay for school fees raise their hands and the total number is written on the respective leaf.

Assessment of learning is conducted through field visits that involve classroom observation. The field visits are conducted by national adult education officers from MOEST and PO-RALG, Regions and district adult education coordinators and ward education coordinators. In addition, discussions are held with learners in order to gather feedback as to the quality of implementation. There is a question which requires further exploration as to whether this approach is sustainable and cost-effective. In terms of literacy, learners' progress is measured through tasks and activities given to them by the facilitator. There are no standardized tests, as yet.

2.11 Gap Analysis

The Integrated Community Based Adult Education (ICBAE) is the educational programme meant for adults (Kanukisya, 2008). Its implementation has demonstrated benefits in income-generating activities as good incentive for people to enrol in it. Apart from acquiring literacy and life skills, learners also learn an occupation, which not only serves as a motivation to enrol and stay

in the programme, but also enables them to better support themselves and their families. This shows learners that learning is meaningful and can improve their living standards. This concurs with (BG Tilak, 2006) argument that adult education enhances self-esteem among the educated and makes people more productive and allows them to make informed decision rather than being easily manipulated. Besides placing learners at the centre of the learning process it has promoted the development of critical thinking and problem-solving, and has improved learners' communication skills as they constantly communicate and exchange opinions with other learners during class discussions and in cooperative work. In addition, involving students in the design of the class curriculum builds their self-esteem and confidence, and shows them that their opinion and voice matter. The provision of teaching and learning materials would improve the quality of the programme, and enable facilitators to assess learners through tasks and activities from the materials.

Despite progress made in the implementation of ICBAE programme there have been prevailing challenges including, (i) resources availability where the biggest challenge has been a limited human and financial resources; (ii) training of facilitators (despite the fact that facilitators are given manuals on REFLECT methodology, actual training has not been conducted since 2005); and (iii) high facilitator-learner ratio (FLR) (In addition to the lack of training, and low and irregular remuneration, the quality of the programme is put at risk by an increase in the FLR. Available data show that the FLR in the ICBAE centres is higher than the set standard of 1:48 (Ministry of Education and Vocational Training, 2014, p. 120). (iv) Small Revolving Loan Fund. The programme established a mechanism for implementation of the income-generating activities, through the provision of the Revolving Loan Fund. Even though this component has proven one of the key motivating features of the programme, the loans, which range from US \$100 to US \$300 per group, are not always enough to make a noticeable positive impact on poverty in learners' communities; and (v) tracking learners' attendance (Bwatwa & Kamwela, 2010; Kanukisya, 2008). It has been difficult to assess learners' attendance or dropout rates as their attendance is not recorded. They come to classes voluntarily. If they are absent for some time, they can still re-join the programme at any time.

The literature reviewed and the challenges observed in the course of implementation of the programme raise questions of significance whose gaps still need to be filled. Such questions just to mention a few include the following: Why has there been a significant decrease of enrolment with ICBAE classes? How is ICBAE implementation structure organized? What are the methodologies used within ICBAE methodologies and do they meet programmes' objectives? What is the position of quality and quantity of resources used in ICBAE programmes? How is quality assurance conducted in ICBAE? To what extent does the community feel ownership of the ICBAE learning centres? Are there trained facilitators in the ICBAE centres?

2.12 Conceptual Framework

The conceptual framework of this study (Figure 1) was constructed to represent the general parts of a programme, which are Objectives, Implementation and Achievements. The programme's objectives (Box 1) were set during the designing of the programme. The degree to which they are relevant can be established by this study. Box 2 represents the entire implementation of the programme. It forms the main focus of this study. The key aspects of this part are the implementation structure/arrangement of the programme, the methodology used in the programme's facilitation and learning processes, supply and availability of resources and quality assurance mechanism in the programme.

The framework upholds the assumption that Achievement (Box 3) depends on the elements in Box 2 for meeting the set objectives in Box 1. When elements in Box 2 lead to achievements (Box 3) of the objectives in Box 1 the programme is affirmed. But if the elements in Box 2 do not lead to achievements (Box 3) of the objectives in Box 1, then the programme needs adjustments in elements of Box 2 and/or Box 1.

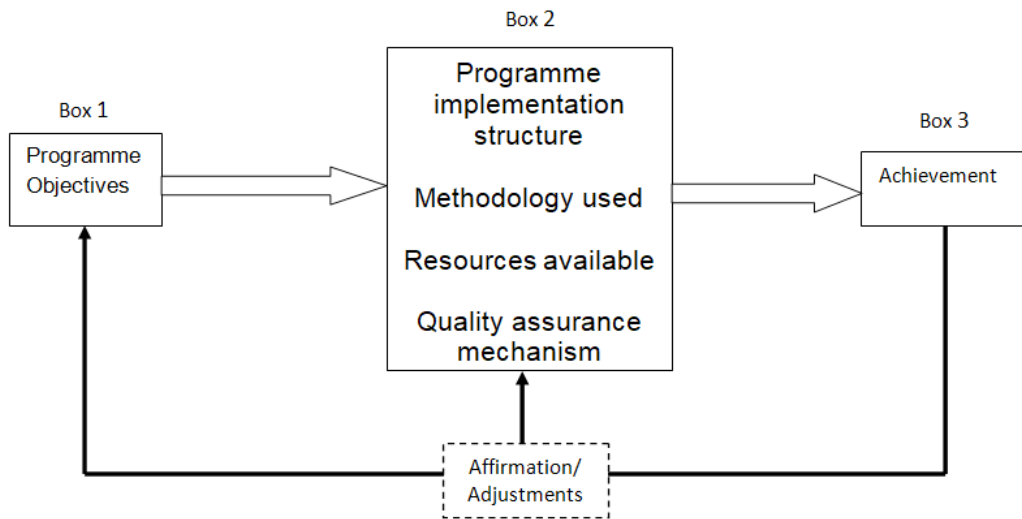


Figure 1: Conceptual Framework for Assessment of ICBAE programmes in Tanzania

Source: Constructed by Author

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design and Methodology

This study employed mixed methods research in which sequential/ concurrent design was used. For qualitative study, embedded case study design while for quantitative study descriptive survey designs were used. Leech & Onwuegbuzie (2009); Teddlie and Tashakkori 2009:151); and Creswell

3.2 Study Area

The research was conducted in two regions of Tanzania Mainland, which are Dodoma and Coast regions. The regions were selected because they were proposed for a pilot study by the study conducted at University of Dar es Salaam. In Dodoma Region, Mpwapwa and Kongwa districts were proposed; in Coast Region, Kibaha and Kisarawe were proposed. Sixteen (16) wards (four (4) wards in each of the selected districts) were involved. A total of 32 ICBAE centres were involved (2 in each ward).

3.3 Sample and Sampling

Population is the entire group of individuals, firms, plants or things that have one or more characteristics in common that are of interest to the study (Bryman, 2004). Also, a target population is the absolute population that has common characteristics to which a researcher wants to generalize the results of the study. The population of this study included community members who have direct stake in ICBAE, that is, ICBAE learners, ICBAE facilitators, ICBAE managers/administrators and community leaders such as Ministerial officials,

Regional Educational Officer (REO), District Educational Officers (DEO), District Adult Educational Officer (DAEO), School Quality Assurance (SQA), Ward Educational Officer (WEO), Ward Executive Officers (WEXO), Counsellors, Heads of Centres (H.C) and Community Leaders.

A total of 342 informants and respondents were proposed to constitute the sample, whereby female and male were 215 and 127 respectively. The details of breakdown of this sample size are shown in Table 3.1. Heads of centres, village leaders, ward education officers, district adult education officers, quality assurers, regional adult education officers and ministerial officers responsible for adult education were proposed to be interviewed as key informants. They were to be obtained purposively by virtue of their positions. ICBAE learners were proposed to be obtained through convenient sampling and they were to be engaged in focus group discussion. The interviews and focus group discussions were planned to generate qualitative data. Quantitative data were generated from ICBAE facilitators.

The actual sample composed of the proposed sample. Some centres did not have more than one facilitator. So, the total number of facilitators obtained was 36, NGOs were not simple to be obtained and consulted within the short time which was available. It was only two NGOs and one FBOs, the study obtained data from 306 informants and respondents as presented in Table 3.2.

Table 3.1: Proposed sample of the study

DISTRICT / REGION / MINISTRY	MINISTERIAL OFFICIALS	RAEO	DAEO	DCSQA	NGOs	WARDS	WEO	COUNCILORS	HEADS OF CENTRES	ICBAE FACILITATORS	ICBAE LEARNERS	COMMUNITY LEADERS	TOTAL
Kisarawe	-		1	1	2	Ward 1	1	1	2	4	10	2	84
						Ward 2	1	1	2	4	10	2	
						Ward 3	1	1	2	4	10	2	
						Ward 4	1	1	2	4	10	2	

Kibaha	-		1	1	2	Ward 1	1	1	2	4	10	2	84
						Ward 2	1	1	2	4	10	2	
						Ward 3	1	1	2	4	10	2	
						Ward 4	1	1	2	4	10	2	
Kongwa	-		1	1	2	Ward 1	1	1	2	4	10	2	84
						Ward 2	1	1	2	4	10	2	
						Ward 3	1	1	2	4	10	2	
						Ward 4	1	1	2	4	10	2	
Mpw a	-		1	1	2	Ward 1	1	1	2	4	10	2	84
						Ward 2	1	1	2	4	10	2	
						Ward 3	1	1	2	4	10	2	
						Ward 4	1	1	2	4	10	2	
Coast Region	-	1	-	-	-	-	-	-	-	-	-	-	1
Dodoma Region	-	1	-	-	-	-	-	-	-	-	-	-	1
MoEST	2	-	-	-	-	-	-	-	-	-	-	-	2
PORALG	2	-	-	-	-	-	-	-	-	-	-	-	2
TOTAL	4	2	4	4	8	-	16	16	32	64	160	32	342

Table 3.2: Actual sample of the study

DISTRICT/ REGION/ MINISTRY	MINISTERIAL OFFICIALS	RAEO	DAEO	DCSQA	WARDS	WEO	COUNCILORS	HEADS OF CNTRES	ICBAE FACILITATORS	ICBAE LEARNERS	COMMUNITY LEADERS	TOTAL
Kisarawe	-		1	1	Ward 1	1	1	2	2	10	2	74
					Ward 2	1	1	2	2	10	2	
					Ward 3	1	1	2	2	10	2	
					Ward 4	1	1	2	2	10	2	
Kibaha	-		1	1	Ward 1	1	1	2	3	10	2	76
					Ward 2	1	1	2	3	10	2	
					Ward 3	1	1	2	2	10	2	
					Ward 4	1	1	2	2	10	2	
Kongwa	-		1	1	Ward 1	1	1	2	2	10	2	74
					Ward 2	1	1	2	2	10	2	
					Ward 3	1	1	2	2	10	2	
					Ward 4	1	1	2	2	10	2	

Mpwapwa	-		1	1	Ward 1	1	1	2	4	10	2	76
					Ward 2	1	1	2	2	10	2	
					Ward 3	1	1	2	2	10	2	
					Ward 4	1	1	2	2	10	2	
Coast Region	-	1	-	-	-	-	-	-	-	-	-	1
Dodoma Region	-	1	-	-	-	-	-	-	-	-	-	1
MoEST	2	-	-	-	-	-	-	-	-	-	-	2
PORALG	2	-	-	-	-	-	-	-	-	-	-	2
TOTAL	4	2	4	4	-	16	16	32	36	160	32	306

3.4 Data Collection Methods

The study employed interviews, focus group discussions, questionnaires and observation. As triangulation methodology, all these methods were used at the same time to generate both qualitative and quantitative data. According to (Denzin, 2017), each research method reveals different aspects of empirical reality as well as strengths and weaknesses; this creates a need to triangulate during research as evidenced in different studies (see for example Bryman, 2004; Cohen, et al., 2007; Cozby & Rawn, 2016; Frankfort-Nachmias & Nachmias, 2000).

ICBAE facilitators responded by filling in the questionnaire which constituted of closed and open-ended questions while ICBAE learners were involved in focus group discussions. The rest of the respondents were involved in interviews. Observations were made on general set-up of ICBAE centres and the available resources.

3.4.1 The Approach/Strategy for Data Collection

A total of 9 experts were engaged in the data collection exercise where 5 are IAE staff members, 2 are numerators and 2 are official from MoEST and PORALG. Quantitative data collection in the field work was done by 2 numerators and 2 officials from MoEST and PORALG whereas qualitative data collection involved 4 IAE experts plus the lead. Both teams were involved in the 1-day regional introduction meetings.

3.5 Data Analysis Plan

Data analysis is the procedure of creating sense out of data. In this study quantitative data were analysed with Computer-assisted personal interviewing (CAPI) using Kobo Software. Qualitative data were analyzed using thematic/content data analysis method. The use of content analysis does enable a researcher to establish a set of categories before identifying instances that fall under each category.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Structures and Roles in ICBAE Implementation

Different respondents and participants responded differently on the institutional structure and key players in ICBAE implementation. The findings are categorized under different sub-themes presented under the sub-titles:

4.1.1 Agencies and Institutions Responsible for ICBAE programmes

A question on agencies and institutions responsible for ICBAE in the country was asked to national (ministerial) officials at the Ministry of Education, Science and Technology (MoEST) and President's Office - Regional Authorities and Local Governments (PO-RALG). It was also asked to government officials at regional and district levels (Regional Adult Education Officers, District Adult Education Officers and Quality Assurance Officers). The findings show that ICBAE is implemented under PO-RALG, which is responsible for all day to day implementation of ICBAE programmes. MoEST is responsible for policy (including curriculum and guidelines) formulation and development, monitoring and quality control. It was also reported that, while most of the existing ICBAE classes are publicly owned, there are many which are run by private agencies such as NGOs and FBOs. For example, Vijaliwa vingi centre in Kibaha DC offer livelihood and life skill education programmes to MVC under the supervision of FBO while Sanga Ujembe Centre in Kongwa DC offer environment and bee keeping programmes under the supervision of Nature Tanzania. One of the interviewed REOs reported that:

Most of the agencies do not report to us although they are doing adult education activities.

Such agencies were reported to do very significant work in ICBAE; and that they establish and run classes which save the country's population. Findings show that they, however, do not report to the government.

4.1.2 Availability of ICBAE centres and Enrolment

The availability of ICBAE centres in the community was examined through observation and by using a question which sought to get responses from respondents (ICBAE facilitators) on whether the centres are available or not. Through observation, it was realized that most of the ICBAE centres have been established within the primary school environment. However, some of the ICBAE learning groups are using rented buildings and others meet outside the ward education offices under the trees. The centres are not evenly distributed. The responses from participants (shown in Table 4.1) also indicate that centres are available while Picture 1 up to 4 show some of the places where ICBAE learners meet and learn.

Table 4.1: Availability of ICBAE centres in the community as reported by ICBAE facilitators

	Frequency	Percent	V a l i d Percent	Cumulative Percent
Valid 1-(SD)	2	5.6	5.6	5.6
2-(D)	14	38.9	38.9	44.4
3-(N)	7	19.4	19.4	63.9
4-(A)	11	30.6	30.6	94.4
5-(SA)	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Key: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

The responses indicate that, out of the 36 respondents, 13 (36%) agree that ICBAE centres are available. Contrary to that, 16 (45%) respondents disagree that ICBAE centres are available. Seven (19%) respondents are not decided, they are neutral. These data imply that centres are available to certain extent. However, the fact that the 45% disagree that centres are available means that some places have centres and others do not have. It implies insufficiency of

centres and not absence of centres because it is the facilitators found at the ICBAE centres who provided the responses.

Picture no.1: Vijana Tailoring group-Mpwapwa Town Ward



Picture 2: Nzase Group A&B Agricultural group-Berege Ward



Picture no.3: Tailoring group-Mpwapwa Town Ward



The study also sought to go through learners' attendance register in the studied ICBAE centres to check whether the enrolment rate is decreasing or not. Attendance registers could not be found to establish the enrolment because of the nature of most of the ICBAE learning groups, who just use the attendance register (counter book) for recording the names of the group members. So findings rely on information given by the respondents. The ICBAE learning facilitators were asked to comment on whether the numbers of learners are decreasing or not. Their responses are shown in Table 4.2

Table 4.2 Responses on whether ICBAE learners' enrolment is decreasing

		Frequency	Percent	V a l i d Percent	Cumulative Percent
Valid	1-(SD)	6	16.7	16.7	16.7
	2-(D)	7	19.4	19.4	36.1
	3-(N)	2	5.6	5.6	41.7
	4-(A)	18	50.0	50.0	91.7
	5-(SA)	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Key: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

Data in table 4.2 indicate that 21 (58%) respondents agree that learners' enrolment is decreasing. Thirteen 13 (36%) respondents disagree that learners' enrolment is decreasing. Only 2 (6%) are neutral.

That differences in responses indicate that different centres have different experiences as far as decrease in the number of learners is concerned. Some centres have a decrease in number of learners. Some other centres have an increase in a number of centres.

1.1.3 Integration and Linkages of ICBAE with other development initiatives

The study was also interested to explore how ICBAE programmes are integral part of development initiatives. Through interview, Councillors, Community

Development officers, DAEO and WEO said that most of the ICBAE programmes are initiated for the purpose of either supporting the goals of a larger community development initiative or solving a community challenge. The reported development initiatives integrated with ICBAE programmes included Anti-poverty, environmental conservation, skill development and community health. On this, one of the REOs interviewed gave examples of the integration as quoted below:

The integration depends on the needs of the community at a time. eg: integration with health issues such as COVID, agriculture such as having shamba darasa, SWASH, etc. We always work as a team with other sectors to address the community needs.

Another example of integration which was reported by some heads of ICBAE centres is in form of treating ICBAE learning centres as income generation groups. Such groups are supervised under administration of Community Development Officers. They integrate income generation activities such as selling shoes, belt and knife holders in ICBAE circles for their sustainability. Integration occurs also by integrating ICBAE activities (literacy skills) in existing income generation groups.

In contrast to that, some heads of ICBAE centres and learners show that literacy programmes have got no integration. They show that the programme is left on its fate and that it is not prioritized. Councilors and Village chairperson also reported that there is no integration. One of the DEOs who was interviewed responded in the same line that:

So far there is no integration of literacy programmes with other development initiatives though there are only income generation groups which are administered by community development officers, but in such groups the component of literacy is not in their priorities.

The study was also interested to explore how ICBAE is integrated with other sub-sectors of education in the aspect of quality assurance. The intention was to see whether ICBAE centres are visited by ward and district officials and whether

they are regularly inspected. The Quality Assurance Officers reported that very rarely they inspect MEMKWA programme and this is because MEMKWA is operating within the formal education system . They said that educational projects and funds which are initiated do not include adult education, and adult education activities are not budgeted for in their activities.

Table 4.3: Responses on whether Ward and District Officers visit the ICBAE centre at least once a year

	Frequency	Percent	V a l i d Percent	Cumulative Percent
Valid 1-(SD)	6	16.7	16.7	16.7
2-(D)	9	25.0	25.0	41.7
3-(N)	1	2.8	2.8	44.4
4-(A)	19	52.8	52.8	97.2
5-(SA)	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Key: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

Varying responses on ward and district officials' visits at ICBAE centres (see Table 4.3) were given by the 36 facilitators who filled a questionnaire. Fifty six percent (56%) of them agreed that the officials visit the centres. Contrary to that, 42% disagree that the officials visit the centres.

The Quality Assurance Officers had more to add on this matter. They indicated that they do not inspect ICBAE programmes, and so it does not get into their records for recommendations. Recently, the Ministry (MoEST) has instructed (they reported showing the letter) that ICBAE and other adult education matters get included in their inspection and reporting activities.

4.1.4 Community's Involvement/Engagement in Supporting ICBAE programmes

Another question was asked with the intention of getting response on how the administrators of ICBAE ensure the involvement of community members in planning ICBAE programmes and activities. The responses show that administrators use meetings and seminars to create awareness and sensitize

community members and NGOs to get engaged in supporting adult education activities. NGOs present their action plans and development initiatives. Through those efforts they have won different organizations' supporting projects such as Compassion support MVC, Nutrition Programme, CRDB support, MAHASHILE, Pyxus, Nature Tanzania etc in Dodoma region. Others are such as Lead foundation, who facilitates how to protect the environment with their campaign known as KISIKI HAI, and Farm Africa which deals with agricultural activities such as millet or sorghum, in Coast region. Camfed Tanzania has also been supporting community groups which are in the form of ICBAE circles. One of the Ward Education Officers reported that they work together with NGOs in sensitizing and creating awareness among the community by receiving and implementing the advice given by them.

Responses to the question which intended to capture facilitators' perceptions on community's awareness on ICBAE programmes show variations (Table 4.4). Only 39% see that the community is aware about existence of ICBAE centres. Forty seven percent (47%) do not agree that there are ICBAE centres. Fourteen percent (14%) are neutral. This is likely to have implication on community's support on ICBAE programmes.

Table 4.4: Community's awareness about existence of ICBAE learning circles

	Frequency	Percent	V a l i d Percent	Cumulative Percent
Valid 1-(SD)	3	8.3	8.3	8.3
2-(D)	14	38.9	38.9	47.2
3-(N)	5	13.9	13.9	61.1
4-(A)	13	36.1	36.1	97.2
5-(SA)	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Key: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

The findings reveals that 36.1% of the facilitators reported that community members are aware about the existence of ICBAE programmes. The question which sought to obtain the ways through which ICBAE programmes are advertised had different responses on the ways. The most commonly used ways of advertising ICBAE programmes as mentioned by ICBAE facilitators are through community meeting, street announcements, door to door word of mouth from community leaders and entrepreneurship groups.

Table 4.5 indicates facilitators' responses on community's support to ICBAE. Fifty five percent (55%) of the facilitators agree that the community members provide support to ICBAE centres. Forty two percent (42%) do not agree that the community provides support to ICBAE programmes. The data indicate some similarities between community's awareness and the extent to which they provide services.

Table 4.5 Community's support ICBAE centres

		Frequency	Percent	V a l i d Percent	Cumulative Percent
Valid	1-(SD)	3	8.3	8.3	8.3
	2-(D)	12	33.3	33.3	41.7
	3-(N)	1	2.8	2.8	44.4
	4-(A)	19	52.8	52.8	97.2
	5-(SA)	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Key: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree

Heads of ICBAE centres , RAEO,DAEO,WEO and Councillors were asked to identify the kinds of community support extended to the ICBAE programme around the ICBAE centres. The findings revealed that respondents had different thoughts about community support to the ICBAE programme. Some of the RAEO and WEO groups revealed that completely there is no support from the communities around ICBAE centres to the ICBAE programme. However, the substantial number of respondents from the groups of Councillors, HC, and DAEO indicated that communities provide support to the ICBAE programme through buying and sewing their clothes to the ICBAE centres. In addition to the aforementioned support, also the communities around the ICBAE centres provide land to the IGG dealing with agricultural issues. Generally, the findings revealed that the communities act as the market to ICBAE class products through buying goods and services from the groups made in ICBAE centres.

The regional official reported that adult education are strengthened through communication and sensitization since the Education and Training Policy of 2014, CCM manifesto and Adult and Non-Formal Education Development Plan (ANFEDP) recognise adult and non-fomal education programmes. Thus,

whenever there is opportunity in stakeholders' meetings, the DAEO requests to speak on adult education programmes. One of the community leaders interviewed (councillor) reported that they do not make any efforts to engage with NGOs because NGOs work with the Council and it is the Council which has to introduce them to the lower levels.

4.1.5 Policy measures for improving efficiency of ICBAE programmes

It was reported that there is lack of clear policy focusing on implementation of ICBAE programmes in general and of supporting ICBAE learners. The responses show that the Education and Training Policy of 2014, CCM Manifesto 2020-2025, and Adult and Non formal Education Strategic Plan are the national level policies which insist on importance of adult education programmes such as ICBAE. There are also guidelines on payment of honoraria to facilitators. Furthermore, local governments have guidelines on provision of loans to different groups such as the youth, women and people with disabilities. The problem, according to respondents, is that the policies are not effectively implemented.

Still adult education programmes such as ICBAE were reported not to draw much attention of policy makers. The fact that they are not prioritized causes their budget to easily be reallocated to other education sub-sectors. There is a need to strengthen implementation of the policies and guidelines and consider adult education among the priorities.

4.2 The Effectiveness of the Teaching and Learning Methodology used in ICBAE

It was the objective of the study to examine the effectiveness of the teaching and learning methodologies used in ICBAE programmes. The question asked was based on the assumption that ICBAE facilitators are expected to use REFLECT approach in facilitating adult learning circles. This could be done through involving learners themselves in teaching and learning by starting with their own views, perception and construction of new insights. This happens through sharing experience and allowing them to make reflection, conceptualization and then Practice. . The findings of this question are grouped into three sub-sections which follow.

4.2.1 Teaching and Learning methodologies used in ICBAE programmes

The research was interested to know the methods used in ICBAE programmes. Through questionnaire facilitators were asked to mention the methods and approaches used by them in facilitating ICBAE programmes. Responses are shown in Table 4.1.

Table 4.6: Methods used by ICBAE facilitators

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	35	97.2	97.2	97.2
2	1	2.8	2.8	100.0
Total	36	100.0	100.0	

1 - Participatory methods

2 - Non participatory

Data in Table 4.6, show that 35 (97.2%) of the facilitators said that they use participatory methods while only 1 (2.8) respondent reported that non-participatory methods are used. Through interviews, the Heads of ICBAE centres and Ward Education Officers were also asked to mention the methods and approaches frequently used by ICBAE facilitators in facilitating learning circles. Responses are shown in table 4.6

Table 4.7; Methods used by ICBAE facilitators as mentioned by WEO&HC

No	Methods	Responses from WEO & HC
1.	Demonstration	6 (12.5%)
2.	Practical	6(12.5%)
3.	Lecture	-
4.	Learning by doing (apprenticeship)	3 ((6.3%)
5.	Question &Answers	2(4.2%)
6.	Group discussion	9(19%)
7.	Study tour	1(1.2%)
8	Testimoy	2(4.2%)
9	Don't know	19(39.6%)

Data in table 4.6 show that practical, demonstration and group discussion are methods mostly mentioned by 21(44%) of the WEO and HC to be used by many ICBAE facilitators. Moreover, testimonies, apprenticeship and Questions and Answers are the methods mentioned by a few heads of centre and WEO from all Districts. Study tour was mentioned by only one of the respondents out of the whole study. The remaining said that they don't know. When asked to comment on why they think most of the facilitators prefer practical, demonstration and group discussion, some of them said that they preferred those methods due to the nature of the programmes offered in the ICBAE learning circles.

Furthermore, the researchers were also interested to hear from learners themselves about the methods used by their facilitators during the facilitation and learning process. Through focus-group discussion, learners had responses shown in table 4.7 up to 410

Table 4.8 Methods used in ICBAE centres –Kongwa District

No.	Centre	Courses Offered	Methods
1.	Chiyende	Entrepreneurship skill in shoes, belt and knife holders making	Group discussion
2.	Sangaujembe	-Environmental conservation and Bee keeping.	Demonstration and practical & Lecture
3.	Chang'ombe-Mukeja	3Rs	Q&A
4.	Upendo Group	Agriculture	Group discussion & practical & Lecture
5.	Tunaweza Group	Agriculture	Practical
6.	Upendo Group	-Livestock & Interpretation skills (pig farm project)	Lecture & Group discussion & Practical
7.	Amsha Popo	Music & pig husbandry	Practical
8.	Ubunifu	-carpentry and Wedding	Learning by doing (apprenticeship)

Table 4.9 Methods Used in ICBAE Centres –Mpwapa District

No.	Centre	Courses Offered	Methods
1.	Berege	Poultry project	Lecture & group discussion
2.	Nzase Group A&B	-Agriculture	Demonstration And Practical
3.	Muongano	Agriculture	Lecture and Practical
4.	Maendeleo GROUP	Agriculture and intreprenueship	Lecture and Practical
5.	Faidika Group	Agriculture & Bee keeping	Lecture & Practical
6..	Uselemala Youth Group	Carpentry and joinery,	Learning by doing (apprenticeship),demonstration
7..	V i j a n a U s h o n a j i Group	Tailoring	Learning by doing (apprenticeship),demonstration
8..	Chisalu FDC	Vocational skills	Practical & demonstration

Table 4.10 Methods Used In ICBAE Centres –Kibaha District

No.	Centre	Courses Offered	Methods
1.	Walemavu Group	-Tailoring,livestock,soap making and batik	Group discussion& practical
2.	Jipe Moyo Group	-3Rs using CD(the programme was postponed due to COVID-19	Listening and watching the TV then reading & writing.
3.	Mtambani Group	Livestock and soap making & batik	Lecture&Demonstration
4.	Vijaliwa Vingi	-Livestock	Learning by doing (apprenticeship),
5.	T u p e n d a n e Cama	-Tailoring	Learning by doing (a p p r e n t i c e s h i p), demonstration
6.	Kwala Workshop	-Wedding	Learning by doing (apprenticeship)
7.	PSG Tumaini Group	-Interprenueship skill &batik making	Demonstration & practical

8.	Kikongo Group	-Livestock	Group discussion & practical
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Table 4.11 Methods used in ICBAE centres – Kisarawe District

NO.	CENTRE	Courses Offered	Methods
1.	Vigame Group	- E n v i r o n m e n t a l conservation -& interprenueship skills	Lecture & Group discussion
2..	Kibuta P/S- (Gwama,Kibuta & Mloo)	3Rs & Entrepreneurship skills	Q&A & Group discussion
3.	Chekinge-Nguvu Zetu Group	-Agriculture	-Lecture & practical (shamba darasa)
4.	Mitegwe-Twaweza Group	-Agriculture & Interprenurship skills	-Lecture & practical (shamba darasa) & group discusion
5.	Gwata A&B Group ((Uvivu-ulege & Mbulisanganigwe	-3Rs & Interprenuership	Synthetic approach (starting by reading letters) & Group dicussion
6.	Kazimzumbwi FDC	Vocational skill	NIL

The data in Table 4.7 show that practical, group discussion, lectures and demonstration are the methods used most as they are mentioned in many centres (14, 8, 10 and 10 respectively). However, apprenticeship and questions and answers (Q&A) were mentioned by only 6 and 2 of the ICBAE learning centres respectively. The researcher was interested to know why lecture method was mentioned only by learners while others did not mention it. Through discussion with learners it was noted that most of the time lecture method was used by field experts who most of the times seem to have much stuff to be covered in a short time. One of the learners decried that:

Time allocated for the training was very short. The trainers use lecture method, which is inconvenient especially to us who are lacking literacy technical skills. It could be better if we could be able to practice. Sometimes they give us fliers while we don't know how to read....

However another learner insisted that:

We don't have access with field experts to guide us. We are missing practical component and reflection.

Another learner added that;

We are not satisfied because we don't have a trained facilitator. We are using peer facilitation, we are learning through mistakes. As observed also by the researchers, the choice of the methods to be used depends on the nature of the programmes offered to the learners. For example, most of the income-generating groups engaging in agricultural and livestock activities were using demonstration, group discussion and practical while carpentry, masonry and Tailoring programmes were using the techniques of apprenticeship. Contrary to that, Literacy programmes were using Questions and Answers and due to the inadequacy of literacy facilitators, they combine two to three learning groups in one centre as shown in table 4.8 up to 4.11

The findings reveal that though ICBAE programmes involve engaging communities to learn through different ways including group discussion, practical, demonstration as well as apprenticeship among others, in most cases, it has been found that facilitation involves the traditional, lecturing method and the common participatory methods like group discussion as opposed to other creative facilitation techniques. This poses a question to adult education experts in the areas where we work. Empirical researches show that creative and participatory methods of facilitation are better in enhancing understanding. Methods such as community dialogues, interactive learning session (ILS), family dialogues at home visits and training of community based structures are recommended.

4.2.2 Creation of Relaxed Atmosphere in Adult Learning Circles

The researchers were interested to know how facilitators created a relaxed learning atmosphere in which adults are encouraged to decide and control their learning. Through interviews, the District Quality assurers, DEO, REO, WEO and DAEO mentioned the techniques to be used by facilitators to create a relaxed learning atmosphere in adult learning circles, as shown in Table 4.12.

Table 4.12 Techniques used by facilitators to create a relaxed learning atmosphere in adult learning circles

No	Methods	No. of Responses
1.	Using peer facilitators and field experts	4
2.	Using participatory methods	3
3.	The use of success story	2
4.	Provision of learning facilities	1
5.	Facilitators' competences	1
6.	Practical and theory	1
7.	Use of professional teachers	3
8.	Recognizing their training needs	2
9.	Use of friendly language	2
10.	By providing immediate feedback	1
11.	Using testimony	2
12.	Learning by doing	3
13.	Learners participate to decide what to learn	1
14.	Guiding them and use of return demonstration	2

The responses show that the use of peer facilitators, professional teachers and learning by doing are among of the techniques which were mentioned by many respondents. Conversely, Provision of learning facilities, participation of learners deciding what to learn, immediate feedback, Facilitators' competences, practical and theory were rarely mentioned by respondents. Recognizing their training needs, the use of success story, return demonstration as well as the use of friendly language were mentioned by a few respondents.

The researcher wanted to know why they think that the use of peer facilitators, professional teachers and learning by doing create a relaxed learning atmosphere in adult learning circles. One of the WEOs had the following to say:

The use of peer facilitators provides an opportunity for learners to share ideas and sometimes lead to hot discussion. This is very good as learners are free to share their ideas.... That is why we advised some of them to attend training so that when they come back they can share with others.

The quotation shows that the use of peer facilitators is necessary for creating a relaxed learning atmosphere. In case of using peer facilitators (trained/experienced learners), heads of the centres commented that the trained/experienced learners teach their fellow learners due to lack of professional ICBAE facilitators, though sometimes it is challenging when they are learning issues which need more expertise such as how to make finished product from leather material, proper ways of using fertilizer and pesticides and proper ways of preserving their harvest product. However, peer facilitators have been selected basing on the experience or anyone who attended any seminar or short course training related to the challenges facing the group. Most of them are standard seven and form four leavers.

The responses from DEO, REO, WEO and DAEO show that though the use of peer facilitators and field experts are positively recommended, it was noted that, the concept is new to most of the respondents. However, some respondents had opposite comments on the use of field experts. For example, one of the WEOs and councillors emphasized that:

Though the use of field experts is acknowledged most of the time they bring new concepts without considering learners life experience.

Moreover, the researcher also was interested to know the kind of training offered in ICBAE learning cycles. Responses from ICBAE facilitators show that livelihood and life skill education were mentioned by 47.2% of the facilitators compared to vocational skills and literacy skill which ranked the least.

The findings provide a picture that the concept of creating a relaxed learning atmosphere in adult learning circles is new to most of the respondents interviewed. This is due to the fact that, most of the learning centres have neither volunteer nor professional facilitator. They use peer facilitation. However, the researcher also noted that some of the learners attending livelihood and entrepreneurship courses, do not have the 3Rs. Most of them offer livelihood skills programmes without integrated with literacy component. This is very strange as only 3 of all the visited centres offer literacy course and they use primary school teachers.

All the visited literacy programmes are not functional and the facilitators use a synthetic approach to teach the 3Rs. However, only one facilitator out of 3 is an expert in adult education field.

4.3 The Resources for ICBAE Programmes Implementation

The study sought also to determine the resources made available for ICBAE programmes implementation. The objective was guided by the question “What is the quality and quantity of resources (budget, trained personnel, facilitators, hand-outs, manuals, etc.) used in ICBAE programmes?”.

4.3.1 Existence of Policies Supporting Provision of Resources for ICBAE

The documentary review indicated that there are some policies that governed the internal efficiency of ICBAE programmes specifically low-interest loans, necessary equipment, and teaching facilities, for instance, ETP 2014, LGA policy, and CCM Manifesto 2020-2025. The documents’ existence was substantiated by the analysis which revealed that out of the total participants, the 16 respondents from among the WEOs had a different understanding of the policy measures aiming at improving the internal efficiency of ICBAE programmes specifically low-interest loans, necessary equipment and teaching facilities, necessary equipment, and teaching facilities.

However, 5 (31.25%) respondents appreciated the existence of the policy without specifying it, but the 2 (12.5%) specified the existence of the low-interest loan through ETP 2014, the 2 (12.5%) respondents acknowledged its existence through recognizing ANFE and the other 2 (12.5%) respondents mentioned LGA policy. However, 4 (25%) WEO respondents indicated that there is no policy or specified policy for low-interest loans, necessary equipment and teaching facilities in ICBAE programmes.

Additionally, 18 (56.25%) respondents from among the heads of the centres (HC) recognized that there is no specific or completely no policy for low-interest loans, necessary equipment and teaching facilities in ICBAE programmes, despite the facts that other respondents from the cadre such as Community

Leaders (CL) appreciated the policy existence of low-interest loan in ICBAE programmes where 17 (53.13%) of the cadre were in favour of its existence. Likewise, 2 (50%) respondents from the District Adult Educational officers seconded that the policy for low-interest loans, necessary equipment and teaching facilities exists through the ETP 2014 and CCM Manifesto 2020-2025. In addition, the other 2(50%) respondents supported its existence through the ETP 2014.

Generally, tied up 29(8.53%), respondents from all the cadres supported the policy existence and no policy or specific policy for low-interest loans, necessary equipment and teaching facilities in ICBAE programmes respectively. One among the respondents from WEO had this to say on the question of policy measures aiming at improving the internal efficiency of ICBAE programmes (low-interest loans, necessary equipment and teaching facilities)

The ICBAE programmes recognize ANFE programme but there is no support in terms of budget and other facilities provided by the council

The second respondent (Adult Educational Officer) had this argument on policy measures aiming at improving the internal efficiency of ICBAE programmes (low-interest loans, necessary equipment and teaching facilities)

Adult education programmes such as ICBAE do not draw much attention of policy makers. However, ICBAE learners are sometimes supported when they are organized as income generation groups of women and youth. NGOs such CAMFED Tanzania do support some groups of ICBAE learners in form of grants

From these observations and the fore mentioned findings, it is obvious that the policy for low-interest loans, necessary equipment and teaching facilities existed but the problem comes from implementation by the council. The scenario made the 4(25%) WEO respondents believe that there is no policy or specified policy for low-interest loans, necessary equipment and teaching facilities in ICBAE programmes. In fact, if that is what happens on the ground, the situation is

controverting the programme's vision and mission as the ICBAE programme provides a mechanism for implementing income-generating activities through the provision of the Revolving Loan Fund. Learners receive the loan as a group. For example, a group of women from one literacy circle decided that they wanted to make school uniforms. With the help of the facilitator, they found a local tailor who taught them how to sew. They applied for the loan, and, once they received it and were able to purchase a sewing machine to support their income-generating activity. The facilitator also teaches learners the basics of book-keeping. When an activity starts generating income, the learners repay the loan at an interest rate of one percent. (B. M. Levira, 2017).

4.3.2 The quality and quantity of Facilitators in ICBAE Programmes

In all the 32 training centres visited, it's only three facilitators from these training centres have professional skills, whereby two of them are primary schools teachers and one has undergone the adult education professional skills. The rest of the facilitators in the 29 training centres were volunteers, specialising in specific different disciplines such as agriculture, vocational training including carpentry, food processing, welding, and batiki making. Ideally, the ratio of the quality and quantity of facilitators in ICBAE does not march to the number of adult learners in the mentioned visited centres.

The analysis on the quality and quantity of resources in terms of trained personnel and facilitators used in the ICBAE programme revealed that out of total respondents, the 16 (5.7%) respondents among the WEO cadre had varying understanding of whether the ICBAE programme is staffed by professionals or volunteers or a combination of the two. It was realized that 4 (25%) of the WEOs indicated that the majority of ICBAE staff were volunteers. While 3 (18.75%) reported that the centres had no facilitators at all. Moreover, the 2(12.5%) respondents reported that both volunteers and professionals were available. Meanwhile, the other 2(12.5%) respondents in the same cadre indicated the availability of only professionals in the programme.

The analysis further revealed that 25 (78.13%) respondents from among the heads of the centres (HC) designated that volunteers were used as facilitators in the programme. A different cadre known as community leaders (CL) seconded by 12 (37.5%) respondents that volunteers are often used as facilitators in the ICBAE programmes. However, 6 (18.75%) of the respondents reported that for both volunteers and professionals facilitate in ICBAE programme. Generally, the respondents indicated that volunteers are mostly used as facilitators in the ICBAE programme.

One of the respondents (REO) had this to say on trained personnel and facilitators used in the ICBAE programme:

We use both literacy facilitators and field experts, depending on the training needs of the learners and availability of literacy facilitators. We also use retired teachers.

The statement implies that ICBAE centres utilised facilitators of different kinds. Some are professionals and paraprofessionals while others are field experts from various sectors. Based on the findings, it is obvious that most of the facilitators in ICBAE programmes are neither professional nor adult education experts. Most of the facilitators in ICBAE programme are mere primary school teachers and peer facilitator, the situation which compromises the programmes' sustainability.

4.3.3 Material Used in ICBAE Programmes

The quality and quantity of resources in terms of teaching and learning materials used in ICBAE programmes were part of the study objectives. The documentary review and observations in the visited centres revealed that in the literacy programmes the only books used for teaching and learning in ICBAE programmes were standard one and two primary books entitled different titles with different authors and publishers. However, the learning groups or cycle used professional training manuals acquired from the short courses or training conducted by NGOs and organisations attended by the volunteers at the respective centre.

The respondents from various ICBAE stakeholders cadres responded to the question required to identify ICBAE material cater for both vocational training and general education with the framework of literacy development in the programme. The analysis revealed that out of total respondents, the 16 (5.7%) respondents from the WEO cadre had a different understanding of hand-outs, manuals, and other teaching and learning materials used in ICBAE programmes. It was realized that 10 (62%) respondents indicated that there is no specific materials for the ICBAE programme. And 4 (25%) of the WEO cadre respondents reported further that there is no even reading materials for the programme.

Despite the WEO's observations, the 25(78.13%) respondents from among the Community Leaders (CL) also reported that there is no specific materials for the ICBAE programme, and 5 (15.63%) of them said that there are no reading materials for the ICBAE programme. In the same direction, 17(53.13) and 6(18.75%) of the Heads of the Centres (HC) respondents reported that there is no specific materials and no reading materials for the ICBAE programme respectively. Apart from the two cadres, the 8 (50%) and 6 (37.5%) of the councillors showed that there are no specific materials and the materials found were those prepared by the facilitators and learners themselves in the ICBAE programme respectively. Generally, the 65(19%) and 17(4.97%) total respondents from all cadres revealed that there is no specific learning and teaching materials and reading materials for the ICBAE programme respectively. One of the WEOs insisted:

The materials found are only those prepared by the facilitators and learners themselves.

The surfaced findings denied the facts provided by the programme guidelines, where it stipulated that after curriculum design, MoEST facilitated the preparation and distribution of teaching materials to the ICBAE centres. The primary teaching materials are facilitators' manuals which cover topics relevant to learners and their contexts, such as agriculture and micro-economics, health and hygiene, and socio-political education (Levira, 2017). In fact, the happenings are most likely to contravene the sustainability of the ICBAE programme if the situation will remain to stand in its outlook.

4.3.4 Funding of ICBAE Programmes

The researcher observed that there were no ICBAE centres allocated the funds from any educational authority or the government in particular to facilitate its daily operations. In most cases, the funds were reallocated in different formal educational programmes as a priority at expense of the ICBAE programmes. Despite that in some documents (Levira, 2017) it seems ICBAE annual spending was around 2 billion TZS.

The respondents from various ICBAE programme's stakeholders who responded to the question which required to identify how the programme has been funded throughout its life time, possibly by considering the sources such as public money (MTEFs), foundation money or community money show variations.

The analysis revealed that the stakeholders in the programme differ from one another in a way that some programme stakeholders for instance Head of the Centre (HC) indicated that it runs itself within the school premises, with no funding from anywhere else. While a substantial number of respondents from among the WEOs indicated that the programme runs itself within the school premises, with some funding from Camfed in some cases, some of the DAEO revealed that the programme sometimes secured funds from Agencies or Loans from CDO and no funds have been allocated from the education department (MTEF).

One of the respondents among the AEO had been quoted saying:

It runs itself within the school premises, with no funding. Previously adult education had its sub-vote. Later on, following some transformation, the sub-vote for adult education was transferred to secondary education leaving the adult education sub-sector without a sub-vote.

This quotation means that the weight previously given to adult education was watered down by the introduction of secondary education to succumb the funds used to be allocated for Adult Education in those old days.

A large percentage of the WEOs indicated that there is no budget allocated for adult education activities, normally they used to obtain support from stakeholders

and make use of the public schools' facilities. Some of the respondents revealed that there are no ICBAE programmes at all in some areas. Generally, there is no cash or implied budget set aside for ICBAE programme from neither public money (MTEFs) nor community money, though there is little support from some foundations and stakeholders.

4.3.5 ICBAE Programme Facilitator's Remunerations or Incentives

The 306 respondents from various ICBAE programme's stakeholders (Ministerial officials, Regional Educational Officer (REO), District Educational Officers (DEO), District Adult Educational Officer (DAEO), School Quality Assurance (SQA), Ward Educational Officer (WEO), Ward Executive Officers (WEXO), Counsellors, Heads of Centres (H.C) and Community Leaders) who responded to the question required to identify how ICBAE's facilitators were remunerated or incentivized in programme operations. The analysis exposed that the facilitators in the programme do not diverge from one another in their responses, such that some ICBAE programme stakeholders, REAO for instance, indicated that there are no honoraria for facilitators. In the same tune, the majority of respondents from the WEO group indicated that at the beginning the facilitators were being paid by the government. Currently, no payment of any sort is made to them. In spite of the responses made from other groups, respondents from the WEO's group indicated that in some cases the facilitators ask the learners to pay some sort of fee or they earn from the services provided to customers through the labour of the learners.

Two of the respondents among the REO and DAEO respectively had been quoted saying:

There is no honorarium for facilitators allocated. Sometimes the participants pay the facilitators and those who are not able to hire the facilitators "vikundi vinakufa"

No payment, nor incentives. Previously there were honoraria of TZS 50,000 set by programme guidelines. Now there is no payment to facilitators, though it is still recognized

The statements may have different meanings, but the more precise meaning

in these descriptions made in the previous findings and quotations clearly signifies that there is nothing set aside for facilitators in the ICBAE programme as remunerations or incentives, the only hope may possibly emerge from personal facilitator's initiatives and inspirations of which cannot support the sustainability of the ICBAE programme.

These findings are contrary to the laid down guidelines for the teachers who facilitate the literacy circles who are normally considered as employed paid volunteers. They were paid honoraria (TZS 50,000) apart from their salaries by the Tanzanian Government through local government authorities.

4.3.6 Standards Qualifications for Adult Educator/Facilitator in ICBAE Programme Centres

The respondents from various ICBAE programme's stakeholders who responded to the question required to classify the types of qualifications needed for ICBAE's facilitators. The analysis uncovered that the facilitators' qualifications are not obviously known. Some respondents 50 percent among the RAEO indicated that there are no qualification standards set for ICBAE facilitators. Some respondents from the WEO group said, the only criterion for facilitators to be considered they should be professional teachers regardless of either retired or in service.

A substantial number of respondents from the HC insisted that they used field experts and anybody who know how to read and write. In addition to the aforementioned findings, the respondents from the DAEO group revealed that there are no specific qualifications standards set for adult facilitators, what matters are the needs of the learners and the availability of experts. These findings are strongly supported by one of the respondents from the HC who said:

There is no qualification standards set for facilitators. What matters are the 3 Rs Technical skills and the specific skills needed

4.3.7 The Government Records in ICBAE Centres within LGAs

The respondents from various ICBAE programme's stakeholders who were responded to the question required to identify whether the government keep

records for ICBAE centres within LGAs. The analysis is unconcealed that the Government keeps records in ICBAE centres within LGAs. The fact has been supported by all groups majority of the respondents. These findings indicate that the government through the LGAs is making close follow up in the ICBAE programme undertakings in various parts of the country where the programme operates

4.3.8 Training Opportunities for ICBAE Programme Facilitators

The respondents from various ICBAE programme's stakeholders were asked to identify the types of training opportunities offered for ICBAE programme facilitators. The analysis revealed that respondents had diverse opinions about training opportunities offered for ICBAE programme facilitators. These opportunities include courses, workshops, learning circles, in-house seminars, and related ones for staff members to improve their skills and learn new ones. The majority of the respondents from various groups indicated that there were no capacity-building programmes that have been conducted in recent years. Moreover, some respondents showed that there were some trainings sometimes back since in the year 2014, but unrelated to the ICBAE programme. One among the respondents from HC group had been quoted saying:

Peer facilitators have already received the training from Council organized by community development officer

This quote may simply imply that the training conducted was not intended for ICBAE programme as it was said by the majority of respondents from other groups. The training was also meant for peer facilitators not the one expected in the ICBAE programme which compromises the quality and sustainability of the programme itself.

4.4 Quality Assurance Mechanism for ICBAE

School Quality Assurators are expected to improve the qualities of ICBAE programmes through advising facilitators on academic matters, conducting in-service seminars and acting as a link between ICBAE centres and other institution. Thus, one could expect improved teaching and learning

methods, social behaviour and skills among learners, increasing number of learners attending ICBAE programmes, availability of T/L materials, availability of qualified ICBAE facilitators, availability of ICBAE centres, just to mention the few. Thus, the study was interested to examine how quality is ensured in the ICBAE programmes. The findings of this question were grouped into three sub-section from 4.4.1 to 4.4.3

4.4.1 Visits Conducted by Quality Assurers

The first intention of the researcher was to determine different strategies employed by SQAs to ensure proper implementation of ICBAE Programmes. To respond to this objective, the researcher was interested to know the frequency of centres' visit and the areas emphasized during a centres' visit in relation to centres' performance. Through interview District Educational Officers (DEO), District Adult Educational Officer (DAEO), Ward Educational Officer (WEO), Ward Executive Officers (WEXO) and Heads of Centres (H.C) were asked to mention the frequency of visits made by quality assurance officers at the ICBAE centres. The intention of the researcher was to establish whether there is a relationship between SQA and centres performance. All of them from both region (56) said that SQAs have never visited ICBAE programmes.

Through questionnaire ICBAE facilitators were also asked to mention the frequency of visit made by quality assurance officers at the ICBAE centres. Responses are shown in table 4.13

Table 4.13 Annual frequency of District School Quality Assurer as reported by ICBAE facilitators from both Region

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	26	72.2	72.2	72.2
1	6	16.7	16.7	88.9
2	2	5.6	5.6	94.4
3	2	5.6	5.6	100.0
Total	36	100.0	100.0	

Data in table 4.13 show that 26 (%) facilitators out of 36 from 32 visited centres reported that they have never visited by SQAs. On the other hand, six facilitators out of 36 acknowledged to be visited once not by SQAs but government officials. Two out of 36 facilitators appreciated to be visited twice by officials

while 2 of them acknowledged to be visited three times by government and non-government officials.

A similar question was also asked to SQA and all of them (4) from the 4 visited districts reported that they have never visited ICBAE programmes, though some of them admitted that it is among of their responsibilities. However, some of them emphasised that they are not responsible for monitoring ICBAE programmes that is why they have been called school quality assurers. Others said that, the ICBAEs programme timetable is not conducive for them to visit them as most of them take place evening hours.

The findings reveal that, SQAs do not visit ICBAE centres, though the role of SQAs is acknowledged by different ICBAE stakeholders. However, government and non-government officials rarely visit ICBAE centres. Thus, the researchers failed to establish the relationship between SQAs and centres performance.

4.4.2 Seminars Organized by Quality Assurers to Improve the Quality of ICBAE Program

In order to improve the quality of teaching and learning process, quality assurance officers are supposed to organize and conduct seminars either based on the weakness they observe in the inspection process or in order to guide facilitators whenever there are changes in adult education training. Through interview, Heads of ICBAE centres and Ward Education Officers were asked to mention the number of seminars organized and conducted by quality assurance officers in 2021.

Thirty (30) heads of centres out of 32 and 10 WEO officers out of 16 from all ward visited, strongly decried that there were no seminars organized or offered by school quality assurers. Moreover, 2 heads of centres and 6 WEO simply said that, they are not aware that School Quality Assurers have also the responsibility of inspecting ICBAE centres.

On the other hand, quality assurance officers were asked to mention the number of seminars held annually to assist ICBAE facilitators in improving their facilitation effectiveness. They said that they never conducted or participated in seminars organized to improve ICBAE facilitators' effectiveness. One of the

Quality Assurers reported that:

There were no funds provided for us to conduct seminars in ICBAE programme. I have never inspected them. Myself I was not aware that it is our responsibility.

The above response suggests that perhaps what one of the inspector pointed out about lack of funds to organize seminar, might be the consequences of not be aware that it is their responsibility and thus the activity is not included in their action plan as well as MTEF. When the Regional and District Education Officers were interviewed on the same issue, they admitted that there were no seminars specifically conducted for ICBAE facilitators in their regions and districts.

The findings revealed that, there were no seminars conducted by quality assurance officers specifically for ICBAE. In actual fact, quality assurors are expected to improve the teaching qualities of ICBAE facilitators in terms of preparation, presentation and evaluation. In doing so, quality assurance officers are expected to guide ICBAE facilitators on how to prepare a functional literacy training package, use appropriate facilitation skills and methods as well as use appropriate techniques for assessing learners in literacy circles.

1.1.3 Recruitment and Qualities of ICBAE Facilitators

Through interview, heads of ICBAE centres and Ward Education Officers were asked to tell on whether the process used to recruit ICBAE facilitators consider the professionalism in ANFE or not. Most of them said that recruitment of ICBAE facilitators does not consider professionalism in ANFE. Five heads of centres out of 32 reported that they usually appoint Standard 1 & 2 teachers to facilitate literacy in ICBAE circles and field experts in case there is training needs out of literacy components. Furthermore, Twenty seven (27) heads of centres out of 32 said that most of the time they use volunteer facilitators to assist them to coordinate and guide the group discussion in ICBAE programmes. They added that, most of the time they consider ability to read and write.

Furthermore, quality assurance officers were also asked to tell whether the procedures used to recruit ICBAE facilitators consider the professionalism in

ANFE or not. All of them (4) said that they are not aware about the procedures used to recruit them and whether the recruitment process for ICBAE facilitators considers the professionalism in ANFE or not. These findings reveal that there are no specified recruitment procedures for recruiting ICBAE facilitators. Moreover, some of the participants seem not to be aware of who are responsible for recruiting ICBAE facilitators. Also, most of them seem not to be aware on the procedures to be used to recruit ICBAE facilitators. This is not a healthy practice as it affects the qualities and sustainability of the ICBAE programmes.

4.5 Relevance of ICBAE in the Community

The study was interested to obtain responses on whether ICBAE programmes are still relevant to the community or not. The question was asked to the facilitators. All of them (36) responded that the programmes are still needed by the community. Different reasons were given for their response. The most frequent reasons reported are that:

- there are still many community members who are illiterate; it provides opportunity for education for all;
- it allows for learning of other skills beyond literacy;
- it is relevant in accommodating both youths and adults;
- it caters for livelihood education too;
- it helps to create self-reliance;
- it allows learning of moral values;
- it provides opportunity for community members to meet and exchange ideas;
- it creates employment;
- it helps to fight the three enemies of development because they are still in the society; and it provides opportunities for income generation.

4.6 General Suggestions by Respondents

The study gave wide opportunity for study participants and respondents to give their comments on ICBAE programmes. The intention of this question was to

obtain views and suggestions which can help to improve adult education in general and ICBAE in specific. Their suggestions/comments are as summarized in the following table without indicating their frequencies:

Table 4.14: Suggestions and Comments on ICBAE Programmes

More sensitization is needed is needed to community members to enrol in ICBAE for improvement of their educational, economic and social well-being
ICBAE circles located at schools need to an isolated building so that the adults do not learn near the school children
Every village needs to have an ICBAE centre because community members need it
ICBAE learning environment should be improved with good buildings to attract gathering and learning of adults
The government should designate teachers or employ officially teachers for community education who will be responsible for adult education only
The government should provide equipment and materials for ICBAE
There should be specific budget for adult education
The top management structures at ministerial level should be composed of adult education officers for inclusive decision making
Standards for adult education facilitators and centres should be established
Adult education centres should be visited by officials of different administrative levels including quality assurance officers and recommendations and feedback provided
More researches on ICBAE improvement should be conducted and recommendations worked on
The government should put priorities to ICBAE equally to schools
The government should provide honoraria to ICBAE facilitators as it used to do before
Facilitators should be given priorities of loans so that they can be motivated to work
There should be special campaigns to sensitize the community to enrol in ICBAE
Issues learnt in ICBAE need to be integrated in all economic and social groups in the community
Experts should help ICBAE learners design viable projects and help them obtain markets for their products
There should be curriculum, syllabi and materials which guide ICBAE circles

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study had four objectives which are: to investigate the implementation structure of ICBAE programme; to examine effectiveness of the methodologies implemented within ICBAE programmes; to investigate the resources made available for programme implementation; and to examine quality assurance mechanism for ICBAE. The underlying question of the study was to see whether ICBAE is still relevant and is implemented well as desired by the community. The study was guided by four research questions which reflect the objectives.

The findings indicated that 97 percent of respondents said that ICBAE is a recommendable programme and it is relevant and it is still needed in the community. Observations and discussions show that ICBAE centres are available, though in a few places. Community members in different places are benefiting from it. Responses from interviews and questionnaires tell a lot about community's need of the programmes.

The study has revealed that ICBAE is recognized in Tanzania and it has its implementation structures. It has also revealed that facilitators have maintained volunteering to guide ICBAE learners despite of lack honoraria and weak ways of advertising the programmes. They use a variety of facilitation methods which have successfully retained the learners.

In contrast to the strong points observed in ICBAE, the study has found that ICBAE (like other adult learning and education programmes) are not given

priority like the case is in the formal school system. That is evidenced in allocation of resources such as financial, study materials and physical facilities. Lack of a proper system of obtaining facilitators and establishment of their standards is another evidence. The fact that ICBAE has got facilitators who are not paid is still an evidence too.

Budget allocation failure for ICBAE compromise the quality of ingredients in the programme and beneficiaries. There is a need to review the way it has been handled.

In summary, the findings from this study indicate that ICBAE is recognized in policies and is still relevant and beneficial to community members in the country. Its implementation and reporting structure is, however, not clear and centres are not sufficiently distributed. It uses a variety of methods which are helpful and it appears in different forms in contexts which lack effective quality control mechanisms. Learning facilitators are recruited and paid in *ad hoc* way. The study has also revealed that ICBAE (and other adult education) programmes are not sufficiently supported by the government and community members. Less priority in budget and resources allocation is given to them. If the challenges are addressed, ICBAE can be revamped into a very significant programme with far reaching achievements among Tanzanian communities.

5.2 Recommendations

Basing on the findings of the (including suggestions given by the participants/respondents) and the conclusion given, the following recommendations are made:

- First, the Government needs to take ICBAE (and other adult education programmes) as an education priority for well-being of the country's population. The priority should be reflected in budgetary allocation and inclusion of its administrators in decision making bodies. Sufficiency in budget will enable also awareness creation among the community on the importance of the programme and it will lead to revamping of adult education programmes.

- Second, the Government needs to see ICBAE as one of the key avenues for communities' education. It needs to make sure that each village/*mtaa* has an ICBAE centre.
- Linkages among different sectors at local government authorities needs to be established for effectiveness of ICBAE and adult education programmes in general.
- Quality assurance department should be responsible for quality of ICBAE and adult education in general too.
- There is a need to establish criteria for recruiting/selecting ICBAE facilitators.
- There should be capacity building programmes for district community development and adult education officers
- Mass education campaign programmes need to be conducted to create awareness and sensitize the on the importance of ICBAE and other adult education programmes.

On recommendations

- Third, the Government needs to see the possibility of employing professional adult education facilitators who will be responsible for adult community's education only as their key responsibility. Such expert will help to design and revitalize adult education programmes at local community levels.
- Four, the higher learning and research institutions need to conduct research on opportunities and methods appropriate for ICBAE and other adult education programmes and recommend to the government on appropriate measures to be taken.
- Five, the Institute of Adult Education should work with the MoEST and PO-RALG to review ICBAE curriculum framework and have place necessary guides for ICBAE.

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