

Linking Adult Education with Formal Schooling in Tanzania: Mission Unfulfilled

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ABSTRACT

The main purpose of the study was to assess the utilization of secondary schools as centres for adult education. Four schools in Morogoro Municipality (Tanzania) were taken as cases. Due to research ethics, the schools are not mentioned. Instead, pseudonyms are adopted. The study had two specific objectives: to assess the perceptions of stakeholders on the use of secondary schools as premises for adult learning and to examine the extent to which secondary schools are utilized as centres for adult education. Adult learners, heads of schools, academic masters/mistress, teachers, schools' library staff, municipal education officials, Resident Tutor and a TRC coordinator formed a total sample of 70 respondents of this study. There were two research questions which the study strived to answer. These were: "What are the stakeholders' perceptions on the utilization of secondary schools as centres of adult education?" and "How effective are the secondary schools utilized as centres of adult education in Tanzania?" In order to ensure validity of the findings, a multi-method data collection strategy, which included interviews, focus group discussion, questionnaires and documentary review were employed.

The study revealed that, 95.7% of respondents said that it was appropriate to use secondary schools as premises for adult learning. However, it was found out that only two secondary schools in the municipality run evening class programmes. Among the revealed reasons for poor utilization of secondary schools as centres for adult education include unstable government seculars, misconception on the meaning and scope of adult education and lack of commitment of education officials to support adult education. It is recommended that efforts should be made to ensure that stakeholders understand their responsibilities in organizing adult education, and that proper flow of information is guaranteed to all adult education stakeholders.

Key words:

Adult education, non-formal education, second chance learning, community learning

1.0 Adult Education in Tanzania

The current role of formal schooling in Tanzania is criticized for a number of reasons. First, the organization of schooling does not sufficiently consider the fact that people do not live in a static world, and that, schooling has been regarded as confined to a particular age group. Second, schooling has been concerned with the mere transmission of facts that the students will need to know and do in future (Nyerere, 1968). This role disconnects schooling from day-to-day realities and other sources of knowledge. Third, there has been a growing gap between academic selection standards and fast fluctuating demands enforced by life (Nyirenda & Ishumi, 2002). While learning is a lifelong process and is not confined to a particular age or stage in life, it is essential that schools have to change from being just organizations of teaching and learning for children to public learning centres (ibid). There is an effort to ensure that schools

become public learning centres. While the vivid government efforts can be seen in the policy statements insisting on the use of all education institutions as adult education centres and the use of teaching by doing methods, there is little evidence on how these have been put into practice. Irrespective of the efforts taken to improve adult education, it cannot flourish without a good supply of books, and that, the extension of library services is an important part of the programme. The success of supplying enough reading material to the general public has been very limited because the supply was never met the fast expanding educational system demand (Cameron & Dodd, 1970).

Formally, Tanzania was able to build up a strong base of rural libraries, rural newspapers, workers' education and radio study group campaigns (Kassam, 1978) though currently the situation is questionable. The Poverty Reduction Strategy (PRS) is anchored on the ground that sustainable development will only take place if there are increased and improved levels of education (URT, 2003). The strategy focuses on reducing income poverty to improve human capacity for survival and social well-being and among its objectives is to expand adult education programmes. This means that the success of PRS depends on the success of adult education in the country. Therefore, this point reinforces the need to open more adult education centres, including all secondary schools, to accommodate adult learners in order to expand the chance for adult education. Note should be taken that, secondary education is more appropriate for productive and trainable labour force than primary education as the employment policy of Tanzania insists on the form four level of education for the government's employees. The idea of making schools community-learning centres in Tanzania has its roots in the British policy of education (Kweka, 1975). However, it was not very successfully implemented during the colonial period in Tanzania because many ideas were discussed at the top but they never got to the masses. Nevertheless, there were some successful projects of linking formal education system and non-formal education (adult education) soon after independence. Such projects included community schools, where young people were educated while the school also sought to provide appropriate education for adult members of its community, thus linking the two elements of education within a single institution and a single system. An example of such projects was Kwamsisi, which was developed by Korogwe College of National Education working with teachers and members of the community (Thompson, 1981). The project involved the primary school serving as a community education centre by developing two wings of operation. The primary school wing pioneered the reform of the primary school curriculum along community centred lines including study in the four areas of functional literacy and numeracy, citizenship and political education, self-help and cultural activities and community studies. These studies were linked to development projects in the village. The adult education wing sought to provide functional education and training, making full use of the school facilities. Thompson (1981) believes that there should be a major attitudinal shift among the members of the community outside the school so that people may not consider formal education as superior to non-formal education.

The study carried out by Kweka (1975) and Ilagi (1977) reveal that primary schools were used very effectively as centres for adult education in the 1970's. These schools offered their facilities such as buildings to be used for adult education programme purposes. Teachers of these schools were also used as facilitators of adult education programmes. However, there were problems that faced these primary schools when implementing this task. Such problems included the increase of primary schools' pupil enrolment, shortage of teaching materials and teacher complains of being overworked (Ilagi, 1977; Kassam, 1978; Kweka, 1975). The study carried out by Kipingu (1987) provides information that Tanzania military secondary schools provided secondary education to the adult population. He studied the factors affecting performance of adult learners in the Tanzania military secondary schools in the national form four examinations. The study findings show that issues like irrelevance of the content to the learners' needs, poor methods and inadequacy of teaching materials were the main factors. However, the study only focused on Military Secondary Schools and it did not assess how other secondary schools are generally utilized as centres for adult education. The study gives us a clue on what is happening in secondary schools in relation to adult education. However, it did not dig out the perceptions of teachers, school heads and the adult learners regarding the existence of adult education programmes in these secondary schools.

Kipingu's study however, is important because it helps to build a base for further studies including this one.

In terms of policy, the government has taken a step to ensure that adult education is given a priority. The policy directs all education institutions to become centres for adult education. That can be seen in the former Education and Training Policy (ETP, 1995) and the new Education and Training Policy which declare that basic literacy, post literacy and functional literacy programmes shall constitute essential components of the education system, and universal adult literacy shall be accessible to all adults (URT, 1995, 2014). The good thing is that, the two policies show the intention of the government to make all education institutions in the country designated centres for adult learning. These documents play an important role regarding adult education, non-formal education and life-long learning in Tanzania.

2.0 Research Methods

2.1 Participants and Procedures

A sample of 70 respondents was involved. They included the heads of the selected schools, academic masters/mistresses, teachers, librarians/library staff, 2 education officials, Resident Tutor, TRC coordinator, and the adult learners all making up 70 respondents.

2.2 Instruments Used and Data analysis

The data was collected through Focussed Group Discussion (FGD), questionnaires, interview and documentary review. The questionnaires were used to collect information from the library staff and academic masters/mistresses. Interviews were used to collect information from the heads of schools, education officials, resident tutor and TRC coordinator. In this study the respondents were interviewed privately one at a time. On the other hand, FGD was employed to collect information from the teachers and adult learners.

The data analysis was consistently done all through the data collection process. The audiotapes that contained interview data and FGD were carefully listened to and transcription was made. Different files were used for each group (heads of schools, learners, education officers, teachers TRC coordinator and Resident Tutor). The data from questionnaires were analysed in 6 major steps as suggested by (Auerbach & Silverstein, 2003). The raw text were firstly analysed and all relevant text were compiled together while irrelevant text were left out in the process. Thereafter, repeating ideas, which are related, were grouped together to form themes that helped to make ideas, which Auerbach and Silverstein termed them constructs. Effort was made to make the coding process genuine.

3.0 Study Findings

3.1 Perceptions of the stakeholders

Before seeing how and how much secondary schools are utilized as centres for adult education in the Morogoro Municipality, it is vital to understand how people perceive the utilization of the same schools as centres for adult education. Therefore, this section comprises the arguments of the respondents, which show how adult education is appropriate and necessary to be provided in the secondary schools. In presenting this issue, the views of the respondents from all groups and from all data collection instruments were considered.

Is it appropriate to use secondary schools as adult education centres?

To be able to get the perceptions of the people, all the 70 respondents (learners, heads of schools, teachers, education officers, TRC coordinator and the Resident Tutor) in the study were asked to give their opinions on whether it is appropriate or not to use the secondary schools as centres where adults may learn. 67

respondents (95.7%) out of 70 said that it is appropriate to use secondary schools as adult education centres, 1 respondent (1.4%) rejected it while 2 respondents (2.8%) said they do not know.

These findings concurs with Bostrom (2003); Ilagi (1977); Iqbal (2009); Kassam (1978) and Kweka (1975) who believe that integration of formal education activities with the non-formal education activities is necessary.

Why is it appropriate to use secondary schools as adult education centres?

While eliciting the perceptions of the respondents on the appropriateness of the use of secondary schools as centres for adult education, the researcher also gave the respondents an opportunity to air their views as to why they think that it is appropriate or not. The study found out that nearly all the respondents are aware that there is technological advancement, economic, political, and social changes in the world, which need all the people, including adults, to learn more and more daily. Both, the learners and teachers who participate in the adult education activities believe that the use of secondary schools as adult education centres is beneficial. The presence of already existing teaching and learning infrastructure helps the learners to access education easily, while the teachers and the institutions acquire income. Therefore, the respondents observed that, it is vital to open doors in secondary schools for the adult education due to the following reasons:

3.1.1 Importance of adult education

The study revealed that, the respondents are aware that adults need to be conscious in several things related to their life. They need to know what things are appropriate for their prosperity and which ones can cause harm and problems in their lives and community. Things like drug abuse, taking too much alcohol, political and gender awareness and the like are necessary for them to be aware. It was also revealed that, the respondents are aware that, in order for the parents to participate well in their children's school affairs and best cooperate with the teachers, they need education. Based on that fact the respondents argued that, secondary schools cannot isolate themselves from the obligation of providing adult education as one of the education officers noted:

“...ili kujua kuwa pombe na vipigo ni hatari kwa mama mja mzito inahitaji elimu ya watu wazima...ili kulea vyema mtoto ni lazima mzazi ashirikiane na walimu, bila elimu wazazi hawawezi kutoa ushirikiano mzuri kwa walimu...ni vizuri shule hizi zikatumika kuelimisha watu wazima...” [...in order to know that alcohol and beatings are dangerous to the pregnant women needs adult education....in order to raise well the child a parent must cooperate with teachers, without education parents may not cooperate with teachers....it is a good idea to utilize these schools to educate adults....]

This seems to be a broader view of adult education. Adults are the parents who participate fully in raising the children since pregnancy, and therefore, education to them is vital. This kind of essentiality to educate adults correlate with the literature reviewed, where (Tores, 2003) asserted that adults are the ones who are poor, illiterate, parents, caregivers and they make critical decisions that affect children's well-being and development. He also insisted that their decisions affect children at home, at school, in the media and in the area of policy, programme and project formulation and implementation. Nyerere (1978) has contribution on this. Because adults are the ones who can bring changes and development, he suggested that, adult education has to be directed at helping adults to develop themselves. It has to help them to decide for themselves. It must help them to think clearly; it must enable them to examine the possible alternative courses of action; to make a choice between those alternatives in keeping with their own propulsions; and it must equip them with the ability to translate their decisions into reality. Therefore, educating adults is important for their own sake and the sake of children, for the present and for future generations, and thus, secondary schools should participate fully in provision of adult education.

3.1.2 Facilities already exist in the secondary schools

The study found out that, the respondents believe that education is the right of every individual, including adults, and that, secondary schools are the best places for adults to learn because there is already existing infrastructure and teachers who can easily facilitate the adult learning. This was evident as one of the teachers disclosed that:

“...ni vyema shule zetu za sekondari zikatumika kwa sababu ni vituo ambavyo tayari vinafanya kazi hiyohiyo ya kufundisha wanafunzi, silabasi ni hizohizo, walimu ni walewale na vifaa ni hivyohivyo. Hivyo ni sehemu nzuri tu inayofaa watu wazima kujiendeleza...” [...it is good our secondary schools to be used as centres for adult education because they are doing the same task of educating students, the same syllabuses are used, the same teachers and materials can be used. Therefore, they are good places for the adults to learn....]

The assumption here is that adult education is equivalent and limited to formal secondary education. This is a narrow view of adult education and it does not meet the expectations of the people. Learners also provided similar responses, as one of the learners claimed that:

“...uzuri ni kwamba kwenye shule za sekondari kuna uhakika wa kupata walimu, vitabu na vifaa vingine vya kujifunzia....nafikiri ni vyema shule hizi zikafungua nafasi zaidi kwa sisi kujiendeleza...” [...the good thing is that, it is possible to get reliable teachers, books and other learning materials in the secondary schools....I think these schools should open more chances for us to learn....]

Importance of physical facilities has been discussed extensively in adult education literature. It has been noted that existence of good physical infrastructure boosts the attendance and participation of adult learners in the adult education classes. For instance, Karani (1996) assert that among the reasons that cause drop out of adult learners from the programmes is lack of physical facilities.

3.2 What takes place in the secondary schools regarding Adult Education?

The study mainly intended to examine the extent to which secondary schools are used as centres for adult education as stipulated in Education and Training Policy in Tanzania. Relevant studies and the perception of the people in the study as presented above show that majority of them favour the utilization of secondary schools as centres for adult education. But the findings of the study in the aspect of how secondary schools are utilized as centres for adult education contradict the perception of the people. Therefore, this section evaluates the extent to which secondary schools in Morogoro Municipality are utilized as adult education centres. In assessing this, the study gathered information from the Municipal Education office and the office of the Resident Tutor, from other people in the selected secondary schools as well as from adult learners themselves. The findings are presented below:

3.2.1 How much secondary schools are utilized as Adult Education Centres in the Morogoro Municipality?

In assessing this, 2 Municipal Officers concerned with education were asked the following question during interviews: How many secondary schools in the Municipal offer adult education services? The education secular number 5 of 2009 (URT, 2009) needs the district adult education officer to work with district primary education officer and district secondary education officer so as to coordinate the adult education activities in the primary and secondary schools. The information from these education officials brought in contradictions. Some said that there is no any secondary school in the Municipal involved with organized adult education activity apart from some of the schools being centres for private candidates aspiring to sit for national examinations. On the other hand, the Resident Tutor who was asked to mention secondary schools which her organization uses in providing adult education in the municipal reported that her organization does not have any centre in any of the secondary schools in the Municipality. But, she reported the presence of evening classes organized by schools in 2 secondary schools out of 42 in the Municipality. The contradiction on that information may mean that, either the municipal education officials were not informed or they had a different interpretation of what adult education means, and that

they may not be working in collaboration with secondary schools and the Institute of Adult Education in the coordination of adult education activities. The researcher decided to include the identified 2 secondary schools with the evening classes in the sample of five visited secondary schools (A, B, C, D and E). The study found out that apart from being NECTA's centres for private candidates, there is no any public secondary school in Morogoro Municipality used in other kinds of training for adults. Schools which are centres for the private candidates in the municipal include schools A, B, F, G, H, I, J and K. From the mentioned list of schools that act as centres for private candidates, school G is the only public school in the list. The study found out that, the 2 secondary schools which were earlier mentioned by the Resident Tutor (schools A and B) had secondary education evening classes and the rest 3 had no any other kind of adult education activity.

Based on the wide meaning of adult education, it was expected that, secondary schools would accommodate many other adult education activities including seminars, workshops and short courses. But the existence of evening classes which provide secondary education to adult population in the two visited secondary schools resembles with what Kipingu (1987) revealed in his study that there were adult education activities in military secondary schools whose main purpose is to provide secondary education to soldiers without such education.

The existence of scanty adult education activities in public secondary schools and the presence of few evening classes in the private secondary schools is not what the education and training policy proposes. The policy needs all education institutions to be centres for adult education (URT, 1995, 2014). This does not meet the expectations of people in the current Tanzanian situation, where the government is trying hard to speed up individuals and the nation in general to meet the highest speed of economic growth. Public secondary schools were expected to be a good example for implementing that policy, but the findings reveal the opposite. It was evidenced that at least two private secondary schools had opened their doors to run some adult education classes. These two schools showed the elements of implementing what the education and training policy insists. One way to enable secondary schools to facilitate adult education could be to prepare and conduct workshops to adult population in the context-specific skills, for example: budgeting; costing and pricing; developing curriculum vitae; banking; applying for employment; better methods of farming and record keeping in the secondary schools as suggested by Oxenham, Diallo, Katahoire, Petkova-Mwangi, and Sall (2002).

3.2.2 What are the Reasons for Poor Utilization of Secondary Schools as Adult Education Centres in the Morogoro Municipality?

Despite the fact that secondary schools like any other education institution are required to accommodate adult education activities, there is a limited number of secondary schools (2 secondary schools) which run evening classes in the Municipal. Through interviews, the heads of schools, which run evening classes, were asked: What challenges do you face in providing education to the adult population? Teachers also through Focus Group Discussion provided their views on the challenges that face them in the provision of education to adult learners. Teachers and heads of those schools that do not run the programme were asked on what makes them hesitate to initiate the programmes. Their responses brought in a number of challenges, which are the basis for poor utilization of secondary schools as adult education centres. Those challenges are presented in this section.

3.2.2.1 Unstable Government Seculars

During the study, the researcher used various instruments to seek the information from various respondents as to why many schools do not provide the service. It was revealed that, despite the fact that, the education and training policy demands all the education institutions to become centres for adult education, the Ministry of Education and Vocational Training has been imposing different directives now and then, for example, the introduction of secular number 4 of 2002 (URT, 2002) and the letter of 2007. This means that the ministry of education has not been stable in its seculars concerning adult education. The study revealed that adult education activities in Morogoro Municipal's secondary schools, like in many districts in

Tanzania were very prominent before 2002. The year 2002 is when the government abandoned the use of its infrastructure in such activities. Things seem unsettled since then despite the fact that the government has already allowed the use of these schools since 2007. During interview, the Resident Tutor was asked to mention secondary schools they use as their centres. The findings revealed that, secondary schools' managements, especially the public secondary schools have not been cooperative enough since then as noted by the Resident Tutor:

“...tulikuwa na vituo vingi mashuleni hapa mjini kabla ya kuzuiliwa mwaka 2002, toka hapo hatujapata ushirikiano mzuri na mashule hata baada ya wizara kuruhusu...” [....we had many centres in schools before its abandonment in 2002; we have never received good cooperation from schools since then even after the withdrawal of the abandonment....]

The study also found out that people lack proper information, which could help them enforce the utilization of secondary schools as centres for adult education. For example, with Focus Group Discussion teachers were asked: what makes you fail to provide education to adults? It was revealed that, teachers from 2 public schools (schools D and E) still consider the existence of the education secular number 4 of 2002 which abandoned the use of public facilities for adult education activities. They are not informed that the ministry has already released the letter in 2007, which rectifies the earlier secular as teachers confirmed during discussion:

“...tatizo ni kwamba wizara ilituzua kutumia majengo ya shule zake kwa elimu ya watu wazima, na bado haijaweka wazi kama imeruhusu...na kama imeruhusu sisi bado hatuna taarifa, hatujaona waraka wowote unaotengua ule wa awali...” [....the problem is, the ministry abandoned the use of public schools for adult education activities and it has not allowed yet the use of the same...if it has allowed it, then we are not informed yet, we have not seen any secular which rectify the previous one....”]

The swaying of the ministerial directives may be facilitated by the present neo-liberal system, which is affected by the Structural Adjustment Programmes. The literature reviewed proves that, the system forces the governments to stand aside from direct provision of many things, adult education included (Youngman, 2000). The system wants private sector to run and control adult education activities. That may be the reason as to why in the 2002 the government abandoned the use of its infrastructure for adult education activities. The ministry of education seems to contradict itself by continuing to stand on the slogan that all educational institutions have to be centres for adult education while insisting on the cost sharing policy, which is the effect of Structural Adjustment Programmes. This may be a good explanation as to why there is no vivid effort to implement the saying that education institutions should become centres for adult education. This hindrance reflects what the conceptual framework of this study named the policy set up as mediating aspect. The policy set up of the country may stimulate of hinder adult education activities in the concerned country.

3.2.2.2 *Misconception on the meaning and scope of adult education*

Through interviews, the education officers and heads of schools were asked the following question: Do you think it is appropriate to use secondary schools as centres for adult education? Why do you think so? Their responses revealed that, there is still misconceptions of the meaning and scope of adult education even to these higher education officials. Some of them still have a narrow perspective of adult education, where they correlate it with only the teachings and learning of the 3Rs. That in one way or another hinders the expansion of adult education activities in the secondary schools. That was evident as one of the education officers noted that:

“... kutumia shule za sekondari kwa elimu ya watu wazima kufundishia kusoma na kuandika nadhani si sahihi... mtazamo wa watu wengi ni kuwa elimu ya watu wazima ni kufundisha kusoma, kuandika na kuhesabu... hata takwimu za elimu zinapotolewa zinasema kwamba madarasa ya elimu ya watu wazima hayapo ama yamekufa kumaanisha madarasa ya ngumbaru...” [....the use secondary schools as adult education centres in teaching 3R's I think it is not appropriate...., many people view adult education as the teaching of 3R's...., even

educational statistics always indicate that adult education classes either do not exist or died to mean the classes of 3R's....]

The assumption here is that adult education is equivalent and limited to 3R's which the Tanzanians call it "Ngumbaru". Nevertheless, this is a narrow view of adult education because 3R's is just a segment of adult education. This implies that even the top officials in educational sector misinterpret the broad meaning of adult education and that is the reason to why they always provide statistics on adult education based on 3R's classes or evening secondary classes.

The findings of the study prove that majority of secondary schools in Morogoro Municipality have not initiated adult education activities because of misconceptions the heads of the schools and their teachers had towards adult education. It seems that they were not well informed of their responsibility and the way they could run adult education activities in their schools. One of the heads of schools claimed that, in order to provide adult education in her school she needs personnel with the knowledge of adult education as she noted:

"...kama tukisema tufungue vituo vya elimu ya watu wazima kwenye shule zetu tutahitaji pia tuwe na walimu ambao wamesomea hiyo elimu ya watu wazima na tutahitaji kuwatumia labda baada ya saa za kazi za kawaida...." [...if we shall have to open up adult education centres in our schools we shall also need to have specialized personnel in that area and maybe we shall have to use them after the normal class hours....]

Claiming that in order to run adult education activities in their schools they needed to have specialized teachers, and that they did not know that if the ministry had already approved the use of public schools as adult education centres is evidence that these people were not well conversant with the meaning and scope of adult education. To mitigate the situation, the adult education office in the Municipal should work hand in hand with other education offices and the Resident Tutor tirelessly to make sure that all the stakeholders are informed their responsibilities in adult education. Seminars should be conducted in order to make this clear to everyone in the Municipal. Out of that, adult education in Tanzania will remain history. In addition, the country may never meet the idea proposed by Youngman (2000) who wants the Less Developed countries to treat adult education seriously so as to produce a skilled and informed adult population.

3.2.2.3 The Claim that it is not their Responsibility

The heads whose schools do not have any kind of adult education activities were asked: what makes you fail to provide education to adults? The study revealed that heads of schools do not consider the issue of mobilization of resources and facilitating adult education programmes in their schools as their responsibilities. Some of them are waiting for the adult learners to beg them to open classes for them. They do not consider the facilitation of adult education activities in their schools as one of their responsibility, as one of the heads claimed that:

"...kwanza hatujapata hiyo changamoto kwamba kuna watu wanataka kupatumia hapa kwa ajili ya kuendeshea hiyo huduma....hatujapewa hilo ombi...." [...first, we have not received the challenge that there are people who want to use our school to run that service....we have not yet received that request....]

This means that, this kind of school leaders have not initiated the effort to open the doors of their schools for the adult education activities as they are waiting for adults themselves to initiate it. From that point of view, it will remain difficult for these schools to accept adult education activities unless an effort to remedy the situation is taken.

The Ministry of Education and Vocational Training secular number 5 (URT, 2009) stipulates among the responsibilities of district adult education officials is to work with other education units so as to coordinate adult education activities in the secondary schools. Therefore, the unit of adult education in the district should work hand in hand with the district secondary education office as well and the Resident Tutor to waken up the heads and all the teachers in these schools so that they understand their responsibility.

3.2.2.4 Insufficient rooms and desks

The study found out that many schools would like to register as centres for private candidates for the national examinations. However, the main challenges, which make them hesitate, are the shortage of halls and desks, which could accommodate the candidates during the examinations. Many schools are closed during the form two and form four examinations so as to allow all rooms to accommodate only the school candidates who sit for those examinations. For that reason, it become impossible to register the private candidates as one head of the school claimed:

“...shule yenyewe haijajitosheleza, inaupungufu wa vyumba vya madarasa ambavyo kwa sasa vinatumika kama vyumba vya mitihani....huwa tunafunga shule ili kupisha kufanyika kwa mitihani....tusingeweza kuwa na watahiniwa binafsi kwa kuwa hatuna mahali pa kuwaweka....”
[...the school is not self sufficient, it has insufficient classes which for the time being are used as examinations halls....we always close the school to allow the room for the examinations....we could not have private candidates since we have no enough space to accommodate them....]

This is another narrow view of adult education as the heads associate it with only provision of room for national examinations to private candidates. Some schools' heads even use that as an excuse for not having the adult education activities in their schools as one head of school argued that:

“...tungewezaje kuanzisha madarasa ya elimu ya watu wazima ikiwa vyumba tulivyo navyo haviwatoshi hata wanafunzi tulio nao....” [...how could we initiate adult education classes while the rooms we have are not enough even for the students we have....]

This excuse is another evidence of the narrow view of stakeholders about adult education. These teachers think that adult education activities must be taken during the normal working hours. What they are not informed of is that adults also have their responsibilities, which must be carried during the working hours. Adult learners are part-time learners; most of them are occupied with some kind of activity (Knowles, 1980). For that reason, they go to class after their day's working hours and hence the most convenient time table for them should be the evening one. That makes the school heads' excuse for not having the adult education activities unacceptable.

3.2.2.5 Non-Commitment of education officials to support adult education

During interview, the municipal's officials were asked: How many secondary schools offer adult education services in your municipal? The study revealed that the education officers are not engaged well in the propagation and support of the adult education activities, especially in secondary schools. They seem to know little on what goes on in their secondary schools. One of the education officials said that:

“...kati ya shule 23 za serikali na 19 za watu binafsi hakuna hata shule moja yenye kituo kinachofundisha watu wazima kwa namna yoyote...., lakini shule B, F, G na I ni vituo vya mitihani kwa watahiniwa binafsi....” [...among 23 public secondary schools and 19 private secondary schools there is no any school with any kind of adult education class...., however, schools B, F, G and I are national secondary examinations centres for private candidates....]

Although Municipal education officials denied the presence of any adult education activity in the Municipal's secondary schools as noted above, the study found out the opposite. In the five secondary schools the researcher visited, two of them had evening classes. However, all the two schools are private schools. These schools accommodate adults who want to study in the level of secondary education. One school among them accommodates adults who want to sit for qualifying test, form four examinations and form six examinations, while the other accommodates only those who want to sit for either form four or form six examinations. The researcher was able to see these classes and meet with those learners. But the education officials did not have this information. One of the heads of the schools confirmed the existence of evening classes in his school as he noted:

“...kwa watu wazima wanaojiendeleza tunawachukua kuanzia daraja la chini kabisa kwa jaribio la ustahilifu mpaka wanotaka kufanya mitihani ya kidato cha sita....” [...we accommodate adult learners from qualifying test to those who want to sit for form six....]

Besides, the study revealed that the owner of School A owned another school named school L whose major function was to provide secondary education free of charge to the less advantaged adults. However, the school is closed due to negative campaigns from some owners of private schools and private centres in the municipal as noted by one of the respondent:

“...waliona wanafunzi wengi wanakimbilia Mtakatifu Elizabeti ambako walipata elimu ya bure....kwa kutumia ofisi ya ukaguzi walikihujumu kituo hadi kikafungwa....” [...they discovered that many learners were attending to St. Elizabeth where they received free education....they influenced the office of inspectors to close the centre....]

The closing of that school was possible because the adult education unit kept itself aside from assisting the adult education providers in the municipal. If the unit was active enough and fulfilled its obligations it could have assisted adult learners who benefit freely from the services of that school by making sure that the centre is not closed. The dare and aggressiveness could help to avoid the closing of this centre where the less advantaged adults were assured to receive free secondary education.

The non-commitment of the education officials reflect the information found in the related literature reviewed. There is argument in the literature that, in the prevailing time the neo-liberal theory takes charge in the running of adult education. The theory needs governments in the world to withdraw from the provision of adult education (Youngman, 2000). Thus, that might be the reason to less commitment of public officials towards adult education.

3.2.2.6 Shortage of Funds

Education officials in the municipal were asked: What are the challenges do you face in the provision of adult education through the secondary schools' centres? In this aspect, the study found that the adult education officials fail to make proper follow up and inspire adult education activities in the Municipal due to shortage of fiscal resource. It was confirmed that there is no direct fund budgeted for adult education activities in the municipal. The fund for adult education activities depends on municipal primary education officer generosity as noted by one of the Municipal Education Officials:

“...hakuna pesa ya moja kwa moja ya elimu ya watu wazima toka kwenye bajeti....kifungu cha pesa kilichokuwa cha elimu ya watu wazima kwenye bajeti kimehamishiwa kwenye elimu ya sekondari....hata kabla ya hapo pesa yake kwenye bajeti ilikuwa ni ndogo mno....huwezi kufanya kazi bila kuwa na pesa....” [...there is no direct budget for the adult education unit....its section in the budget has been shifted to the secondary education....even before that the budget was very minimal....you can't work out from nothing....]

Based on the issue of resource allocation in the adult education activities, Nyerere (1978) alerted that resources have to be allocated to adult education, and that, it is an unavoidable thing. Adult education will not happen without them. However, the non-allocation of direct fund to adult education reflects the information found in the Youngman (2000) who argues that, in the current time the neo-liberal theory takes charge in the running of adult education; and that governments are supposed to withdraw from the provision of adult education. Thus, that might be the reason to less allocation of fund to adult education activities in the Municipal. It is true that in order to motivate adult education activities in the Municipal, enough funds is needed as noted by one of the education officials. However, the education officials need to be creative and aggressive to make adult education thrive. For example, visiting secondary schools in the Municipal to stimulate the heads to accommodate adult education programmes does not need big money.

3.3 Performance of the adult learners in the secondary examinations

On the issue of performance, the following question was asked to the heads of schools: What is the performance of adult learners? This question aimed at seeing whether the age is an obstacle to learning. Moreover, the researcher reviewed NECTA's results documents in order to see the performance of adults. The responses and the documents reviewed proved that, while many adults miss the chances to enrol in the secondary schools' evening classes, those few who secure the chance seem to perform well in the final

examinations. The researcher was able to meet with some teachers in one of the schools who passed through evening classes in the same school. These teachers were able to take secondary education (O-level and A-level) in three years and three years for university education to make a total of six years. At the university, they opted to study education and now they are teaching at the same school. The researcher found them very happy and proud of the programme. The management of the school is also happy with their success as the head disclosed that:

“...wanafunzi wetu wanafanya vizuri...wakishafaulu mtihani wa ustahilifu huwa tunapata wanafunzi bora, na ndio maana tunapata wanafunzi wanaohitimu masomo ya sekondari (kidato cha kwanza hadi cha sita) kwa miaka mitatu....kwa ushahidi tunao walimu hapa waliosoma kwa mtindo huo....mtu anasoma masomo ya sekondari hadi chuo kikuu kwa miaka sita...” [...our students perform well.... we always get best students once they pass the qualifying test that is why we get students who graduate secondary education (O-level and A-level) for three years....we have evidence of our teachers who studied in the same channel....a person studying secondary education to the university for six years....]

Good performance of the adult learners in the evening classes of these secondary schools was proven in NECTA's document reviewed concerning form six results of 2010. For example, out of 272 registered adult learners at school A centre, 2 (0.7%) learners scored division one, 34 (13%) learners scored division two, 178 (65%) learners scored division three, 41 (15%) learners scored division four, 13 (5%) learners failed and 4 (1.3%) did not sit for the examinations (were absent).

On the other hand, the performance in school B show that among 131 registered form six adult learners in the 2010 National exam no one scored division one. However, 7 learners (5%) scored division two, 52 learners (40%) scored division three, 36 learners (27%) scored division four and 18 learners (14%) failed. Furthermore, the results revealed that 17 learners (13%) were absent, while 1 learner's results (1%) was withheld.

The revealed good performance of the adult learners in the secondary education is evidence that adult learners are self-directed and internal motivated as claimed by Chao (2009) and Knowles (1980) who believe that adult learners who volunteer to enrol in the adult education classes are already motivated to learn. However, the good performance of adult learners in these schools contradicts with what Kipingiu (1987) found out in the military schools where majority of adult learners underperformed.

The study revealed that there are several adults who were unemployed before undertaken the study and they were able to get employment after undertaking the study through the adult education centre in one of the secondary schools. The teachers who graduated in the bachelor degree after pursuing six years of both secondary and university education is an example of this argument.

During the study, the researcher was able to meet many employed and non-employed adults in the adult education classes who were busy studying. They confirmed that by improving their knowledge they will be able to improve their efficiency and effectiveness in the work place, the idea which is directly concur with the Human Capital Theory and Billett (2001) who argues that job training is important spice for improving the effectiveness of workers' skills.

3.4 Existence of other adult education activities in the schools

This aspect was investigated through the question asked to heads of school through interview. The question was: Does your school provide adult education? If yes, what kind of education do you provide? The study found out that, apart from the existence of evening classes for adult learners in the two schools, there is no any other kind of adult education activity taking place in these schools. There is no existence of seminars, short courses, entrepreneurial skill courses or workshops to improve adult group production. The study found out that, both, the teachers and the heads of schools do not think of initiating such programmes in their schools. The adult learners would wish these secondary schools to accommodate several other adult

education programmes rather than only being centres for private candidates for the national examination and evening classes. They would prefer seminars, workshops and short courses to be conducted in these schools so as to accommodate more adults and grant them with important skills like book-keeping and entrepreneurship skills which would help them in their daily activities as one of the learners confirmed:

“...ingekuwa ni vizuri sana iwapo semina na warsha zingeendeshwa kwenye shule hizi ili kutupa ujuzi katika ujasiriamali na utunzaji wa vitabu vya hesabu...ingetusaida sana kuboresha maisha yetu...” [...it could be good if seminars and workshops on entrepreneurship and book-keeping were running in these schools to give us such skills....that would help us to make our life better....]

Teachers from the schools with no adult education classes only think of asking the school management to allow them to open evening classes where adults will receive secondary education as one of the teachers noted:

“...tutamwomba mkuu afuatilie ili kama kweli tumeruhusiwa naye aturuhusu tuanzishe darasa kwa ajili ya elimu ya sekondari...najua tutapata wanafunzi tu kwa kuwa wahitaji ni wengi...” [...we shall ask the head to make a follow up, so that if the ministry allows, then she should allow us to form an adult class for secondary education....I know that we shall get students because there are many people in need....]

However, the seminars, short courses and workshops could be very appropriate to provide entrepreneurial education and agricultural education, which are very critical in the development of our nation. This finding contradicts with the literature that were reviewed and the education policy which insist the fully utilization of education centres as adult learning centres. Duke and Hinzen (2005) for example, insisted the programmes that are meant to meet the specific needs of the society. Thus, plans could be made properly to create specific programmes in these schools to cater the needs of the small-scale businesspersons and small-scale farmers in order to boost their production.

Failure of secondary schools to organize any kind of seminar, short course and workshop for the surrounding adults, which could help them meet their goal of success on life, is not healthy in the current Tanzanian situation. The situation may hinder adults' ability to initiate and develop livelihoods and co-operatives as noted by Oxenham et al. (2002). One way of facilitating those abilities could be to prepare and conduct workshops to adult population in the context-specific skills, for example: budgeting; costing and pricing; developing curriculum vitae; banking; applying for employment; better methods of farming and record keeping in the secondary schools as suggested by Oxenham et al. (2002).

4.0 Concluding Remarks

Despite the importance of adult education towards personal and community development, it has not yet been given the priority it requires. For example, there is no any kind of short course, workshop or seminar for adult population organized or supervised by the schools on its own or under the adult education unit. This limits the function of the adult education unit in the Municipality. However, school A and B serve as an example of schools that run evening classes. This is something other public and private schools can do. That will expand opportunities of secondary education to adults. On the other hand, such opportunities need to be broadened through other adult education activities.

Lack of proper information concerning the meaning, scope and functions of adult education seem to hinder its prosperity in the secondary schools and in the Municipality at large. People seem to confine it in the literacy programmes and formal secondary schools. In addition, it seems that there is a barrier, which limits the flow of information concerning adult education from the ministry to the schools. This was exemplified by the claim of the school-teachers not to have been aware of the ministry's letter of 2007, which reviewed circular No. 4 of 2002. Unless intentional efforts are taken to ensure every stakeholder in the provision of adult education circle is aware of his/her responsibility, adult education will remain good

for nothing to the people. The Adult education Unit should have sufficient funds to enable its functions. It should have creative officials who take their responsibilities heavily and not lightly.

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