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# Curriculum materials used in Tanzanian adult and non-formal education programmes: the question of relevancy and availability in Complementary Basic Education in Tanzania (COBET) and Integrated Community Based Adult Education (ICBAE)

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## ABSTRACT

Since 1961 independence, Tanzania has implemented several adult education programmes to reduce illiteracy rate in the country. By 1986, the literacy rate rose from 25% of 1961 to 90.4%. However, the 2012 population and housing census and national adult literacy survey of 2014 indicated illiteracy rate to be around 26%. This squat brings some questions on the relevancy and availability of curriculum materials used in adult and non-formal education programmes. This study was, therefore, conducted to assess the availability and relevance of the materials used in adult and non-formal education. It was conducted in four districts of Tanzania, namely Mbogwe, Biharamulo, Rorya and Kwimba whereby a total of 440 participants were involved. Data were collected through questionnaire, interviews and focused group discussions. The analysis of the data generated revealed a diminishing interest and investment on adult and non-formal education. integrated community based adult education centres used primary school literacy books and books from technical colleges which are not relevant to Complementary Basic Education in Tanzania (COBET) and Integrated Community Based Adult Education (ICBAE) learners. Furthermore, 76.4% of COBET facilitators reported a shortage of curricular materials whereas 100% of districts education leaders indicated a lack of ICBAE curricular materials. A clear distinction between formal and non-formal practices is, therefore, recommended to establish action plans for implementers. Besides, qualifications of facilitators particularly in ICBAE programme ought to be strengthened for the relevancy of the curriculum implementation.

**Keywords:** Adult education, Integrated Community Based Adult Education (ICBAE), Complementary Basic Education in Tanzania (COBET), Lifelong learning, Integrated Post Primary Education (IPPE)

## INTRODUCTION

Tanzanian Adult and Non-Formal Education (ANFE) programmes currently run by the government and through Civil Society Organization (CSO's) include Integrated Community Based Adult Education (ICBAE), Complementary Basic Education in Tanzania (COBET) and Integrated Post Primary Education (IPPE). These programmes do not seem to show the intended success (Macpherson, 2007). However, these programmes are considered as important interventions for implementing and sustaining literacy initiatives through empowering communities to take full responsibility in the development

of their programmes and projects. Besides, they are viewed empowering the quality and efficiency of literacy programs and sustaining literacy programs depending on the nature of the program.

Integrated Community Based Adult Education (ICBAE) programme was designed in 1993 to increase access to sustainable basic education for adults and out of school youth through the development of a learner centred community based approach (Bhalalusesa, 2004). ICBAE program has been using the "Regenerated Freirian Literacy through Empowering Community Techniques" (REFLECT) methodology which is based on the theory of

conscientization pioneered by the Brazilian educator Paulo Freire (Macpherson, 2007). The practice under REFLECT requires curriculum to be very flexible, allowing learners to focus more on the topics which are most relevant to them or which interest them the most. The overall objectives of the Integrated Community Based Adult Education (ICBAE) programme include empowering communities to take full responsibility for the development of their programmes and projects; improving the quality and efficiency of literacy programmes; sustaining literacy programmes by restructuring them with strong features of planning that allows beneficiaries to make decisions on the nature of programmes and projects, curricula, management, and evaluation (Mushi and Bhalalusesa, 2002). The assumption is that the more the beneficiaries take part in curriculum development process, the more relevant the curriculum becomes. Moreover, facilitators do have manuals which contain topics in agriculture and micro-economics, health and hygiene, and socio-politics whose relevancy need to be explored.

Furthermore, Complementary Basic Education in Tanzania (COBET) was introduced in 1999 by the ministry responsible for education with support from UNICEF Tanzania (Macpherson, 2007). This programme was piloted in 50 learning centres in Kisarawe, Songea rural, Ngara, Musoma Rural and Masasi districts, with 1560 out of school children (aged 11-18 years old) and 150 facilitators (Mushi, 2011). It was then scaled-up all over the country in 2004. The main objective of COBET was to contribute to provide Complementary Basic Education in Tanzania to the out of school children, especially girls (Macpherson, 2007). Children between 11 and 18 years old who are not enrolled in the formal school system have been divided into two cohorts to attend COBET classes (Macpherson, 2007). The first cohort comprises children 11-13 years old while the second cohort comprises 14-18 years old (Macpherson, 2007). The main characteristics of COBET are child centeredness, community participation and capacity building, integrated development and flexibility in relevance (Mushi, 2002). According to (Mushi 2011), COBET curriculum was designed and adapted to the local needs of the out of school children with the main consideration of multiple entries and multiple exit point. Children enter the modular system at any point appropriate to their abilities to acquire primary school equivalent skills and exit the COBET system and immediately transfer to an equivalent level in formal education (Mushi 2011). Although, COBET has enabled so many children to receive some education, still a lot more needs to be done because the attained Net Enrolment Ratio is not yet 100%. While it went up to 100% in 2006, it dropped to 95.9% in 2009 (URT, 2009). This means that there are still 4.1% of school age children who are not enrolled in Standard One. Even among those who have enrolled in Standard One, drop-

out is still a problem and it constitutes an average of 3.7% of those enrolled in standard I-VII (URT, 2009).

According to the national census on residence and demography (2012) as stated earlier, a small number of adults and out of school children were enrolled in ICBAE and COBET. This indicates that the implementation of adult education programmes to provide adult education is not effective due to several challenges including inadequacy and irrelevance of curriculum materials. If these challenges are left to continue, they will end on creating economic and social stagnancy among the Tanzanians and act as brakes to the struggle of the country to build an industrial country and reach middle economy by 2025.

The review and revision of adult and non-formal education 2003/04-2007/08 done by Bwatwa and Kamwela (2010) in Tanzania, revealed the following: one, there is lack of books for learners in COBET programmes in most cases the book pupil ratio; two, there was a the shortage of teaching and learning materials that make both facilitators and learners to rely on begging for the materials from primary schools whose content is organised differently from COBET materials; three, there was ineffective facilitation of the curriculum process in ICBAE program due to the lack of teaching and learning materials; four, the teaching and learning materials along with supplementary materials, such as rural newspapers, brochures, leaflets were not supplied to the most of ICBAE learning centers.

Furthermore, a comparative study between Tanzania and Finland done by Kway (2016) on assessment of implementation of adult education in Tanzania revealed that the decision makers in Tanzania do not put much investment in adult education in terms of teaching and learning materials allocation.

Therefore, this study sought to examine the curriculum materials used in Tanzanian adult and non-formal education programmes and establish the relevancy and availability in Complementary Basic Education in Tanzania (COBET) and Integrated Community Based Adult Education (ICBAE) in Tanzanian context.

## MATERIALS AND METHODS

### Research Approach and Design

This study employed the mixed research approach. Thus, the researchers chose mixed approach to be used in this study because it complements the weakness of both qualitative and quantitative research approach. Hence, the data obtained to be valid and reliable. This is supported by Creswell and Plano-Clark (2007) who argues that mixed approach is a central premise that uses quantitative and qualitative approaches in combination which provides a better understanding of research problems than either of other approaches. Triangulation design was employed in this study. The

researchers chose triangulation method due to the fact that it is used to combine both the qualitative and the quantitative advantages in research mixed approach.

### Location for the Study

This study covered only 48 ICBAE and 48 COBET learning centres from four regions in the Lake Zone (Geita, Kagera, Mara, and Mwanza). These four regions were selected due to the three main reasons. First, from the researchers' experience, there are many ICBAE and COBET learning centres. Second, there is a big number of people in Lake Zone whereby according National Census (2012) illiterate people are also many. Third, there are various natural resources and opportunities

found in Lake Zone in which if those illiterate will be empowered adequate teaching and learning materials through adult education will bring many developmental changes socially, economically, politically from an individual level to national level.

### Sampling Procedures and Sample size

This study involved the following key players of adult education as a sample. The sample included District Primary Education Officer (DPEO), District School Quality Assurer Officers (DSQAOs), Head Teachers (HTs), ICBAE facilitators, COBET teachers, ICBAE learners and COBET learners. Sample size included 440 respondents as indicated in Table 1.

Regions	DPEOs	DAEOs	DSQAOs	HTs	ICBAE FACILIT ATORS (F)	COBET Teachers	ICBAE Learners	COBET Learners	Total
Geita	2	2	2	8	16	16	32	32	110
Kagera	2	2	2	8	16	16	32	32	110
Mara	2	2	2	8	16	16	32	32	110
Mwanza	2	2	2	8	16	16	32	32	110
Total	8	8	8	32	64	64	128	128	440

**Table 1:** Sample of the study by regions.

Purposive sampling technique was used to select district primary education officers (DPEO), District Adult Education Officers (DAEO), District School Quality Assurer Officers (DSQAO) and the head teachers by virtue of their positions. Simple random sampling was used to select ICBAE facilitators and COBET teachers. Following that, random stratified sampling was done by differentiating males from females. A simple random sampling was used to select 128 ICBAE and 128 COBET learners. Gender aspect was considered for the sake of revealing responses interesting certain gender. Pieces of papers were numbered from one up to that total number of ICBAE and COBET learners in the centres according to their gender and were folded then each learner picked number one up to five for ICBAE learners and one to three for COBET learners. The inclusion criterion for the sample of this study is provided in Table 4. Questionnaires, interviews, and focused group

discussion were used as the methods of collecting the data in this study. The questionnaire checklist, interview protocol, and focused group discussion protocol were used as instruments in data collection.

### Data Collection Methods

The data for this study were collected through questionnaire, interviews, and focused group discussion. This study employed the semi-structured interviews with open ended questions. Yin (2009) states that that "one of the most important sources of case study information is the interview" (p.106). Therefore, District Primary Education Officers (DPEO), District Adult Education Officers (DAEO), District School Quality Assurer Officers (DSQAO) and the head teachers were interviewed. Further, a close-ended questionnaire was used to collect data. The close ended questionnaires facilitated quantification and analysis of the results to be easier as Gall, Gall and Borg (2007) says. Thus, the questionnaire

was distributed to the district primary education officers, district adult education officers, district school quality assurer officers, and the head teachers. Thereafter, ICBAE facilitators and COBET teachers were at first asked to fill in the questionnaire and then they were interviewed. Similarly, focused group discussion was used to collect data. Justification for using focused group discussion was that it was moderately easier to conduct. Focused group discussion allowed the researchers to explore topics and to generate assumptions towards the study. The focused group discussion also created a good opportunity to collect data from the group of learners with different ideas, opinions and feelings towards the phenomena. The ICBAE learners and COBET learners were handled using Focused Group Discussions (FGD).

### Data Analysis Plan and Procedures

Best and Kahn (2006) note that the challenge in data analysis is to make sense of a massive amounts of data, reduce the volume of information, identify significant patterns, and construct a framework for communicating the essence of what the data reveal. In the course of this study, analysis of qualitative information was subjected to content analysis technique. Silverman (2001) contends that content analysis is a systematic procedure designed to examine and analyse the recorded information. In the process of coding and analysis, the contents of the same category were treated in the same manner. The technique is advantageous because of its objectivity as any bias by the researcher is far from being included in the findings. The use of content analysis enables any researcher to establish a set of categories before counting the number of instances that fall under each category. Qualitative data were summarized in a narrative format. Also, the background information from the interviews and questionnaires were coded and quantified with frequencies. The tables and graphs were used for summarization and presentation of the data. Besides, data involved in this study were organised into figures and percentage.

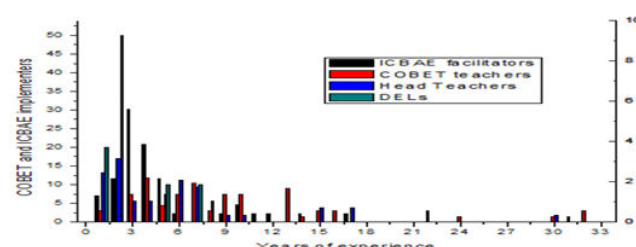
## RESULTS AND DISCUSSION

The results and discussions of the findings are introduced in the following subheadings: Demographic characteristics of respondents, availability of curriculum materials, leaders viewpoint on the relevance of curriculum materials, germanises of COBET curriculum materials to learners' needs, pertinence of ICBAE curriculum materials, leaders' viewpoint on relevancy of ICBAE and COBET curriculum materials.

### Demographic Characteristics of Respondents

Demographic characteristics of respondents were profiled to establish the teaching experience of ICBAE and COBET facilitators (Figure 1). It is most likely that experience has a connection with facilitator's knowledge, skills, and competence in getting the learners learn

efficiently and effectively. Also, this study established the experience of the Head Teachers (HTs) and District Education Leaders (DELs) given in Figure 1 as custodians in managing adult education at the centre and district levels respectively. Results in Figure 1 show that most ICBAE and COBET facilitators along with the head teachers have their experiences concentrated between 2 and 5 years in implementing adult education programmes. At the district level, District School Quality Assurer Officers had little experience with adult education programmes. It is necessary to note that the phrase District Education Leaders (DELs), in this study means: District Primary Education Officers (DPEOs), District Adult Educational Officers (DAEOs) and District School Quality Assurer Officers (DSQAOs). Figure 1 below indicates the number of years which stakeholders have experienced in implementing adult education programmes in their districts.



**Figure 1:** Years stakeholders experienced in implementing adult education programs.

### Availability of Curriculum Materials

When the question was asked: "Are curriculum materials provided to the adult learning centres?" The responses were that: 76.4% (n=64) of COBET facilitators who responded to this question indicated "NO" while only 23.6% (n=64) indicated "YES". When the same question was asked to the DELs, 100% (n=24) indicated "NO" to ICBAE. Further, when the same question was asked as an open ended question to District School Quality Assurer Officers independently, 100% (n=4) of them had a similar response: "there are no curriculum materials provided to adult learning centres". The question of availability can hence be tackled; without considering the DELs, including District Primary Education Officers (DPEO), District Adult Educational Officers (DAEO) and District School Quality Assurer Officers (DSQAO) responses revealed that curriculum materials are not available. The analysis has shown that DELs as important stakeholders of adult education in the lake zone seemed to lack basic understanding of curriculum and curriculum materials. This has been demonstrated by a uniform response from them to say that there is no curriculum materials provided to adult learning centres whereas others in the DELs cohort such as District Primary Education Officers described that they have been supplying materials to COBET learning centres only leaving no comment to ICBAE.

The content analysis has indicated that: (i) Teachers have been using real objects in aiding the teaching process to boost learners' interest to learn since they can easily associate the lesson with their own contextual experience: (ii) Teaching aids used by facilitators to included, flash cards, pictures, magazines, counting devices, and tool along with charts: (iii) Teaching guides were made available.

Besides, teachers and facilitators indicated to have been provided with guides. These assisted them in the teaching process: teachers' guides for English and Maths, guide for COBET subjects, facilitator's book, and primary teaching guide, scheme of work materials, lesson plan books and syllabus. It can be seen now that DELs and teachers had opposing viewpoints with regard to availability of the curriculum materials.

Moreover, non-participants observation schedules were used to further establish the question of availability of teaching and learning materials (Tables 5 and 6). Result indicated that the availability of teaching and learning materials to the literacy centres has been a great challenge.

When respondents were asked to comment on the observations seen in Table 5 and 6, they had the following viewpoints described in this section. First, respondents noted that the best use of teaching and learning materials as associated with the extent to which facilitators are used to them. That means, there could be a need to conduct training to facilitators on the preparation and improvisation of teaching aids, effective and efficient use of learning aids, preparation and administration of assignments and examinations, preparation of lesson plan and scheme of work as well as how to use reference books during lesson preparation thereby to improve availability and of course relevancy. One of the COBET facilitator said that:

The training for COBET teachers should be provided in order to make them to know how to conduct that program, make personalized teaching and learning materials and improvise to increase access of materials to learners.

Second, respondents agreed to the fact that implementers of adult education programmes should understand the difference between teaching and learning materials for the formal schooling and non-formal schooling. The observation made was that, mostly teaching and learning materials for the formal classes are the ones which have been disbursed to the literacy centres contrary to learners need. Such practice of DELs disbursing formal school teaching and learning materials to the non-formal education materials renders the supplied materials immaterial to learners' needs and virtually unavailable. With regard to this, one ICBAE Facilitator had the following to say:

As usual teaching and learning materials which are being used from other class which is formal are ones we use. We use primary school books as references especially those based in psychomotor skills". "Specific teaching and learning materials for COBET classes should be provided". "Teaching and learning materials used from formal classes are not special for COBET classes.

Besides, it was observed that some ICBAE centres use teaching and learning materials from technical schools. Since only one centre reported this, there was a need to conduct a mini-study to confirm the claim. Classically, books from formal technical schools may not be relevant to the level of learners attending ICBAE classes.

Third, stakeholders agreed to the fact that there is a need to have a common understanding regarding responsibility of the government, facilitators and community in the provision and preparation of teaching and learning materials. Some ICBAE centres observed were about to collapse due to lack of teaching and learning materials. For instance, one of the ICBAE learner was quoted saying: " They attend to the class only for the purpose of reading and writing but teaching and learning materials are not available so should be provided for them".

However, it was observed in ICBAE centres, for example, those which are under religious institutions such as one under AICT-Church do have teaching and learning materials procured by the church. Relatively, this was a challenge to government owned ICBAE centres with regard to provision of teaching and learning materials. It was noted from one of the respondents who said:

"Some of Teaching and learning materials are available because this ICBAE centre is under AICT-Church."

Indeed, the question of teaching and learning materials availability was significant to both learners and facilitators whose expectations to receive text book, guides and reference books were obvious. One of the ICABE facilitators said:

Training, teaching and learning materials should be provided for ICBAE centre and ICBAE facilitator. In the national level, there should be a guide that directs facilitators and district education leaders on best reference books to use which are relevant to the learners in Tanzanian context.

Fourthly, it is the question of using the available books and teaching aids. It was revealed that some literacy centres had reference books and teaching aids but inefficiently used. One of school heads noted this: "A teacher must use it as a teaching instruction a teacher must be creative because in the office there are lots of books". Thus, this observation calls for a need to conduct training to facilitators regarding utilization of library and reference books along with their subsequent customization in improving Adult and Non-Formal Education (ANFE) teaching and learning process. This shows that availability of books in some literacy may not

necessarily indicate progress in learning if reading culture to both facilitators and learners is not enhanced.

As a matter of fact, there has been no response as to why facilitators were not using the available reference books and teaching aids in the centres which possessed them. One of the school heads noted that: Generally teachers are performing well but should be creative in case of using teaching aids teacher must use aids based on the environment. This poses aspects of material improvisation skills to facilitators which must be developed.

The above quotation implies that this can be substantiated by looking at the quote from the above head of schools. Although teaching and learning aid was present and the teacher was not creative on it. Fifth was about developing a myth on who is responsible for providing teaching and learning materials. The results revealed a developed myth among teachers that the government is exclusively responsible in availing all teaching and learning materials to the learning centres. During the interviews, one of the respondents who was a COBET teacher from Mara Region said that "teaching and learning materials should be provided by the government..." Upon reflection on this observation players in ensuring teaching and learning materials for the literacy centres are availed.

Some facilitators and heads of schools could not respond when asked whether the government is also responsible in buying teaching and learning materials such as teachers' guides, learners' books, teaching aids, lesson plans, and scheme of works. Nevertheless, some of the facilitators who were asked this question responded with clarity by indicating items which fall under government's mandate, community mandate, centre's mandate and facilitators' mandate.

Finally, with regards to the availability of teaching and learning materials as the guiding question, our understanding basing on DELs' gestures and responses shows that leaders need to have their capacity built in understanding the relative subject of curriculum and curriculum materials for them to make them available and sustain those already available.

Besides, it was noted from the content analysis that the relevancy of the COBET curriculum was associated with the nature of guides availed to them. It is the guide that provides for the needed flexibility that teachers would engage to contextualize each lesson to fit the desired expectations of the learners.

The study findings is in alignment with the some of the documents statements, such as Adult and Non-formal Education Development Plan which shows that Integrated Community Based Adult Educating (ICBAE)

integrates literacy training with self-help income generating projects such as chicken raising, fish ponds, gardening, modern house building, bee keeping and others depending on the choice of participants (URT, 2000). ICBAE programmes aimed to reduce poverty. Thus, these income generating projects are relevant to adult learners attending ICBAE programmes.

The current study findings are in alignment with the study by Bwatwa and Kamwela (2010) and the review and revision of adult and non-formal education of 2003/04 -2007/08. A study done by Bwatwa and Kamwela (2010) in Tanzania revealed that, there is lack of books for learners in COBET programmes in most cases the book pupil ratio. Bwata and Kamwela (2010) also found that there was a shortage of teaching and learning materials make both facilitators and learners relying on begging for the materials from primary schools whose content is organised differently from COBET materials. Another finding by Bwatwa and Kamwela (2010) was that there was ineffective facilitation of the curriculum process in ICBAE program due to the lack of teaching and learning materials. Further, the study findings by Bwatwa and Kamwela (2010) revealed that teaching and learning materials as well as supplementary materials such as rural newspapers, brochures, leaflets were not supplied to the most of ICBAE learning centers.

On top of that, the study findings are also associated with the study by Kway (2016). A comparative study between Tanzania and Finland done by Kway (2016) on assessment of implementation of adult education in Tanzania revealed that the decision makers in Tanzania do not put much investment in adult education in terms of teaching and learning materials allocation.

### **Leaders' Viewpoint on the Relevance of Curriculum Materials**

Stakeholders specifically district leaders including Councillors, District Executive Directors, District Commissioners, District School Quality Assures Officers, District Primary Education Officers and District Adult Education Officers agreed that what adult education programs teaches to their people is relevant to a large extent but have not missed to indicate that some of the lessons still need an overhaul because that would help to boost even learners motivation to join and attend classes as well as lobby community support. This fact was set clear when respondents were asked the question which asked "do the learners show keen interest to attend the lesson?"

Head teachers were asked to rank the order of relevancy of the curriculum materials provided to the adult learning centres and the findings revealed their ratings to be as follows in Table 2.

Relevancy	Relevant	Less relevant	Not relevant
Relevant to adult learners	23		
Relevant to adult learners		6	
Not relevant to adult learners			3
<b>Source:</b> Field data (2021)			

**Table 2:** Rating relevance of curriculum materials

Besides, it was seen that COBET teachers considered that the relevancy of COBET curriculum is intertwined with the nature of guides availed to them.

The study findings have some connection with the goal of adult and non-formal education plans. For instance, the goal of adult and non-formal education development plan 2012/2013-2016/07 is to have relevant curriculum for all programs including COBET and ICBAE for all out of school children, youth and adults (URT, 2012). In addition to this, Bwatwa and Kamwela (2010) note that the quality of education in adult and non-formal education particularly in ICBAE and COBET is enhanced by the availability of adequate and competent facilitators, teaching and learning materials and facilitation of relevant curriculum materials which caters for the desired learning needs of the targeted group.

### Germanises of COBET Curriculum Materials to Learners' Needs

The findings indicated that stakeholders do consider the current curriculum for COBET to be relevant and the reasons ascribed to this were: (i) Things they learn do relate with what they deal within their society particularly on Swahili, English, Sports, Vocational Skills, and Maths; (ii) Avidly are interested with "Personality Development" and "Vocational Skills" components of the COBET curriculum. To them, there were lots of relevant lesson to take from these two subjects. Nevertheless, they did not describe the extent to which these subjects are relevant; (iii) Keen interest of COBET learners to attend the classes willingly. Surprisingly, there were still several learners whose interest to learn got diminished with time and this phenomenon requires a further investigation.

It was also found that the teaching methods indicated in the COBET syllabus suggest relevancy. Several COBET's teachers commented: "the kind of methods suggested in the COBET syllabus is related to the local context" (COBET teachers Geita, Mara, Kagera and Mwanza regions). When they were asked to mention those methods they indicated: "group discussions, actual practices, drama, storytelling, question and answers, songs and role play" (COBET teachers Geita, Mara Kagera and Mwanza regions). These findings most likely

show that COBET teachers considered COBET curriculum materials to be very relevant.

When COBET learners were asked to comment on the relevancy of COBET curriculum materials they said that the curriculum is relevant because it is associated with their daily work oriented activities. Besides, the kind of activities done in the COBET which learners considered relevant to their daily lives included personally development training provided by COBET teachers; management of subsistence business to help them earn a living while studying. This is because of the COBET learners are independent, thus, accounting and record keeping in micro business; literacy skills which help to communicate with customers using different media and also being able to read instruction when prescribed with a certain medication; TV operation through literacy classes; understanding of diseases and their prevention; application of Math in daily life; applying handicraft such as making ropes at home; making pictures; entrepreneurial skills; sports; singing songs; reading of maps and drawing of sketch diagrams of locations which in turn can help to draw house and animal shed maps; hygiene and safety skills; ICT skills; making bricks; agriculture skills; tailoring skills; animal keeping and carpentry. Complementary Basic Education in Tanzania (COBET) also emphasizes the teaching of use life skills (URT, 2000). In the same way of thinking COBET program enable out of school children and youth not only cognitive skills but also life skills which can enable them solve day to day problems. The COBET curriculum was developed after conducting school mapping and needs assessment exercise which were the bases of identifying the learners, facilitators, premises and the content to be taught to learners (Bwatwa and Kamwela, 2010).

### Pertinence of ICBAE Curriculum Materials

ICBAE facilitators agreed that the ICBAE curriculum materials are relevant and they mentioned things that make ICBAE relevant to including: Technological skills, moral development, skills for self-employment and motivating teaching tools. Technological skills emanating from ICBAE lessons were found adding into the question of relevancy. These skills have been noted to be quite relevant to learners' economic activities thereby helping learners to improve their standard of living. Also what make ICBAE curriculum materials relevant is the

appropriateness in developing among learners good behaviour acquired by learners through lessons which include HIV/AIDS, health, family planning and civic education. It was also found that lessons from the ICBAE curriculum materials build learners' capacity to manage their projects and businesses. Some of these lessons were indicated to include, entrepreneurship and business based tailoring. Reasons have been established as to why these two learning areas were selected. ICBAE facilitator indicated that most of their learners associate the relevancy of ICBAE with the availability of equipment and tools used to teach them in practice. The guidelines used under ICBAE mentions the use of motivating teaching during the curriculum process and these include among other as per their mention such as: pictures, real objects, tailoring machines, books, plane, saw, tap measure, magazines and newspapers, computers, radio, vaccine, tool box, cotton seed cake, wires, chicks, bee hives, honey and wax and hammer.

On the other hand, when ICBAE learners were asked to state the factors which make COBET curriculum materials to be relevant with their daily work-oriented activities. Learners mentioned different factors including: understanding sources of income, production of chicks, how to prevent poultry diseases through vaccination, improving home based agriculture, production of enough food, selling of checks and how to vaccinate chicks, how to run a business, ability to manage a project, skills on planning revenue and group expenditure, knowledge of money deposition and withdraw, enable use be able to speak Swahili, gives us entrepreneurship skills, be able to make budget, tailoring skills.

Reference was made on the question asked before to ICBAE and COBET learners to say "are the skills acquired in the class relevant to your daily work oriented activities?" Analysis of learners' responses indicated that COBET learners responded to this question with 64% of YES and 36% of NO. On the other hand, ICBAE learners who responded to this question marked 84% of YES and 16% of NO. Owing to that it was worth investigating what are the viewpoint of head teachers and district education leaders regarding relevancy of curriculum materials for COBET and ICBAE.

Generally, studies show that the ICBAE materials are relevant to the learners needs (URT, 2000; Bwatwa and Kamwela, 2010). For instance, Integrated Community Based Adult Educating (ICBAE) integrates literacy training with self-help income generating projects such as chicken raising, fish ponds, gardening, modern house building, bee keeping and others depending on the choice of participants (URT, 2000). Due to the fact that ICBAE programs aimed to reduce poverty, thus, these income generating projects thus, the program is relevant to adult learners.

### **Head Teachers' Viewpoint on Relevancy of ICBAE and COBET Curriculum Materials**

When head teachers were asked their viewpoint regarding relevancy of curriculum materials for COBET and ICBAE, they said that what makes COBET and ICBAE curriculum materials relevant include: curriculum materials for COBET and ICBAE provide for enabling opportunity to learners choice of learning what they want in terms of skills. Nevertheless, there was a comment of reviewing ICBAE materials in order that they are more contextualized to fit learners' local context; facilitators do teach as per guidelines and in a way that head teacher are impressed; learners' can easily be seen to have acquired necessary skills for living by what they do in-school and at home; language use for learners has improved significantly in the course of attending these adult learning classes; animal keeping, agriculture and entrepreneurship are very relevant employability skills which learners acquire in ICBAE; lessons on HIV/AIDS have helped in improving the attitudes of learners towards sex and sex practices; learners and people around have been commending that things taught resembles what the community around does on daily basis.

Similarly, district leaders including Councillors, District Executive Directors, District Commissioners, District School Quality Assures Officers, District Primary Education Officers and District Adult Education Officers were asked their viewpoint regarding relevancy of curriculum materials for COBET and ICBAE they described that the trainings are relevant and time sensitive as per community needs thereby making the associated curriculum materials relevant. For example, one District Adult Education Officer had this to say:

Curriculum materials for COBET and ICBAE are relevant because learners are getting different skills such as: entrepreneurship skills, cooking skills, agricultural skills, animal husbandry skills, money keeping skills, tailoring skills, poultry skills, fisheries skills, gardening skills, environmental skills such as planting of trees, loan application and handling, milling machines operations and business, bee keeping, sunflower oil processing and cross cutting issues such HIV/AIDS, health, carpentry and demonstrative farm.

Furthermore, researchers found much interest to take a close second and third look at the responses from District School Quality Assurer Officers as they revealed a different perspective. It was found that to their majority are not aware of the existence of ICBAE curriculum but they are fully aware of COBET curriculum. This may imply that there could be no curriculum framework for ICBAE as per the information collected. A need to conduct a follow-up study is needed to examine this matter. However, with regard to COBET curriculum, the District School Quality Assurer Officers agree that COBET curriculum materials are still relevant and

appropriate to the learners they said that the things learners learn are relevant otherwise they don't relate to their daily lives. This finding is similar with one of the arguments of Bwatwa and Kamwela (2010) who assert that ICBAE and COBET materials are relevant because cross-cutting issues are integrated in both ICBAE and COBET curriculum and in the contents of teaching and learning materials.

## CONCLUSION

Success of any education program depends, among other things, on the availability and relevancy of the curricular resources. The question worthy investigating in any such programme is to what extent the curricular resources relevant to the needs of the target groups. In this study, the availability and relevancy of the curricular materials used in COBET and ICBAE were explored. Generally, the findings revealed that curriculum materials for both COBET and ICBAE have not been provided to the learning centres in the recent years except for the facilitators' guides. Besides, there is no evidence whether ICBAE curriculum is known amongst facilitators and other interviewed stakeholders. Curriculum materials have not been provided to the literacy centres in the recent years. Almost all stakeholders did not manage to answer whether there is a curriculum for ICBAE programme. Therefore, it can be concluded that there is no availability of curriculum materials for both ICBAE AND COBET programs in learning centres though the curriculum materials for COBET established to be most relevant while ICBAE was more less relevant.

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