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The attitude of the adult education stakeholders towards adult education in Kimball district council, Tanzania

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ABSTRACT

This study investigated the attitude of the adult education stakeholders towards adult education in Kwimba District, Tanzania. This study employed qualitative research approach with phenomenology design. The sample in this study constituted 4 District Primary Education Officers (DPEO), 4 District Adult Education Officers (DAEO), 4 District Commissioner (DC), 16 Head Teachers (HT), 16 ICBAE and 16 COBET facilitators, that make a total of 60 participants. The questionnaires, interviews and focused group discussion were used as methods to collect data. The study findings revealed that there is negative attitude among adult education stakeholders towards adult education programs. This attitude have been revealed in terms of financing of adult education programs, availability of teaching and learning materials, provision of incentives, attendance for COBET and ICBAE learners, interest to join and attend the adult education programs and community support. The study concludes that, if stakeholders may be involved in the implementation of adult education programs they may do many things in removing negative attitude in adult education including: create awareness on the existing adult education programs among personnel in the managerial positions of adult education programs, to start mass campaigns, Government to allocate funds for running adult education programs, district leaders to visit adult learning centres on regular basis and to establish a clear description of activities and to distribute curriculum materials to the COBET and ICBAE centres without prejudice.

Keywords: Attitude, Adult education, Stakeholders, Complimentary Basic Education in Tanzania (COBET), Integrated Community Based Adult Education (ICBAE)

INTRODUCTION

The major challenges facing provision of adult education in Tanzania can be reflected through attitude of the adult education stakeholders and implementation of adult education programs since independence in 1961. The type of education offered in 1961 was geared toward solving problems of the community and it was taught in relation to real situations (Ocitti, 1994). This indigenous, community oriented education, was later integrated and changed by the colonial government, which replaced education modelled on the western system so as to serve colonial government (Mushi, 2011; Nyerere, 1979).

To ensure that all her people had access to education, soon after independence (1961), Tanzania embarked on education mass campaigns in many political forums, providing messages, especially these related to self-help and national building activities (Mushi, 2011). Further,

Kweka (1987), asserts that adult education was given the first priority in education, in the first five year development plan (1960-1969); because its impact on development was immediate. After independence, adult education was placed under government supervision and this signified the importance that the government had attached to adult education Buberwa et al., (1989). This has been evidenced by what President Nyerere said when he was launching the first five year development plan in 1964: "first we must educate adults. Our children will not have an impact in our economic development for ten or even twenty years."

Different Plans towards Adult Education

To make it more realistic and enable people become literate by 1975 the party leadership established radio programs, Jazz bands, newspapers and textile bearings

to further support mobilizing the people to attend classes (Mush, 2011). Teaching of Reading, Writing and Arithmetic skills (3Rs) was to be integrated with the people socio-economic and political concerns.

The second five year Development Plan for Economic and Social Development (DPES) of 1969-1974, required primary schools to be the centers for both primary and adult education, in which children attended in the working hours while adults in the afternoon (URT, 1969). In line with this, factories, party offices, market places, bars, churches, dispensaries, village leaders' premises and open places were also used to provide adult education (Mushi, 2011).

The "Eradication of Functional Literacy Campaign" that took place in 1986-1990 was one of the crucial strategies included in the next five year plan, whereby among other things workers education programs such as literacy and post literacy, counting education, vocational training and general education were offered (Mushi, 2011).

Despite all these efforts, studies indicated increased illiteracy rate, from 9.5% in 1986 to 38% in 2008 (Mushi, 2011). To intervene the situation, the government came out with: Adult and Non–Formal Education Medium Term Strategy 2003/2004-2007/2008", whose main objective was to suport the out of school children, youth and adults, disadvantaged groups and nomads to have access to quality and basic learning opportunities. It also aimed at reducing the backlog of out of school children by main streaming at least 11-13 years old of the targeted groups.

All these plans and strategies, were developed to meet government commitment to address challenges that affect the adult, non–formal and continuing education and achieve education for all goals, millennium development goals, strategy for economic growth and poverty reduction and the Tanzania development vision 2015 (Mushi, 2011)

Adult Education Programs in Tanzania

Macpherson (2007) shows that there are two main types of Adult Education Programs run by the government and Civil Society Organizations (CSO's) through Functional and Post Literacy programs in Tanzania which are Integrated Community Based Adult Education (ICBAE) program and Complementary Basic Education in Tanzania (COBET).

The Integrated Community Based Adult Education (ICBAE) program 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 approach, links literacy and basic education to the issues of problem solving and socio-economic development. Learners are empowered to discuss and analyze key issues in their communities and the programme assists them in starting mini projects (income generating activities) which will bring about social and economic change. Learners do not receive a certificate on the completion of the programme, but with the literacy, vocational and life skills they have acquired, they are able to rely on their own knowledge and continue with income-generating activities, which enable them to support themselves and their families. According to (Mushi, 2011) ICBAE program is considered to be an important intervention for implementing and sustaining literacy initiatives in Tanzania in the following aspects: Empowering communities to take full responsibility in the development of their programs and projects; empowering the quality and efficiency of literacy programs; and sustain literacy programs by restructuring them with strong feature of bottom-up planning approach which allows beneficiaries to make decisions on the nature of the program. Mushi et al. (2002) outlines the ICBAE characteristics including: Learner-centeredness; the program which is community based, with the responsibility of the community being to improve its living conditions; the program focuses on the improvement in all socioeconomic and political fields; community members are trained in planning, problem solving, resources management, bookkeeping, monitoring and evaluation.

The overall objectives of the ICBAE program are: To empower communities to take full responsibility for the development of their programs and projects; to improve the quality and efficiency of literacy programs; to sustain literacy programs by restructuring them with strong features of planning that allows beneficiaries to make decisions on the nature of programs and projects, curricula, management, and evaluation (Mushi et al., 2002). The central objective of the Integrated Community Based Adult Education programme therefore is to promote equitable access to quality basic education while increasing participation and enabling young people and adults to acquire literacy skills and reach a sustainable proficiency level and also to acquire vocational and life skills, using the REFLECT methodology. ICBAE program is a result of blending literacy, life-skills and income generation and is targeted at illiterates, marginalized adolescents and youth, women, the rural poor and farmer (Mushi et al., 2002).

Learning centres are located anywhere suitable and in primary schools. The learning cycle lasts 18 months. Once learners enroll, they are organized into groups, which are known as literacy circles. There is more than one literacy circle in each learning centre. A literacy circle can have up to 30 learners, led by one facilitator. The language of instruction is Kiswahili. Learners meet three

times per week, usually in the evenings once the children have finished school and gone home. Facilitators have manuals which contain relevant topics in agriculture and micro-economics, health and hygiene, and socio-politics.

However, the curriculum is very flexible, allowing learners to focus more on the topics which are most relevant to them or which interest them the most. Learners do not receive textbooks. Instead, using the REFLECT approach, each literacy circle addresses key issues in their communities, designs learning activities, participates in problem-solving, and plans income-generating activities. Learners at different levels of literacy are enrolled in the same literacy circle and work together and learn from each other. Learners who need additional help with their literacy skills spend more time with the facilitator, and, as there are no textbooks, facilitators use manuals and newspapers to teach literacy.

However, the programs of adult education mentioned above are still considered as important interventions for implementing and sustaining literacy initiatives through empowering communities to take full responsibility in the development of their programs and projects; empowering the quality and efficiency of literacy programs; and sustain literacy programs depending on the nature of the program.

With the above programs in mind, as the most realistic interventions for implementing and sustaining literacy initiatives, this specific study is determined to investigate the attitude of the Adult education stakeholders towards adult education. The current studies have not indicted clearly the attitude of the adult education stakeholders towards adult education in Tanzania. This study is working upon this problem so that responsible individuals should work on it with an intention of improving adult education sector. The adult education offered should go in line with the Tanzania Development Vision 2015 which calls for steady, forward and improved adjustment of people from one position or situation to another in terms of living standards, health, education, political, the entire social and economic development perspectives.

LITERATURE REVIEW

Literature shows that the relationship between community attitude to adult literacy and the number of drop outs in the centers indicated that there is a relationship between immediate economic returns to adult literacy and the number of drop outs (Nganga, 2002). Further, Cross (1981) argues that in helping to understand the barriers to adult's participation in continuing education, applied several research methods that classified barriers into several categories and were related with to attitudes and self-perception that hinder adults from participating in education and of lack of interest or a feeling that they are too old. Knowles (1980) suggests that adults should be enabled to perceive

education as a lifelong process. Mostly, this is important in the places where adults did not develop a culture of reading after having the formal education. Hence, a mission of the adult educator can be that of supporting an individual to develop the attitude that learning.

Adedokum (2009) comments that the positive attitude in adult education may bring about social transformation and reconstructing society to make it modernized productive, participative and value oriented. That is the reason why Mpogolo (1985) asserts that, the adult education required is that which enable people realize themselves, become confident, cope with their environment, refuse to be exploited, oppressed and ignored. Also, Mbunda (1975) asserts that the adult education provided should enhance adults with the necessary mental attitudes, skills and knowledge for immediate use. From the foregone studies, none of the studies reviewed thoroughly and investigated the attitude of adult education stakeholders towards adult education programs in Tanzania.

There are few studies done on adult and non-formal education in Tanzania. These include study by Kanukisya (2012), Kanukisya (2014), Kanukisya (2018), Bhalalusesa (2003), Mushi (2010), Mushi (2012), Mushi (2016), Mwaikokesya and Mushi (2017) respectively. However, these study little attention on the attitude of the adult education stakeholders towards adult education in Kwimba district in Tanzania. Therefore, this study was set to obtain relevant findings that will support to strengthen the attitude of the adult education stakeholders towards adult education. This study therefore, intended to address this challenge in order to improve attitude of adult education stakeholders towards adult education programs in Tanzania for sustainable development in adult education context.

METHODOLOGY

Sample selection

This study employed qualitative research approach with phenomenology design. The researcher used qualitative approach in order to get thick description from participants. This is also supported by Creswell (2014) who asserts that qualitative research usually exploring and understanding the meaning of individuals or groups ascribed to social or human problem. Further, a researcher used phenomenology design so as to get rich information towards phenomenon. This is in support with Leedy and Ormrod (2001) who argue that phenomenology research design aims to understand an experience from the participants view or perceptions of the event. Thus, from this argument, the researcher found phenomenology design to fit this study so as to get in-depth information towards the phenomenon. The purposeful sampling was used in this study to get the participants. The researcher used purposeful sampling believing that people in purposive sampling have rich

information towards phenomenon. This is supported with Creswell and Plano-Clark (2011) alleged that that purposeful sampling technique usually identifying and selecting individuals or group that are especially knowledgeable or experienced with a phenomenon of interest. The sample in this study constituted 4 District Primary Education Officer (DPEO), 4 District Adult Education Officer (DAEO), 4 District Commissioner (DC), 16 Head Teachers, 16 ICBAE and 16 COBET facilitators, that make a total of 60 participants.

Study Location

According to National Census on Residence and Demography (2012) as stated earlier a small number of adults and out of school children enrolled in ICBAE and COBET respectively in Tanzania and in Mwanza, indicate that implementation of adult education programs aiming to provision of adult education is not effective due to several challenges including attitude of stakeholders towards adult education. Tanzania Mainland consists of 35 regions with 168 districts and 3,600 wards; with these, this study only covered 8 ICBAE and 8 COBET learning centres in Kwimba District Council, Mwanza region. Kwimba district is selected due to the fact that it has a high illiterate rate of 62503 whereby male are 31110 and female 31393 (National Census, 2012) than all districts in Mwanza region. This found to be important justification considered Kwimba be the location of the study.

Data collection methods

This study employed three methods of data collection namely interview, focused group discussion and questionnaire. This study involved the use of semi-structured interview questions; structured questions were asked together with open-ended ones. Semi-structured interview keeps the researcher focused to the study and therefore making the best use of limited time available with every interviewee's experiences, feelings and perspectives. This is in line with DeJonckheere and Vaughn (2019) who comment that semi-structured interview allows a researcher to collect an open-ended data, to explore the participants' thought, feelings and beliefs towards particular phenomenon (The interview questions were used to tap information from District Commissioner, District Primary Education Officer, the Head teachers, ICBAE facilitators, COBET teachers, ICBAE learners and COBET Learners.

On top of that, focused group discussion was also used to collect the data. The researcher applied the focused group discussion because it has an ability to yield insights that might not otherwise have been available in straight interview and is also economical in terms of time. This is in support with Mishra (2016) who argues that in focused group discussion, the researcher can get a lot of data in a short time, in-depth information and very interesting data and it allows the researcher to explore the topic and generate a hypothesis. Similarly, Rabiee

(2004) comment that participants in group discussion are selected on the criterion that they would have something to say on the topic are within or experienced and have similar socio-characteristics. Thus, in this study, the researchers engaged focus group discussions involving six ICBAE learners and six COBET learners from each of the sampled ICBAE and COBET learning centres respectively.

The questionnaire was also another method used by the researcher to collect the data. The researcher used the questionnaire that are structured. The researcher used the questionnaire because of their tendency to keep the participants to the subject of concern and are easier to analyse since they are in an immediate usable form. The questionnaires was administered to the COBET and ICBAE facilitators in which closed form questions was used. The closed form questionnaires supported the researcher to make quantification and analysis of the results easier as suggested by Gall et al., (2007).

Data Analyses

Qualitative data, particularly those related to opinions of people were recorded through questionnaires, interview and focus group discussion guides. In addition, the background information from the interviews and questionnaires were coded and quantified with frequencies. The researcher used thematic analysis to analyse data from semi-structured interview with all participants. In order to analyse data efficiently, six steps, as given by Creswell (2014) were followed. The first stage was organizing and preparing the data for analysis. In this stage, the researcher transcribed interviews, field notes and arranged the data into different types depending on the source of information obtained. The second stage was reading all the data. The data that was read thoroughly were interview and focused group discussion transcripts. The third step was coding all the data. The researcher developed categories or topics for analysis. The fourth step was using the coding process. The researcher used coding process to generate descriptions of the themes for analysis. The firth step was advancing themes. The researcher analysed the narrative structure and conceptual relationship. The sixth and last step was interpreting the data. The researcher interpreted the data according to the understanding from the experiences of participants.

Ethical Issues

Ethical standards are observed in the planning of and the way to conduct the study. First, the researcher has to recognize people with authorities by seeking permission to carry out the research in the districts. Second, the study has to be conducted with the consent of the subjects after had been informed about the purpose of the study and so it should be their choice to participate. Third, the researcher has to observe the right of privacy of the subjects and the confidentiality of the information

identifying individuals. Fourth, the researcher is responsible for the security and storage of information which provides personal identities and control access to it by unauthorized individuals. Owing to that, the process of preparing the report emanating from this study, researchers had committed them to neither associate the names of respondents nor any personal identities with any information obtained from them.

DISCUSSION

Attitude of Adult Education Stakeholders towards Adult Education Programs

The term 'attitudes' as described by Myconos, Mckenna, Yung, Wood and Bradley (2017) "refers to what people believe and feel about particular issues that is, whether they view an issue in a favourable or an unfavourable light. Attitudes develop as a result of a complex interplay of factors, and a person's attitudes to one issue are inevitably linked to a value system that helps make sense of broader circumstances. At a conscious and unconscious level, attitudes contribute strongly to people's preferences and choices, including their decisions about whether to engage in particular activities".

In most cases, the challenges facing any education endeavor requires stakeholders to put their best efforts in order to overcome them; nevertheless, the extent to which resources are engaged to overcome a particular challenge surrounding man's life is a function of one's attitude. Attitude is the reason behind any difference man can make in education endeavors.

With regard to this study, participants in every ward described several questions with intention to investigate their perception regarding adult education programs. In this section, responses to each question have been analyzed through content analysis in order to thematically unveil the codes, sub-categories and categories thereby obtaining the meanings attached to each emerging theme as reflected to the objectives and the anticipated assertions.

Learners Motivation to Join Adult Education Programs

The findings have revealed that even learners in COBET program are highly aware of the importance of adult education and that; they are highly motivated to join adult learning classes. It was observed that COBET learners are highly motivated to join adult learning classes for various reasons. These reasons include: Desire to learn 3Rs, passion to join others at school (networking with peers), denied transfer to another primary school and so made a decision to join COBET, getting employability skills, acquire business skills, learning discipline of life, being over-age was desirous to go school without uniform, was admiring others going to school every morning and decided to join COBET, teachers convictions to get out of school children join COBET, hope to finish school in less than 7 years, desire to get life skills, wanting to be a teacher, hated to remain home grazing, wanted to sing with peers at school, wanting to resemble like other educated people, to acquire the opportunity of continuing with primary education, the opportunity to proceed with secondary education upon successful completion of COBET, being an over-age COBET was the only option available, the love for sports at school, loved to drink porridge in the morning at school like others who joined school, wanting to acquire environmental knowledge, tiredness to stay in the street without anything to do, wanting to fulfil higher goals and to enhance the development of personalities.

On top of that, adult learners also in ICBAE classes in the focused group discussion mentioned the reasons motivated them to join ICBAE classes. These reasons include: To avoid early marriage, government promise to provide machine to ICBAE learners, to have a better understanding of poverty, social cooperation, to acquire 3Rs, to avoid prostitution, kind of field works conducted by ICBAE learners, to get entrepreneurship education, to understand how to run business, to improve life, to avoid poverty, anticipated social services to be availed to learners, toknow 3Rs, to fight ignorance, income security, to add more knowledge on horticultural projects, to get knowledge on how to operate machines, to get knowledge of sunflower production, to get employment, to be model to the community, getting ability to increase income and to avoid being job-less. Despite the good reasons which motivated learners to join adult learning classes, there were also several viewpoints from COBET learners as to what made others to drop-out or not to join adult learning classes at all. Some of such viewpoints include the following: Learning centers being too far, mature age stigma Absence of evening sessions for COBET classes thereby interfering with their activities Discouraging statements from formal students and community, feeling of shame because some learners had kids at home, family responsibilities, others particularly in the cases of child headed families are actually supporting their families financially, absence of enough funding to cover their school needs such as exercise books, pen, pencil, ruler, rubber and sharpener and unfavorable class environment such as absence of proper furniture to facilitate conducive sitting that would boost learning. Further, ICBAE learners had the following viewpoints: Parent prevent children to school so they can keep livestock, lack of basic requirement for school, laziness, lack of school basic requirements, to take care of cattle at home, frequent absent in class and teachers frequents sticks.

The current study findings do not concur with the findings by Topala (2014) who found that favorable attitude towards learning for adult learners is favorable and is for oneself which lead to an increased level of engagement.

The above findings imply that though both COBET and ICBAE learners were motivated to learn either extrinsically or intrinsically yet, constraints hindered them to have positive attitude towards their learning in the registered programs. Additionally, the study findings are not in alignment of the findings by Ward and Edwards (2002) who found that though adult learners have different objectives and goals to join the classes but most related motives include: practicalities of improving job performance, employment prospects and supporting their children in learning.

Prioritization of COBET and ICBAE by Education Officials

In this study, there was a question of whether adult education practitioners and administrators do consider COBET and ICBAE as a priority. The findings can be drawn into the following categories.

Financing of Adult Education Programs (COBET and ICBAE Centres)

This study assessed the extent to which both COBET and ICBAE centres were financed during 2019/2020 and the responses varied across head teachers and the program facilitators. On the case of head teachers responded that they have not received any funds for the operations of ICBAE expect for COBET. For the case of facilitators, with regard to this question, 89% of COBET facilitators who responded to the question indicated that during the program was funded. From the field, ICBAE facilitators indicated that there has been some funding not for their honoraria rather for the operation.

A close look at these findings would reveal uncertainties in funding for the adult education programs both to head teachers and the district education officers. This could be evidenced by looking at the responses given when the question of budget allocated for COBET and ICBAE was asked. For instance, when the District Commissioner asked the question of budget allocation, she narrated as follows:

"We don't allocate funds for adult education. Funds are directed by the central government only to primary and secondary schools. Again, through experience I allocate budget according to ceiling. Adult education is second priority"

Further, when the District Primary Education Officer asked the question to this cohort was concerned with who is responsible for financing adult education programs in the district he said that "In Kwimba when we plan, no money comes for adult education." All the responses above pose a question of whether adult education is a priority. Chiefly, the findings reveal that in the planning for education activities in the district, adult education is second or so in terms of priority ratings.

The current study findings revealed that both COBET and ICBAE Facilitators have not received any funds for the operations of ICBAE expect for COBET programs. The current study findings is in agreement with the study by Mwaikokesya and Mushi (2017) which revealed that few budget and resources have been allocated in the area of teaching and learning in adult education context. Further, Mushi (2010) comments that one of the reason for underfunding in adult education program may be to the attributable to the low status people rate it as not academic and does not prepare people for high income or status. This signifies there is lack of positive attitude in adult education since even the local and central government put low effort on the case of allocating the find. This it might be due to the lack of political will and government commitment towards fund allocation on the adult education programs in Tanzania.

Availability of T-L Materials

Head teachers were interviewed and reported that in their capacity they're usually responsible to provide resources for the purpose of facilitating COBET and ICBAE and these materials include attendance registry, chalk board, books, pen and pencils, newspapers, toys, manila cards, chairs, maps, pictures, curriculum, rim papers, marker pens, flip charts, magazines and ICT facilitates. Besides, some head teachers could not tell with clarity what materials have been availed to the COBET and ICBAE facilitators so far.

Furthermore, COBET facilitators were asked to indicate whether T-L materials at learning center are very few, plenty or not available. Their responses were that, indicated that the T-L materials at learning center are very few whereas. This response comply with those from one the District Commissioner who responded to this similar question as quoted: "In my district teaching and learning materials are made available for COBET and ICBAE but they are not adequate".

Results of the current study indicated that there were inadequate of teaching and learning materials in both learning centers. Again, it was revealed that ICBAE centers had very few teaching and learning materials and it was found that sometime ICBAE facilitators were using the teaching materials used in COBET classes. The study findings corresponds to the study by Mwaikokesyaand Mushi (2017) who found that there is shortage of teaching and learning materials in most of adult learning centers due to lack of political will and government commitment. This shows that adult education programs are second rate in terms of provision of teaching materials.

Provision of Incentives

This study sought to find out whether literacy teacher do receive any incentives for the work they are doing as far as COBET and ICBAE is concerned; their response can

be generalized to say that majority did not receive any incentive. Essentially, it was said by District Adult Education Officer that at least COBET facilitators received incentives in the form of honoraria during its establishment in 2004.

The question of COBET and ICBAE facilitators is yet to be resolved. It is still unclear from the findings as to how COBET and ICBAE facilitators are obtained and sustainably engaged. No any COBET and ICBAE facilitators who claimed to have received any incentives. As a matter of fact, when the head teachers and District Primary Education Officer were asked they said teachers who are used to facilitate most of adult education programs are either Para-professionals or professionals who had just decided to volunteer.

It is clear that adult education facilitators both COBET and ICBAE to their large extent have not been given incentives and this signifies how adult education programs have received little attention and least priority in the planning of education activities in the districts. For example, the District Ault Education Officer said that: "No one pays for the expenses instead ICBAE facilitators (they use their own funds).

Visit to learning Centers

It was noted that education officials had no strict adherence to their plans to visit learning centers for COBET and ICBAE. That was evidenced by the fact that, when ICBAE facilitators were interviewed, the outcome was that 40% of education officials had visited ICBAE centers once a month in the year 2020 whereas, 20% visited the centers twice a year; 13.3% visited thrice a year. Similarly, 6.7% visited the learning centers 6 times a year and 20% of the education officials had never visited ICBAE learning centers present under their mandate.

Similarly, when COBET facilitators were interviewed regarding the extent to which their centers were visited and inspected the responses given by 11 among COBET facilitators interviewed revealed that, 40% of the centers were visited and inspected once a year during 2019/20 while 35% of the center were visited twice a year. Also, 8% of the centers were visited thrice a year, fifths and sixth a year respectively leaving rest of the center un-visited. The extent to which ICBAE and COBET are a priority is therefore variant across wards. It was not an intention of this study to establish which ward in particular do officials decided to completely put off COBET and ICBAE in their priority.

Further, some education officials had no knowledge of whether COBET and ICBAE falls within their mandate. Quoting from the District Primary Education Officer said: "Some of district education officers have no knowledge of adult education and non-formal education if it was our duty". This implies that some of the officials in the district who are responsible to include adult education centers in

their daily implementation schedules require an intense capacity building trainings in order that they may comprehend adult education programs and participate fully towards their sustenance.

On top of that, some head teachers said that may be district officials mostly fail to manage visiting the COBET and ICBAE learning centers frequently perhaps during the farming season the programs are not running well and so it is not proper to visit centers which by that time there could be no students. To tell the truth, a researcher could not authenticate this viewpoint with clarity. Maybe there will be a need for other researchers to conduct a mini-study to investigate this. Chiefly, the findings reveal that in the planning for education activities in the wards and district, adult education is second or so in terms of priority ratings. This practice may not be in coherence to Tanzania's commitment as part of international community under UN who agreed to reiterate the significant role of adult learning and education in the 2030 Agenda for Sustainable Development adopted at the United Nations Sustainable Development Summit of September 2015 at New York.

It is therefore necessary that Tanzania through District Primary Education Officers and District Commissioners spearhead in prioritizing adult education programs. In the light of the Incheon Declaration "Education 2030: Towards inclusive and equitable quality education and lifelong learning for all" and the Education 2030 Framework for Action", Tanzania ought to "Acknowledge both the achievements made in the development of adult learning and education since 1976, as discussed during the 1985, 1997 and 2009 International Conferences on Adult Education (CONFINTEA IV, V and VI) and at the Education for All (EFA) conferences (World Conference on EFA, Jomtien 1990 and World Education Forum, Dakar 2000), and the need to further strengthen adult learning and education, as documented in the 2009 and 2013 Global Reports on Adult Learning and Education (GRALE).

The current study findings had revealed that education officials had no strict adherence to their plans to visit learning centers for COBET and ICBAE. This perhaps was not giving a first priority to make follow up, monitoring and evaluation of these two programs keeping in their mind that these programs are not based on primary education. This argument has some similarities with the argument given by Mwaikokesya and Mushi (2017) who argues that most of the adult' personal views and attitudes has been based on negative association with learning in adulthood whose main focus is on education for children and young adults.

Attendance for COBET and ICBAE learners

Results have clearly demonstrated a diminished prioritization of adult education activities in the lake zone regions. This has been confirmed by failure of most head

teachers in indicating with clarity the attendance of COBET and ICBAE learners. Until the time when this report was written only few COBET facilitators reported with confidence the attendance of learners. It was revealed that the attendance of learners in both COBET and ICBAE classes is not satisfactory. Also, there is a need to consider factors which might contribute to the drop-outs observed to both programs. This could reveal the reality of implementation process because literature has indicated that, "desire to be functionally literate can be a strong reason for some individuals to start attending adult literacy classes"(MoEST, 2014). As a matter of fact, one of the facilitators in ICBAE center remarked: "they're not attending to classes to learn reading and writing because all of them do understand how to read and write. So, they attend to be taught how they can improve their daily life for participating in different activities". In view of that, it may be observed upon later investigations that program design must be reviewed in order to capture more aspects of contextual skills based training within literacy programs.

Interest to Join and Attend Adult Education Programs

Similarly, this study posed a question that asked "what is the attitude of adults/care givers for their children towards joining and attending COBET and ICBAE classes". The responses to this question have been analyzed and results discussed in this section. With regard to COBET facilitators who responded to this question only 8% said that they had experienced negative feedback from adults/care givers in allowing their children to join and attending COBET classes. On the other hand, some COBET facilitators who responded to this question said that they had always received a positive feedback from adults/care givers in allowing their children to join and attending COBET classes. Likewise, some COBET facilitators said that the feedback they have been receiving from adults/care givers when it comes to allowing their children to join and attending COBET classes was moderately positive. That is to say, parents in the community to their majority still perceive that COBET is the best and the right complimentary education for their children who missed opportunity for formal schooling. Nevertheless, this study has not established the reasons behind 8% described before.

Pertaining to ICBAE facilitators the responses were a bit different. Most responded to say ICBAE learners join classes by their own will and not parents'. With them the likelihood that adults would join and attend ICBAE classes depends on the learning centers and nature of training. It was said that ICBAE learners enjoys more when they meet and learn in primary or secondary school premises; centers built by their own groups and sometimes in random places depending on the nature of the training such as visiting actual sites where they can learn from what is real. Further, most of the ICBAE

facilitators observed the fact learners are more interested with literacy training combined with skills based training. Literacy classes not linked with any economic activities ebbs their passion to join and continue with classes. Technically speaking they meant "Functional Literacy Model" is the right one for ICBAE learners and probably this is the reason why when this model was used during 1970's under Mwl. J.K Nyerere adult education programs had such a memorable impact to date.

District Commissioner, District Primary Education Officer, District Primary Education Officer, Head teachers and this cohort was interviewed regarding the question "what is the attitude of adults/care givers for their children towards joining and attending COBET and ICBAE classes" the responses analyzed revealed that they had not at all experienced community members who had demonstrated negative perception towards adult education. Almost 70% of the interviewed participants above indicated with a phrase "positive attitude" to mean that there is a positive perception of their people towards COBET and ICBAE programs. Nevertheless, there was one questionable comments that said: "not well known as we are not making any close follow-up but by any means it is high" This quote revealed that some leaders of education in the districts are not interested with adult education such that they don't feel compunction to mention that they don't know about anything since they're not making any follow-up on the implementation of adult education programs in their districts.

The study findings revealed that there was negative feedback to district officials and head teachers towards Interest of most of the people to join and attend the adult education programs. In one hand, the current study findings has similar correspondence with the argument given by Mushi (2012) who asserts that the adult learning programs are designed without adequate consultation with the client and this is less likely to continue and has a small room of survival. This entails that there is negative attitude towards adult education programs since stakeholders were not involving the targeted group.

Community Support

In general terms, the values ascribed to education endeavors by the community is revealed by the extent to which education has been given appropriate consideration which may be evidenced by the kind of support attached to it. The findings from this study indicated that most of the community members are aware of the benefits attached to COBET and ICBAE both in building their literacy levels and developing employability skills especially for the later. This may imply that even leaders of education can easily secure more recourse from the community to support the programs given the acceptance by parents and other members of the community. Similarly, other participants stated that they get lots of moral support from the private sector, but they didn't indicate the extent of moral support they

receive. Again, some COBET teachers said they have been given allowances through contributions donated by community members.

Further, in most cases, lack of support may signify a weak attitude towards a particular endeavor. The fact that community has been supporting COBET and ICBAE it shows that their attitude is positive towards adult education programs. Nevertheless, their support has not been sufficient given different circumstances around the community. In order to maximize community support there could be "a need for whole-of-community effort to link up and collaborate" as clearly described by Myconos, et al. (2017).

CONCLUSION

The need therefore to reduce illiteracy rate in Tanzania is urgent first for the country's wellbeing and security as well as for the purpose of building capacity of illiterate Tanzanians. This may contribute towards taking Tanzania to the middle class economy as well as an industrialized state as reflected in the Tanzanian Development Vision 2025 wherein our country is aiming at fostering high quality livelihoods for all Tanzanians. This is done through the realization of, among others, universal primary education (COBET inclusive) and ICBAE programs and eradication of illiteracy. I believe that the negative attitude of adult education stakeholders towards adult education may be changed and set us a blaze towards engaging adult education in educating people regarding Tanzania becoming an industrialized state and the move towards taking Tanzania into a middle economy. To me as researcher, I believe this is a high time to go for that the negative attitude will be removed. If stakeholders may be involved in the implementation of adult education programs they may do many things in removing negative attitude in adult education. The following may be done such as: create awareness on the existing adult education programs among personnel in the managerial positions of adult education programs, to start mass campaigns regarding adult education programs in order to raise the interest of policy makers and the community, Government to allocate funds for running adult education programs, district leaders to visit adult learning centres on regular basis and to establish a clear description of activities (action plan) that distinguish formal and non-formal schooling in the districts and to distribute curriculum materials to the COBET and ICBAE centres without prejudice.

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