EFFECT OF DECENTRALIZATION IN THE PROVISION OF QUALITY ADULT EDUCATION IN BUSOKELO DISTRICT

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CERTICATION

The undersigned certifies that she has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled "**Effect of Decentralization in the Provision of Quality Adult Education in Busokelo District**" in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of Open University of Tanzania.

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Date

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DECLARATION

I, **Mathias Rockus Tilia**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or other degree award.

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Signature

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Date

DEDICATION

I dedicate this study to my beloved Wife Saada Martin Mfaramagoha for her assistance during my studies at Open University Dar es Salaam.

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ABSTRACT

The study examined the effect of decentralization in the provision of quality adult education in Tanzania due to the dwindling of adult education. A study employed Qualitative and Quantitative Approaches. A total of (54), respondents from school head teachers, heads of schools and ward education officers were purposively selected as a sample. The study included (42) teachers and 12 ward education officers. The data were collected through intervieww, questionnaires and Focus Group Discussion and analyzed through descriptive content analysis, and calculated in form of percentages. The major finding of the study revealed that, most of the people do not understand well Adult education and its importance in their life and were not enrolled in adult education classes. Challenges were also identified include overloaded of the activities from central government, neglect of the government, inadequate budget of the local government, scarce resources including revenues collected by some of the District, lack of experienced people at local government which lead to substandard of many programs like that of adult education. It is recommended in the study that more training are needed to facilitators. Further, the study recommends more research on this topic in order to widen the findings and having enough source of information to adult education practitioners and to other stakeholder.

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LIST OF ABBREVIATIONS

LGPRP   Local Government Reforms Programs

REO   Regional Education Officer

WEC   Ward Education Officer

DAEO   District Adult Education Officer

DEO   District Education Officer

MOES   Ministry of Education and Vocational Study

PEDP   Primary Education Development Programs

SEDP   Secondary Education Development Programs

MGLSD   Ministry of Gender, Labor and Social Development

ODL   Open and Distance Learning

ICBAE   Integrated Community Based Adult Education

IAE   Institute of Adult Education

TEA   Tanzania Education Authority

FCD   Folk Development College

TIE   Tanzania Institute of Education

VETA   Vocation Education and Training Authority

FAL   Factional Adult Literacy

NGOS   Non-Governmental Organization

COBET   Complementary Basic Education In Tanzania   (programme)

D-BY-D   Decentralization By Devolution

EDSP   Education Sector Development Programme

LGA   Local Government Authority

AE/NFE	Adult Education and Non- Formal Education
BEDC	Basic Education Development Committee
BE-MIS	Basic Education Management Information System
CSOs	Civil Society Organizations
COBET	Complementary Basic Education in Tanzania
COSET	Complementary Secondary Education in Tanzania
DAEC	District Adult Education Coordinator
DEO	District Education Officer
EFA	Education for All
EMIS	Education Management Information System
ESR	Education for Self Reliance
ETP	Education and Training Policy
IAE	Institute of Adult education
IPPE	Integrated Post Primary Education
REFLECT	Regenerated Freirean Literacy through Community Empowering the Techniques

CHAPTER ONE

BACKGROUND OF THE PROBLEM

1.1   Introduction

In this chapter serves as an introduction of the research to assess the effects of decentralization in the provision of quality adult education. The chapter gives the back ground to the concept of adult education in relation to decentralization, the statement of the problem that shows the gap in the literature and the justification of this study. The chapter also presents the research objectives and the research questions along with the scope of the proposed study and the definition of the concept.

1.2   Background of the Study

This study assessed adult education from the point of view of national development strategies, specifically in decentralization processes. Many countries around the world have embarked on decentralization programmes. Decentralization has become a fundamental development strategy globally.

According to Wudu (2005:22), decentralization is transferring authority and responsibility from the central government to field units or agencies, corporations, non-government and semi-autonomous public authorities etc so as to plan, manage, raise and allocate resources. Other scholars argue that decentralization is the devolution of resources, tasks and decision-making powers to lower-level authorities, which are elected and independent of the central government (Bossuyt and Jermy, 2000: 1-2).

Decentralization in general refers to things such as de-concentration or delegation of authorities to field units of the same department, and devolution of authority to special statutory bodies or local government. Decentralization aims to redistribute authority, and resources among different levels of government (Nsibambi, 1998:140). In many developing countries and Tanzania included, decentralization came with the need to encourage participation, bring decision making closer to the people, and improve governance in public service (Azfar et al. 1999, Bloomer 1991and Galiani et al. 2005).

In adult education setting, decentralization is supposed to transform the way public adult education institutions operate, making them more directly accountable to the learners and communities. The argument for decentralization goes as follows: actors who have the most to gain or lose and who have the best information about what actually goes on in adult education centers are best able to make appropriate decisions about how the center should mobilize and use available resources and what and how the learners should learn.

Adult Education decentralization is significantly meant to accommodate those who are not in formal school system due to various reasons such as, dropouts, pregnancy, and failures. More importantly is to complement and impart new knowledge and life skills to people in order to fit them into new environment such as new working field, computer knowledge (Heredia and Ort, 2007). Decentralization of education therefore, is expected to give more powers to the teachers and the community in making decision about the education and the management of schools.

Many countries embarked on decentralization process, following the World Bank Policy Paper that stated: 'political and bureaucratic culture, and centralization of authority, represents the most significant determinants of corruption in a sample of 30 countries'. Many countries did not want to be associated with corruption and thus, initiated decentralization process.

Following this argument, Tanzania, like many other countries shifted responsibility and power to local governments, communities and to individual learners. Tanzania embarked on decentralization process through the Public Service Reform Programme (World Bank, 2000). Since 1990s, the Government of Tanzania has not set out a clear policy on adult education to enable it to embark on the decentralization journey (URT, 1998).

According to Chonjo (1994), the Government of Tanzania, while determined to decentralize, has failed to manage the delivery of quality services to the poor. Taking primary education, adult education, health and infrastructure as examples, Chonjo argued that the local government failed to provide quality services, due to, among others, failure of the local government to collect revenues, and a failure of the central government to disburse subsidies. Difficulties in raising funds led to a failure in many districts to facilitate educational activities including adult education.

Refer to the presence performance rate in primary and secondary schools, many of the youth who fail to join with higher learning as the results remain in the street jobless. With the decline of adult education, which could accommodate those students to join with various vocation and training, this problem is becoming big and

increasing the number of illiterate in our country. Due to the above reason the study is aimed to investigate the effect of decentralization in the provision of quality adult education in Tanzania to articulate the issue.

According to research paper in Uganda, Bangladesh, and El Salvador (1996), Adult literacy test results, for ages 13 and above have been conducted periodically for over twenty years. Illiteracy rates for selected years are 1997(27%), 1981(20%); 1983 (15%), 1986 (10%) and 1992 (16%). There has been a rise in adult illiteracy (2% per annum since 1992) and declines in a number literacy classes for adults over the past decade. Illiteracy has been increasing at a rate of 2.8%.

The recent deterioration of literacy programmes has been caused by various reasons including programme objectives being determined by central government, a formal style of learning, subject matter developed by subject area specialists rather than responding to the interests of learners, absenteeism and lack of understanding of the benefits of literacy on the part of sometimes reluctant participants. Generally, there was a lack of participation by learners at all stages of programme development over many years. The programmes also were financially unsustainable, did not have permanent teachers and subjected learners to national tests that were probably unnecessary and caused stress and withdraw from the programs.

As a result of the numerous lessons learned from previous adult literacy initiatives, the Integrated Community Based Adult Education (ICBAE) programs was designed. After being pilot tested in four wards, an impact assessment was conducted in the four wards 1997 that found illiteracy reduced from 25% to 12%. ICBAE integrates

literacy training with self-help income generating projects such as chicken raising, fish ponds, gardening, modern house building, bee-keeping and others depending on the choice of the participants. The delivery of literacy education and training for literacy facilitators are done in primary school and other institution buildings. Literacy delivery is done using the participatory and practical adult Education Methodologies including the Regenerated Freirean Literacy Freire P. (1973).

1.3 Statement of the Problem

Many studies have been conducted on the issue of education decentralization investigating on the community participation, teacher's welfare, and students' academic performance, review and revision of Adult education and others. Kweka (1975) argued that there is no budget shown how much was allocated and spend for Adult basic education has it is in Primary education and other.

Also Workneh (2012) comment that most of the Adult centers did not have proper management system and there was no proper system for management enhancing both at policy and strategy. Still there is limited information of decentralized adult education, under this circumstance the researcher aimed at finding out the effects of decentralization of adult education management, and availability of resources in Adult education centers.

1.3.1 The General Objective of the Study

The general purpose of the study was to analyze the effects of decentralization in the provision of quality adult education in Busokelo District.

1.3.2   The Objectives of the Study

(i)   To assess the understanding of adult education among adult education practitioners in Busokelo District.

(ii)   To assess the effects decentralization in the management of adult education centers in Busokelo District.

(iii)   To examine the challenges of decentralization in the availability of resources in adult education centre's in Busokelo District.

1.4   Research Questions

To achieve the above objectives, the study was guided by three research questions as under:

(i)   How do adult education practitioners interpret adult education in Busokelo District?

(ii)   What are the effects of decentralization in the management of adult education centre in Busokelo District?

(iii)   What are the challenges of decentralization in the availability of resources in adult education centre in Busokelo District?

1.5   The Significance of the Study

It was the expectation of the researcher that the findings of the study would help the stakeholders of adult education and decentralization system as a whole. First, this study would help government and policy makers to improve Tanzania policy, special policy of decentralization in order to relate the current situation in service delivery, specially relate to education improvement. Second, this study will help the central government, if there need for the local government to implement the decentralization

it should locate enough budget to the local government both, the central government and local government would look at the suitable ways on the way to increase other services of fund of their own in order to implement plans. Third, this study would help all local government role players like education officers, directors, Mayors, and other officials to be committed with their position so as to accomplish the expected aims of providing effective and efficiency services in education.

Fourth, the study would add to more knowledge to all education policy-makers on how to design and implement policy to leverage its impact on education quality. Finally, the study would help to open up doors for other researchers to see where they can investigate on the issue of decentralization and the improvement.

1.6   Limitations of the Study

This study is basically an investigation of the effects of decentralization in the provision of adult Education quality in Busokelo District. The researcher is inclined to present an analysis, which reflects the impacts of decentralization when endorsing Adult Education practices. Indeed this paper is limited to discussing issues related to Adult Education in the said district there are many adult people who could join literacy classes hence improve their livelihood.

1.8   Definitions of Concepts

Decentralization is defined as the transfer of decision making authority closer to the consumer or beneficiary. This can take the form of transferring powers to lower levels of an organization, which is called democratization or administration decentralization. A popular form of decentralization in education is to give additional

responsibilities to school. This is often called School autonomy or School –based management and may take the form of creating elected or appointed School Council and giving them budget and the authority to make important education decisions. It may also take the form of empowering school directors or Directors and teaching faculty to make decision within the School (World Bank, 2006).

Decentralization is transferring authority and responsibility from the central government to field Units or agencies, corporations, non-government and semi-autonomous public authorities etc to plan, manage, raise and allocate resources (Wudu, 2005:22). bon, 1996).

Education Decentralization is the transfer of decision making from central government (ministry of Education) to either the regional or local office. This typically entails giving those offices autonomy both in terms of recruiting, evaluation and promoting personnel and in terms of allocating and reallocating budgets. A degree of political decentralization.

Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever –changing social, political, economic, conditions of society and as a means by which one can realize his/her full potential. Education is the process of initiating and preparing an individual through training, in her environment, to play active roles in society. It provides desirable and worth wide broad and in depth modes of thought, skills, and attitudes and understand needed for the full development of the human thinking and actions.

Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. Education policy is the substantive nature, provision and distribution of education; determine the situation under which the education fund and control influence the curriculum, pedagogy and organization of education institution.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1   Introductions

Literature review is the process of reading, analyzing, evaluating and summarizing scholarly materials concerning a specific topic. Taylor (2008), addresses that literature review refers to an account of what has been published on a topic by accredited scholars and researchers.

This part attempts to explore on the related ideas of the research study. It tries to capture various views from different writers on managing the adult education quality through decentralization. It focuses on the decentralization of adult education, challenges facing the adult educations, responsibilities of communities and the reaction of the local authorities on improving the section one presents theoretical literature, while section two presents empirical literature to the study. The goal will be to identify existing gaps of knowledge that the current study seeks to fill. To do this, the section is divided into parts.

The first section looks into the understanding of adult education practitioners of decentralization of adult education; while the second section assesses the effects decentralization in the management of adult education centers. The last section of empirical literature examines the challenges of decentralization in the availability of resources in adult education centers. The last part presents conceptual framework for this study, followed by the summary of the chapter.

2.2   Conceptual Framework

Mutai (2000) defines conceptual framework as ideals, concepts and philosophies derived from a theory. It shows the relationship between the concepts in the theory and the ideas in the study. According to Miles and Huberman (1994), conceptual can be framework as a written or visual presentation that explains either graphically or in narrative form, the main things to be studied, the key factors, concepts or variable and the relationship among them. In this theory, for provision of adult education quality, decentralization policy should rely on   four interactive factors, the context, input, and process which ultimately will provide desirable results.

CONTEXT	INPUT	PROCESS	OUTPUT
Society/Culture Home-Environment School-Environment	- Curriculum - T/L Materials - Classes - Funds	- Effective teaching and learning processes - Effective use of scarce Resources	- Change of behaviours - Increased of literacy rata - Improves of people
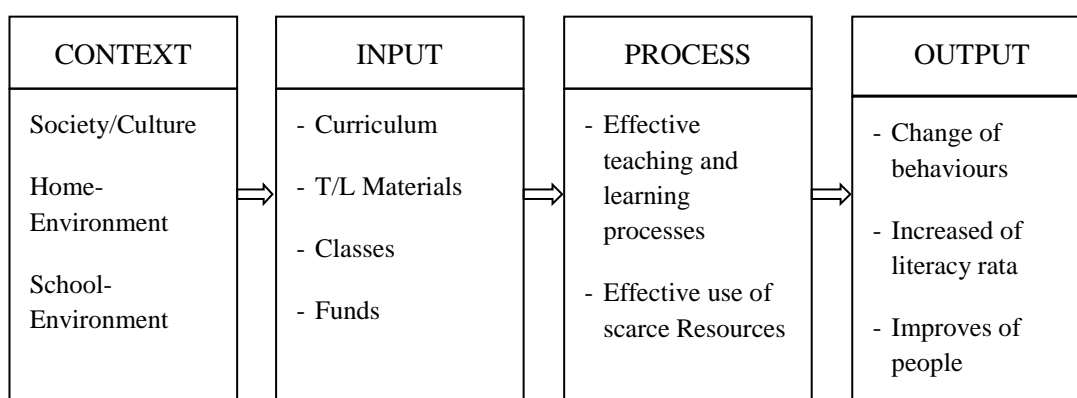
Figure 2.1: Conceptual Framework (C. I. P. P. Model)
Source: Adopted and modified from Stufflebeam, Kartz and Khan C. I. P. P. Model
          of (1971).

The Figure 2.1 explains the interrelationship between the three variables namely; context, input, process and output. Description for each is provided therein.

The context

Context in this study is home, culture and school environment with parental and teachers' support. Learning can be influenced by the environment in which the people do live. Schools are regarded as place where by learner interact among or with facilitator.

Community support is crucial and there has to be an ongoing collaboration between family and school. The development of learners' it will depend with the social interaction knowledge members of the society. For this reason, learning should involve such knowledge and practices (lave & Wenger, 1997).

Input

Learning process requires facilitation material such as teaching and learning material such as books, chock, infrastructure, funds and libraries. Input here will be facilitators and teachers' roles and Ward education coordinators roles, purpose of reading, availability of various types of reading materials, guidance and counseling programs, and provision of incentives.

Process

Promote teaching and learning behaviours to facilitators and learner through interaction and communication. Through mass campaign the community will be participated.

Product/out put

The result of the whole process of interaction among the four variables is the development of the society where people's life will be improved, decrease of illiteracy and changes of people's behavior which will lead to voluntary participation in community activities.

2.3   Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories that attempt to clarify a phenomenon. It helps in acknowledging the research problem from a wider spectrum (Kombo & Tromp, 2006).

This study applied Social Constructivism Theory as a theoretical framework. The Social Constructivism Theory of Vygotsky (1978) emphasizes the importance of learning as an interactive process, involving discursive, adaptive, interactive, and reflexive qualities, the main focus being on teacher-learner relationship since "academic knowledge consists in descriptions of the world, and therefore comes to be known through a discursive interaction between teacher and learner"." (McMahon, 1997).

Construction of social meanings, therefore, involves inter subjectivity among individuals. Social meanings and knowledge are shaped and evolve through negotiation within the communicating groups (Gredler, 1997; & Floden, 1994). Any personal meanings shaped through these experiences are affected by the inter subjectivity of the community to which the people belong.

Vygotsky believe that Inter subjectivity not only provides the grounds for communication but also supports people to extend their understanding of new information and activities among the group members (Rogoff, 1990; Vygotsky, 1987). Knowledge is derived from interactions between people and their environments and resides within cultures (McMahon, 1997). He believes that humans are active information processors and thinks about the relationship between behaviors and consequences. He argues that people can learn new information and behaviors by watching other people (modeling).

From the above assumptions, Social Construction Theory or Social Learning Theory provides a perspective of how social constructivists are crucial both the context in

which learning occurs and the social contexts that learners bring to their learning environment. There are four perspectives that inform how we could facilitate the learning process within framework of social constructivism (Gredler, 1977).

Cognitive tools perspective: Cognitive tools perspective focuses on the learning of cognitive skills and strategies. Students engage in those social learning activities that involve hands-on project-based methods and utilization of discipline-based cognitive tools (Gredler, 1997; Prawat & Folden, 1994). Together they produce a product and, as a group, impose meaning on it through the social learning process. For this case languages is very important tool for the learners to interaction each other, and communicate among them.

Realistic or developing approach; Social constructivists with this perspective assert that the implementation of social constructivism in class should be emergent as the need arises. Its proponents hold that knowledge, meaning, and understanding of the world can be address in the learning centrers from both the view of individual learner and the collective view of the entire class (Cobb, 1995; Gredler, 1997).

Decentralization does not always have a positive outcome on adult education quality. To the extent education finance is decentralized; differences in fiscal capacity at the local level may generate increased disparities in spending and educational outcomes. To the extent decentralization reduces the power of central education ministries, centrally-run information systems that feed education policy decisions may collapse. Decentralization can also lead to confusion over education.

Within the educational administration theory there is a shared assumption that educational decentralization should lead to improved educational quality and equality (Nickson, 2001) In theory the benefits of educational decentralization in broad terms include: improved effectiveness and efficiency of service delivery, because of improved decision making based on more accurate information about local conditions, greater responsiveness to individuals and communities who are encouraged to participate, and encouragement of innovation (Carnoy, 1999).

In the literature both the private and the public sector consider decentralization as implying a shift of responsibility and authority to lower levels of the hierarchal structure. Even though the general concept of decentralization is pretty unified in the private and the public sector the concept is more complicated in the public sector from the point of evaluation. Evaluation of decentralization in the private sector is pretty straight forward; if decentralization helps to improve the chances of long-run survival of the school, it has been successful. However, evaluation is much more complicated in the public schools, how is a decentralization reform of the service-oriented public school evaluated? Decentralization of the public school imbeds many objectives as efficiency increase, democratization, individualization and public participation.

One often expressed hope is that the decentralization process shall transfer responsibility from the overloaded central government to the local governmental bodies. It is also thought that decentralization increases the responsiveness of the school and community administration, which increases the access and quality of education provided. Even though the democratization and ideological arguments for

decentralization are strong; the major communicated advantage of decentralization is the possibility to manage the school finances more effectively and efficiently. However, in Tanzania, efficiency gains are not often accounted on forehand, and strive for decentralization is often undertaken in order to provide an alternative to the failed centralized education system. However, there are many types of education decentralization, some of them are: political, administrative, fiscal and market decentralization (Holtman, 2000 and UNDP, 1996)

2.4   Related Literatures on Decentralization

Based on this study related literature can be viewed into three areas named Worldwide view, developing countries and regional.

2.5   Decentralization Worldwide

Hanson (1997) points out that the background of decentralization can be traced from the 1970s in Latin America after the disappearance of military or autocratic governments. It was to improve administrative services and achieve quality education. In 1978, the various political parties negotiated a comprehensive decentralization strategy that was identified by the nations. This is because the local governments can monitor the schools around the periphery than the state. Since the 1980s, the transfer of decision, authority and responsibility from the center down to the schools has increased around the world. The public schools including buildings, teachers and administrative personnel were transferred to the control of municipalities from 1980s up to 1990s. Decentralization of secondary schools started and it was done through a strategy called action learning. Many states started to empower the local public secondary schools to create school committees composed

of 10 to 15 elected parents and teachers. These committees were charged with the task of evaluating the strengths of the schools and make decisions concerning the budget expenditure.

The countries were learning to decentralize by making decentralization. In1980s, the power of the national teachers' unions were broken by education system. The teachers were made the employees of government municipals. This is the period when new decentralization began after electing the governors and mayors. In early 1990s, there was an agreement that educational decentralization was needed. However, many public powerful institutions such as Ministries for Finance, Education, Department of National Planning and Municipal Legislative Bodies resisted. Even the powerful organized teachers' unions opposed this kind of agreement. In 1990s, the central governments continued to transfer the fixed sum of finance where municipalities had to fund educational system. Decentralization was not created by passing the law rather by overcoming the challenges in the central government and in the regions.

Ethiopia on the other hand, considers level of participation in school operations to be an integral part of recent decentralization and way to increase educational access to quality. Ethiopian's current educational policy calls for great community engagement as the final. Most localized levels of the decentralization system and explicitly mandatory participation in school operation and management. Community's participation in policy participates in policy formulation, project implementation and problem solving as well as construction of new building and school maintenance (FDPE, 2002).

Decentralization of the government in 1972 affected all sectors in Tanzania including education. The education system which had been operating on a centralized administration was decentralized, and authority was concentrated on the grassroots levels. Figure 2.1 shows the regional administrative structure of education in Tanzania. Under decentralization, Regional Education Officer (REO) became functional managers to the Regional Development Director (RDD), and the Regional Development Director became the head of the government team at regional level charged with coordinating development plans, and implementing regional development programs (URT, 2009).

Nyerere (1972), decentralization was aimed at strengthening the central government by spreading the powers of planning and the control system throughout the government, and making the development committees a more effective forum for discussion and decision-making. This was done in order to ensure that membership to all relevant committee sat all levels was dominated by representatives of the people. This strategy was aimed to improve and speed up development in the rural areas. Decentralization of primary education also aimed at involving people in decision on issues that concerned the education of their children in their villages.

McCabe (1975) emphases the fact that, rational decision making is possible only on the basis of objective related information collected coordinated and analyses as between institutions and regions and the centre of information and communication systems must ensure there good flow of information upwards and horizontally as well as downwards from the centre not only to facilitate rational decision-making but also for improved human relations.

According to Devas (2005), decentralization has been implemented in most of the country in the world. It traces its history on decade ago where in centre and Eastern Europe in early 1990sthere was real demand from the local levels for local democratic control and autonomy as a reaction against the failure of the central states over the provinces decades.

This continuance and covered other countries in Latin America and some of western Europe like France, Belgium And Italy within Europe, the decentralization process also has been encouraged by the European union, which in addition, to it treaty principle of subsidiary has activity provide "Europe of Region as counter to be national states (Devas, 2005).

In other part of the world, decentralization of the state is potential for regional conflict. Devas (2005) for example shows that in some countries local elites are the only ones with the powers to decide how resources are used. In such countries, decentralization is characterized by neo-patrimonialism and patronage and the majority of the people are sidelined. These are evident in Russia, Nigeria, Ethiopia, Sudan Sr. Lanka and Philippines among Others (Olowu, 2003; Tanzi, 2000).

In other country decentralization has been seen as a way of reconstructing states afflicted by conflict especially where such conflict arise ethic groups, diversity. According to Devas 2005, Uganda for example, thought to reconstruct the state from the bottom up trough local "resistance Councils" which was subsequently transformed local councils. The same case is evidenced in South Africa in which the post apartheid restructuring put more emphasis on the importance of sub national

levels by adopting the term "separate spheres of the government in its new constitution. Some of the studies done in Latin America, highlights the extraordinary scope of authority and resources that have been decentralized throughout the region, researcher argues that this "quiet revolution" has generated a new form of governance based on innovative, capable leadership, high popular participation, and a new implicit contract governing local taxation. Furthermore, but revealed that, the political motives of reformers often combine with exposit vertical imbalances to make decentralization bad in terms of elite capture, regional inequality and macroeconomic stability. (Campbell, 2001, Montero and Samuels 2004).

2.6   Developing Countries

In many developing Countries, as Mmari (2005), noted the reason for adopting decentralization centre's on the need to establish working local government which can deliver quality services to the people in a participative manner, effective and transparent way where local authorities are directly accountable to the local people.

In Tanzania decentralization comes via local government reforms policy of 1998 and has passed enabling legislation as well as embarking on the decentralization process. It has adopted as Mmari (2005) proves that, the principle of subsidiary which states that public services responsibilities must be exercised by the lower level of government unless as cogent and conversing case can be made for higher level assigned. It has taken holistic approach to decentralization, covering, political, administration and fiscal aspect as well as services delivery.

Since the 1980s largely African countries had transferred some of the decision-making power, resources mobilisation and responsibilities to the regional/district

levels of governments or grassroots Primary school management is also receiving more attention in the direction for tighter accountability of teachers (Brosio, 2000:1; Naidoo, 2003:2: Olowu & Wunsch, 2004:1).

The government Tanzania was among the African countries that have adopted decentralisation policies in school administration and management to give more responsibilities to lower levels (Brosio, 2000:34). Decentralisation in Tanzania has been part of other wider government reforms covering different sectors, such as, the Education Sector Development Programme (ESDP), the Broader National Development Strategy (BNDS) (MKUKUTA) and the Sector Wide Approaches (SWAPs).

2.7   Conceptualization of Decentralization

Decentralisation can be defined according to different context, politically socially, economically and administratively. Bush (2003:12) defines decentralisation as a "process of reducing the role of central government in planning and the provision of education. In education, it refers to a shift of the authority distribution away from the central "top" agency in the hierarchy of authority".

Lauglo (1995:5), explained decentralisation could in spatial terms denote a process of "dispersing objects away from a central point" but that in education it refers to reduced authority for the top authority in an education system. According to Lauglo, the term decentralisation is in practice not only used about that process of change but also about a condition of dispersed authority from a centre.

Generally, there are three main terms used to denote decentralisation process, usually these terms refer to the nature or degree of power being transferred, these are; deconcentration, delegation and devolution (Fiske 1999:10; Duhou, 1999:25; Aitchison, 2006:9; Naidoo, 2003:4). Other people also mention privatisation as an approach to decentralisation in education. Others would group privatisation under the devolution approach to decentralisation. As indicated by Naidoo (2003:4) decentralised education policy encompasses varying degrees of institutional autonomy and school-based management with the aim of restructuring centralised education bureaucracies in order to devolve the authority at lower levels of administrative system. The most common approaches to decentralisation involve the first three forms: (see for example Abu-Duhou, 1999:24; Muriisa, 2008:8; Naidoo, 2003:4).

2.7.1   Deconcentration

This is a form of decentralization in which responsibility from the central ministry to the lower level under the supervision of the central government retains its control. But the shift of responsibilities is within the same level of government, meaning no shift of authority to bodies outside the state civil servants system at local level. This is the weakest approach as compliance to the top authority remains and local level is mainly for implementing the directives and not for making them (Fiske, 1996:102.1. Lauglo, 1997:6; Aitchson, 2006:9).

2.7.2   Delegation

Delegation means the transfer of authority and power to other public or private agencies at the same time making them accountable to the central government in

terms of compliance to policies and directives. This is more extensive approach to decentralisation where the transfer of authority from central ministry to lower levels of government or different organisations such as churches is made, though the delegated authority can be withdrawn in case of mismanagement (Fiske, 1996:10; Winlker, 2005:2; Cohen, 2004:3; Naidoo, 2003:4;).

2.8   Devolution

This is one of the decentralization forms where by full legal and permanent transfer of authority in decision-making from the central ministry to the lower level of administrative structure (Aitchison,2006:9). The transfer over financial, management or administrative and pedagogical issues is permanent and it cannot be revoked without legal back up (Fiske, 1996:10; Cohen, 2004:3). This is the strongest approach to decentralisation process as it involves a permanent transfer of authority from higher level of government structure to the lower levels of authorities (Heredia (2007:14).

The distinction between delegation and deconcentration is not very clear, and it seems that these concepts are more-or-less the same in practice. It is only that, deconcentration has spatial dimensions and is within the line ministerial authority, while delegation can even take place in other private firms and organisations to provide the services and, it can be easily revocable. However, these approaches to the decentralisation process depends on the extent to which the state or country government wants to meet certain objectives. There is no approach that is considered to be the best in all contexts; it will largely depend on the situations prevailing in a particular society.

Bennell (2004), his study conducted in Tanzania Onzima (2013), the study conducted in Uganda found cases of bribery, nepotism, ethnic discrimination, political connection, family ties, and religious gender and personal gains. Moreover, the research conducted by Babyegeya (2000) shows that, in Tanzania although the decentralization process is in initials stage, school committees are responsible for the improvement of the school facilities, attendant and enrollment of student/pupils while in developed countries the responsibility of maintaining enrolment lies squarely with the professionals; in Tanzania is responsible for parents. Of course teachers in Tanzania have nothing to lose when enrolment declines. This is because in Tanzania, teachers are not much attached to the success or failure of their school. In fact, there is no teacher who has been sacked because all the students failed in the final examination.

There is a perception that once the school facilities are improved, the provision of adult education will automatically improve. While school facilities, enrolment and attendance have all registered a significant improvement in Tanzania case school, there is no guarantee of improving adult education or raising literacy rate among youths and adults. Primary school teachers are highly demoralized by teaching adults, who are not in their teaching contract. Head teachers and school committees have little power over staff. Moreover, no professional development activities on teaching adults are conducted.

The Ugandan education system was one of the best in Sub-Saharan Africa. In Uganda, decentralization was taken to mean the reassignment of some decision-making, authority, responsibility and tasks from the central government to local

governments. Legal, financial, administrative and political management of public functions has become the responsibility of the local community, under the leadership of Local Councils (LCs). Education has been decentralized to local governments beginning with primary (an equivalence of elementary) education. Many programs have been put in place to facilitate decentralization of education service delivery. It appears that the decentralization of education has been more effect at the elementary level than at other levels. Most countries in Africa have attempted to transfer responsibilities from central offices (MOET) in the capital city to lower levels offices at the regional Levels. Ghana, for instance, has undertaken several such decentralization initiatives over the years, leading most recently to authorizing district assemblies to assume control over primary and secondary school (Namukasa and Buye, 2007).

2.8.1 Types of Decentralization

According to Holtman (2000) and UNDP, (1996) decentralization is termed into more than four types named Political Decentralization, Administrative, market and Privatization as follows:

2.8.2 Political Decentralization of Education

Political decentralization of education refers to the decentralization of the political sphere of education and is often focused on democratization of, and participation in the provision of education. The political decentralization of education process moves government authority and responsibility in the provision of education to lower levels of government, such as private sector, Non Governmental Organizations, community organizations and individuals. The core concept of political decentralization of

education is a promotion of democracy in education and a vital civil society, which in turn will allow more people to participate in making decisions about education, which is seen as increasing the effective resource allocation in the society (Breton, 1996).

These agents are considered as partners with the government in the provision of education. The advocates of political decentralization of education claim that decisions to manage administer and provide education is taken closer to the citizens, and this can increase legitimacy of education outcomes. Political decentralization of education often requires a change of law in the provision of education to allow other players to have a say in education.

2.8.3 Administrative Decentralization of Education

Administrative decentralization of education refers to the redistribution of responsibility and administrative power to different levels of educational institutions. It focuses on who should hold responsibility and authority over what educational activities, such as curriculum, accreditation, examination, adult education, teacher education, primary education, secondary education and the like. Administrative decentralization of education changes the way the Ministry of Education works by moving responsibility to other agents for planning, financing and management away from the Ministry. It is design in the sense that, the lower levels of the Ministry in general hold more perfect information about the needs and wants in the community in order to allocate resources in the most efficient way. By bringing administrative authority near to the people, which in theory is done by moving authority down in the governmental administrative hierarchy, it will increase transparency, efficiency,

effectiveness, control and influence over educational administration (Holtman, 2000).

2.8.4 Market Decentralization

Market decentralization is the complete types of decentralization from the government's point of view the most complete. This types of decentralization moves responsibility from the governmentally control to the private sector. It transfers functions that have been exclusively within the capacity of the public sphere to the private sector. Market decentralization has the market mechanism at its core, claiming that demand-driven allocation of resources increases the efficiency of the services.

However, (Peter and Wright, 1996) argue that market decentralization does not need to be, in the first place, profit-oriented. The public administration and its services can be decentralized to community groups, private voluntary associations, and nongovernmental organizations. The core of the market decentralization is to promote the demand-driven allocation of services, claiming that allocation in accordance to the consumers' demand results in the most efficient service provision.

The main advantage of the market decentralization is that the allocation of resources becomes a more direct process between the demanders and the suppliers, which has two major positive effects, the reduction of information bias, and the possibility of the demander for direct evaluation of the service. Market decentralization is closely connected to the liberal political theory, viewing the minimal state as preferable. Market decentralization is a form of "debureaucratization" transferring authority

from the political organization to the civil society and the profit-oriented market. An implementation of market decentralization is a sincere effort of the government to limit its own power; this process can possibly meet internal resistance since it requires the governmental bodies to take decisions to decrease their own power and to downsize their organizations Winkler, (1994).

2.8.5   Fiscal Decentralization

Fiscal decentralization is a core component of decentralization. Given the importance of finance, all previous defined decentralization methods require some form of fiscal decentralization in order to be efficient. If some governmental bodies are to be given increased responsibility and authority it has to be matched with control of adequate fiscal revenues. These revenues can be raised locally or transferred from the central government. Important is that the lower levels of government hold full autonomy over the revenues in order to claim that authority and responsibility have been transferred to lower levels of government.

Among the problem facing developing countries after the revenues has been decentralized to lower levels; however, these revenues have been too small to provide the local governmental bodies with fiscal autonomy; leaving them with a continues dependence on the central government. Fiscal decentralization is justified on the basis of efficient resource allocation; however, one of the main benefits is that it increases the control over own revenues to the community, and provides a more visible connection between government revenues and public services. Even though political, administrative, market, and fiscal decentralization are very dissimilar in size and scope; they have a few things in common. If successful, they all transfer

power from the central government to lower levels of government and/or the civil society and the market place. Some advocates of decentralization claim that decentralization may create "more creative, innovative, and responsive programs, by allowing local experimentation Winkler, (1994).

2.9   Decentralization of Adult Education

Decentralization of adult education can be theorized as moving powers to schools and to adult learners themselves in terms of decision making in adult education programmes, who should teach the adult learners, when adult education should conducted, how the programme will be financed and assessed.   This kind of decentralization process has been promoted by international development organizations and Non Governmental Organizations (NGOs). The reasons for decentralization of adult education vary in different countries. Some may include improving the efficiency of management of adult education programmes and other may be and to give adult learners more control over their own education (URT, 2009, URT, 2014 & ETP 1995).

Though, the reasons for decentralization of adult education can be summarized in three broad categories: financing, efficiency and effectiveness, and redistribution of power. These different categories can have interconnections; for instance transfer of power can be aimed at increasing the efficiency and effectiveness of the provision of adult education, or the redistribution of power can be aimed at changing the financing of the programmes from the local government to individual adult learners. Financial argumentations for adult education in Tanzania have become more and more apparent the last decades. Adult education in its decentralized mode has come

to be placed on Civil Society Organizations such as the Institute of Adult Education (IAE), Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), Vocational Education and Training Authority (VETA) and National Council for Technical Education (NACTE). ANFEDP intends to enhance and strengthen the linkage of adult and non-formal education and formal education for better coordination thus improve the quality of education and enhance access and equity. It is important to realize that basic and post literacy for young people and adults should be viewed as a lifelong process which builds a complete literate society and hence contribute to the improvement of people's livelihood of education to lower levels of society.

This process is often aimed at releasing some burden on the national budget and to find new resources to increase the quantity and quality of education.43 there are examples that decentralization of educational finance has been introduced together with decentralization of political power over education, yet this has not always been the case. Efficiency arguments are often based on the high unit costs of education that centralized educational systems experience. By moving responsibility of education to the lower levels of government; the local differences of different communities would better be addressed and result in lower unit costs.

Also a centralized system can be very time-consuming, when even the simplest decision must be taken on the central level. This time-consuming process is avoided if the authority to make decisions is moved to lower levels of government. The effectiveness arguments see the increased inclusion of parents and community groups as an important factor to increase the effectiveness of education; when the

parents and the community are able to participate in the decision process, they will be more involved in education and willing to contribute with resources, such as money and labour, to the running of the schools. Parents that have been involved in the decision process may also hold more positive attitudes to education, which can result in that they provide a more favorable attitude towards education to their children. The rearrangement of power has regularly been seen as a way to include marginalized groups in the society. By sending power to the lower levels of government, marginalized groups shall be given better possibilities to influence education in order to address their requirements (URT, 2009 & ETP, 1995).

2.10   Challenges in Adult Education Provision

The prominent issue discussed in adult education literature is the marginalization of adult basic and literacy education within the education system. For example, (Macharia, 2001) observed that adult education is at present "a suppressed subject" in Kenya and that a programme for training adult educators would therefore be popular only if it was linked to training for formal education.

In Tanzania, marginalization of adult education can vividly be seen in the way the institution is treated especially at the upper level. For example, at the ministerial level, adult education that used to be an independent department with its own budget has been reduced into a mere unit within the office of the Commissioner for Education (URT, 2000). Further, in a report that assessed the development of the provision of Education for All, which Tanzania provides a critical review of the major decisions and actions undertaken since the World Conference on Education for

All, heavy emphasis is placed on primary education while adult education as part of basic education is only mentioned in passing (URT, 2000).

Like the academics, policy makers and donors have undergone a shift in their attitudes to adult literacy. In the 1960s, 1970s and even into the 1980s adult literacy programmes were popular -playing a key role in many national development plans. In 1990 at the conference to celebrate the UN's International Literacy Year in Jomtien, the governments of the world committed themselves to *"basic education for all"*. This appeared to reinforce literacy in general. But since then, despite an increase in investment in primary education for children by both governments and international donors there has been relatively little parallel investment in adult education.

The World Bank (1995) continues to argue forcibly for *"good rates of return" to* Investment in primary education of children but has not yet undertaken similar work with adult literacy. The European Union has committed itself to support basic education overseas but pays only lip service to adult literacy. Bilateral donors have in some cases, after many years of support to adult education, started withdrawing (eg NORAD in Tanzania).

This selective discarding of adult education from the mainstream of provision of education in Tanzania has also led into not allocating any resources in this sector, Resources here include human and finances. In Tanzania, primary school teachers are supposed to cater for adult education with no any remuneration as the result due to the increase of enrollments of pupils and limited resources primary teachers were

overloaded as the result fail of adult education Kweka (1975). Further there is no budget to show how much was allocated and spent on adult basic education. Rather it shows budget allocation for primary education and other sectors as teacher, secondary, technical and higher education. It is not clear whether the budget allocated to primary education covers adult education also.

The marginalization of adult education can also be seen from the current structural change where the entire world is in a competition, where individuals are expected to be independent and those who cannot compete, even those with minimal education and skills are supposed to enter into this competition. This competition has eroded traditional activities such as farming and industries, which used to be manned by low skilled people, are no longer there. In Tanzania, many small industries were closed down due to trade liberalization that started in the 1990s in Tanzania. Thus, most of the typical jobs that used to be manned by adult education graduates have been threatened and either slimmed down or drastically redesigned, directly affecting adult education graduates.

2.11   Empirical Studies

2.11.1 The Understanding of Decentralization of Adult Education

In Uganda, a report by the Ministry of Gender, Labor and Social Development (2008) shows that a number of Government institutions and departments are involved in the education of adults. Apart from the MGLSD, which categorizes this activity as adult education (FAL), the rest of the institutions carry it out indirectly, as a means of attaining their sector objectives and goals. They do not therefore see what they are doing as adult education. Nonetheless, considering the broad definition of

adult education, an effort has been made to include all these efforts in this analysis. It is important to note at this point that the mandate for adult education in Uganda falls under MGLSD and not under the MOE MOES.

In Malawi, adult education is conceptualized as literacy education and is hosted in the Ministry of Women and Child Development. In its decentralized mode which the country adopted in 1998, some of its core functions are performed by the District Assemblies. At the grass root level, adult education is locally implemented by volunteer instructors/facilitators identified and selected by communities through literacy committees. These Committees are responsible for the day to day running of adult literacy classes at village level. This implies that, adult education in its decentralized mode in Malawi is placed under community leaders, who are responsible in recruiting and training adult literacy instructors; paying instructors' honoraria, organizing and training new literacy committees, supervising adult literacy instructors/facilitators and conducting leaner assessment at the end of a 10 month learning cycle and providing them with certificates.

At the District level Adult education activities in Malawi are coordinated by District Community Development Officer who reports directly to the District Commissioner. Under his/her charge are Community Development Assistants (CDAs) who assume the responsibility of literacy supervision. The Community Development Assistant is a permanent government employee trained in community development work, which includes literacy. She/he has practical knowledge in the organization and management of literacy work. Apart from overseeing the activities of supervisors the

District Community Development Officer also facilitates the participation of other development agencies from sectors/ministries such as Education, Health, Agriculture, Local Government and Rural Development in literacy education and other related development efforts (Ministry of Women and Child Development, 2008).

2.11.2 The Effects of Decentralization in the Management of Adult Education Centers

Effects of decentralization on the management of adult education also implies in the access to resources. Many countries have reported negative effects of decentralization on funding of adult education activities. In Uganda for instance, a report by the Ministry of Gender, Labor and Social Development (2008) estimated an annual requirement of Ug. Shs. 30 billion to meet the target of reducing by half the number of the illiterate population by 2007, which is 3.5m of the total 7.0m illiterates to be made literate by 2007. But due to financial constraints, the annual requirement was scaled down to Ug. Shs. 5 billion per annual. Consequently, the targeted number of illiterate persons that would benefit from the government program was scaled down to only 1.2 million by 2009.

However, the decision to reduce and scale down finances in supporting adult education activities was based on the assumption that adult education as conceptualized as literacy education was not a priority like other educational provisioning such as primary and secondary education. However, adult education is any learning activity pursued by adults be it health education, agriculture, environmental education, childcare, civic education and what have you. Although a

number of Government institutions and departments are involved in the education of adults, this can be detrimental because eventually, the institution may remain ownerless. Apart from this, Ministries that are expected to support adult education activities provide their support indirectly, as a means of attaining their sector objectives and goals such as agriculture, health or fisheries. They do not therefore see that these activities at in fact adult education. Nonetheless, considering the broad definition of adult education, an effort has been made to include all these efforts in this analysis.

Most Adult Centre's did not have proper management systems and there was no proper system for management enhancement program both at policy and strategic level. Management is a basic tool for any institutional performance improvement. Well-developed management clearly shows roles and responsibilities among all stakeholders in those institutions. Proper school management shows the roles of teachers, school managers, student and parents and the wider community (Workneh, 2012: 26).

Since the 1980s, the transfer of educational decision-making authority and responsibility from the center to regional and local systems has become an increasingly popular reform around the world. Accelerating economic development by modernizing institutions; increasing management efficiency; reallocating financial responsibility, for example, from the centres to the periphery; promoting democratization; increasing local control through deregulation; introducing market based education; neutralizing competing centres of power such as teachers unions and political parties; and enhancing the quality of education by reducing dropout

rates and increasing learning are often interrelated goals driving the change (Hanson, 1997).

2.11.3 Challenges of Decentralization in the Availability of Resources in Adult Education Centre

Bwatwa and Kamwela (2010), did a study on reveview and revision of adult and non formal education 2003/2007008. The methodology used both the qualitative and quantitative methods in the review which involved questionnaires, interviews, focus group discussion and field work approaches. The review of Adult education Strategy was conducted in 44 randomly selected councils out of 136 councils in Tanzania mainland.tha research revealed that, according to the findings on Adult Education implementation there was a significant enrolment increase of female in adult education programmes for instance under ICBAE in 2005 the enrollment of female was 1,051,475 (55%) out of 1,900,255. In 2007 the total enrollment was 52.9% for female and (46.1%) for male learners.

Also in 2008 the enrolment of female was 52.06% which is high as compared to that of male (47.94%). The IAE enrolment shows that a total number of 16,801 learners enrolled under ODL about 9,205 were female which makes 55 percent. The number of female outweighed the number of males (45%). Moreover, students admitted under Diploma course from 2004-2007 out of the total 287, female were 183 which is 64 percent.

Furthermore, in the FDCs the enrolment of learners in 2004 was 24,658 of which 11,573 were males (47%) and 13,085 were females (53%) the situation was stable in

the following years with an exception of 2007 when the number of female was outweighed by male enrolment. In year 2008 the enrolment was 29,557 in which 14,410 were males (48.8%) and 15,147 were female (52.2%). The findings shown that, poor insight of education to female children in some societies especially pastoralists and mobile communities contributed to that effect.

Furthermore, the enrolment of being less female learners in COBET classes was explained as being attributed to ineffective sensitization and mobilization of the communities at village level on enrolling the girl child. Also field findings indicated there is lack of books for learners and in most cases the Book Pupil Ratio (B:P:R) ranged from 1:5 to 1:15 this situation contributed to ineffective facilitation of the curriculum process. Furthermore it was revealed that most of year three COBET books are not available at the centres.

However, the study revealed various challenges, which hampered a smooth implementation of the adult education programs; Lack of Effective Communication between MoEVT and PMO-RALG in issuing Circulars to the Councils on Adult education. Adult education and non-formal education is managed by two ministries that is MOEVT and PMO-RALG each being charged with specific responsibilities. MOEVT for example, is responsible for policy formulation, planning, coordination, monitoring and evaluation of programmes and linked activities. On the other hand PMO-RALG and the CSOs are the main implementers of Adult education programmes and activities. During the review it was observed that MoEVT issued Circular No. 3 of 2006 directing the district councils to budget for facilitators" honoraria, purchase of teaching and learning materials, and provision of transport

facilities, and setting funds for implementing the Adult education programmes was not fully operational zed ETP, (1995).

Lack of political Will, The respondents explained that after independence the First President and the Father of the nation Mwalimu Julius Kambarage Nyerere emphasized on providing basic literacy to adults as an important tool to fight three major enemies that is ignorance, diseases and poverty. Through mass campaigns the community were sensitized, Adult Education committees were established at all levels to help the ruling party, government and voluntary organizations in the challenging task of enrolling illiterates, laying out and managing constructive implementation plans. The findings revealed that lack of focused sensitization and mobilization of the community to enrol children especially girls as a priority in COBET programme resulted into not reaching the Adult education strategy target of enrolling them MoEVT, (2009).

Lack of Committed and Competent Adult education Coordinators and Facilitators; Management, coordination, supervision; and facilitation of Adult education programmes need committed and competent coordinators and facilitators respectively. Irregular payment of honoraria to Adult education facilitators; Field visits revealed that most of the districts were not able to pay honoraria to the facilitators regularly and this demotivated the facilitators in the field and consequently both the Para-professionals and the professionals opted out in favour of other rewarding opportunities. MOEVT issued a Circular Number 3 of 2006 requiring the councils to budget for Adult education programme activities. But since the district councils are directly accountable to the PO-TAMISEMI on administrative

and financial issues, the circular was not honored by most of the councils. In addition to the above challenges, unfavorable teaching and learning environment, distant location of centres, lack of reliable Adult education data, inadequate funds were the challenges hindered adult education development.

The scaling up of Adult education programmes to all districts in Tanzania Mainland was a noble decision to equitably provide quality basic learning opportunities to the out-of-school children, youth and adults who missed out their human basic right to education in the formal education system. The successful implementation of the expansion of the Adult education programmes was expected to contribute in achieving both national and international goals on Education for All (EFA), which would empower the learners culturally, socially, politically, and economically with improved livelihood in the society.

Teaching and Learning facilities materials have long been recognise as huge facilitators of learning at all levels of education, Adult education programmes included. According to (Moulali, 2005), the quality of Education process at all levels is enhanced by the availability of teaching and learning materials such as textbooks, teachers' guides as well as physical facilities. Moja, (2005) noted out that poor infrastructure due to lack of maintenance and repair may cause brain drain of teaching and administrative personnel out of the Education Sector or even worse, contribute to high Adult learner dropouts from school. Most Previous studies indicate a lack of seriousness of Adult education provision especially in equipping the centres with the necessary materials to enhance a good learning environment.

According to Kebathi (2008) Adult and continuing learning centres in decentralized approach did not have enough and related teaching and learning materials and that most of the learning venues are community owned places such as public schools, churches, mosques and halls. The furniture in these centres is also out of place. This possible will de-motivate the learners and result in absenteeism or even drop-outs.

The Lack of enough of physical and instructional teaching and learning materials in government owned Adult Education training centres, (Nnazov, 2005) observes, is indicative of neglect or the marginal status of Adult Education. This mainly is due to the low amounts of budgetary resources devoted to Adult education programmes that are not enough to cater for all the needs.

Following the UNESCO report on the quality of education of 2006 it shown out that there is a manifest trend to under-invest in Adult education programmes across many nations of the world. (Rue de la Concorde, 2006) for instance asserts that if public subsidies to individual learners are restricted to formal Education or vocational training, then, there is a danger that general Adult Education would be considerably weakened. Adult education for social action is one of the most difficult areas of educational practice where the adult educator is require to understand the power structure in society (McMahon, 1972). The social actions taken would be political (Nyerere, 1976:7; Kidd, 1976:12).

Therefore as a condition for social action there is need to examine the support or involvement of the political parties in adult education activities. In other words where there is a political party that is determined to construct socialism, adult

education for social action will be supported by the Political party as this would fulfil some of the tasks set by the party. Some institutions do not have the responsibility to manage finance. Financial management is handled at higher level and lower level institutions are told to implement without being given the resources to the job. This is not what decentralization is all about (Workneh, 2012:3), these are among the challenges facing adult education provision especially in the District level where by depends funds from fro the central government for implementation.

2.12   General Observation and Summary

Experienced from different studies in Malawi, Uganda and the host Tanzania it shown that, adult education and non-formal has been conducted through different ministries from above mention. In Malawi adult education managed across various ministries, institution and involves the stakeholders in planning and its implementation, while in Malawi adult education is run by the ministry of woman and child development. At the grass root level adult education is locally implemented by the volunteer's instructors in terms of resources allocation and funds. Here you can find that the community has the mandate to make decision where selection of the instructors is done by the local leaders through literacy committees. The same situation in Uganda where by the Ministry of Gender, Labor and Social Development host the key provision of adult education though they have a variety number of Government institutions and departments are involved in the education of adults and this can be indirect. Revealed, that the mandate for adult education in Uganda falls under MGLSD and not under the MOES. In the provision of adult and non formal within and outside the country, the experience shows that though there is community

participation in the local level but does not present the structure on how the planning and implementation is done statistically. However, adult education activities remain in fact own less due to involvement of many stakeholder for instance in Tanzania ministry of education and TAMISEMI.

Also many countries have reported negative effects of decentralization on funding of adult education activities, lack of understanding among the practitioners, poor link between ministries that is President office TAMISEMI and ministry of education science and Technology. Back to our country things may be different. In case of understanding it shows that only few people from upper level understand the policy of adult education while the community does not. It also happened due to the language used in writing where by the community itself cannot understand.

In addition, many researchers did not show well the role of WEC and their understanding of the roles, Country coverage is another area of consideration, where many studies of adult education does not show its effect and the efforts needed to be taken. Though some of the studies from developed countries shown that there is understanding of the policy, well management system of adult education provision and challenge can be resolved compared to our country. So this study aimed to investigate the effect of decentralization in the provision of adult education quality on the level of understanding, management and its challenge in Busokelo district.

CHAPTER THREE

REARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher demarcated the research methods, which were employed in the present study. This includes the research setting, study design, study population and sampling techniques and sample size, instruments/tools to be involved in data collection, reliability and validity of the instrument, and data analysis plan. Ethical issues considerations shall be stated in this chapter.

3.2 Research Methodology

This study was designed to explore the effects of decentralization of Adult Education practices in Tanzania; a case of Busokelo District. Case study is a method of study in depth rather than breath. It places more emphasis on the full analysis of a limited number of events or conditions and their inter-relations. Kothari (2004), see case study method as a technique by which individual factors in an institution or just an experience in the life of an organization or group is analyzed in its relationship to any other in the group. In brief case study method is a form of qualitative analysis where careful and complete observation of an organization or situation or an institution is done, effort are made to study each and every aspect of the concerning unit in minute details and then from the case, data generalization and inference are drawn.

Case study approach was selected because it is a method employed by several researchers on the given practices which provided reliable results and findings based

on the Tanzanian environment. Data and information for the case were obtained by administered questionnaires from several Adult Education institutions. The questionnaires were designed in such a way that precisely answer the research questions set out previously in chapter one. The study focused on understanding the effects of **decentralization** in Adult Education in Busokelo.

3.3   Research Design

Research design is a basic plan on how data was collected and analyzed with the set of rules that enable the researcher to observe the problem under study (Kothari, 2004). Kombs and Tromps (2006) ascertain that a research design is a systematic plan to study a scientific problem. It shows how the major parts of research work together to address the research problem.

This study adopted the cross-sectional and causal comparative research designs. Causal design was undertaken to find out whether any relationship exists between two variables after an action or event has already occurred, one being the cause and the other being the result (Coolican, 1999). In this study therefore, the researcher tried to establish the key role played by teachers and Ward education coordinators in provision of quality adult education.

Cross- sectional or mixed method design is focused on finding the relationship between variables at one moment in time and measure differences between or from among a variety of people or phenomena. The designs helped the researcher to purposely select the sample and collect data concerning Adult education in time with minimal expenditure of time and money.

3.4   Study Population

Best and Khan (1992) define a study population as the aggregation of elements from which a sample elements are actually drawn, investigating the effect of decentralization in the provision of quality adult education. The population of the study included 755 people as follows; 742 teachers, 13 WEC from government schools in Busokelo District. From this population, 54 respondents were drawn as a sample.

3.5   Sample Size

The Study used a sample of fifty four (54), Adult Educational coordinators (12) Teachers (42). The study employed Purposive Sampling requiring an In-Depth Analysis of each selected firm based on availability and accessibility of data.

Table 3.1: Sample Size

No	Respondents	Frequency
1	Ward Educational Coordinators	12
2	Teachers	42
	Total	54

Source: Field Data (2016)

3.6   Characteristics of Respondents

Although it was not part of the purpose of the study, this set of data was intended to describe demographic variables of the sample and to increase the validity and reliability of the research findings. The demographic data consisted of age, sex, and level of education. The table below summarizes characteristics of the sample used in the study.

Table 3.2: Respondents/Informants Characteristics

Category of Respondents	Sex		Age Range			Levels of education			
	F	M	20 - 25	30 - 45	50-46	Certificates	Diploma	Degree	Master
Teachers	17	25	19	10	13	22	6	14	0
WEC	2	10	-	9	3	-	2	8	2
Total	19	35	19	19	16	22	8	22	2

Source: Field Data (2016)

Table 3.2 comprise the total number of respondents involved in research, It shows various categories including sex, Age and levels of education of the participants. In case sex females were18 while males were 36, about Age it ranged from 20 -25 were 19, 26-30 were19, 30-35 were also and 36-40+ were 16.

3.7   Data Collection Tools

The data collected covered a period of six months and they were collected from both primary and secondary sources. For qualitative data, Interviews and Focused Group Discussion (FGD) were used in the process of data collection. Qualitative data is non-numerical and is often gathered through individual interviews or and focus group discussions using semi structured or unstructured topic guides.

Basing on the nature of the study, a qualitative approach was applied as it seeks to explain 'how' and 'why' a particular phenomenon operates as it does in a particular context. As such, qualitative research often investigates local knowledge and

understanding of a given issue or program, people's experiences, meanings and relationships and social processes and contextual factors (e.g., social norms and cultural practices) that marginalize a group of people or impact a program (citation is needed).

Though the study is dominated by qualitative approach, there are some elements of quantitative approach. For quantitative data the study used Questionnaires to obtain data from teachers. A questionnaire is a sequential set of questions specially designed to tackle a specific objective. Hence it is an inexpensive way to get the required information from a large number of respondents. Self-administered questionnaires with open- ended and closed questions were used for data collection from teachers. Often Questionnaires are the only practicable way to reach a large number of respondents so that statistical analysis can be carried out. A questionnaire may enable to gather subjective and objective data. Similarly, it may also gather quantitative data (Hopkins, 1993).

3.7.1 Questionnaire

Questionnaires is a one of the primary sources of obtaining data in any research endeavor. However, the critical point is that when designing a questionnaire, the researcher should ensure that it is "valid, reliable and unambiguous" (Richards & Schmidt, 2002, p. 438). Involves the use of written down items to which the respondents individually respond in writing. The items are in form of statements or question. Questions arte well planned and can always be modified and adapted. In this study the researcher will use questionnaires to seek information from 42 teachers. The questionnaires will consist of close-format, rating scale and a few

open-ended questions so as to elicit more profound responses. The questions will deal with both facts and opinions. Fraenkel and Wallen (1993) emphasize that "close-ended questions are easy to use, score and code for analysis". Therefore member in Busokelo District council will be administered through questionnaires and then response of all respondents will be tabulated and used for analysis. A questionnaire was easy to administer, quick to fill in and can be answered by all the respondents simultaneously. The aim, therefore, is to have a quick feedback on the study as time is limited.

3.7.2   Interview

Burns (1999, p. 118) argued that "Interviews are a popular and widely used means of collecting qualitative data." For this matter the researcher wants to get firsthand information directly from some knowledgeable informants. The inquirer intends "to obtain a special kind of information" (Merriam, 1998, p. 71) and investigates for himself/herself what is going on in the respondents" mind. The research used this technique collect data from 12 WECs at the District. The interview with these respondents will be designed to seek supplementary information on the challenges faced when implementing the policy.

Interview is more useful for clarification and elaboration of some ideas. Interviewing techniques help researchers to record a subject's unique perspective or experience as it relates to a particular issue. Questions are open-ended and the discussion is conversational in nature. The approach allows the subject to provide a firsthand, first-person account. This gives the interviewer insight into where a subject is

coming from, rather than getting "yes" or "no" answers that provide incomplete feedback.

3.7.3   Focused Group Discussion

Focus group discussion refer to group interviewing in which a small group –ranged 10 to 12 people led by a moderator (interviewer) in a loosely structured discussion of various topics of interest (Bernard, 1995). The course of the discussion is usually planned in advance and most moderators rely on an outline, or moderator's guide to ensure that all topics of interest are covered.

There was one group of 12 Ward education coordinators. This aimed at gathering qualitative data by encouraging them to speak their thoughts and views freely. This method enabled informants to represent their knowledge, attitudes and feelings about the necessary of Adult education in the development of the community.

3.8   Reliability and Validity of Instruments

Reliability is a degree of consistency that the instruments or procedures demonstrate whatever it is measuring (Best & Khan, 1993). Golafshani (2003) arguers that reliability is the extent to which a questionnaire, a test, observation or any measurement procedure or instrument produces the same results on repeated trials. In other words, it is the stability or consistency of scores over time or across rates. Validity is that quality of a data-gathering instruments or procedures that enable it to measure what it is supposed to measure (Ridley, 2005). It is about credibility, the best available approximation to the truth of a given proposition, inference, or conclusion. For the sake of making the study effective, the conclusion validity (is

there a relationship between the two variables), internal validity; assuming that there is a relationship in this study (is the relationship a causal one), external validity; assuming that there is a causal relationship in this study between the constructs of the cause and the effects, (can this effect be generalized to other persons, places, or times).

To ensure that all types of validity questions are answered, qualitative and quantitative approaches or techniques in collecting and analyzing data were used. Triangulation of the instrument was employed in collecting data, meaning that the use of multiple data address the validity of information being gathered or needed. The study employed interviews, open and structured questionnaire, as data collection techniques also a pilot study was conducted at one ward as another way of validating the data collection instruments.

3.9   Data Analysis

Data analysis involved editing, coding, classifying and tabulating data with the purpose of summarizing and organizing the data in such a way that they answered the research questions of a given study. Since the present study was collecting both quantitative and qualitative data, the data analysis process was also be governed by two approaches.

Quantitative Data Analysis: the researcher used the computer software programme; Statistical Package for Social Science (SPSS) version 16 to process quantitative data generated by questionnaire and documentary review. The quantitative data was coded, entered into the computer using SPSS programme and then subjected to

descriptive analysis. Descriptive statistics were used to summarize the information. Respondents were analyzed in percentage, mean and frequencies. And then they were summarized and presented in table and tabular forms**.**

Qualitative Data Analysis: Qualitative data were analyzed in accordance with the framework of qualitative data findings stipulated by Huberman and Miles (1994). This framework draws on three stages of data analysis-reduction of data, organization of data into themes and subthemes, and finally attaching the meaning to the analyzed data. Interview will be analyzed in this method.

3.10   Ethical Consideration

The researcher was observing relevant rules and regulations to ensure that the study was conducted in accordance with the research procedure. Specifically, the following issues were taken into consideration: protocol observation, informed consent, privacy and confidentiality.

Protocol Observation: Before going to the field the researcher asked clearance letter from the Director of Post-Graduate Studies, Open University of Tanzania (out); which introduce the researcher to District Executive Direct who provided the introduction letter to DEOs, WEC and to the Head of Schools.

Informed Consents: The researcher introduced himself to the schools under study, and then informs the informants about the purpose and importance of the study. Such preliminaries were carried out at the commencement of data collection process. The respondents were expected to participate in the study willingly and voluntarily.

Privacy: The data that were collected from respondents were coded to protect their identity and ensure their privacy. During interview the researcher were using more positive words to avoid making the respondents uncomfortable.

Confidentiality: Confidentiality issues was recognized and considered at every stage of research process. The researcher kept identity of informants and their school names anonymous. In fact, the researcher used pseudo names to conceal real names of schools and informants. After all, the respondents were guaranteed confidentiality of the information given, during storage and processing of data. The assurance of confidentiality gave participants a sense of trust and confidence as well as freedom and safety to speak and write their mind about the problem under.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter presents and describes the data as they were obtained from the field. These are followed by a discussion of each research findings. The study explored the effect of decentralization in the provision of adult education quality. The study was conducted in Busokelo District. The general purpose of the study was to analyze the effects of decentralization in the provision of adult education quality in Busokelo District. The findings obtained were organized into specific objectives stated as sub headings. Then the headings and subheadings were organized for discussions.

4.2 The Understanding of Adult Education Among Adult Education Practitioners in Busokelo District

The first research objective aimed at assessing the understanding of Adult education practitioners of the decentralization of adult education in Busokelo District Council. This objective was set to find out whether adult practitioner understand well Adult education policy and if they were able to interpret it well to the other stakeholder in the district. The data mainly gathered through questionnaires, which were filled by 42 teachers.

The responses from Table 4.1 indicate that, 9 respondents (75%) were not aware of adult education. They did not even clearly define it in the interview. They viewed adult education as a place of failures, and is for those who could not access formal education.

Table 4.1: The Understanding of Term Adult Education

Question	Yes		No		Total
	Frequency	**%**	**Frequency**	**%**	
Do you know adult education?	3	25	9	75	
Do you know decentralization?	9	21.5	33	78.5	
Do you know the roles of the WEC? If YES mention three of them.	5	11.9	37	88.1	

Source: Field Data, (2016)

However, 3 respondents (25%) tried well by viewing adult education as a way to increase knowledge, skills and attitude. This is a positive ways of identifying and thinking about adult education. This response does not blame or construct the learners as failures or ignorant. The second question aimed at determining the level of understanding of the concept of decentralization of adult education. Questionnaires were used to get the data. 42 respondents were asked the following question: What is your understanding of decentralization? The findings show that 33 respondents (78.5%) were not able to say what decentralization means, while only 9 (21.5%) teachers had narrow understanding on decentralization policy.

In focused group discussion with adult education coordinators, they said that one of the reasons for not knowing is that the teachers resource centers have died long time ago and there no longer evening classes or institutions as they used to in 1980s. The findings are in line with that of Chonjo (1994) who argued that the local government failed to provide quality services, due to, among others, failure of the local government to collect revenues, and a failure of the central government to disburse subsidies. Difficulties in raising funds led to a failure in many districts to run adult

education. According to Chonjo (1994), the Government of Tanzania, while determined to decentralize, has failed to manage the delivery of quality services to the poor, taking primary education, adult education, health and infrastructure as examples. All these have led to lack of understanding of adult education and decentralization among teachers and coordinators.

In interview with ward executive coordinators (WEC), one had this to say:

> *…Mimi nasikia tu kuwa kuna sera ya ugatuzi wa madaraka,lakini kusema kweli ya elimu kwa ujumla sijafahamu kuwa kama kuna sera hiyo kwa elimu ya watu wazima labda kwa kuwa umekuja tutajifunza zaidi kutoka kwako mtaalamu vinginevyo hatujui zaidi ya MEMKWA…"*

…I only hear there is something called decentralization but in real sense I cannot explain what it means about it but also I did not know if there is another decentralization policy for adult education because you're here we shall learn from you. Otherwise we know nothing other than COBET (my translation). In focus group discussion, Teachers 8 (83.3%) out of 12 pointed out that decentralization is not understood well to the majority including teachers themselves, these as remain as the challenge to them .on teacher from group y said:

> *…. that, what I know is the transfer of some power and responsibilities to the local government, for me I can't say anything about decentralization in adult education…*

> *....Another group members noted that; there is no decentralization for adult education for adult education, at least I can see in primary education and secondary education where there is PEDP and PEDP, for this case adult education remain on writings….*

Generality of the concept of decentralization of adult education was not understood by the majority of respondents. Most of them said they had heard of it but they had no language to explain what it was. This is implies that decentralization is not yet

known to the majority of the people, taking example of the ward education coordinators as the key actor at ward level. It was assumed that when the government power and services are transferred near to the people, they would get and understand the services. This was found to be contrary in this study. People have heard about it, but they have no language to explain, meaning, they have no concept, and thus, they cannot practice it, or participate in it effectively.

However, the findings from this study also found negative understanding of adult education. Some considered it as the education for the failures "for those who did not pass their examination. This kind of understanding means that people perceive adult education as an institution for the losers, and it becomes hard to support it.

4.3 The Effect of Decentralization in the Management of Adult Education Centres in Busokelo District

The second objective aimed assessing the effect of decentralization in the management of adult education quality in Busokelo District. The objective and research question was set to explore effect of management in the provision of quality adult education in Busokelo District. More specifically the section provides answers to the research question "What is the effects decentralization in the management of adult education center in Busokelo District Council?"

The Table 4.2 depicts various responses from the question. 40 (95.3%) of the teachers responded that decentralization has not given access to many people to acquire education than before when the central government used to manage education itself. 2 respondents (4.7%) said that, decentralization had led to the

increase in enrolment of adult learners. The key findings of this study on the effects of decentralization of adult education is that few people are enrolled in adult education classes.

Table 4.2: The Effect of Decentralization in the Management of Adult Education Quality

2. Has decentralization led to:	Yes		No	
	Frequency	%	Frequency	%
More actors being involved in the provision of adult education?	6	14.2	36	85.8
More resources for adult education are given?	10	23.8	32	76.2
More people join adult education classes?	2	4.7	40	95.3

Source: Field Data (2016)

Moreover, the study has shown that 36 (85.8%) respondents said that there is less involvement of actors in the provision of adult education, while only 6 (14.2%) agreed that some are involved. Within decentralized mode, few actors are involved in the provision of adult education. This might have been due to the lack of seriousness of government leaders who do not enforce the policy to make adult education a compulsory for reduction of illiteracy. According to the late mwalimu Julius Kambarage Nyerere (1968) this was not a call for the organization of special classes under special instructors. The main task was to integrate adult education with socialist construction.

Despite the opened door for many actors to provide adult education, the findings of this study show that, in many centre, enrollment continue to dwindle, if one

compares with when adult education started in the 1970s. While there is a way to continue with secondary education, the majority of adults, who cannot afford secondary education, remain without basic literacy skills. The finding is contrary to Preece (2007), who argued that, education itself is not auto-magic emancipator in reality, is often highly controlled; class based, and may well perpetuate social disparities, if it does not raise awareness of the right responsibility and potential life for the change.

The Table 4.2, again shows that 32 (76.1%) argued that there is unsatisfied budget which made the local government fail to manage well adult education, in addition to that there is lack of learning materials in teachers' resource centers. On the other hand, 10 (23.9%) said that they thought with decentralization, resources are available now than before. Therefore, it was observed that there are advantages and disadvantages of decentralization of adult education.

The above data was triangulated through interview schedule. The respondents were asked: In your views, what is the effect of decentralization in the management of education centers in Busokelo district? The following were some of the responses:

WEC 1: I think decentralization of adult education led to many more adults get education. With the opening of secondary evening classes, many people who did not pass from four can join evening class and continue with school, just like others.

WEC 2: For me, I don't see much effect of decentralization of adult education to the learners, and if it is there, it is not positive. Nowadays not many people are talking about adult education. It is like it is not there. When it was centralized,

district adult educators had motor vehicles and they were visiting the centres. Nowadays, we hear decentralization means social services will be near to the people, but we don't see them visiting the people. May be decentralization was not for adult education.

WEC 3: Decentralization of adult education? What is it? How does it look like? If it is there, it is not working. I am saying this because in adult education, there is nothing nowadays. No budget to run adult education activities, no teacher's specific for adults and no nothing.

> *....Baada ya ugatuzi wa madaraka, halmashauri zimeshindwa kabisa kuendesha elimu ya watu wazima ikiwa pamoja na kushindwa kulipa honoraria kwa walimu badala yake kuwatumia walimu wa elimu ya msingi kufundisha elimu hiyo bila kujali kiwango cha taaluma inayohitajika na kuondoa ubora wake .pia aliendelea kusema kuwa kada hiyo imekuwa ngumu baada ya kuondosha kifungu cha elimu ya watu wazima na kupeleka sekondari...*

…the coming of decentralization education policy, many of the local government (District) total failed to control and maintained adult education particularly the area of teaching and decided to use primary education teachers to teach literacy classes, failed to pay them as the result deteriorate of adult education in many of the District (My translation**.**

WEC 1:   lack of teaching and learning materials for adult learners in the centre's such as books and other facilities

WEC 2:   poor attendance of learners due the responsibility they have in their families such   as farming, taking care of their children and doing small business in older to sustain their life.

WEC 3:   *elimu ya watu wazima ilikuwa ya Mwalimu Nyerere na Karume kwani viongozi wengine hawajatilia umuhimu katika suala hilo,kwani Nyerere angakuwa hai walimu hao hadi hivi leo wangekuwepo kutokana na umuhimu wake, mpaka hivi leo hakuna kiongozi anayezungumzia sula hilo pamoja na kuwa viongozi wengi wamepitia elimu hiyo pale Taasisi ya elimu ya watu wazima…*

Adult education was for mwalimu Nyerere's regime and his colleage Karume as patronage of this, if Nyerere was alive teachers were on the place already trained due to the importance to him, because today no one is talking about adult education, though many leader we have today were passed in the same institute of adult education…(Mbata from kisegese ward).

Teacher 1:   lack of proper curriculum which could state the content of which adult learner they are suppose to learned about. Also curriculum states on how teacher could go about their teaching methods for adult learners different form pupils or students in schools.

Teacher 2:   *…watu wazima wanapenda kujiunga na masomo ya elimu ya watu wazima, biashara na kulima shamba .hivyo wanashindwa na hata kama akijiunga ataonekana kuwa mtoro,hata hivyo hali ya uchumi kwa sisi tulio wengi ni ngumu kuhudumia familia na sisi wenyewe (14May,2016)lakini ni vigumu kutokana kwamba wanalazimika kusoma na kufanya shughulizingine kama*

…Adult prefer to join with Adult classes ,but they feel difficult due to the family responsibilities such as farming, business ,still it is difficulties for them otherwise they will not attend the classes well, many of us we are facing with economic hardship that is why we cannot manage to facilitate our children and the same times ourselves ….(14May, 2016).

Teacher 3: …. Adult education is only remaining in writings and in books for the readers, because there is no effort taken by the government to make sure that is

improving. We as ward adult education coordinator we know nothing about, though we are there entitled for that, there is no training for the programs no budget for adult education as we see in primary and secondary education whereby there is strong support financially and materially MMEM and MMES with a lot of capitation grants provided…

During the interview, it was noted that many of the respondent interviewed said that this had happened when the government shifted the power to formal education where you found a lot of emphases put such as the introduction of capitation grand through MEMKWA and MESKWA and leave out adult education one of its form of education. This had come as a fact when a ward education coordinator from Ward x commended that:

Apart from that, a person with knowledge of writing, reading and doing simple art hematic is also qualified. This is observed from one of the respondent from "Mbambo Teachaers resource centre" who argued that:

> *...Zamani za Mwl Nyerere hapakuwa na walimu maalumu wa madarasa ya kisomo badala yake walimu wa msingi walitumiak kufundisha,mabwana shamba pia walitumika kufundisha na hao wote hawakwenda chuo cha kusomea kufundisha elimu ya watu wazi Tena walimu wasitaafu wali tumika kufundisha madara hayo.Hata hivyo madarasa mengi yalikufa baada ya serikali kutotilia mkazo elimu hiyo kwa muda mrefu sasa (20April,2016)*

….During Mwalimu Nyerere Regime , there were no special trained teacher for teaching adult literacy classes, thus, primary teachers were used to teach, Agricultural extension officers were also involved in teaching adult learners and

other retired officers were also involved in such program. Later on adult education was declined to lack of emphasis from the government…

The objective was to determine the effect of decentralization in the management of adult education centres in Busokelo District. What were the findings? The implication of the finding above means that literacy classes has helped to push development in this country and it was doing well especially that time of Nyerere regime. In concluding the above section, finding revealed that there is still a need of having training for education teacher specifically for teaching literacy classes in this country.

Objective 3: The challenges of decentralization of adult education centre (N=42)

The question was asked what are the challenges facing adult education provision in Busokelo District.

Table 4. 3: Challenges of Decentralization of Adult Education

CHALLENGES	YES		NO	
	f	**%**	**f**	**%**
lack of classes for adult education	**39**	**92.8**	**3**	**7.2**
Language bearier	28	66.6	14	33.4
Economic hardship	22	52.3	20	47.7
Social responsibility	25	59.5	18	40.5
Lack of trained facilitators	37	88.0	5	12
Lack of teaching and learning materials	29	69.0	13	30.9
Lack of adult education policy	26	61.9	16	38.0
Lack of government support	22	52.3	20	47.6
Lack of community awareness	34	80.9	8	19.0
Lack of motivation to learners	31	73.8	11	26.2
Unfavorable learning environment	19	45.2	23	54.7
Lack of payment to facilitators	38	90.4	4	9.5

Source: Field Data, (2016)

From the Table 4.3, the findings showed that 39 (92.8%) out of 42 commended that there were few classes for adult education, but only 3 (7.3%) who said that, classes for adult literacy are enough. Also (66.6%) out of 52 showed that, language barrier was also a challenge for adult to learned due to the reason that many of them were used to mother tongue, while14 (33.4%) out of 42 replied that language still was not a problem. It was further observed that 22 (52.3) of other respondents noted that social economics made people not enroll adult literacy classes, because the same time the need to pay fees for their children, while few of them 20 (47.7%) said they can join for it.

In addition, 25 (59.5%) out of 42 replied, adult had many responsibility do particularly caring their children at home at the same time looking for money to sustain family life, while 18 (40.5) said they can afford to join with the studies. Lacking of trained facilitators was another challenge in which 37(88.0%) out of 42 instead primary teachers were used to teach the classes while the rest 5 (12%) of the respondents said no. This is contrary to the principals of teaching adult learners (Knowles, 1980, p. 43).

Moreover, 29 (69.0%) out of 42 of the respondents noted that, there is inadequate resources for teaching and learning for adult learners (personnel's and materials), the rest (30.9%) said resource are available. The findings concur with what was said by Moja (2005) who points out that poor conditions of buildings due to lack of maintenance and repair may cause brain drain of teaching and administrative personnel out of the Education Sector or even worse, contribute to high Adult learner dropouts from school.

Most Previous studies indicate a lack of seriousness in ACE provision especially in equipping the centers with the necessary materials to enhance a conducive learning environment Kebathi (2008 and Nnazov, 2005). Furthermore, 26 (61.9%) of the respondents recommended that lack of adult education decentralization policy was one of the challenge in the provision of adult education, while the rest (38.0%) said that policy is not a challenge at all. 22 (52.3%) of the teachers responded that lack of government support to the adult education programs were among the challenges while (80.9%) respond that there was enough government support to adult education classes. 34 respondents (4.7%) said that, lack of community awareness was another challenge in the provision of adult education in Busokelo district.

Moreover, the study has shown that 31 (73.8%) respondents said that there is a big challenge in adult education providers due to the lack of motivation l, while only 11 (26.2%) said that motivation was not sound as a challenge. Not only that, but also 38(90.4%) out of 42 said that lack of sustainable payment to the adult facilitators has influenced to the decline for the adult education in Busokelo District.

The main challenges in the provision of adult education within decentralized mode were lack of resources from infrastructure, resources, teaching and learning resources and the like. These challenges can be linked with the attitude that people hold about adult education. To reach and maintain high standards, many support systems must be in place."Capacity-building" has become a phrase used to acknowledge, at least verbally, that clear standards and powerful incentives are not enough to dramatically change teaching and learning. Many people tend to think primarily, and sometimes exclusively, of the need to improve teachers' knowledge and skills. But the necessary

capacities and strategies must be thought of more broadly, indeed we would say, more systemically. We have little knowledge about how the whole system can be effectively designed to meet the burgeoning needs of reform. Studies provide useful guidance in this regard.

In a conceptual article on capacity, Cohen and Ball (1996) argue that we need to reconsider what we mean by capacity in the classroom. They propose that, in addition to teachers' knowledge and skills, effective classrooms require high-quality instructional materials and students and teachers who are motivated and ready to learn. Furthermore, people supporting the classroom are needed; social relationships; Material (non-human resources); an Organization and allocation of school and district resource.

Although Teaching and Learning materials have long been established as great facilitators of learning at all levels of education, adult education included, the findings have shown that there is serious lack of teaching and learning materials in Busokelo District which impede the provision of adult education. This mainly is due to the low amounts of budgetary resources devoted to Adult education programmes that are insufficient to cater for all needs. T

his is in line with the UNESCO's report of 2006 which pointed out that there is a noticeable tendency to under-invest in ACE programmes across many nations of the world. Rue de la Concorde (2006) for instance asserts that if public subsidies to individual learners are restricted to formal Education or vocational training, then,

there is a danger that general Adult Education will be considerably weakened. (Moulali, 2005, Cohen and Ball, 1996, Moja, 2005). In focus group discussion, Teachers 10 (83.3%) out of 12 pointed out that lack of sustainable payments for adult education facilitator has become a big challenge. One Teacher was noted saying this;

> *…I think adult education is not a priority for the government because we are not paid our honoraria for more than 8 months as facilitators for COBET…*

The findings obtained from teachers revealed the same information. One teacher commended that, the government does not budget enough money for adult education for running adult education programs and these has led to the fail of adult education. As note by one teacher during discussion who said:

> *….Lack of such support to the facilitators demoralized them and some opted out to do other rewarding initiatives leaving the sessions at the centers unattended at the expense of the learners…*

This chapter presented the major issues of the findings such as low understanding of decentralization of adult education among the key actors in Busokelo District to an extent that there are some WECs who failed even to mention their roles in provision of adult education. The major reason is that there is no clear policy illustrating on the issues of adult education as in other learning institution such as higher learning institution where by people could access them easily. Moreover, few actors in the provision of adult education in busokelo District were other finding, which had contributed to the decline of adult education in busokelo.

However, the study has confirmed that decentralization have a significant influence on the existence of few teachers' resource centers in the district. It should by now be

clear that we need to create a culture in which all adult learners are encouraged to use these clusters. This is not an easy goal. Coordinators need to catch and sustain engagement in restoring the adult education. Finally, the study showed that actors and government involvement is necessary for development adult education in the country.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1   Introduction

This chapter presents the summary of the study, discussion of the findings, conclusion and recommendations.

5.2   Summary of the Study

The purpose of the study was to analyze the effects of decentralization in the provision of quality adult education in Busokelo District. The study was conducted at Busokelo District Council in Rungwe District Mbeya Region. 12 wards were the focus of the study. A total number of respondents were 54 who involved in this study. Three specific objectives guided the study. The first objective was to assess the understanding of adult education practitioners of decentralization of Adult education in Busokelo District Council, the second objective was to assess the effects decentralization in the management of adult education centers in Busokelo District Council and the third objective was to examine the challenges of decentralization in adult education centre's in Busokelo District Council.

5.3   Summaries of the Key Findings

The study aimed at answering three research questions. The first question was How do adult education practitioners interpret decentralization policy in providing education quality in Busokelo District Council, the second question was What is the effects decentralization in the management of adult education centre in Busokelo District? And the third question was the challenges of decentralization in the

availability of resources in adult education centre in Busokelo District? The study employed a qualitative and quantitative approach and the case study design. Three instruments of data collection were used: these were interview, questionnaires and Focus group Discussion. Also the research put into consideration the issue of ethical aspects to ensure data validity during the study.

In summary, the study found that within decentralized mode, less people join adult education especially in secondary education level, and the majority, especially the poor does not join adult education programmes. This has a negative effect for the society because there will be a time that Tanzania will have a lot of illiterate people. In the globalized world, this is a serious mistake because these will be in an opposite camp from those who know how to read and write. As for the challenges in the provision of adult education, lack of resource was found to be a snag. Lack of resources has been found to be impediment in conducting any activity and thus, this can be attached to the whole sad situation found in the institution of adult education in Tanzania.

5.4   Recommendations

Based on the findings of the study, the researcher came up with following recommendations that are directed to two concerned areas; recommendations for action and recommendation for further studies.

5.4.1 Recommendations for Action

The following recommendations if properly implemented may be of help to cub the problem of poor provision of adult education in Tanzania.

To the Government

The Government needs to play the greatest role if the aim of achieving quality adult education is to be realized. The Government needs to allocate adequate funds to keep literacy classes and community libraries current with quality literature. More library facilities need to be incorporated in all adult education centres where there is none. The Government should make efforts to strengthen construct literacy classes and libraries. It should also be ensured that books are accessible to adult learners and librarians are employed to provide learners with bibliographic function (quick, accurate, and exhaustive information on book).

It was suggested by some WECs during the interview sessions that books should be transformed into plays or dramatized/acted out and recorded in VCD, DVD to be watched in TV which has captured the interests of Tanzania Adults.. However, this will work only if schools are supplied with electricity and computers or other facilities that can facilitate learning through CDs and DVDs.

To the Facilitators

The facilitators are the next set of people who adults who most interact with the learners during facilitation session. In the light of this fact, they should know the principal and that characteristics of adult learners, type of books which learners will enjoy reading. Hence, they need to request appropriate number of books for learning centre's, and community libraries.

Facilitators should introduce books to the learners after giving them a brief introduction about the contents. This will give learners the freedom to choose books

according to their needs. They should also inform policy makers about the importance of access to books. Facilitators need to appreciate the importance of reading. This will give them the opportunity to motivate and encourage their learners to read widely, continuous assessments should include book reviews, storytelling and writing.

5.4.2 Recommendation for Further Research

This study was done in Busokelo District Council, which is a small area, so the findings partly cannot be generalized to the whole country; it is recommended that other related studies be conducted in other parts or regions of the country so as to generalize the results. The study was confined to lower adult education. The same study can be done to different educational levels.

As the study employed cross-sectional research design with mixed research approach (qualitative and quantitative) the researcher proposes that other studies may be conducted on the same topic but with different approaches and research designs because time, research methods and designs may provide different results.

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APPENDICES

Appendix 1: Questionnaire Guide for Teachers

RESEARCH TOOLS FOR DATA COLLECTION

Part A. Personal particulars

I am Mathias R, Tilia a student at the open University I am currently conducting a research on **"the effect of decentralization on the provision of quality adult education in Busokelo District council**" May you please help to enrich my research by responding to the following questions to the best of your knowledge? Your responses will total anonymous and the highest degree of confidentiality will be maintained. I therefore request you to answer all questions as honestly and as openly as you can.

SECTION A: Teachers' characteristics.

1. Please indicate your age.

   (a) 20 – 35yrs ( )

   (b) 36 – 45yrs ( )

   (c) 46 – 60yrs ( )

   (d) 60+   ( )

2. Indicate your highest level of education.

   (a) Diploma ( )

(b) Degree ( )

(c) Masters ( )

(d) Others (specify)……………..

3. Please indicate your sex.

 (a) Female   ( )   (b) Male ( )

Section B. levels of understanding of the adult education practitioner

1 .Do you understand the term adult education   Yes { }   No {   }

2. Do you understand the term decentralization policy   Yes { }   No {   }

3. Do you understand the roles of WEC in the provision of adult education Yes {   }
No{   }

Section c. the effect of management in the availability of resource in adult education centres

Are they enough actors who are involving in the provision of adult education in busokelo District   Yes {   } No {   }

Is there enough resources in adult education centres   Yes {   }   No {   }

Are there enough teaching and learning resources in adult education centres Yes{   }
      No {   }

Are there employed trained facilitators in adult education centres   Yes {   } No {   }

Is there adequate facilitators for teaching adult learners in their centres Yes { } No {}

Section D.Challenges Facing Adult Education Provision In Busokelo District

Challenges facing In the Provision of Adult Education	YES (If yes tick)	NO (If no tick)
lack of classes for adult education		
Language bearier		
Economic hardship		
Social responsibility		
Lack of trained facilitators		
Lack of teaching and learning materials		
Lack of adult education policy		
Lack of government support		
Lack of community awareness		
Lack of motivation to learners		
Unfavorable learning environment		
Lack of payment to facilitators		

THANK YOU

Appendix 2: Interview Guide for WEC

Part A. Personal particulars

The following guide is designed to collect information on "the effects of decentralization on the

 Provision of adult education quality in Busokelo District

1. What do you understand by the term adult education and decentralization policy?

2. What do you understand by the term decentralization policy?

3.What do you understand by decentralization of adult education?

4.In your views, what are the effects decentralization in the management of adult education centers in Busokelo District

5. What is your role as ward education officer in the provision of adult education?

6. How many teachers hired specifically for adult teaching in your area

7. What are the qualifications for the adult teachers to be recruited?

8. Are there enough learning and teaching materials allocated to the adult education centres?

9. In your own views what should you do to promote adult education quality in busokelo district?

10. Suggest the appropriate strategies that would assist to improve the quality of adult education in our country

THANK YOU

Appendix 3: Guide for Focus Group Discussion

Part A. Personal particulars

In your views why do you thing that adult education is important?

As a Ward adult education coordinator what are your roles in provision of adult education?

What are challenges facing in provision of adult education?

Do you understand decentralization policy?

THANK YOU