

**ORGANIZATION AND MANAGEMENT OF COMMUNITY EDUCATION  
PROGRAMS AS A STRATEGY FOR POVERTY REDUCTION IN  
TANZANIA**

**Inaugural-Dissertation**

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## **List of Acronyms**

ASDP - Agriculture Sector Development Program

CDOs - Community Development Officers

CEPs - Community Education Programs

COBET - Complimentary Basic Education and Training

CIDA - Canadian International Development Agency

DADPs - District Agriculture Development Projects

DANIDA - Danish International Development Agency

DfID - Department for International Development

DIDF - District Irrigation Development Fund

ESDP - Education Sector Development Program

FDCs - Focal Development Colleges

FETA - Fisheries Education and Training Agency

ICBAE - Integrated Community Basic Adult Education

JICA - Japan International Cooperation Agency

LLQF - Life Long Learning Qualifications Framework

MDGs - Millennium Development Goals

MKUKUTA (NSGPR) - National Strategy for Growth and Poverty Reduction

MKURABITA - (PBFP) - Property and Business Formalization Program

NMSF - National Multi-Sectoral Strategic Fund

NQF - National Qualification Framework

ODL - Open and Distance Learning

SACCoS - Savings and Credit Cooperative Societies

SIDO - Small Industries Development Organization

SMEs - Small and Medium Entrepreneurs

TACAIDS - Tanzania Commission for AIDS

TAHA - Tanzania Horticulture Association

TASAF- Tanzania Social Action Fund

TBS - Tanzania Bureau of Standards

TCDD - Tanzania Collision on Debt and Development

TFDA - Tanzania Food and Drugs Authority

TIE - Tanzania Institute of Education

TLED - Tanzania Local Enterprise Development

TNA - Training Needs Assessment

TZS - Tanzanian Shillings

URT - United Republic of Tanzania

USAID - United States Agency for International Development

VETA - Vocational Education and Training Authority

VICOBA - Village Community Bank

WDC - Ward Development Council

## **Abstract**

The study investigated the organization and management of community education as a strategy for poverty reduction in different communities in Tanzania. The study was guided by four specific objectives on how community education programs were initiated and coordinated in different communities, the relevance of community education programs to poverty reduction, availability of human, financial and physical resources for community education programs as well as the challenges in the provision of community education programs. The study employed mainly qualitative research approach and used multiple case study design. The study was conducted in Dar es Salaam City (Kinondoni Municipality), Mbeya City, Arusha City and Mwanza City. The Cities were selected deliberately to capture the diversity of communities dealing with different socio-economic activities. Purposive and convenient sampling techniques were used to capture 100 respondents of whom 41 were experts from different Ministries, City councils, NGOs and CBOs; and 59 were trainees from different government departments, NGOs, and CBOs. Information was collected through semi-structured interviews, Focus Group Discussions, and documentary reviews. The collected data were transcribed, translated and then analyzed according to the research questions and sub-questions. The study findings divulged that communities' needs, plans by experts as well as existing production challenges in the communities were the major factors for initiation of community education programs. Involvement of communities in selecting educational programs was not effective with shortfalls in the coordination of community education programs for poverty reduction. There was a problem on the implementation of available guidelines for the provision of community education programs. There was notably relevance of educational programs offered with exceptional to few which were not relevant. The increase in production and income were the main prominent outcomes of educational programs, hence poverty reduction among communities. The funds which were disbursed for community education programs were insufficient at a very great percent contrary to what were being requested. The challenges in the provision of community education programs in an attempt to reduce poverty in different communities by experts were: insufficient funds, lack of transport, poor adoption of communities and poor motivation. Meanwhile, lack of markets, expensive inputs/facilities, difficulties in access to loans and repayments, and lack of capital were challenges disclosed by trainees. The study recommends that involvement of stakeholders in planning for community education programs as well as effective investment in education by budgetary consideration are crucial for effective provision of community education for poverty reduction. There should be extraordinary efforts to construct irrigation schemes in different communities for effective agricultural production throughout the year, hence increase in production and income, ultimately poverty reduction. During policy planning, there should be as well pragmatic strategies in place and political will for policy implementation, so that every policy should be timely implemented without any diminutive confession. Since financial constraints was a major factor impeded implementation, initiatives for networking and collaboration with other internal and external development partners is inevitable. There is a need to have clear and friendly policies on supporting the poor in different aspects like facilities subsidy, loans, and markets for better performance in socio-economic production activities, hence poverty reduction and sustainable community development.

## Abstrakt

Die Studie untersuchte die Organisation und das Management der kommunalen Bildung als eine Strategie zur Armutsbekämpfung für verschiedene Gemeinden in Tansania. Die Studie orientierte sich an vier spezifischen Zielen, wie kommunale Bildungsprogramme initiiert und koordiniert werden: der Relevanz von Bildungsprogrammen für die Armutsbekämpfung, der Verfügbarkeit menschlicher, physischer und finanzieller Ressourcen sowie den Herausforderungen bei der Bereitstellung von kommunalen Bildungsprogrammen. In der Studie mit ihrem hauptsächlich qualitativen Forschungsansatz wurden mehrere Fallstudien unternommen. Die Studie wurde in den Städten Daressalam (Kinondoni Municipality), Mbeya, Arusha und Mwanza durchgeführt. Die Städte wurden bewusst ausgewählt, um die Vielfalt der Gemeinden zu erfassen, die sich sozioökonomisch unterschiedliche zusammensetzen. Anhand gezielter Stichproben-Auswahlverfahren wurden 100 Teilnehmer erfasst, von diesen waren 41 Beamte verschiedener Ministerien, Stadträte, NGOs und CBOs sowie 59 Auszubildende aus verschiedenen Regierungsabteilungen, NGOs und CBOs. Informationen wurden durch halbstrukturierte Interviews, Fokusgruppengespräche und Dokumentenanalysen gesammelt. Die gesammelten Daten wurden transkribiert, übersetzt und anschließend anhand der Forschungsfragen und Teilfragen analysiert. Die Ergebnisse der Studie zeigen, dass die Bedürfnisse der Gemeinden, Pläne von Beamten sowie bestehende Produktionsprobleme in den Gemeinden die Hauptfaktoren für die Einführung von kommunalen Bildungsprogrammen waren. Die Beteiligung der Gemeinden an der Auswahl von Bildungsprogrammen war nicht effektiv, da es bei der Koordinierung der Programme zu Defiziten kam. Ein Problem betraf die Umsetzung vorhandener Richtlinien für die Bereitstellung von kommunalen Bildungsprogrammen. Die Relevanz der angebotenen Bildungsprogramme war besonders groß, nur wenige waren irrelevant. Der Anstieg von Produktion und Einkommen sind die wichtigsten Wirkungen von Bildungsprogrammen, somit konnte in den Gemeinden die Armut gemindert werden. Die Mittel, die für die kommunalen Bildungsprogramme ausgegeben wurden, reichten im Gegensatz zu dem, was angefordert wurde, zu einem sehr hohen Prozentsatz nicht aus. Die Herausforderungen bei der Bereitstellung von kommunalen Bildungsprogrammen zur Verringerung der Armut, wie sie von den Beamten aufgezeigt wurden, waren: unzureichende Mittel, fehlender Transport, schlechte Annahme der Programme in den Gemeinden und schlechte Motivation. In der Zwischenzeit waren fehlende Märkte, teure Investitionen / Einrichtungen, Schwierigkeiten beim Zugang zu Krediten und Rückzahlungen sowie Kapitalmangel Herausforderungen, die von den Auszubildenden offengelegt wurden. Die Studie empfiehlt, dass die Einbeziehung von Interessengruppen in die Planung von kommunalen Bildungsprogrammen sowie effektive Investitionen in Bildung durch haushaltspolitische Überlegungen von entscheidender Bedeutung für eine wirksame Bereitstellung von Bildung für die Armutsbekämpfung sind. Es sollten außerordentliche Anstrengungen unternommen werden, um Bewässerungssysteme in verschiedenen Gemeinden für eine effektive landwirtschaftliche Produktion während des ganzen Jahres zu errichten und damit die Armut zu reduzieren. Während der politischen Planung sollte es auch Strategien für die Umsetzung der Politik geben, sodass die Maßnahmen zeitnah und ohne jede Ausrede umgesetzt werden sollte. Es bedarf einer klaren und freundlichen Politik zur Unterstützung der Armen in verschiedenen Bereichen, wie Subventionen, Darlehen und Märkte für eine bessere Leistung in der Produktion, also für die Verringerung der Armut und die nachhaltige Entwicklung

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS CONTEXT**

#### **1. 1 Introduction**

The study sought to investigate how community education programs were organized and managed as a strategy for poverty reduction in Tanzania. The introduction to the study comprises background to the problem, statement of the problem, research objectives, and research questions. Other components include; significance of the study, delimitation and limitation of the study, definition of key terms, and organization of the thesis.

#### **1. 2 Background to the Problem**

Education for both rural and urban people has been identified globally as one of the crucial issues of development. This is due to the fact that it has a great role in ensuring people's development in different sectors of the economy and poverty reduction among participants in the education industry. Education is likely to empower people by increasing their confidence, capacity to improve their livelihoods and partaking in all socio-economic transformation. Much more, education has been identified as one of the vital tools for poverty reduction among participants who took into action what they learn in the classroom situation (Gasperini & Acker, 2009; Khan & Khan, 2012). It is therefore arguable that the community development and poverty reduction, in general, are possible only if; participants value knowledge as a useful gadget in improving their production.

Further, in this global perspective, several examples can be drawn to show the relationship between investment in education and poverty reduction in general. For example in Brazil, the education sector has highly developed entirely because of investment in education. Its investments in people (human capital) have taken place in great pace aiming at increasing workers' productivity and enhance economic thrive (Verner, 2004). Given, on the other hand, the participation in education and the need to acquire new knowledge, skills, experiences, and competence for the workforce and sustainable development, investment in education is inevitable. That is why; Indonesia and Romania have decided to invest much in education and health believing that the main asset of the poor is their labor. Thus, in order for the poor to improve their livelihood through effective production, education and health are significant to

preserve and enhance the quality of labor asset (Lanjouw, Pradhan, Saadah, Sayed & Sparrow, 2001; Neculai, 2010).

It is true that education, trainings, skills, competence, and good health are all imperative aspects and key issues for breaking the viscous circle of poor people. However, this cannot work effectively unless they are combined with policies enhancing growth and supporting the provision of these services and other related antipoverty transfer programs (Barrientos & Villa, 2015). For educational programs to work accordingly in different countries and communities, it needs political will of different governments to set policies on educational investments. If well implemented, these educational programs should have the capacity to make a considerable contribution to the global reduction of poverty and vulnerability in different countries and communities at the global level.

For the increase of the competitiveness on the global economic market, education can be a significant force for development and modernization as a strategy for more production of good quality, and poverty reduction among participants. This has been adopted by China and Croatia after realizing the controversy of increasing number of impoverished and differences in income distribution. To reduce the problem, these countries stressed on education (developing the human capital of the poor) as one of the most important action domain of economic and social policy in terms of long-term poverty reduction and economic inequalities (Aksentijevic, Bogovic & Jezic, 2006; Knight, Shi & Quheng, 2007). All in all, the problem of poverty globally, needs serious attention to fight against it due to its impact on individuals, different communities and nations at large.

There is a wide consensus that poverty and ignorance is a very dangerous combination and growing cancer in many communities in developing countries and Africa in particular. This is due to the fact that it affects people in all socio-economic aspects (Ahmad & Batul, 2013, Galabawa & Narman, 2004; Khan & Khan, 2012). A couple of evidence from Africa can be revealed to realize the current status of poverty. A good example is Nigeria which is currently leading for GDP in Africa, its former capital is popularly known as the country's economic nerve centre, its people (about 60%) live below the international poverty line, that is, its people are



earning less than 1 US dollar per day (Abosedo, Campell, Okechukwu, Salako-Akande & Oneywenyi, 2010). Additionally, 60% of Nairobi's populations (the capital city of Kenya) live in slums. The poorest urban dwellers spend up to  $\frac{3}{4}$  of their income on staple food alone (Oxfam, 2009). Despite the fact that at present Kenya is one of the most highly literate countries in Sub-Saharan Africa, but more than 60% of its people live below the poverty line (Mohajan, 2013). This is very dangerous, as these evidence are drawn from urban areas which seem to be better compared to rural areas where its poverty is at the extreme. Accordingly, Gasperini and Acker (2009) divulge that "nearly one out of six people of the current inhabitants of the world are suffering from hunger and illiteracy and the majority of them are in Africa" (p.xi). These statistics need serious actions to be taken by different governments and stakeholders to ensure that the poverty status is reduced if not alleviated.

It has been suggested by different scholars on how poverty can be reduced. Majority of scholars suggested that education is one of the vital tools for poverty reduction. Other scholars went beyond by arguing that the formal provision of education cannot solve the problem of changing society. For this reason, education has to be redefined in the context of community to make it receptive to the desire for better livelihoods in the community (Akande, 2007). Therefore, one of the tools for alleviating poverty in different communities is through the provision of relevant community education to empower communities in utilizing their available scarce resources. Indeed, the provision of community education needs to be well organized and managed to ensure that all communities are equally served and use the gained knowledge, skills and competence effectively for better livelihood. In consequence, when adult and community education programs are well organized and managed, they can function as an effective instrument for liberating people and breaking the viscous circle of poverty. This can be effectively done with combined efforts by public sectors, private sectors like NGOs and community participation (Abdi, 2012; Aswan, 2011; Mushi, 2010).

The government of Tanzania since independence has struggled to develop an educational system which aimed at inter alia poverty reduction. However, the expansion of education sector in Tanzania promotes the certification that leads to unemployment problems because graduates from different levels of education tend to move from rural areas to urban areas to seek formal

employment. This is due to the fact that there is a mismatch between the curriculum used in schools and the actual environment from which students come (Nasongo & Musungu, 2009; Kadenyi & Kairuki, 2011). For example, the study that was done by Kater, Mlekwa, Karegero, Mushi, and Kadege (1994) discloses that: “When the post-literacy programs were launched, the objective was to ensure that such programs were relevant to the socio-economic concerns of the people. The programs that have been designed to date do not seem to disseminate the kind of skills and knowledge the people need to improve their socio-economic conditions” (p.11)

Therefore, the persistence of poverty among community members brings about uncertainty on operationalization of community education programs. This affects the intended outcomes and realizations of the respective educational programs, hence discouraging participants to attend other educational programs in future. According to the Tanzania Human Development Report of 2014, it shows that 64% of people of Mainland Tanzania are poor, and 31.3% live in extreme poverty. This is according to Multidimensional Poverty Index (MPI). However, according to the income-based poverty headcount from the year 2012 household budget survey estimates poverty and extreme poverty levels at only 28.2% and 9.7% respectively (URT, 2015). Both measures share common implications of poverty being high. On the other hand, the quality of community education has been poor to the extent that many of the potential benefits of community education have not been realized, hence, the benefits of educational programs being in question. Indeed, poor quality of community education is a result of several processes in which organization and other managerial functions cannot be left out (Wedgwood, 2007).

Well organized and managed community education programs can positively affect community members’ achievement and empower them with knowledge, skills, and judgments essential to help them make responsible choices in life. A well organized and coordinated community education program, and community development are two inseparable and mutually supportive processes in the active and productive life of people (Ishumi, 1981; Scott & Davis, 2007). Close and effective consultation and coordination are among decisive entities to the optimal accomplishment of objectives in relation to investment in education. This gives a power for higher authorities to ensure that all necessary actions to be done by experts at higher authorities with their subordinates are taken into consideration. These actions and responsibilities include

preparing a plan based on identified needs with inputs from the community and respective agencies. Then, appointing qualified coordinators and providing them with the necessary resources for coordination of policies and programs, and conducting a regular evaluation and reporting on program implementation (Falconer, 2007; Mulwa, 2010).

Clearly, the success of any educational program depends on strategic coordination which is important as a management aspect, and a single guiding framework that enables planning across the providers and agencies of community education programs. Effective coordination can be well done if there are effective strategic plans for community education programs. Coordination is easily done if the strategic plans have been developed with clear requirements for effective implementation. This forms a baseline from which monitoring and evaluation of community education programs occur. To ensure the effectiveness of these community education programs, it is necessary for each community education provider and agency to adopt its own vision for human capital. Also to plan, implement, coordinate, evaluate and periodically re-examine its implementation effectiveness. The purpose of coordination and evaluation processes is to ensure the realization of intended outcomes and its sustainability for better livelihood of community members in their localities (Michigan State Board of Education, 2005).

### **1. 3 Statement of the Problem**

Community education programs have been identified as one of the tools for community development and poverty reduction. The objectives of community education include; equipping the community with skills and knowledge to mobilize resources and address felt needs which address socio-economic aspects for poverty reduction. However, despite the establishment and provision of community education programs by different providers and agencies like Government departments, NGOs, and CBOs, poverty has not yet been reduced as expected. Thus, lack of sufficient information or data from different reviewed literature on how community education programs are organized and managed in Tanzania to the extent that the poverty status has not been reduced as expected for more than 50 years of independence, motivated the needs to conduct this study

Indeed, poor organization and management of community education programs lead to persistence

of poverty among community members. This is due to the fact that different communities lack relevant knowledge, skills, and competence for production in different sectors of the economy. As the fact that, for effective production and sustainable development, the needs of the community with respective well organized and managed educational programs is not only crucial but also a necessary tool for community development. Therefore, there was a dire need to conduct this study in order to investigate how community education programs were organized and managed as a strategy for poverty reduction in Tanzania.

#### **1. 4 Objectives of the Study**

The main objective of this study was to investigate how community education programs were organized and managed as a strategy for poverty reduction in different communities in Tanzania.

The following were specific objectives:

- 1) To investigate how community education programs were initiated and coordinated in different communities.
- 2) To explore the relevance of community education programs to poverty reduction.
- 3) To examine the availability of human, physical and fiscal resources for community education programs
- 4) To find out the challenges in provision of community education programs

#### **1. 5 Research Questions**

The study was guided by the following research questions

- a) How were community education programs initiated and coordinated in different communities?
  - i. What were the factors for initiating community education programs?
  - ii. How were community members involved in selecting community education programs?
  - iii. How were educational programs coordinated?
  - iv. Which framework/guidelines were used in providing community education programs?
- b) How relevant was community education programs in poverty reduction?

- i. How educational trainings related to communities' socio-economic activities?
  - ii. What were mechanisms in place to trace prosperity of trainees after educational training?
  - iii. What were the outcomes of these educational programs?
- c) Which resources were available to ensure effective provision of community education programs?
- i. How was the financial budget for community education programs?
  - ii. How was the budget trend of community education programs for past 5 years?
  - iii. How was the situation of qualified human resources for community education programs?
  - iv. Which training books/manuals were available for community education programs?
- d) What were the challenges in the provision of community education programs in an attempt to reduce poverty in different communities?
- i. Which challenges were faced in providing community education programs?
  - ii. How were challenges encountered to ensure the attainment of objectives?
  - iii. Which suggestions could be made for effective run-up of community education programs?

## **1. 6 Significance of the Study**

The significance of this study is evident in both theoretical and practical terms for the better provision of community education for poverty reduction. Theoretically, the study findings are constructive for broadening the thoughtful in organization and management of community education programs as a strategy for poverty reduction. Principally, the organization and management of community education programs need the involvement of all stakeholders in planning, organizing, coordinating, and evaluating community education programs for effective implementation. Additionally, both financial and human resources are crucial for effective provision of community education programs for community development and poverty reduction.

The findings from this study are considered useful to contribute to new scientific knowledge in the field of community education. It apprehends the necessity of organizing and managing community education programs given the available resources, namely human, physical and fiscal resources. The findings unveiled the constraints and challenges that were facing both experts and trainees in conducting educational trainings with respective possible practical solutions to reduce the poverty status in Tanzania and elsewhere. Moreover, the study findings have added information to the existing literature on organization and management of community education programs.

Practically, the findings from this study added practical insights on organization and management of community education programs that might assist experts of community education on the provision of educational programs for solving problems in their respective communities for sustainable community development. The findings informed the policy implementing agencies in education on how to involve stakeholders in planning and implementing educational programs and prepare all necessary needs to ensure that the policy and plans are implementable.

The findings from this study have made a contribution to the necessity of involving trainees as the end user in selecting educational programs as per their preferences for effective adoption; hence, increase in production and poverty reduction. Finally, the study findings hopefully will inspire and lay a foundation to other researchers to conduct related studies on organization and management of community education programs in order to widen the scope.

### **1. 7 Delimitation of the Study**

The study was conducted in Dar es Salaam City (Kinondoni Municipality), Mbeya City, Arusha City and Mwanza City as multiple site case studies. It was confined only to education aspect as one of the vital tools for poverty reduction, not another factor (s). Moreover, the study covered only the following community education providers and agencies: Government departments, NGOs, and CBOs but not other providers of community education like media and religious authorities.

### 1. 8 Limitation of the Study

In view of the fact that the study used mainly qualitative approach to investigate how community education programs were organized and managed as a strategy for poverty reduction, it was limited in terms of generalization. The study was conducted using a small sample and mainly in urban and sub-urban areas, thus a generalization of the study findings could be subjective and should be approached with caution. However, the evidence that was provided in this study mainly based on participant insights, opinions, and experiences reflecting their situation in their localities.

### 1. 9 Definition of Key Terms

**Community:** a group of people living in a given geographical area, and share some common interests and goals

**Community Education:** education provided to a group of people living in a particular geographical area to develop their knowledge, skills, and competence determined by their cultural, social, economic and political needs. It is within the community, by the community and for sustainable community development.

**Community Development:** the process of building up communities at the local level to improve various aspects of their lives to bring about empowerment, self-sufficiency, and control over resources in their environment.

**Poverty:** a state or condition in which a person or community lacks basic needs to enjoy a minimum standard of life that is considered acceptable in a society like food, cloth, and shelter.

### 1. 10 Organization of the Thesis

The thesis is organized into six chapters. Chapter one encloses the general introduction that contains background to the problem and its context, statement of the problem, objectives of the study and research questions. Others include the significance of the study, delimitation, and limitation of the study. Definition of key terms and an overview of the organization of the thesis are also discussed in this chapter.

Chapter two covers literature review. Its sub-sections include nature and scope of community education, organization of community education programs, policy context on education and

development, and management of community education programs. Other sub-topics include poverty issues, empirical studies conducted in and outside Tanzania, conceptual framework, synthesis, and knowledge gap in the literature.

Chapter three contains research methodology. Its subsequent topics include philosophical paradigm underpinning the study, research approach, research design, geographical site of the study, the target population of the study, sampling techniques and sample size. Further sub-topics include data collection methods, the pilot of research instruments, data analysis procedures, the trustworthiness of data and ethical considerations.

Chapter four presents data, analysis and interpretation of study findings. The data presentation, analysis, and interpretation are informed with research objectives, research questions, and sub-questions. The study was guided by four research objectives as articulated in previous sections.

Chapter five discusses the major study findings overarching research objectives and questions. The discussion integrates the objectives, questions and existing literature for checking the consistency, alignments, contrast, and controversy. The integration of research objectives, questions, and existing literature was done purposely to serve the arrival at a sound final conclusion for realistic recommendations.

Chapter six summarizes the research procedural in general from the beginning to the end. It as well summarizes the key research findings, conclusions, implications and recommendations for practice, policy and further research. The next chapter presents the literature review of this study.



## **CHAPTER TWO**

### **COMMUNITY EDUCATION, ITS MANAGEMENT AND POVERTY ISSUES**

#### **2. 1 Introduction**

This chapter encloses a review of literature related to this study. It covers the nature and scope of community education, organization of community education, and policy context on education and development in Tanzania. Other topics include management of community education programs and poverty issues. Further, it covers empirical studies conducted outside Africa, in Africa, and in Tanzania, conceptual framework, as well as synthesis and knowledge gap in the literature.

#### **2. 2 Nature and Scope of Community Education**

##### **2. 2. 1 Community education**

Ezimah (2004) defines community education as a process aimed at raising consciousness, spreading understanding and providing the necessary skills for the social, economic, political and cultural development of the community. Akande (2007) defines community education as education geared towards the articulation of community needs and problems. Generally, community education refers to education provided to a group of people living in a particular geographical area to develop their knowledge, skills, and competence determined by their socio-economic needs. It is within the community, by the community and for sustainable community development.

Community education and other non-formal education programs are designed to provide people with knowledge, skills, and competence to perform effectively in their development efforts in their communities. Community education has specific content, purpose, delivery system, monitoring, and evaluation. It should be noted that for community education to be effective, it should capture the desire of the community itself. Due to that ground, it eases the application of the knowledge and skills gained during educational training to actual production activities in different communities. Thus, community education is premised on the ground that education can be made relevant (Akande, 2007; Badu-Nyarko & Zumapkeh, 2014).

The ultimate goal of community education is the development of self-guiding, self-directed communities which are able to identify and satisfy the needs of all community members (Acharlu & Vigyan, 1990; Brookfield, 1983; Poster, 1982). The aims of community education among others include; enabling community members to use knowledge and skills to solve different problems in the community. By acquiring knowledge and skills, the community members are in a good position to tackle different challenges that are pertaining to their surroundings including production activities. Solving their problems in the society enables development among individuals and community at large.

It is clear that to be successful, community education and other basic education programs must begin with the careful analysis of the real needs of learners and empower them with the knowledge and skills needed (Campbell & Baikoloff, 2006; Feder & Farrington, 2010). The analysis of community needs must involve the communities themselves so that what could be identified as a need should be emerging from the community. Thus, by so doing, the planned strategies to address the community needs will be successful since some opinions from the community members on how to address their needs will be from the communities themselves.

However, community education and other non-formal education cannot be successful without government and voluntary organizations efforts. This is due to the fact that basic learning needs are complex and diverse, to the extent that meeting them all, requires strategies and actions which are integral to overall development plans and efforts (Onuoha & Nwosu, 2013). The diversity of community needs is due to the fact that within a community there are different undertakings by community members themselves, despite their commonalities. As a result, tackling of the problems can be difficult to satisfy each community member at a hundred percent due to differences in their preferences. Thus, for better achievement, a careful needs assessment of the community needs that need intervention by community education is decisive.

### **2. 2. 2 Community participation in educational programs and sustainability**

Community participation in education is widely recognized as a vital vigor in the efforts to remove barriers to attaining objectives of any community education program. Successful and effective engagement of all stakeholders including community members empowers communities

to participate effectively with a sense of ownership in multiple facets of education. Community participation cultivates the moral support and strengthens the relationship, hence, sustainability of the program or project. Additionally, one of the advantages of involving local communities from initial stage is to find innovative and coupled up solutions to specific local problems. Subsequently, coordinate delivery with appropriate management in the midst of sturdy accountability (Kintz, 2011; Shore, 2008).

The involvement of stakeholders and target beneficiaries of educational programs should be effective from all stages starting from the planning stage, implementation to evaluation stage; otherwise, the results will be discontinuation of some of the programs or projects. Elizabeth (2009) emphasizes that regardless how well educators or facilitators think they know their audiences, listening to stakeholders is an important task during the planning and needs assessment stage. By listening to the stakeholders, educators and coordinators will understand more fully on the current status of the community, hence define goals, objectives and identify stakeholders and potential collaborators for effective implementation of educational programs and sustainability.

### **2. 2. 3 The role of community education in development**

*Community Development:* Development can be seen as a transformational process characterized by increased productivity. Education and development are two inseparable and reciprocally supportive processes in the active and productive life of the people or community (Connolly, 2003; Gasperini & Acker, 2009; Ishumi, 1981; Ladd, 2011; Mensah, 2011). Thus, community development denotes the process of building up communities at the local level to improve various aspects of their lives to bring about empowerment, self-sufficiency, and control over resources in their environment. Community education on its own plays the role of facilitating the communities to see the opportunities available in the community, hence, utilize the available resources optimally for individual and community development.

Kotze (2012) adds that, in pursuit of effective and relevant community development, educators, learners, and practitioners in the development need to be trained. Thereafter, they must be involved in teaching and learning experiences by addressing challenges of poor communities to

make community-based development a reality and leading them to their destiny. This can only work if everyone at his or her position accomplishes his or her responsibilities while considering that community education is a good driving agent for the community success and development. The idea has been supported by Verner (2004) who insists that “Education is a key in raising earning potentials of individuals and productivity of the economy. A more educated workforce produces high-value output, which contributes to growth and poverty reduction” (p.15)

### **2. 3 Organization of Community Education Programs**

*Organization:* The act of breaking down a plan into activities, grouping those activities and allocating resources for implementation towards the intended goals. It is a process of division of labor, authority, and resources among the organization’s members and their adaptation, which allows them to achieve organizational goals (Vanagas & Stankevic, 2014). Generally, organization as one of the functions of management denotes the process of arranging people and other resources to work together to ensure accomplishment of objectives. The importance of organization among others includes the rational use of available resources, harmonization of organizational processes, and control purpose for effective coordination of efforts.

Bhattacharyya (2009) argues that since human needs are satisfied through economic undertakings of organized groups as per their interests and goals, community members should work as teamwork to accomplish objectives. At the same time as organizing, it is imperative to specify the job and responsibilities of all participants. It is through well thought-out work distribution and precise management system; an organization can subsist successfully. Nevertheless, for effective performance in this pursuit, it is very important that group efforts ought to be appropriately organized, and coordinated across education programs (Feder & Farrington, 2010; Oxenham, 2008).

### **2. 4 Policy Context on Education and Development**

Policy constitutes the intentions of the legitimate decision making bodies that have the authority and resources to orient, guide and organizes the education system (Share, 2008). Generally, policy planning and management are crucial aspects of all education endeavors. They are so important aspects to be considered for the most wanted outputs and outcomes of the education

system. For example, Tanzania education policy has always aimed at combating poverty, ignorance, and disease, thus has a guiding philosophy for development which is used for several educational implementations. It reads: “The guiding philosophy of all development efforts in Tanzania is the achievement of self-reliance” (URT, 1995, p. ix). This denotes that implementation of any educational program should target on self-reliance among participants to realize their development.

However, in the past, there has been an introduction of educational policies and practices which were, and are still being formulated without involving stakeholders in decision making, and hence they become unsuccessful (Mushi, 2010). It is obvious that when the policy is formulated without involving key stakeholders its possibility of facing difficulties during its implementation is of a great percent. Challenges and difficulties in implementing policy occur when management undermines the methodology of policy formulation by not considering steps for effective engagement of stakeholders. It is at this juncture that, Suresh (2001) suggest that the management and higher authority, in general, need to empower organizations and individuals for taking over their responsibilities for their own future by involving them in decision making right from the beginning.

## **2. 5 Management of Community Education Programs**

### **2. 5. 1 Planning of community education**

Planning is a rational process of preparing a set of decisions for future action directed at achieving goals and objectives by optimum means (Mosha, 2006). Generally, planning is the primary function of the management since every activity needs to be planned before implementation. However, it is suggested that while planning for the future, it is better to take into consideration the past experiences and current situation for successful implementation. Therefore, educational policies formulation and planning are pre-requisite for diversification of educational aspects for more apparent and efficient use of available resources.

In order to ensure sustainable and miscellaneous human prospect in a long run, the formulation of educational policies dealing with all the intricacies of sustainability and proficient management for their flourishing implementation is to be anticipated (Carron & Carr-Hill, 1991). However, the

problem of most planners particularly on community education programs, rest on the identification of learning needs and assessing the future demands of those communities for better implementation of those educational programs. By failing to identify the learning needs of communities automatically raise the doubt on its implementation and successful attainment of objectives and goals in place.

Identification of learning needs and assessing the future demands has been a serious problem in the sense that, community education programs are diverse and complex in nature, thus foreseeing the specific needs for some years to come, becomes difficult. Although this has been noted to be the problem, several scholars in the field of planning agree that planning for community education could play an important part in national development in African countries, provided that it is geared to specific needs (Bottery, 2004; Chiuri & Kiumi, 2005; Forojalla, 1993). The same idea has been insisted by Onuoha and Nwosu (2013) that adult and community education programs, in general, should be closely linked with needs, interests, and aspirations of learners in order to cultivate their motives on their socio-economic development goals.

### **2. 5. 2 Coordination of community education**

Coordination is the process of combining together workers with different but interrelated work tasks in order to achieve organizational goals (Vanagas & Stankevic, 2014). Coordination can also be referred as the establishment of communication channels between available human resources executing different responsibilities towards the attainment of specified objectives. This denotes that poor coordination of people in performing various tasks towards a specific direction will lead to the poor attainment of goals due to the haphazard execution of tasks. It is insisted that coordination and effective public leadership is needed to sustain a community-based education program for effective attainment of objectives (Kretzmann, 2008; Wallace, 2008).

Effective coordination of community education needs the conducive environment for attaining its goals like accountable leadership, strong political will, and stability for equitable socio-economic development (Campbell & Baikaloff, 2006; Feder & Farrington, 2010). Coordination in any pursuit is very important for better coherence and effective performance as subdivided tasks are expected to align with the purpose of the organization. Any successful educational

program implementation and smooth run-up highly depends on arrangements and interactions with various stakeholders at different levels.

While the need for better coordination between various programs is obvious, there is probably no uniform or degree of coordination due to the diversity of community education programs. Therefore, coordination should go with jeopardizing the great organizational flexibility of community education programs to provide relevant and effective answers to specific changing and training needs. One of the major problems facing implementation of government programs is lack of coordination and coherence across departments, institutions, organizations, and programs itself (Carron & Carr-Hill, 1991; URT, 2012).

### **2. 5. 3 Financing of community education programs**

The financing of education involves the expenditure of a large sum of money to different educational programs and levels. Forojala (1993) argues that the increasing trend of financing and expenditure on education is due to the fact that the vast majority of people recognize the tremendous role of education in development. Since financing of education is a critical problem in the accomplishment of educational objectives, it is an area which should be taken into consideration for all aspects of planning in the education sector (Mosha, 2006).

Provided that financing of education, in general, is problematic, specifically community education programs need more vigorous attention due to its diversity. The attentiveness on financing community education programs is based on its complexities in capturing all the community needs. That is why some scholars claimed that community education programs require unique planning, financing and good management (Mushi, 2010; University of British Columbia, 2012). The reason for this uniqueness is due to the fact that community education programs are demand driven, thus, are neither constant nor consistent.

The literature reveals that community education providers receive funds from a range of public and private sources including individuals, business organizations, sponsors, and donors (Government of Victoria, 2008; Leveille, 2012; Nafukho, Wawire & Lam, 2011). These financiers support different community education programs depending upon the objectives of the

organization itself and type of community education programs to be offered. It is at this ground that some community education programs are being supported more compared to others. Basically, the objectives of the financier on respective programs determine the continuity and sustainability of cash flow towards some educational programs and communities.

It is clear that one of the setbacks in implementing community education programs is inadequate funding (Onuoha & Nwosu, 2013). Thus, effective approaches to the financing of education, in general, are crucial if education systems in developing countries are to meet the goal of high-quality education for all for sustainable development. This is only possible if there will be sustainable financial support for community education programs. Approaches to the financing of education and community education in particular need to be taken into consideration and in different perspectives. That is why it is suggested that current financing methods in developing countries are obsolete and in serious need of reform (Mosha, 2006). This includes rational allocation of financial resources to different educational sub-sectors.

## **2. 6 Poverty**

Poverty is defined by an encyclopedia as “the condition of not having the means to afford basic human needs such as clean water, nutrition, healthcare, education, clothing, and shelter”. Ahmad and Batul (2013) define poverty as “the lack of access to opportunities and alternative to living an endurable life”. Among the opportunities which have been stated include income (income poverty) and education (education poverty). Generally, poverty can be defined as a state or condition in which a person or community lacks essentials to enjoy a minimum standard of life and well-being that's considered acceptable in the society like food, clothes, and shelters. Much more, internationally, an individual person is recognized to be poor if he/she lives under 1 US Dollar per day. For real, poverty is a complicated phenomenon which can have miscellaneous means of measuring it.

### **2. 6. 1 Absolute poverty**

The term absolute poverty has been defined by different scholars in several ways. According to Instituto Nacional De Estadística (in/e) absolute poverty is defined as a situation in which the individual's basic needs are not covered. In other words, there is a lack of basic goods and



services normally related to food, housing, and clothes. Other scholars defined absolute poverty as the condition characterized by severe deprivation of basic human needs like food, clothes, shelter, and other services comprising clean and safe drinking water, health, and education. Generally, absolute poverty refers to the situation when an individual person fails to meet basic needs and social services for an extended period of time. However, the nature of the choice as to what constitute basic needs is subjective (Forster, 1994).

### **2. 6. 2 Relative poverty**

Relative poverty is the situation in which people in a certain society lack minimum amount of income to meet the average standard of living in their society in comparison to other people of a distinct population. Other literature defines relative poverty as a standard which is defined in terms of society in which individual lives and which therefore differs between countries and overtime. Instituto Nacional De EStadística (in/e) elaborates that relative poverty locates the phenomenon of poverty in the society under study. Thus, an individual person is regarded as poor when is in a clearly disadvantaged situation either financially or socially with regard to other people in their environment. Therefore, the judgment of who is poor depends upon the level of development of the society under study. As that the case, one criterion cannot be transferred to other society which has different level of development, hence different criteria for classifying who is poor. For example, one country can consider somebody is poor when his/her annual income is less than 5,000 Euros while the criterion for another country, a person is regarded as poor if his/her annual income is less than 8,000 Euros.

### **2. 6. 3 Measurement of poverty**

Foster (1998) describes that poverty measurement is based on a comparison of resources to needs of an individual person, family, society or the country as a whole. Thus, a person or family is considered to be poor if its resources fall short of the poverty threshold. This denotes that an individual person or family can be described as poor if his/her available resources like financial resources cannot cater the needs of such a person or family. Likewise, Ravallion (2010) adds that the widest measurement of economic welfare is current income and expenditure on consumption derived from a sample survey of households. And that income is typically the preferred indicator in OECD countries.

Therefore, it should be noted that poverty can be measured as per individual person thus being aggregated to the respective family to know the status of the family or household. In other aspects to clear the doubts, poverty lines have been used to identify and measure the poverty level of an individual person, family, society or the country at large. Absolute poverty and relative poverty lines have been commonly used to measure the poverty. Thus, a basic deprivation that underlies a given index or characteristics may be absolute or relative deprivation.

#### *i) Absolute poverty lines*

These are lines used to measure or reflect the value of resources needed to maintain the minimum level of well-being of an individual person, family, society or country. Ravallion (2010) adds that absolute poverty lines aim to measure the cost of certain basic needs which are often interpreted as physiological minimal for human survival. Other literatures clarify that the results of absolute poverty lines can be taken from sensitive economic development and shared out homogenously amongst the population. This denotes that the agreed absolute poverty line set out can be used to measure the status of poverty in more than one country.

For example in a global context, an individual person who lives on less than a dollar a day is poor. This is the absolute poverty line set by the World Bank (Ravallion & Chen, 2009). Generally, poverty lines vary across the world from under 1 US Dollar per person per day to over 40 US Dollar depending upon the common understanding of the global definition of poverty. However, absolute poverty lines are mostly used to measure the poverty level of an individual person or family in developing countries than in developed countries.

#### *ii) Relative poverty lines*

Relative poverty lines do not assert to represent physiological minimal for human survival as for absolute poverty lines rather it is typically a set of a constant proportion of mean/median income or consumption. Relative poverty lines classify people in the society under study into two groups that is the poor and the rest. The classification is based on monetary variables such as income and expenditure as key indicators. Relative poverty lines change from one country to another depending upon the level of development and standard of living of such country. However, relative poverty lines treat different countries in the same way if those countries have the same

mean/median income or have the same definition of basic needs. Relative poverty lines tend to dominate in developed countries than in developing countries (Foster, 1998; Ravallion & Chen, 2009; Ravallion, 2010).

### ***iii) Multi-Dimensional deprivation***

This is another means of measuring poverty of an individual person, family or society under study. Although annual income which is, in theory, seems to be the best option for measuring poverty and reflecting household economic capacity, it provides only a partial view. Multi-dimensional deprivation goes beyond monetary aspect since the family has other assets/goods like television, cars, telephones, fridges, and others that form a part of their total wealth and influence the standard of that household.

The approach of Multi-dimensional deprivation also goes beyond by looking at the nature of shelter or housing by looking at the nature of the floor, doors, windows, light in the rooms, roofing, bathrooms/showers as well as toilets. Instituto Nacional De Estadística (in/e) adds that multi-dimensional deprivation also links to social exclusion or the lack of access to certain goods and services like clean and safe water, education and health services. This kind of poverty is also referred as severe poverty. A person is considered persistently poor (long-term poverty) if he/she has been classified as poor for three years consecutively.

## **2. 6. 4 Relationship between education and poverty reduction**

The role of education on poverty reduction or the relationship between education and poverty reduction is one of the issues reviewed. Most of the literatures conclude that there is a positive relationship between education and poverty reduction (Aswan, 2011; Galabawa & Narman, 2004; Isack, 2013; Khan & Khan, 2012; Wedgwood, 2007). This has been much insisted by Sarkar (2015) that only education can improve the social and economic status of the community that has been deprived in a respective society.

It is clearly known that any kind of education has its role to play to participants whether being formal, non-formal or informal education. But it depends upon the nature of education and the nature of participants as well. For example, Jinna & Maikano (2014) argue that adult education

also plays a major role is socio-economic development, however, growth will not reduce poverty unless poor people are able to actively participate in development activities. This implies that education is there to boost development of people who have decided to engage in development processes by widening up the understanding and doing things in a more advanced way for better production.

However, Ahmad and Batul (2013) conducted the study on the relationship among poverty, education, expenditure, and education status in Pakistan; it was found out that there is no long-run relationship between poverty and education variables. Though, these scholars agree in some situations that better education can be seen as a factor that contributes to poverty reduction via some trickle down mechanisms. Therefore, due to its complexities, poverty reduction needs combined efforts from government entities, civil societies, private sectors, NGOs and other related organizations to break this viscous circle, provision of community education being one of them (Gudic, Parkes & Rosenbloom, 2012).

## **2. 7 Empirical Studies Done Outside Africa**

Rence and Mcalister (2011) did a study on strengths and challenges of community organizing as an education reform strategy in New York. The study revealed that community organizing approach to school reform has led to successes such as increase in educational funding and more equitable distribution of education resources. However, the study recommends that community organizers do not need to take a neutral stance on problems in the education system, nor do they need to balance competing demands arising. Rather community organizing starts with a clear mission to do whatever is necessary to improve the quality provision of community education.

Similarly, Bodilly, Augustine & Zakara (2008) examined efforts by six communities to improve arts education provision in Santa Monica. As well, among others, the study investigated the conditions fostered/imposed coordination of arts education among organizations and the strategies to improve the situation in the communities. The findings show that some urban communities have not given up the struggle to preserve arts education through collaboration and coordination among providers of arts education. And that effective leadership that is capable uses inclusive leadership style, and being stable over time can be a solution for a better way forward.

Nevertheless, the aspect of how arts education was organized and the issue of financial resources for such educational program was not touched as an important input for facilitation and implementation of educational programs in general.

### **2. 7. 1 Empirical studies conducted in Africa**

Mensah (2011) did a study on the impact of community-based education on rural development in Botswana. The findings divulged that active students' involvement fosters civic engagement and community participation in rural development activities. Additionally, the study concludes that great percent affirm that community-based education has transformed the graduates in terms of their levels of education, socio-economic involvement, hence significant contribution to communities' development in Botswana. However, the study shows that the said education was offered in rural schools settings. Nothing has been said about the organization and management of community-based education out of school or formal system.

As well, the study by Jinna and Maikano (2014) on the role of adult education in national development in Nigeria disclosed that adult and non-formal education has been apparently neglected. The study traced the neglect since colonial era with the aim of educating very few by paying attention to formal education. The study adds that the complications and the problem of organizing and administering the non-formal education are another reason for the neglect. Still, the study is silent on how these non-formal education programs were organized and administered to realize its complications to the extent of being neglected. Therefore, my study still sought to know how community education programs were organized and managed as a strategy for poverty reduction.

### **2. 7. 2 Empirical studies undertaken in Tanzania**

Swai (1999) did a study on women educational needs analysis for an alternative approach to adult education in Tanzania. The findings revealed that Integrated Community-Based Adult Education (ICBAE) programs did not promote the acquisition and development of basic knowledge and functional skills relevant to women. And that the instructional method used was REFLECT technique in which some of the facilitators were not competent in using it. The study did not disclose the guiding framework which was guiding the implementation of those educational

programs to ensure acquisition and development of knowledge and functional skills relevant to those women.

The study by Isack (2013) on the contribution of Integrated Community-Based Adult Education program in poverty reduction aimed at investigating the extent to which the Ministry of Education and Training was involved in formulating overall policies and directives as well as making follow up of ICBAE programs and how the ICBAE programs played a part to reduce poverty. The findings indicated that ICBAE contributed to poverty reduction through income generating projects. Still, the study left some questions which needed to be clear, for example, how were those programs organized and managed? Which strategies were used to identify the educational needs of those communities? And if the programs played a role to reduce the poverty, which framework should be adopted so that it could be used all over the country for sustainable development?

## **2. 8 Conceptual Framework**

The study on organization and management of community education programs required an appropriate model in order to guide data collection and analysis. In this study, Modified Stufflebeam (2003) CIPP Model was taken as a guide for data collection and analysis on organization and management of community education programs as a strategy for poverty reduction. The formulation of conceptual framework was guided by human capital theory.

### **2. 8. 1 Human capital theory**

Human capital refers to the accumulated stock of skills and talents, and it manifests itself in the educated and skilled workforce in the prevailing society. Human capital can be increased through formal, non-formal and informal education and training. Many workers increase their productivity by learning new skills and perfecting the old ones while on the job. It is suggested that the most valuable of all capital is that invested in human beings (Becker, 1962; Becker, 1975; Ogunade, 2011).

The appraisal of human capital theory embarks back from 1776 to the 1960's, when theoretical and pragmatic foundations of the field were articulated by a couple of human capital theorists

(Sweetland, 1996). In “The Wealth of nations” (1776) Adam Smith formulated the basis of what was later to become the science of human capital. In 1964, Becker published his monograph “Human capital” as extension of papers he had published in 1960 and 1962, with the latter theoretical framework formulation that provided an extensive depiction of what is currently known as “Human Capital Theory” (Teixeira, 2014). Becker managed to come up with Human Capital Theory as a result of criticisms and insights by other pioneers and economists like M. Friedman, T.W. Schultz and J. Mincer. Currently, the human capital theory is the most influential and prominent economic theory of Western education. It has been used by different countries in setting the framework of government policies since the early 1960’s.

***i) Assumptions of human capital theory***

The human capital theory rests on several assumptions with regard to investment in human capital (education) versus production. Some of the assumptions of human capital theory among others include the following:

The human capital theory rests on the assumption that education is highly instrumental and necessary to improve the productivity or productive capacity of the population in a given community or society. It emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability. Much more, the theory highlights that education is an engine of growth and key to development in every society based on its quality and quantity.

Human capital theory stresses the significance of education as the key to participation in the new global economy as a result of radical changes in public and private sectors as introduced recently as a response to globalization (Almendarez, 2011). Human capital theory assumes that schooling/education raises earnings and productivity mainly by providing knowledge, skills and a way of analyzing and solving problems in a respective society (Becker, 1994)

***ii) Criticisms of human capital theory***

Despite the fact that human capital theory is currently the prominent theory that is being used by different governments globally when determining investments in education, still, it is being

criticized by some scholars in one way or another. Notably, some scholars viewed that: Politics and culture influence economy of a respective society but not education on its own. This is the view by economists (Polanyi, 2001)

Another critic of the human capital theory is that society and culture cannot be arbitrarily split off from the economy. Clearly both the society and culture shape the preferences of individuals in various ways. This is idea raised by economic sociologists when trying to challenge the human capital theory. Despite the fact that the human capital theory was propounded by Becker, still, as the founder raises some demarcation that, education contributes to differences in earnings between people and only in certain circumstances (Becker, 1994). This is a circumstantial concern as to what extent education can determine the differences in earnings.

Further, the circumstances can recline on the fact that all benefits of vocational and professional education are limited to the individual who is educated. Family background has effects on earnings as students with better family background are expected to have more opportunities and possibilities to access for higher levels of education with respective benefits. Despite the fact that human resources were widely accepted as a critical factor for economic thrive; human capital theorists had taken the analogy too far by turning education into a business-like activity, hence emphasizing much on the economic-rational motivation which underlies the education decision. And that, the theory is sometimes hard to prove and contradictory as in past economic strength was largely dependent on the tangible physical assets like land, factories, and equipment (Almendarez, 2011; Teixeira, 2014)

Despite the criticisms raised by economists, sociologists, as well as other human capital theorists, the networks that Becker made with other human capital theorists like Jacob Mincer, played an essential role in expanding the support for his particular approach to human capital and education issues. It is however notably that, modern economists seem to agree that investment in education and healthcare are the keys improving human capital. And that, people, are an important part of the wealth of the nations as when people are equipped with knowledge and skills ultimately increase the economic output of the nation (Almendarez, 2011; Schultz, 1961). This is due to the fact the skilled workforce use their skills and technological advancement for better production.



Therefore, the basis for choosing this theory is due to underlying assumptions that education increases worker's productivity. For example, the Republic of Ghana, five years development plan (1977) as cited in Little (2002:3) adds that "education is the principal instrument for providing the skills required by the economy and also for improving the overall levels of efficiency, productivity, technological and managerial performance of the labour force". The same idea has been concluded by Olaniyan & Okemakinde (2008) that an educated population is a productive population in the sense that members of the given community can use their knowledge, skills, and competence to improve their production. This is applicable in terms using modern ways of production, marketing, networking, planning and budgeting, and using the available resources by considering its sustainability, hence, reduce the poverty in the given community.

Nyirenda (2013) asserts that it is through education that individuals realize their potential to contribute to production, wealth creation and execution of various roles for the individual, community, and national development. Aswan (2011) when was examining the impact of human capital on urban poverty, concluded that there is a positive relationship between human capital and income. In this context, education has been described as a determinant of earning power amongst those who are educated in comparison with those who are not educated. However, education is not the sole earning determinant; there are other non-educational factors that influence earnings like networking power, economic climate, demographic factors and political will. Indeed, a wealth of any country is not the determinant of the education system which is in place, rather, education is just the key to every field and it opens new doors of success to individuals, communities, and nations at large (Ahmad & Batul, 2013; Jamil, 2004; Palmer, 2008).

The Tanzanian education and training policy (URT, 1995, p. 116) postulates that "the provision of education and training shall be included as an area of investment in the investment promotion Act". Therefore, this theory was used to build up a model that addresses determinants, requirements, management activities, teaching and learning activities as well as outcomes in the actual environment. In light of the theory, the Stufflebeam (2003) CIPP model was modified as a guide for data collection and analysis on organization and management of community education

as a strategy for poverty reduction because it could be used in both formative and summative evaluation, and would allow goal setting using context variables (Stufflebeam, 2003). CIPP is the acronym of Context, Input, Process, and Product. In this regard every component as per this study entails as follows:

**Context** variables refer to needs and requirements that can determine the provision of community education. In this study, context variables were the nature and prevailing situation in a particular geographical area or environment that was actually diverse. Other variables include community's needs for production and survival; socio-economic activities undertaken by community members and other related driving forces. These variables were determinants of initiation of community education programs.

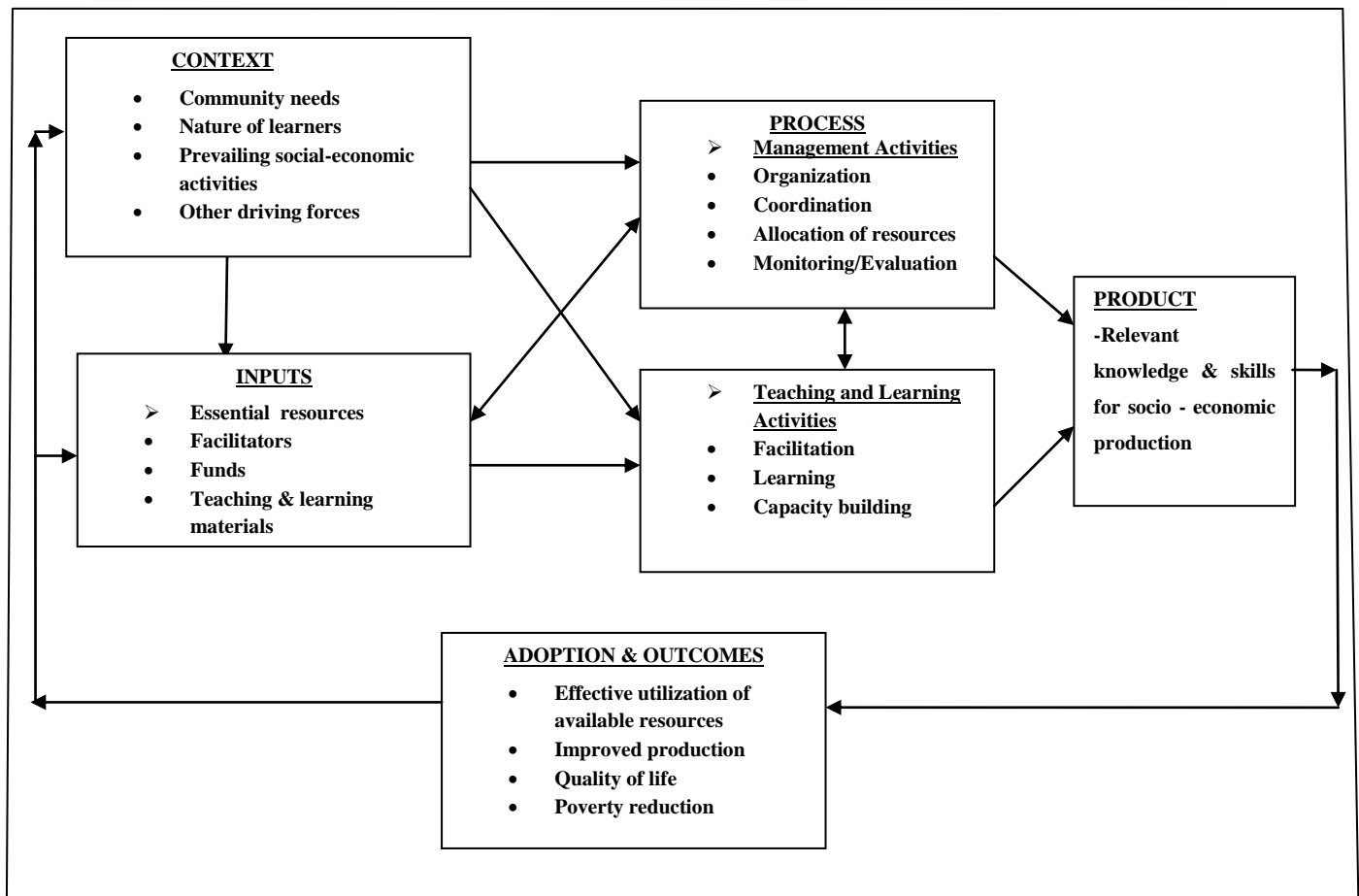
**Input** variables as per this study were the requirements for implementing community education programs. Thus, input variables among others include human resources like facilitators, financial resources, and physical resources like teaching and learning materials, namely books, training manuals, handouts, and brochures. These inputs go through some process to realize the output.

**Process** variables in regard to this study include all activities that were done during the implementation stage of the provision of community education programs. There were two major activities that were taken into consideration, namely management activities, and teaching and learning activities. Management activities included organization, coordination, allocation of resources as well as monitoring and evaluation of activities. Teaching and learning activities comprised of facilitation, learning and capacity building of community members for effective production.

**Product** variables included the desired output like acquired relevant knowledge, skills and values necessary for socio-economic development. The results of the adoption of the relevant knowledge and skills led to the outcomes in an actual environment that were effective utilization of available resources, improved production, quality of life, and poverty reduction in different communities.

As modified from Stufflebeam (2003) CIPP model variables used for this study is summarized as shown in Figure 2.1

## A CONCEPTUAL FRAMEWORK FOR ORGANIZATION AND MANAGEMENT OF COMMUNITY EDUCATION PROGRAMS



**Figure 2.1: Conceptual Framework for Organization & Management of Community Education**

**Source:** Modified Stufflebeam (2003) CIPP Model

### 2. 9 Synthesis and Knowledge Gap in the Literature

The empirical studies have widely appreciated that education is a vital instrument for individuals, communities and national development. Investment in human knowledge is the best option since human resources are active participants in economic production compared to other factors of production. For this reason, any aspect of education should not be ignored since an educated

population is a productive population in the sense that they use their knowledge, skills, and competence gained to improve their production in different sectors of the economy.

Several studies that have been done on community education programs have examined several implementations of the programs, challenges of educational leadership, factors affecting aid coordination and the role of adult and community education in promoting equality in education. Studies by Akinkugbe & Kunene (2001); Bottery (2004); Isack (2013); Kavanagh ( 2007); Liveille ( 2012); Solomon (2002); Swai (1999) & University of British Columbia (2012) are cases in point. However, studies have not addressed the best framework which should be adopted for organization and management of community education programs. Nevertheless, strategies for analyzing the community needs that need education for poverty reduction have not yet been stipulated. What seems to be unknown was the degree of relevance of community education programs which were offered with respective approaches, hence, looking for an alternative one for sustainable development. The next chapter presents research methodology.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3. 1 Introduction**

This chapter presents the methodological procedures that were employed in this study. It comprises the following components: Philosophical paradigm underpinnings of the study, research approach and design, as well as geographical site of the study. Much more, it covers target population of the study, sampling techniques, and sample size. Other components include data collection methods, the pilot of instruments, data analysis procedure, the trustworthiness of data and ethical issues.

#### **3. 2 Philosophical Paradigm Underpinnings of the Study**

The study was grounded in an interpretative paradigm which believes that reality is socially constructed. The paradigm operates under the belief that there is no single correct route or method of knowledge acquisition (Bryman, 2012). Every paradigm is based upon its ontological and epistemological assumptions. Ontology is concerned with the nature of the world and what can be known about it (Ritchie & Lewis, 2003). Ontological assumptions are concerned with what constitutes reality, and ontological position of interpretive is relativism. Relativism is the view that reality is subjective and differs from one person to another (Scotland, 2012). The present assumptions drove the researcher by interlinking with the approach to which the information could be dug to conceptualize the reality of organization and management of community education programs. The emerged subjective ideas from the participants helped the researcher to categorize the subjectivity to arrive at a meaningful concern, hence formulation of themes.

Epistemology is concerned with the nature of knowledge and how it can be acquired (Ritchie & Lewis, 2003). Its assumptions are concerned with how knowledge is created, acquired and communicated. The interpretive epistemology is one of subjectivism which is based on real-world phenomena. Knowledge and meaningful reality are constructed in and out of the interaction between human and their world (Scotland, 2012). The epistemological position of the researcher is that knowledge is constructed by individuals subjectively with different experiences. Through interaction with the participants, the researcher was able to realize how some

community members were taught by their experts from different levels. Much more, the researcher was able to apprehend how members of the community with different experiences were able to teach and help others by visitations, sharing and exchange of ideas for the betterment of their undertakings in socio-economic activities.

Since interpretive paradigm is built on ontological and epistemological assumptions, it leads to differing in assumptions of reality and knowledge respectively, and all these are reflected in their methodology and methods. The interpretive methodology is bound for understanding the observable fact from an individual perspective, scrutinizing interaction amongst individuals as with respective historical and cultural context. Interpretive methods yield insight and understandings of behavior and explain actions from participants' perspectives (Scotland, 2012). It is through the views of the paradigm, whereby different ideas and experiences offered by the participants enabled the researcher to generate themes and interpret them in line with research questions and sub-questions.

The researcher was involved in constructing meaning from participants statements and discovering the sense made by people in their social world while interacting with them through interviews and focus group discussions. By interacting with respondents in the field, the researcher was in a position to reveal the information on how community education programs were organized and managed as a strategy for poverty reduction in Tanzania. This was possible since the researcher went to the natural settings (study sites) and interviewed different experts individually at different levels. Additionally, the researcher conducted focused group discussions to different categories of communities; as well reviewed different documents so as to get the reality of the problem being studied.

### **3. 3 Research Approach**

The study employed mainly the qualitative research approach. Qualitative research is a type of educational research in which the researcher relies on the views and opinion of the participants and analyzes them in respective themes (Bogdan and Biklen, 2007; Bryman, 2012; Omari, 2011; Yazan, 2015). The qualitative research enables the researcher to find rich information on reality by capturing inner feelings, opinions, attitudes, and experiences of participants in the natural

settings. Since data collection was conducted in four different regions but to respondents of relating interests, this enabled the researcher to generate rich narrative descriptions about the problem studied. The information gathered helped the researcher to group that information according to the responses and relatedness to convey the categorical themes.

Qualitative research was preferred for this study due to the flexibility of its methodology. The researcher was flexible throughout the data collection processes that made it easier to enter into respondents' personal world. The flexibility helped the researcher to gain a deeper and clear understanding of their experiences as one needs to learn more from participants through exploration. This approach helped the researcher to obtain a deeper understanding of how community education programs were organized and managed with respective challenges. Since the information was gathered from various settings, the approach enabled the researcher to cross-check the available data before reaching the final conclusions (Creswell, 2012; Kumar, 2011).

The qualitative approach, however, is challenged in different point of view. One of its challenges is all about flexibility. Since it is flexible in nature, it brings doubt in terms of its validity and reliability of study conclusions as well as generalization of the study findings. This challenge was addressed through triangulation of data collection methods (interviews, focus group discussions and documentary review) before drawing the final conclusions. And that the aspect of generalization was solved as the findings confined to similar natural settings with the similar distinctiveness of participants (Neuman, 2014; Yin, 2011).

Despite the fact that qualitative research approach was preferred for obtaining data for this study, it should be noted that quantitative and qualitative research approaches are not necessarily mutually exclusive (Flick, 2009; Giardina & Denzin, 2011). It is obvious that after collection of data, some information was grouped and calculated in percentages to show the extent to which some issues were aired out by a good number of respondents. By doing so, both great and tiny percent implied something with regard to information revealed. It is through the gathered information with respective calculations; the researcher was able to conclude on some matters after consulting other literature on the particular findings.

### **3. 4 Research Design**

The research design is a plan showing both the approach and strategy of investigation aiming at obtaining appropriate data, which cater the needs of the research objectives and the research questions. The research design is the basic plan for research which encompasses ideas like the strategy, framework, sampling showing from whom the data will be collected, and how data will be collected and analyzed (Punch, 2014). This study employed multiple case study design. The design is flexible in its sampling process and it involves an in-depth investigation of a single instance, organization, community or a nation (Creswell, 2012; Lapan, Quartaroli & Riemer, 2012; Yin, 2009). Much more the multiple case study design provides a room for comparing and contrasting the cases before drawing realistic conclusions (Gustafsson, 2017; Vohra, 2014).

Multiple case study design was appropriate for this study as it enabled the researcher to provide a rich understanding of organization and management of community education programs in Tanzania. In this regard, the main cases were City councils departments, NGOs and CBOs in four different cities. Additionally, four different community members with different specialization in production activities, namely farmers, livestock keepers, entrepreneurs, and fisheries were involved in this study for cross-checking the way they used to organize educational programs, its outcomes with respective challenges. This design with respective approach helped the researcher to collect data from the cases and participants in their respective settings. Both experts of community education programs and trainees were traced at a time to get the thick descriptions of their views in their natural settings (Creswell, 2012; Gustafsson, 2017; Vohra, 2014; Yazan, 2015).

By studying four different cases, the researcher was able to understand the reality of how community education programs were organized and managed by comparing and contrasting the information as per each research question and sub-questions. During data analysis, the researcher linked the data with collection methods, participants and results in order to come up with realistic interpretation. During interpretation of the results, the researcher reflected the meaning from respective themes to bring about the meaningful stance of the study findings.



### **3. 5 Geographical Site of the Study**

The study was conducted in Dar es Salaam City (Kinondoni Municipality), Mbeya City, Arusha City and Mwanza City in Tanzania as case studies. Dar es Salaam City among other three cities represented the trading communities as it is the commercial capital of the United Republic of Tanzania. Kinondoni Municipality (representing other two Municipalities in Dar es Salaam City) was selected due to the fact that it is the most populated Municipality in Tanzania. According to population and housing census of 2012, Kinondoni has 1,775, 049 people while Ilala and Temke Municipalities have 1, 220,611 people and 1, 368,881 people respectively (URT, 2013). In addition, Kinondoni is the Headquarters of many providers of community education like NGOs dealing with education (URT, 2005). A good example of the NGO which was involved in this study is BRAC. Other providers of community education available in this Municipality include Government departments and Community Based Organizations (CBOs) like Severe Poverty Alleviation Association (SPAA).

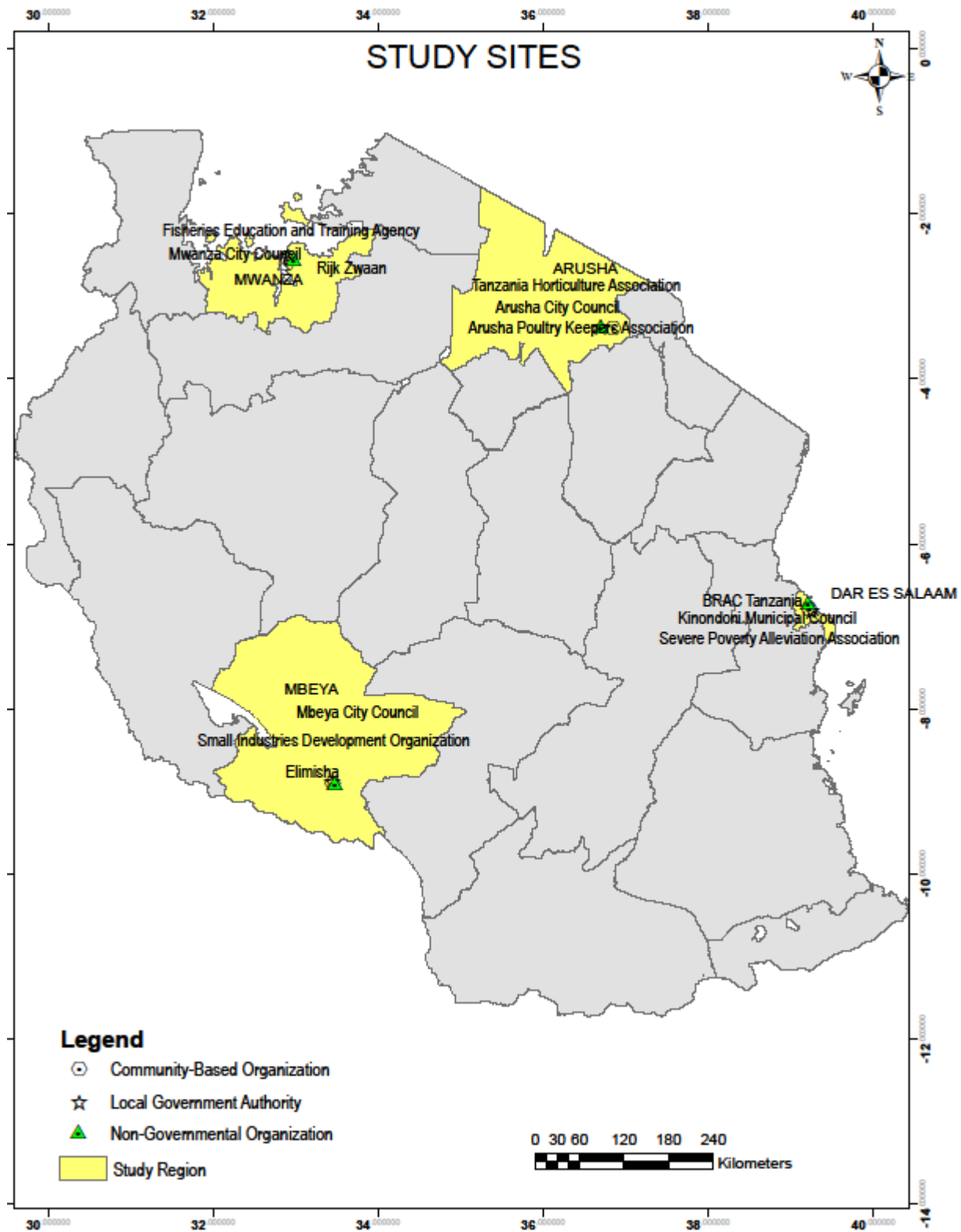
Mbeya City was selected as among big four cities in Tanzania due to the fact that 80% of the region population depends on Agriculture and has a population of 2.71 Million people (URT, 1997; URT, 2013). Since some of the providers are established in urban areas and are operating in the rural area as well, it was easy to gather information related to the great percent of the population with respective agricultural activities. Some of the great organizations that are providing community education include Small-scale Industry Development Organization (SIDO) that is supporting entrepreneurs at great percent to run their enterprises. Another one is registered as Community Based Organization, namely ELIMISHA meaning (Educate) having a big role of building capacity among women and youths to ensure that different communities are involved in production activities to increase their income, hence poverty reduction.

Arusha City is another study area which was purposively selected representing livestock keepers. Besides other economic activities, 60% of the region is grazing land. The great percent of grazing land is occupied by Masai people thus the land is called Masai land and its population is 1,694,310 people (URT, 1997; URT, 2013) Therefore, Arusha City was selected so that all information related to livestock keeping was gathered to represent other livestock keepers in Tanzania. One of the great and strong Community-Based Organizations found in Arusha is

APOKA (Arusha Poultry Keepers Association). The association plays a great role in building capacity among poultry keepers. Although the livestock keeping takes a great part in Arusha, still crop cultivation has not been left out. One of the NGO that is supporting farmers in Arusha is TAHA (Tanzania Horticulture Association). This NGO was established specifically to support horticultural farmers to ensure that they produce more and good quality of products for the competitive existing market.

Mwanza City is among of Cities which was selected for gathering information for this study. It was selected to capture fishing communities among others. About 43% of the region area is water and it has the population of 2.77 million people (URT, 1997; URT, 2013). Thus, fishing is among potential activities that are being done by various communities around Lake Victoria. One of the organizations that are dealing with fisheries is FETA (Fisheries Education and Training Agency). The organization is there to support fisheries by educating communities on various issues for sustainable fishing. Despite the fishing activities, there are also farmers who were much supported not only by City council experts but also NGOs like RIJK ZWAAN.

Generally, all these Cities were selected due to the fact that these are the big four Cities in Tanzania, and most of providers and agencies of community education programs are found in these Cities, although its operation goes beyond the township. Further, these Cities were selected deliberately to capture the diversity of communities dealing with different socio-economic activities. By conducting the study to these cities with diversities enabled the researcher to gather the rich information about how community education programs were organized and managed. Indeed, the information related to poverty reduction through the provision of community education programs were well captured since different respondents had different views, opinions, and experiences in regard to the problem studied. Figure 3.1 below shows the details of the study sites.



**Figure 3. 1: A Sketch Map Showing the Study Sites**  
**Source:** Cartographic Unit, University of Dar es Salaam

### **3. 6 Target Population of the Study**

The target population included experts from the Ministry of Education, Science and Technology (MoEST), the Ministry of Health, Community Development, Gender, Elders and Children (MoHCDGEC), the Ministry of Agriculture, Livestock and Fisheries (MoALF). Others included local government experts from different departments from Dar es Salaam (Kinondoni Municipality), Mbeya City, Arusha City, and Mwanza City. As well, Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) experts were included in this study. Moreover, different trainees who ever participated in community education programs were involved as a crucial informant regarding the role of community education in reducing poverty in their real-life situations with respective experiences.

### **3. 7 Sampling Techniques and Sample Size**

A sample is a subset of the population that is drawn to represent the entire population by considering the characteristics of the respective population. A sample should be carefully selected out of a much larger pool of the population, and that the accuracy of findings largely depends upon the way the sample was selected (Kumar, 2011; Neuman, 2014). Since the endeavor of qualitative research is to comprehend from within, the subjective reality of the study participants therefore cannot be realized through the larger representative sample. But it can be realized by reaching a small number of participants who can share their unique slice of reality in a given study area.

Likewise, sampling techniques in qualitative research are mainly non-probability. In this study, the sampling techniques that were used include purposive sampling and convenient sampling. However, the sampling challenge arises when one needs to know the specific entity to select with respective reasons for inclusion in the study (Yin, 2011). This challenge was solved as these sampling techniques were streamlined with the purpose of the study which was to investigate how community education programs were organized and managed as a strategy for poverty reduction in different communities. Therefore the sampling techniques had to consider the key players who are experts of community education programs and community members (trainees).

**3. 7. 1 Purposive sampling** was used to select experts who were dealing with community education from the Ministry of Education, Science and Technology (MoEST), the Ministry of Health, Community Development, Gender, Elders and Children (MoHCDGEC), the Ministry of Agriculture, Livestock and Fisheries (MoALF). Others included local government experts from different departments from Dar es Salaam (Kinondoni Municipality), Mbeya City, Arusha City, and Mwanza City. As well, experts from Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) were sampled for this study. From the local government, experts who were involved in this study were from the following departments: Agriculture, livestock, trade, community development, and adult education for all Cities as well as fisheries department but only for Mwanza City.

The rationale for selecting these informants was based on the fact that they had experiences on organization and management of community education programs and therefore by virtue of their positions, they were expected to provide rich information. Miles, Huberman, and Saldana (2014) insist that qualitative researchers usually work with a small number of people who are studied in-depth and its samples tend to be purposive rather than random in order to get the detailed information from the respondents.

**3. 7. 2 Convenient sampling** is a sampling technique in which respondents who qualify for the study are selected as per their availability (Neuman, 2014). This sampling technique was used to select trainees who ever participated in community education programs from different Government departments, NGOs, and CBOs which were active in providing community education programs. The participants from this category were from different communities including farmers, livestock keepers, entrepreneurs, and fisheries. The justification for choosing trainees who ever participated in community educational programs was that they have undergone training and had experiences and evidence about the outcomes of educational programs they participated with regard to poverty reduction.

**Table 3. 1: Sample Size of Respondents**

<i>S/N</i>	<i>Categories of Respondents</i>	<i>Total Number</i>
1	Official from Ministry of Education, Science and Technology	2
2	Official from Ministry of Health, Community Development, Gender, Elders, and Children	1
3	Official from Ministry of Agriculture, Livestock, and Fisheries	1
4	Official from 5 departments in Kinondoni Municipality	8
5	Official from 5 departments in Mbeya City	9
6	Official from 5 departments in Arusha City	10
7	Official from 6 departments in Mwanza City	10
8	Official from 4 NGOs	5
9	Official from 4 CBOs	5
10	Trainees from Government Departments, NGOs & CBOs	59
	<b>TOTAL</b>	<b>100</b>

**Table 3. 2 Details of Respondents (Interviewees – Experts)**

		EDUCATION					
		MASTERS	DEGREE	DIPLOMA	CERTIFICATE	FORM IV	TOTAL
SEX	M	8	9	2	0	2	21
	F	11	5	3	1	0	20
SUB- TOTAL		19	14	5	1	2	41
AGE (Yrs)		30-50+	20-40+	30-50+	20+	30+	
EXPERIENC E (Yrs)		5-30+	2-10+	3-30+	4	5-10	

**Table 3. 3 Details of Respondents (FGDs –Trainees)**

CATEGORY	SEX	EDUCATION					SUB - TOTAL	GRAND TOTAL
		DEGREE	DIPLOMA	FORM IV	STD VII	ADE		
FARMERS	M	0	0	2	8	0	<b>10</b>	<b>17</b>
	F	0	0	0	7	0	<b>7</b>	
LIVESTOCK KEEPERS	M	1	1	2	3	0	<b>7</b>	<b>18</b>
	F	0	0	5	5	1	<b>11</b>	
ENTREPRENEURS	M	0	1	5	2	0	<b>8</b>	<b>20</b>
	F	0	0	6	6	0	<b>12</b>	
FISHERIES	M	1	1	1	1	0	<b>4</b>	<b>4</b>
	F	0	0	0	0	0	<b>0</b>	
<b>SUB-TOTAL</b>		<b>2</b>	<b>3</b>	<b>21</b>	<b>32</b>	<b>1</b>	<b>59</b>	<b>59</b>
<b>AGE (Yrs)</b>		20-30	20-40	20-60	20-70	50+	<b>No - FGDs - 14</b>	

### 3. 8 Data Collection Methods

The study employed a number of data collection methods (triangulation), namely interview, documentary review and focus group discussion. The rationale for using multiple methods of data collection was to ensure consistency of the information and trustworthiness of data. The methods employed helped the researcher to get the depth information from various participants with their experiences in regard to organization and management of community education programs as a strategy for poverty reduction in Tanzania.

#### 3. 8. 1 Interviews

Semi-structured interviews were used for this study. Semi-structured interviews were used to collect information from the Ministry of Education, Science and Technology (MoEST), the Ministry of Health, Community Development, Gender, Elders and Children (MoHCDGEC), and the Ministry of Agriculture, Livestock, and Fisheries (MoALF) experts. Furthermore, Semi-structured interviews were used to collect information from Dar es Salaam City (Kinondoni Municipality), Mbeya City, Arusha City, Mwanza City, NGOs, and CBOs experts. All the

interviews were conducted by the researcher in face to face by respondents. Most of the interviews were conducted in their working premises for more accessibility of participants after special appointments and arrangements.

All key questions were prepared in advance to avoid divergence and leaving out some key information to be captured. The interview process began by introducing each other to build the rapport between the researcher and respondents (Punch, 2014). Before starting the interview, the researcher introduced the topic to the respondents by clarifying the purpose of the study, and the respondents were assured about the confidentiality of the conversation. The interviews were conducted in both English and Kiswahili (national language) depending upon the conversant of the respondents. Kiswahili is the national language and medium of instruction in primary schooling in Tanzania. English is taught as a subject in primary schools but is a medium of instruction from secondary education to higher education. Sometimes code mixing and code switching were used in order to get the point clearly depending upon the extent to which the respondents could express themselves well and more confidently.

The specific information or data that were obtained by interview method include the views of different experts on how community education programs were initiated and coordinated, ways in which community needs and preferences were captured. Much more the researcher asked all about issues relating to the availability of resources for implementation of community education programs, and challenges in production activities that were being faced in organizing and managing community education. Further, the information related to how the challenges were encountered as well as their opinions for better practices were captured through interview method. Responses from interviews were written down in a notebook and in the special spaces within the interview guides. Other responses were recorded by tape recorder after requesting the consent of respondents.

Interview method was selected purposely as it enabled the researcher to capture information in a detailed manner, and thus leading to an understanding of the subject matter in a holistic manner. The method permits probing to get more full data which enhance the effectiveness of communication between the respondents and interviewer during the interview process (Creswell,



2012; Omari, 2011). Before closing the sessions, the researcher gave the participants contact details (mobile phone number and e-mail address) and requested the same from participants. The purpose of having contact details was to serve further communication and clarification in case of anything.

### **3. 8. 2. Documentary review**

This method was used to collect information on available policies for the provision of community education, framework/guidelines for community education programs. Also information on teaching and learning materials like books and manuals as necessary documents for the provision of community education programs was collected. Likewise, regarding involvement and participation of community members in selecting community education programs, information was collected by looking at different documents like directives. Also, the method was used to get information on a number of available humans, fiscal and physical resources for community education programs like the financial budget for community education programs.

This method was used to collect information from the Ministry of Education, Science and Technology (MoEST), the Ministry of Health, Community Development, Gender, Elders and Children (MoHCDGEC), the Ministry of Agriculture, Livestock and Fisheries (MoALF), Also from Dar es Salaam City (Kinondoni Municipality), Mbeya City, Arusha City, Mwanza City, NGOs as well as CBOs. This method was selected purposely to complement some information which was gathered from other methods. The method was suitable for this study as all information on procedural and documentation were collected. Further, by reviewing the documents, the researcher was able to compare what was stipulated in the documents with the reality in the actual environment. Indeed, the documents enabled the researcher to confirm and justify what was found from other data collection methods.

However, documentary review as one of the methods for data collection has some limitations in its application. In point of fact that, even public documents may have a bias that needs examination, and personal documents may be subject to distortion of the information that might be either intentional or unintentional. And those documents obviously are not prepared for research purposes thus might have some shortfalls (Ary, Jacobs, Sorensen & Razavieh, 2010). To

solve the problem, the researcher scrutinized all the documents before reviewing and hence used only the documents with authentic and with reliable information.

### **3. 8. 3 Focus Group Discussions (FGDs)**

This method was used to collect information from the trainees who ever participated in community education programs. The respondents in the focus groups generally consist of similar and homogeneous characteristics to qualify in a certain discussion (Neuman, 2014). Before conducting focus group discussions, the researcher in collaboration with different experts in respective areas introduced one another. After the introduction, the researcher was left with the participants. The researcher explained the aim of such meeting and aired out about the freedom of expression among the participants. The researcher took some demographic information including gender, education, age and economic activities undertaken by individuals in order to verify that the participants were in the right group. The researcher assured the participants about the confidentiality of the discussions, and that what was to be discussed was just to serve the research purpose not otherwise.

Participants for focus group discussions were grouped into four main groups, namely farmers, livestock keepers, entrepreneurs, and fisheries. The total number of focus group discussions was 14. Each group consisted of four to five participants, as homogeneous groups were held in all four different sites of the study, as well as to ensure effective participation of participants. The information which was collected from this category was the way in which community members were involved in organizing community education programs, how educational programs related to their areas of specialization. Other information collected by this method include outcomes of participation in community education programs in real life situations, challenges in production activities, and their opinions towards the provision of community education programs for improvements.

The rationale for using this method was due to its possibility of studying in depth the phenomenon towards the direct benefits of community education programs in a natural setting. The natural settings allow participants to express their opinions and ideas freely (Neuman, 2014). This kind of freedom helped the participants to provide the researcher with insights on how

disagreements are, and how they cannot be solved. This was possible since the researcher was flexible to allow participants to query one another and explain their answers to one another. By so doing, the researcher was in a position to take the consensus and the concerns of the majority, though, the minority ideas were as well noted to scrutinize in future during data analysis and discussion of the study findings.

Focus Group Discussion as one of the methods for collecting qualitative data has some shortfalls and limitations. Some of these limitations include the possibility of an individual person to dominate the group, the moderator can unknowingly limit free expression of the group members and sometimes the focus groups can produce fewer ideas compared to personal interviews (Ary et al., 2010; Yin, 2011). However, the researcher ensured that the participants interacted and shared the ideas that were focused on the topic. The researcher as well was firm to control the talkative people by allowing discussion by rotation and sometimes using the participants' names to air out their views one after another. This strategy was so helpful since every individual had time to contribute on the topic tabled. The methods of collecting data are summarized as shown in table 3.4 below:

**Table 3. 4: Summary of Methods of Data Collection**

Question	Required data	Data source	Method(s)
1 How community education programs were initiated and coordinated aiming to reduce poverty in different communities?	<p>-Ways in which community education programs were initiated as a means for poverty reduction</p> <p>-How community members were involved in organizing community education programs for poverty reduction</p> <p>-How educational programs were coordinated</p> <p>- Which framework/guidelines were being used</p>	<p>-Experts from the ministries, Government departments, NGOs, and CBOs</p> <p>-Experts and Community members (Trainees) who ever participated in community education programs</p> <p>-Experts and Community members ( trainees)</p> <p>-Experts</p>	<p>- Both Interview and FGDs</p> <p>- Both Interview and FGDs</p> <p>-Both Interview and FGDs</p> <p>-Interview &amp; Documentary review</p>
2 -How relevant were community education programs for poverty reduction	<p>-How community education programs related to socio-economic activities</p> <p>-Outcomes of educational programs in relation to poverty reduction</p>	<p>-Experts and Community members ( trainees)</p> <p>-Experts and Community members ( trainees)</p>	<p>-Both Interview and FGDs</p> <p>- Both Interview and FGDs</p>
3 Which resources were available for effective provision of community education programs for poverty reduction	-Human, Physical and Fiscal resources needed for smooth running of community education programs for poverty reduction	-Experts and Community members ( trainees)	<p>-Interview</p> <p>- FGDs</p> <p>-Documentary Review</p>
4 What were the challenges and opinion of stakeholders towards effective organization and management of community education programs for poverty reduction?	<p>-Challenges in organizing and managing community education for poverty reduction</p> <p>-Suggestions for effective provision of community education</p>	-Experts and Community members ( trainees)	<p>-Both Interview and FGDs</p> <p>-Both Interview and FGDs</p>

### **3. 9 Pilot of Research Instruments**

After preparing research instruments, piloting of the instruments was done to ensure success in obtaining the required and intended information as well as checking if the questions can be interpreted differently or otherwise. Piloting of instruments was done by sharing with colleagues. After having some inputs and corrections, the research instruments were presented in the colloquium for refinement of the instruments. This process helped the researcher to make corrections where necessary and restructure the questions prior to data collection in actual sites. This process ensured the consistency and collecting the intended information only (Lapan et al., 2012)

### **3. 10 Trustworthiness**

The trustworthiness of qualitative research is geared on measuring the validity and reliability of the study findings. Qualitatively, trustworthiness is a pursuit to address four major things, namely credibility, transferability, dependability and conformability as criteria for qualitative research (Flick, 2009; Shenton, 2004).

#### **3. 10. 1 Credibility**

Credibility is generally concerned with the truth of the study findings. Credibility in qualitative research can be confidently and accurately presented depending on the reflection of opinions and feelings of participants in the study. In view of the fact that a qualitative research explores an individual opinion, experiences, and feelings, it is arguable that respondents are the best judge to ascertain the credibility of study findings. Credibility is synonymous with internal validity in quantitative research (Kumar, 2011).

First of all, credibility in this study was ensured by prolonged engagement with the subjects in the field (Flick, 2004). The researcher had enough time to work and familiarize with the respondents in the field to build a good relationship with the respondents. This helped the researcher to share and discuss the topic to the extent that the process of data collection was made easy. Due to the good relationship that was built, the respondents were able to support the researcher by giving supporting documents for reviewing as per study requirements.

Secondly, credibility was maintained by triangulation of data collection methods and use of a wide range of informants including experts at different levels, different organizations and different community members (Mason, 2002; Shenton, 2004). The researcher used three main data collection methods, namely interviews, focus group discussions and documentary review. By so doing, the researcher was able to collect data from different experts of community education programs through the interview, and from community members (trainees) through focus group discussions. All those information were complemented by the documentary review. Therefore, the data were compared before reaching the final conclusions.

Thirdly, credibility was ensured by peer debriefing by conducting regular meetings with other people intended to provide support on a research topic. Much more, all conversations during interviews and focus group discussions were conducted in both languages English and Kiswahili. Kiswahili is the national language and medium of instruction in primary schooling. English is taught as a subject in primary schools but is a medium of instruction from secondary education to higher education. Therefore, it was easy for the researcher to capture all information, and ensure that everyone feels free to opt any of the two languages. Indeed, the option increased the confidence of the participants to share their experiences and opinions on how community education programs were organized and managed, and the extent to which they have played the role to reduce poverty in different communities.

### **3. 10. 2 Transferability**

Transferability refers to the “degree to which the results of qualitative research can be generalized or transferred to other contexts or settings” (Kumar, 2011, p. 349). Transferability is the degree of comparability of research findings from one context to another. It is all about the fittingness of research findings from one context to different contexts (Flick, 2009). Transferability sometimes can be referred as external validity as the qualitative researcher demonstrates the applicability of the study findings to other contexts like similar situation and similar population.

Transferability in this study was enhanced through provision of thick description of the phenomenon in question for comparing and contrasting to be done by readers in their own

context and situations. With respect to thick descriptions of the process adopted, the researcher presented the participants' voices in each of the research questions and sub-questions. Although, not all voices were presented at least one to three voices for each theme was presented to confirm and justify the actual experiences and feelings of respondents in a particular natural setting. Thus, it is the task of the readers to compare the research findings with a similar situation in their own contexts and population.

### **3. 10. 3 Dependability**

Dependability is the extent to which the data and findings would be similar if the study were replicated. Dependability in qualitative research relates to reliability in quantitative research which implies consistency of results or same study findings if repeated by another researcher (Ary et al., 2010; Shenton, 2004). Dependability in this study was enhanced by employment of overlapping methods in depth methodological description of the study and site of the study. The researcher presented all the procedures on sampling to get a representative sample, data collection methods and description of the profile of multiple study sites.

Additionally, dependability in this study was maintained as far as the data analysis procedures. After data collection, the researcher grouped the data according to their similarities and differences from one study site to another. Data from interviews were grouped into eight groups, namely Ministry experts, agricultural experts, livestock experts, and trade experts. Others include community development experts, adult education experts, NGOs and CBOs experts. Data from focus groups were grouped into farmers, livestock keepers, entrepreneurs (traders) and fisheries. Themes were prepared according to research questions and then coding scheme was prepared to enable data processing both manually and by using MAXQDA software for easy retrieval.

### **3. 10. 4 Conformability**

Conformability is the degree of neutrality or impartiality in the research findings. Conformability in qualitative research is the same as quantitative researcher's impression of objectivity. Both deal with the idea of neutrality or the extent to which the researcher is free of bias and predisposition in the data collection procedures, data presentation and interpretation of results (Ary et al., 2010). Generally, the findings from the qualitative research are participants' based,

since arguments and conclusions are made from their responses, hence no any potential bias from the researcher.

Conformability in this study was maintained by reviewing an audit trail as the main strategy for demonstrating conformability. Several steps of data analysis have been highlighted to provide a rationale for decision making and final conclusions as per available data. Never the less, conformability was also enhanced by triangulation that allows a principal surplus of knowledge and control of bias (Giardina & Denzin, 2011; Lapan et al., 2012). It is discouraged to apply a single type of research instrument in a study since there is a great possibility of distorting the reality of what the researcher intends to find. Further, triangulation complements the collection of data for comparison before arriving at the ultimate conclusion.

### **3. 11 Data Analysis Procedure**

Data analysis began at the outset of field work. The data collected from interviews, document reviews and focus group discussions were, transcribed, translated, and then analyzed according to the research questions and sub-questions. During this initial stage, the researcher discovered the emerging themes. Themes were generated after collecting similar ideas from respondents. The ideas were brought collectively into a single category or cluster (Lacey & Luff, 2009).

#### **3. 11. 1 Qualitative content analysis**

The qualitative data was subjected to content by coding, data reduction, interpretation, and inference. The qualitative content analysis is a dynamic form of analysis of verbal, visual and written data (Sandelowski, 2000). It is the fact that at this stage the researcher had to decide on the focus of data analysis. In regard to this study, the researcher focused on interpretative content analysis since the philosophical underpinning the study is the interpretative paradigm.

In the data reduction stage, the researcher scanned all the data from all sources and reduced them accordingly since other information were existing but could not add any value as far as the study is concerned. It was at this stage, whereby the researcher was able to judge the trustworthiness of the data. This was possible since the researcher had to look at the methodological procedures for data collection. After reducing the data, the researcher categorized the major and sub-themes



from the data summary. The summary was condensed from raw data based on inferences and interpretation using inductive reasoning. Therefore, qualitative data were categorized thematically while quantitative data were tabulated in form of frequencies as derived from responses and the percentages were calculated.

Generally, the data analysis was done both manually and with the help of MAXQDA software package. However, it is cautioned that computer-assisted qualitative data analysis software cannot interpret data rather can help to manage data coding and store it for easy retrieval (Punch, 2014). Before using MAXQDA software, the researcher had time to familiarize with the software for compatibility with the analytical approach. The researcher downloaded the trial version of MAXQDA for practices. Thereafter, the researcher prepared the coding scheme with examples of segmentation for further practices.

The researcher used the trial version to learn how to create a project, how to import documents, how to create codes, and how to organize code system (grouping of codes). Much more the researcher learned on coding segments, retrieval of segments, advanced text retrieval, code matrix browser, variables and its activation. Thereafter, the researcher used the University computer that was installed with MAXQDA software version 10 for data analysis. Finally, the coded and analyzed data were interpreted to draw conclusions and recommendations in the final report.

### **3. 12 Ethical Issues and Contemplation**

The rationale of considering ethical issues in research is to protect human rights and privacy to protect the credibility of research and the researcher (Keya, Makau & Omari, 1989). Since the research is public and sensitive activity, ethical issues should not be under-estimated. The underlying point is on its impact for the exposition of personal affairs of the respondents. It is arguable that “the misuse of captives for research and experiments by doctors during the Nazi period in Germany is particularly horrifying examples which led to the development of ethical codes for research” (Flick, 2009, p. 54).

All in all, the researcher considered the aspect of ethical issues to ensure that rights and dignity of participants are respected. This was possible as the researcher involved the participants in research. The researcher informed the respondents about the nature and the purpose of research and sought informed consent of respondents about the present study. The researcher operated with honesty and integrity to ensure that everything is streamlined with ethical contemplation.

### **3. 12. 1 Research clearance letters**

Before data collection, the principal supervisor informed the Deputy Vice-Chancellor (Research) of the University of Dar es Salaam (home university) by writing a letter about the completion of research proposal ready for data collection. Accordingly, the Deputy Vice-Chancellor (Research) communicated to the Vice-Chancellor of the University of Dar es Salaam to prepare permission letters for the researcher. In principle the Vice Chancellor is empowered to write permission letters on behalf of the government and the Tanzania Commission for Science and Technology.

The Vice-Chancellor of University of Dar es Salaam wrote clearance letters for the sake of introducing the researchers to subsequent levels. Initially, the letters were sent to the Ministries and to the Regional Administrative Secretaries of Dar es Salaam, Mbeya, Arusha, and Mwanza regions. Regional Administrative Secretaries introduced the researchers to District Administrative Secretaries before having final letters from City Council Directors where the research was conducted. In other settings, the permission letter from the Regional Administrative Secretary was sufficient enough to conduct research in a respective region.

### **3. 12. 2 Confidentiality**

In writing the final research report, the researcher used the language which is free from any bias and sensitive to names of respondents, job titles and place of work not to be used anymore but replaced with aliases to avoid traceability (Punch, 2014). All the information supplied remained confidential to the researcher. Scholarly ideas used in this study were acknowledged accordingly. With regard to ethical issues, it is advised that all researchers must be guided by the classic principle of human conduct that is “First, do no harm” (Miles et al., 2014, p. 56). The researcher used letters and numeracy to hide the names and workplace of participants to ensure the concord with respondents. The next chapter presents data presentation, interpretation, and analysis.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4. 1 Introduction**

This chapter presents, analyzes and interprets the research findings on initiation and coordination of community education programs in Tanzania, the relevance of community education for poverty reduction, availability of resources and challenges in the provision of community education programs. The study findings were obtained through interviews, focus group discussions and documentary review as triangulation to capture and validate the required information. The findings are presented as per research objectives, and research questions with respective research sub-questions. The respondents for this study were experts from the Ministry levels, government departments at City councils, NGOs, CBOs as well as trainees from different communities.

#### **4. 2 Initiation of Community Education Programs**

The first research question sought to identify how community education programs were initiated by different experts of community education as well as trainees. The assumption behind this question was that, knowing the factors for initiation of community education programs would help the government and other stakeholders to determine the value of those programs to individuals, community, and national development. Hence, set sustainable means and procedures for initiating and financing those educational programs. Interviews and focus group discussions were used to gather the required information.

Interviews with Ministry experts (MoEST, MoALF, and MoHCDGEC), City Council experts from different departments (education, agriculture, livestock, community development, and trade) and experts from NGOs (BRAC, TAHA, RIJK ZWAAN and SIDO), as well as experts from CBOs (SPAAs, APOKA, FETA and ELIMISHA) disclosed that communities' needs/requests were the main factors for initiating any community education program. About 34 responses out of 41 equal to 83% confirmed that. The needs of communities were identified by experts in different ways including visitation to the communities. Other needs were initiated by community members by submitting their requests to their leaders; hence the key factors for initiating community education programs were realized.

This means that the community needs were either identified by experts or by community members (trainees) themselves. Therefore, experts used to identify the community needs and plan for educational training. Sometimes communities themselves realized the production problems, hence requested for educational training to their leaders at different levels. Arguably, both options are dealing with the needs of the communities and for communities' development. During the interview with one Adult education officer with 8 years of work experience had the following to say:

Generally, there are several factors for initiating community education programs as I have mentioned. There is one factor which is currently taking the pace. There are some community members who are coming directly to our office seeking for training assistance. But these people do come for such request with the hope of assisting them even financially. Even though, we do not hesitate to assist them in terms of training, we teach them what they need. Along with, we advise them where and how to access funds for establishing their enterprises (INT. E4, 08.09.2016)

In responding to the same question another expert from one NGO with work experience of 7 years added:

Most of the educational programs that we offer are demand driven. They are either technological driven or as per existing production challenges. Due to these demands, communities do seek educational assistance. Just imagine, some farmers organize themselves and send their representatives who come to our office as members of our association and submit their concerns. Under such circumstances, you have no option than arranging for training as per your availability by considering their suggested days and time (INT. NGO2, 13.06. 2016)

The foregoing extracts evident that, both Government departments and Non-Governmental Organizations were providing community education programs based on the demands of the learners. When learners faced production problems or challenges, they sought for educational assistance as a practical solution by submitting their requests to responsible authorities. Thereafter, the respective authorities had to take responsive measures including educational trainings to respective communities. The responses of experts from all categories can be summarized as shown in table 4.1.

**Table 4. 1: Summary of Responses by Experts (N= 41) on Factors for Initiating CEPs (*More than one answer was possible*)**

S/No	Factors (By grouped data)	1	2	3	4	5	6	7	8	TOTAL ΣF	0/o
1	Community needs or requests	3	5	6	3	2	4	7	4	34	83
2	Experts' opinions	-	-	2	2	-	1	-	1	6	15
3	Policy or Institutional Plans	3	1	2	1	1	1	2	3	14	34
4	Production challenges/problems in the communities	2	3	2	2	1	2	1	1	14	34
5	Changes in technology	1	-	-	-	-	-	1	1	3	7
6	Reports by leaders at lower levels or community groups	1	1	1	1	-	-	-	-	4	10

From table 4.1, the data indicate that existing challenges/problems in production activities, as well as policy/Institutional plans, were given equal weight as factors for initiating community education programs. A total of 14 responses out of 41 were equally mentioned at least by every group equal to 34% score for each factor. This denotes that existing challenges/problems in production activities in the community drove experts to conduct educational trainings in different communities. Sometimes educational training aspect was in the policy/plans by the Ministry, City council or respective organization. Therefore, what matters was just implementation of what has been stipulated in the policy or what has been planned by respective department or organization. In responding to this question one community development officer, with work experience of 9 years argued:

In fact, we as experts, have a lot of responsibilities in our office as well as in the site where we meet with community members. Therefore, when we pay a visit to meet with community members in their groups we realize a lot of things. Although, it is not easy to meet all community members, at least we manage to visit them in their groups. Remember that we have about 60 community groups. By visiting them and solving problems in their groups we identify that this is the crucial problem as it has been aired out almost by every group. Therefore, we need to educate members of all groups we have, and right from there, we plan for educational training (INT. D3, 27.07.2016).

Likewise, in this regard, another Agricultural officer who was 40+ years old, with work experience of 20 years, when asked about the factors for initiating community education programs to their communities commented:

As City experts, we do not have a single factor for initiating educational programs to our clients. We have a lot but differ depending on the season and prevailing situation. However, the focal one, which we rely on, is policy as our base from a higher authority (Ministry). Therefore, we implement what the policy directs us to do, though; sometimes we use the crop calendar as noticed by our office as per the prevailing situation. Then we go for implementation. This is a top-down approach. But we do not apply this throughout the time, rather differs depending upon the season with respective reasons like indicators of drought (INT. A1, 12.04.2016).

The preceding excerpts suggest that, initiation of community education programs is not restricted to one factor rather many factors. Those factors were policy based (top-down approach), and they were originated from the production challenges/problems that were existing in the communities. Therefore, different experts were implementing educational programs based on the two factors. However, it is the activeness of the leaders to forecast the situation in some aspects by considering the crop calendar so that they assist their communities timely and accordingly.

In light of foregoing (table 4.1) experts' opinions, change in technology, as well as reports from leaders at lower levels or community groups, were also among the factors for initiating community education programs. However, these factors were given less weight compared to other factors. In percentage-wise, as per responses, experts' opinions were weighted at 15% while reports from leaders at lower levels or community groups were expressed at 10%. Indeed, change in technology was given the least weight of 7%. Yet, it should not be underrated as some of the experts declared that it was among the factors for initiating educational programs as the world is technologically changing.

The same research question was asked to trainees of community education programs. The information was gathered through focus group discussions. The researcher was interested to know the views of trainees on what they were considering to be the factors for initiating or organizing community education programs. A total of 14 focus group discussions were

conducted. The data from all the groups were grouped according to their similarities and differences, namely farmers, livestock keepers, entrepreneurs as well as fisheries.

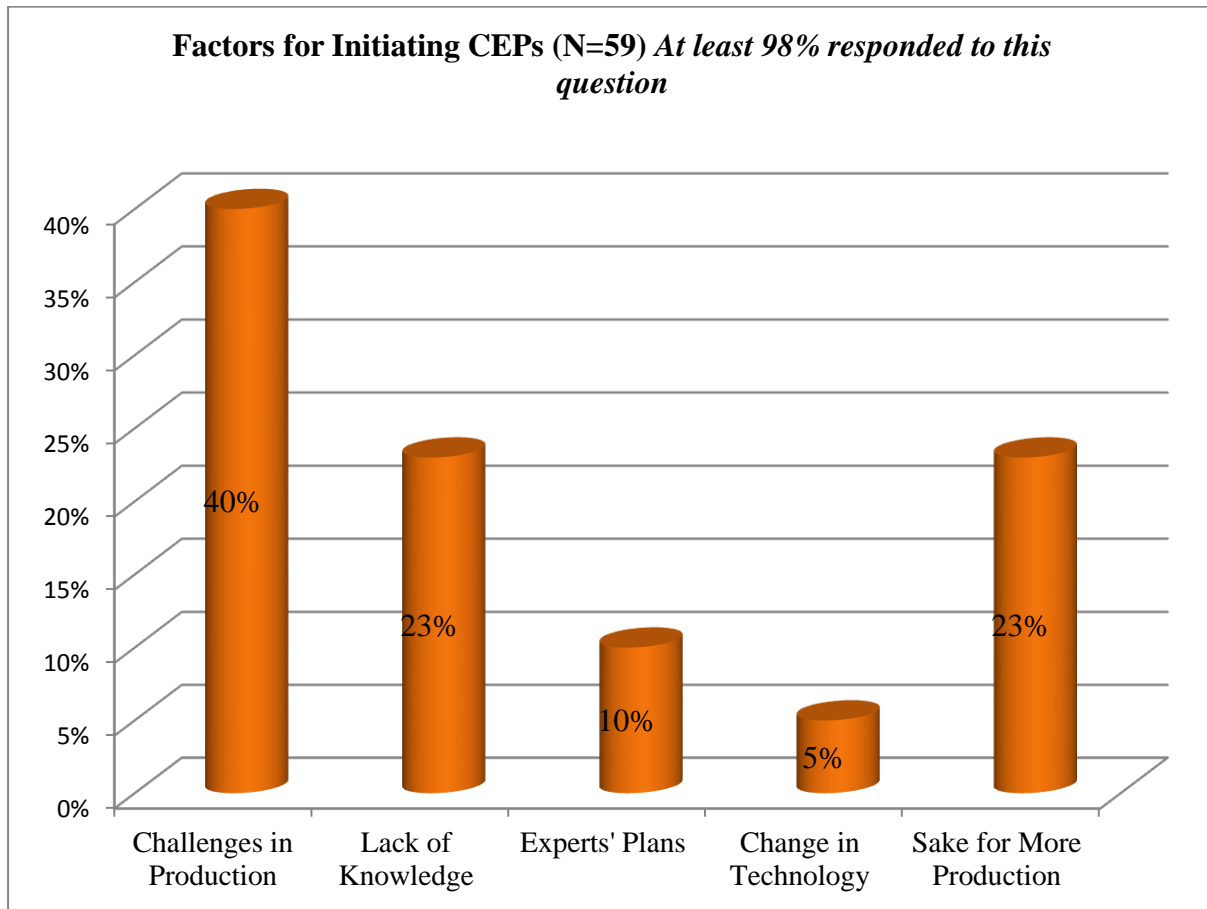
During the discussions by different groups in different Cities, the majority of respondents disclosed that challenges/problems in production activities were the key factors for initiating community education programs. About 40% of respondents confirmed that. During the focus group discussion with farmers, one farmer aged 49 years had the following observations:

We as farmers, we are facing different hardships that automatically drive us to seek for educational assistance from agricultural experts. For example, the issue of climatic changes that needs us to cope with the situation in terms what type of crops should we grow and when? Therefore, we must seek advice on how to go about. Also, there are some issues like emergence of crop diseases which in case we see its effects, we have to consult our experts (agricultural officers) for educational support on how to deal with it before things are becoming worse (FGD, A4, 16.09.2016)

In support of the presented idea, when the discussion was conducted by livestock keepers in another City, one of them whose age was 46 years, added:

We usually initiate community education programs as per challenges which we face in livestock keeping. For example, when we get little milk than expected, we have to find out the reason(s). Therefore, in case it appears that the problem is facing all of us as a group, we have to consult veterinary officers to come and identify the problem. Then, they advise us on what we should do, either proper feeding or additional of minerals or changing the breed in future (FGD, B1, 22.04.2016).

Extracts confirm that one of the main factors for community members to initiate community education programs was challenges/problems that were facing them in their daily activities as per their specialization. The extracts either realize the potentiality of experts in their communities for solving problems which were encountered in different communities. The information gathered from FGDs can be summarized as shown in figure 4.1 below:



**Figure 4. 1: Summary of Responses by Trainees on Factors for Initiating CEPs (*Percentages were rounded up to nearest ten*)**

As presented in figure 4.1, the data unveiled that lack of knowledge or expertise in dealing with several production activities was among the factors for initiating community education programs in different communities. The data show that at least every group (farmers, livestock keepers, entrepreneurs, and fisheries) raised its concern on this factor. This affirms that all communities were lacking knowledge in conducting their production activities. As a result, they needed a support from experts for proper guidance to ensure that they do not waste their time and resources as well.

Lack of knowledge/expertise and the sake for more opportunities/production got the equal total weight of 23%. The findings show the correlation between knowledge and production. Community members believed that knowledge and skills could help them in doing better in their



production activities. They believed as well that by participating in educational programs could help them to widen the chances and create more opportunities around their surroundings. Thus, community members declared that initiation of community education programs was for the sake of creating more opportunities and increasing more production. During the focus group discussion one of the entrepreneur, aged 51 years elucidated:

My mother was an entrepreneur and my father was employed in the government sector. Wonderful indeed, my father was becoming moneyless even before the end of the month, to the extent of seeking a loan from my mother. Therefore, I realized that entrepreneurship is paying better than being employed in the government sector. Thus, I decided to become an entrepreneur, hence attending entrepreneurship training in order to do better than my mother in entrepreneurship industry (FGD. C4, 23.09.2016).

The extract unveils that it is not necessarily that the one who is employed in the government sector always earn more, but rather even a self-employed can do better in terms of income generation. Moreover, the extract suggests that in order to do better in entrepreneurship industry, attending different trainings is unavoidable. Indeed, the extract in another side of the coin proves that development at a family level should be inter-dependency. Everyone should have something to do in order to generate income to ensure that the family life runs smoothly.

Experts' plans/preferences and change in technology were given less weight as factors for initiating community education programs. But it is evident in table 4.1 as well as in figure 4.1 that these factors were not only important for initiating community education programs to experts, but they were important factors to communities (trainees) as well. This information justifies that some factors that were used by experts to initiate community education programs, were also declared by different trainees. Therefore, tallying of these findings from experts with that of trainees prove the extent to which the factors are crucial in initiating and organizing community education programs.

Generally, the study findings as per interviews by experts from different Ministries, City councils, NGOs and CBOs reveal that community needs/requests were the key factors for initiating community education programs. Others include existing policies as well as plans by those experts as per respective sector and specialization. Likewise, reports from leaders at lower

levels or community groups were driving experts with their institutions to plan for educational training to help communities with their needs.

With respect to focus group discussions by trainees on factors for initiating community education programs, the results disclose that challenges in production activities were the main factor for initiating community education programs. Much more, lack of knowledge or expertise and the needs for having more opportunities and increasing production were as well pointed out.

#### **4. 2. 1 Community education programs offered aiming at poverty reduction**

This section sought to identify community educational programs which were being offered aiming at increasing knowledge and skills for better production, hence poverty reduction. The related information was gathered through interviews, focus group discussions and documentary review. Interview sessions were conducted with experts of community education programs from different Ministries, City councils, NGOs, and CBOs. Focus group discussions were made with trainees of community education programs in their respective specializations.

Through interview sessions, focus group discussions and documentary review, it was revealed that educational programs that were offered differ as per specialization as for farmers, livestock keepers, entrepreneurs, and fisheries. However, there were other educational programs which were cross-cutting, and thus, they were offered to almost all groups. This entails that some of the educational programs are important to all communities regardless their socio-economic activities. The findings as per this aspect can be summarized as shown in table 4.2:

**Table 4. 2: Summary of Educational Programs According to Specialization**

<b>SPECIALIZATION</b>				
<b>Farmers</b>	<b>Livestock Keepers</b>	<b>Entrepreneurs</b>	<b>Fisheries</b>	<b>Cross-Cutting Programs</b>
-Principles of agriculture -Farm preparation -Measurement of Soil PH -Seed selection -Planting (spacing) -Irrigation (drip) -Agricultural inputs (fertilizers) -Pests and disease control -Farm management -Modern farming (green-house) -Food storage -Food processing	-Animal husbandry (Hut & cleanliness) -Disease control -Artificial insemination -Livestock feeding -Breed selection -Product processing (meat & milk) -Communication with veterinary officers -Storage of feedstuff.	-Business plan -Business formalization -Business management -Trade laws/by-laws -Importance of paying tax on time -Customer care -Food processing -Vocational education	-Fishpond preparation -Treatment of water -Species selection -Fish feeding -Fishing gears -Proper fishing -Fish processing (post-harvest loss) -Resources management	-Marketing -Networking -Record keeping -Leadership education -Group formulation -How to access loan -How to get startup capital -Financial management -ICBAE -Entrepreneurship education -Mama Course -HIV-AIDS education -Civic education -English language

The findings as per table 4.2 show that food/product processing is one of the educational programs which were taught to all groups of communities. This was being done intentionally to equip communities with more opportunities for increasing the value of products so that communities get more money as a way of reducing poverty among them. In this regard, the aspect of entrepreneurship was being included automatically as these communities were doing other things beyond the normal production. Daring to do other production activities in an innovative way for the sake of trying other opportunities is risk-taking, which is one of the characteristics of entrepreneurship. However, the aspect of processing of food crops, fish, meat,

and milk needs more knowledge, skills, technology application and good capital for effective investment.

Group formulation is another cross-cutting educational aspect which was taught and insisted by experts of community education programs. This was done purposely with a good number of reasons including the government policy on supporting communities through community groups. The government of Tanzania has stipulated in its policy document to support communities who have joined together in their groups than helping an individual person. It is through these groups that, it is easy for the group to find a startup capital for their investments. As well, it is easy to access loans from commercial banks, micro-finance banks, and Village Community Banks (VICOBA). In regard to this issue of support from the government and City councils, one City livestock officer declared:

We teach and emphasize communities to formulate groups as the government directs us to do so. Therefore, we are just attempting to play our part on such responsibility. For those who are responding to the government wishes and our advice, they are appreciating the advantages of doing so. For example, by monitoring and evaluation of activities by different communities' groups, we recommended some support from the City council to those community groups which were doing very fine as a motivation. We managed to offer them facilities like machines for milking, fridges for keeping their milk and some money for other services (INT. B3, 29.07.2016).

Table 4.2 as well shows that marketing was one of the topics which were offered in different communities. Lack of markets for communities' products from their socio-economic activities hinders the communities to thrive economically despite their efforts and investments on those activities. To ensure that communities are benefiting from their undertakings and investments, experts of community education considered the topic as cross-cutting topic despite the present specializations. This was purposely done to ensure good linkage and networking between producers, processors and businessmen and women. Indeed, that is why even some community groups were requesting to be taught the English language in order to capture and communicate with all customers including foreigners.

Financial management and record keeping are findings that are well stipulated as shown in table 4.2. Communities' engagement in socio-economic activities aimed at generating income among

individuals. It is obvious that by participating in those activities there were some costs incurred for such investment. The experts and trainees of community education programs sought that it was crucial to learn on how to manage finance. Through record keeping, communities could know what they invested, and what they got in order to establish profit and loss account for their investments. Definitely, without good financial management, communities could not reach their dreams of becoming self-independent and reducing poverty among themselves.

Table 4.2 indicates that civic education was also offered to communities as a cross-cutting topic. This topic intended to equip communities to be familiarized with their rights and responsibilities as citizens. As well, this had a good will to let the communities know the impact of politics either negatively or positively on policy-making and implementation. Additionally, for women it was a good time to know all matters related to violation of human rights, gender discrimination and owning properties, hence, taking action, not as inferior people. On this, one expert from one Ministry explained:

The government is doing its best to ensure that all its people get education despite the gender differences. It is clearly stipulated to Millennium Development Goals (MDGs) on the right to education. By realizing this, we found that there are some students who are dropping out of school due to various reasons, and girls in particular. After dropping out, they lose direction in their life. The government thought on how to assist these girls so that they prosper regardless the problems they encountered while schooling. That is why the so-called ‘Mama Course’ was introduced to Focal Development Colleges (FDCs). This course was designed especially for girls who got pregnancies while schooling. Therefore, they are collected together with their babies for the sake of learning while caring their babies. The aim of doing so is to ensure that when they graduate, they could be able to run their life by engaging themselves in income generating activities independently (INT. D, 07.05.2016).

In connection with this finding, another City council officer clarified:

Provision of civic education has opened the mind of some communities. Currently, you cannot easily cheat communities. Sometimes we even face difficulties to respond to some of their questions. This is challenging. You could find that nowadays, before implementing any project, community members need to be educated by community development officers. Otherwise, communities do resist/reject the project if not well put. Though, it depends upon the project, not all projects (INT. D3, 27.07.2016).

From the two quotations, one may realize that provision of civic education can be either positive or negative when it comes to reality. For example, by knowing their rights to education, the government thought on introducing a special course for drop-outs due to pregnancies. This is very nice since by educating the drop-outs, the rate of increasing number of people to a vicious circle of poverty is reduced. At the same time in terms of establishment of projects to communities need experts of community education programs to clarify and elaborate on the planned project, otherwise, no implementation whether a good one or not. By involving communities when establishing projects realize the potentiality and ownership of those projects to communities before its establishment.

Integrated Community Based Adult Education (ICBAE) is another program that was conducted to the majority of communities in their specializations. This was done to all categories namely farmers, livestock keepers, entrepreneurs, and fisheries. It was done by consultation with those communities, by considering their preferences as per their production activities as well as the time that cannot affect their daily production activities. When the researcher wanted to know what and how exactly ICBAE was being taught under this program, one City Adult education officer had the following to say:

We have many things to teach our people in adult education perspectives. Specifically for ICBAE programs, we teach different communities being farmers or livestock keepers or whoever being adult and engaging in different income generating activities. We teach those communities with compatible goals. Those goals are all related to their production activities so that whatever we teach them will be functional as per production activities being done by those communities. Besides teaching programs related to their economic activities, we teach literacy programs like reading, writing and numeracy skills for those community members who never went to school. Although some community members do not want to be recognized that they do not know those key literacy skills, but once identified, we advise them to join adult education classes just for one hour per day. Some of them agree but others ignore by arguing that, for what? (INT. E2, 14.06.2016)

The extract shows that despite the good plan by experts of community education programs and ICBAE in particular, still there were other community members who have not realized the importance of literacy skills. This could be due to the age they had, and mindset that those who go to school are doing so for the sake of government employment. Because they know how to count money, therefore they thought that what they needed was to produce more and get a lot of

money not otherwise. Under such base, objectives of ICBAE which were basically two, the findings indicate that one objective was being met but another one was a bit challenging.

From table 4.2, it can be noted that every group was given some key issues for doing better or producing more with regard to their specialization. For example, farmers were taught about principles of agriculture, livestock keepers were taught on good animal husbandry, and fisheries were taught about proper fishing gears for sustainable fishing. It was interesting to find out that despite cross-cutting educational programs, every community group had to learn fundamentals for doing better as per their specializations. In line with this finding, one expert from NGO commented:

For this generation, we have to ensure that we change the mindset of the communities especially the youth. There is a notion that, those who are involved in agricultural activities are school failures something not true at all. It should be noted that agriculture pays for people who are serious and follow principles of agriculture especially horticulture. I am referring to horticulture simply because I have practical examples and I am also engaged in horticulture production. One advantage of horticulture is that one can harvest three to four times a year something not possible for crops like maize. Another advantage is that this can be done even by people who have small plots like here in town. It can be done by the current technology of green-house farming and by using drip irrigation something not so easy for rice production. Therefore, you are sure with good economic income four times a year while somebody is expecting to get it once a year. Surely, even if both farmers are so serious, still they cannot be compared in terms of their income per year (INT. NGO2, 13.06.2016).

In complimenting the findings on teaching key and specific principles for communities' undertakings, one of the livestock keepers during the focus group discussions declared:

We are being taught a lot by our City experts like how to feed our cows. For example, we are being advised to dry grass before feeding our cows in order to kill pests. And that feeding on dry grass, normally the milk becomes testable with good cream than feeding on non-dried grass. Also, we are being taught to rotate in feeding the grass instead of feeding cows the same type of grass every day. Moreover, we are being advised to stop milking the cow at least two months before having another calf. This is being done in order for the cow to stabilize and prepare other milk for the new calf and proper milk production (FGD, B1, 22.04.2016).

The extracts prove that experts of community education programs offered communities specific programs as per specialization. The aim of doing so was to ensure that everybody produce more and of good quality for competitive market, and increase income among participants. Similarly, the trainees declared what they were being taught specifically what related to their economic activities. The aim of experts of community education was the same or relating to the trainees' goals as to why participation in educational programs. Therefore, it is obvious that when everyone plays his part, that is teaching and adoption, the role of education aspect in increasing knowledge and skills for better production and poverty reduction will be realized among the participants.

Generally, the findings from this section reveal that educational programs which were offered to communities differ according to the nature of the community itself. Those educational programs were pre-requisite by communities as beneficiaries of educational programs as well as providers of community education programs. The educational programs were offered for the sake of increasing knowledge and skills for better production in their areas of specialization. The findings as well reveal that there are some of the educational programs which were offered to all groups of communities. These crosscutting educational programs had common goals to participants. They appeared to be crucial for every individual person and community for its operations and aspirations for sustainable development.

#### **4. 2. 2 Involvement of community members in selecting CEPs**

With regard to this sub-question, the researcher was interested to know how community members were involved in selecting community education programs. The related information was gathered through interviews with experts from different Ministries, City councils, NGOs, and CBOs. Other information was collected from trainees through focus group discussions. It was plausible to find out that the findings from interviews and that from focus group discussions to some extents had some correlations.

Findings through interviews reveal that experts of community education programs from higher and middle authorities were using experts at lower levels as well as community leaders in involving the communities in selecting community education programs. This strategy of



involvement was mentioned by almost every Ministry expert, City council experts as well as NGOs and CBOs experts. About 26 responses out of 41 responses equal to 63% confirmed that. In responding to this question one expert from NGO clarified:

As NGOs, we are not in the best position to know clearly the training needs of all communities. What we do is to cooperate with City council experts who are at least dealing with communities for a long period of time than us. After sharing our concerns with City council experts, then they plan the means to reach communities since they know how to reach people at lower levels. Thereafter, we plan our educational programs depending on the community needs (INT. NGO1, 18.05.2016).

In responding to the same question, livestock officer from one City said:

There are several ways in which communities are being involved in selecting community education programs for training. But the one which we found to be good for us is using Ward Development Council (WDC). We send information to Ward Development Council; they discuss their concerns and give us a report. We find that it is better to let them discuss because members of WDC comprises different ward experts from different positions. Therefore, we think that what they come up with has got blessings from most of them. Thus, after getting their report is where we find their requests for educational training needs, and then we plan on how to implement their requests (INT. B3, 29.07.2016).

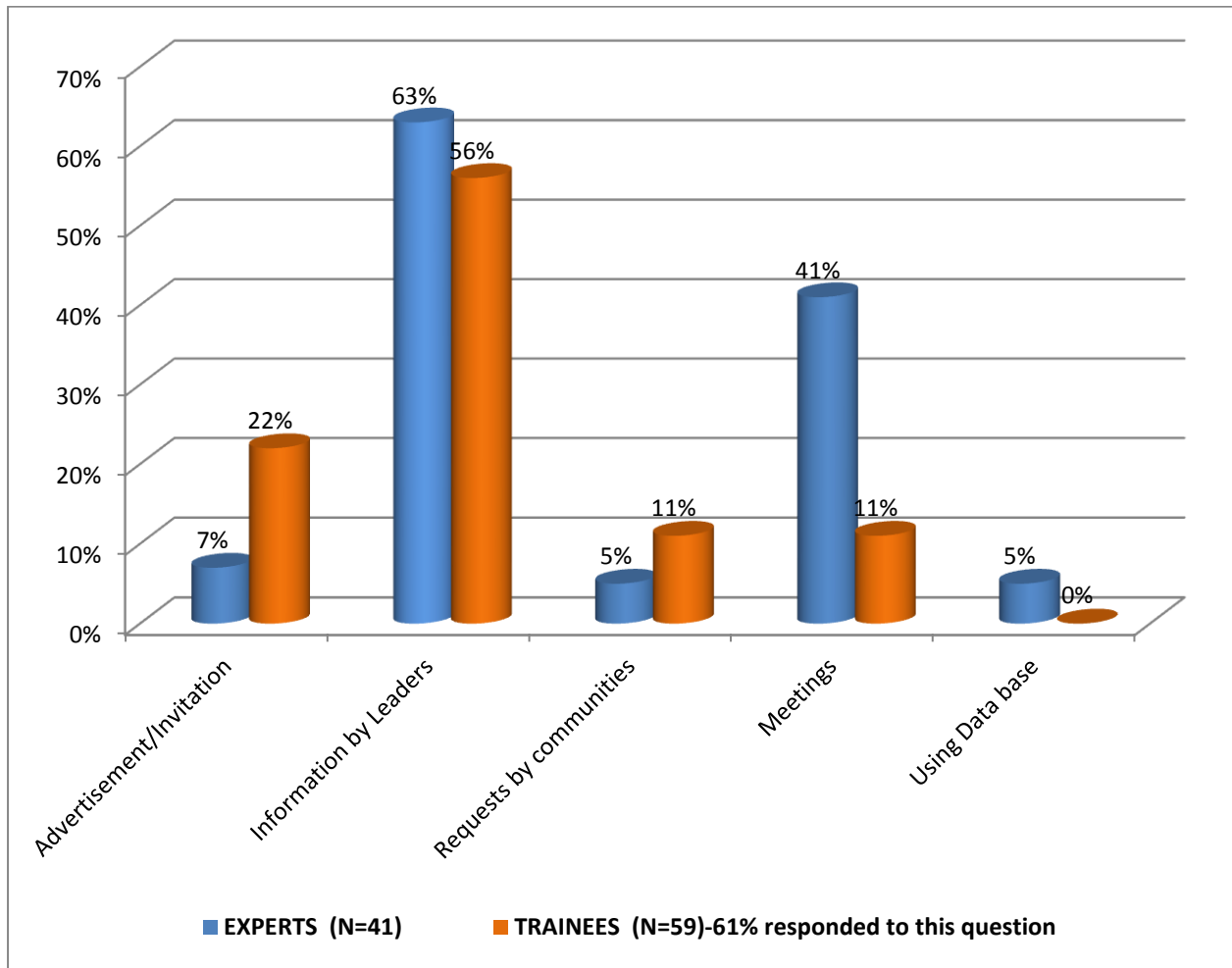
In complement of what has been found, when the researcher asked the same question, one City trade officer replied:

It is not easy to reach communities all the time as City council experts to know their concerns. What we do is to use ward leaders. These ward leaders include ward executive officers as well as political leaders. These political leaders are councilors who are representing communities at ward level for City councils. Sometimes we use other community leaders like streets chairpersons and other related community leaders depending upon the availability of those leaders and the target community (INT. C2, 27.06.2016).

These quotations evident that experts of community education programs from both the government and Non-Governmental Organizations; were using the leaders at lower levels to involve communities in selecting community education programs as per their needs. Indeed, the strategy is well and good since leaders at lower levels are those who live with community members most of the time. Thus, they know their people than experts of community education

programs at the Ministry or City council level. This entails that, arrangements for meetings considered the timetable of communities with respective activities per respective season. Therefore, things were arranged without interrupting communities' schedules and plans unnecessarily.

The findings as well show that Ward Development Council which is a crucial organ at ward level was being used to raise the concerns of the community members. The good thing is, what has been agreed at Ward Development Council, can be given a full support during the implementation stage since those members of the councils are supervisors of development activities at ward level. This strategy is commendable for reducing unnecessary conflicts that could be raised in the communities. Mostly, the problem could be found in the respective ward during implementation processes. Other findings related to this question are as summarized in figure 4.2 below:



**Figure 4. 2: Summary on How Experts and Trainees are involved in Selection of CEPs**  
*(More than one answer was possible)*

Meetings with community members are other means which were disclosed to be used in involving communities in selecting community education programs. This approach is the second after the use of experts of community education programs at lower levels. The approach of conducting meetings with communities as per figure 4.2 is revealed by 41% of respondents. This denotes that before deciding what to teach communities, experts of community education programs used to conduct meetings with community groups or leaders of community groups to hear their concerns including the training needs. After knowing their training needs, then experts of community education plan for community education provision. To realize this matter, some of the experts of community education programs at different times stated on this matter. One agricultural City officer with working experience of more than 20 years explained:

We do our best to ensure that farmers are involved in selecting what they think is the great problem that needs educational support from us. Sometimes it becomes difficult to do this exercise since it needs money to reach these people. But we have (O & OD) - Opportunity and Obstacle for Development plan which is the approach used for identifying the community needs. This is done by conducting meetings with community members so that they air out their needs. After such exercise, then we come back to our office and see what has been claimed by the majority. Then we plan what to begin with, according to its weight and urgency (INT. A1, 12.04.2016).

Another respondent (Adult education officer) when asked the same question on how they involve community members in selecting community education programs particularly ICBAE, had the following to articulate:

For ICBAE programs there is no way, we must consult them to see what they want to be taught. We usually go to their working places like markets and meet those people. After meeting them, we used to share with them as per nature of their work. Sometimes by meeting them lively in their working places, we can easily see the real situation. Therefore, our talks should relate to what we see, and hear from them. Through the discussions and probing questions, we advise them what to do, so that they can do better including participation in educational trainings. Once we find that they are showing a positive response to our advice, we arrange for educational programs. The arrangements are being done as per their wishes in terms of time, and days so that they do not feel pinch economically by attending educational programs (INT. E2, 14.06.2016).

This question was as well asked to community development officer from another City. This Community development officer argued:

Involving communities in selecting educational programs as per their needs is being done. But sometimes we just plan ourselves and see how to reach them. As development officers, we found that the good strategy is to meet them by considering their timetable. Therefore, for community groups, we used to get their meeting timetables from their leaders. After knowing those timetables, we usually use that opportunity to meet them. By meeting them, we can teach them anything that we have planned for that day. This could be sometimes normal issues from the City council or from the higher authority. But sometimes by just meeting them in such way, we used to hear from them a lot of concerns including training needs, and then we take note for future planning (INT. D3, 27.07.2016).

The findings from the extracts indicate that community members were being involved in selecting community education programs to be taught as per their needs. Different approaches

have been shown to reach different communities to ensure that their preferences were being taken into consideration. Those approaches are well and good if well implemented since community education should be for communities themselves. It is commendable to involve communities since they are the one who knows what is problematic in their production activities. Therefore, by involving them, means that their concerns are to be addressed accordingly. The problems and challenges in their production activities are anticipated to be reduced for the attainment of their expected goals and objectives.

However, from the extracts, it has been noted that, despite the goodwill of experts of community education programs to involve the communities in selecting community education programs, the issue of cost for reaching communities was raised. This realizes that it is quite possible that communities were not well involved or very few communities were being involved due to financial constraints. Additionally, there were some issues that experts of community education programs taught communities as directed by higher authorities without involving them; this scrutinizes the relevance of such ambush training. Much more, it is apprehended that there were communities' meetings with experts of community education programs that were happening by chance. Therefore, communities were using such a chance also to air out their concerns including training needs. This realizes that probably without the plan by experts to send the message to community groups; these communities could not have been involved in selecting community education programs.

Community requests is another finding which was revealed, though at very low percent. This denotes that some communities took a charge by themselves to request experts for assistance in educational training. These requests were submitted by community groups or individuals. Since those requests were from the communities, means that experts of community education were planning to implement those educational programs without further consultation. Consultations were not made since the concerns for training needs were initiated by communities themselves. During interviews with experts of community education, one City agricultural officer remarked:

It is clear that for issues concerning community education and other extension services, we have to involve community members. We used to do so most of the time, but in other circumstances, we find that there is no need to verify from every community members

after getting their concerns in hand. For example, you find that some farmers come to our office requesting for assistance. After receiving their concerns, we just check the seriousness of the problem. Once we have received several concerns of the same nature, we just plan on how to conduct training, than making further consultation since we have the concern already on the table (INT. A2, 15.07.2016).

Other findings which were revealed on how community members were involved in selecting community education programs were advertisements, and using the available database to communicate with communities. This means that experts of community education programs sometimes instead of going to the communities to meet and discuss their concerns, they just advertised through the media. Likewise, those individuals whose contacts were found to different experts of community education programs mean that they were informed about the planned educational training.

These two findings indicate some shortfalls in the real meaning of involvement of communities in selecting community education programs. As far as the findings are a concern, this denotes that communities were being informed rather than being involved in the selection processes. Though the advertised educational programs could be well related to some communities' socio-economic activities, still communities could have more serious training needs other than the advertised ones. Therefore, the essence of community involvement could be taken into consideration than merely informing them for effective adoption of such knowledge and skills.

In regard to involvement aspect, trainees of community education programs were as well consulted through focus group discussions to know their views. Four categories of communities namely farmers, livestock keepers, entrepreneurs as well as fisheries were asked the same question to get their views. The key finding unveiled in this regard indicates that communities were being informed by their experts or community leaders about the available training equal to 56%. This signifies that instead of being involved in selecting community education programs to be trained as per their needs, they were being informed about the training to be conducted. As that the case, communities failed to cater their needs for training, hence, poor performance in some economic activities due to lack of related knowledge and skills. During the discussions, one fishery had the following to say:

It is true that there are several educational trainings which are being conducted for fisheries. We have as well attended some of the trainings. The training which we attended, we were invited by our leaders that there is a training somewhere. Therefore, we had to check the requirements for participation. There are some trainings which are free of charge, others the participants have to pay the participation fee. Then, we just check if it is free of charge or affordable fee. Then we can go as the whole group or everyone has to check the timetable. If we find that the participation fee is costing a lot of money, we just select one or two members of the group, and support them to attend the training. After that, they come back to our group and teach us what they were taught (FGD, F3, 21.08.2016).

Another livestock keeper in responding to the same question during the focus group discussions declared:

I do remember at first, we were informed by City council experts that there will be a training that is important for livestock keepers. Surely, after attending that training we learned a lot, and that was my first time to attend educational training for livestock keepers. For other trainings, ward experts come to inform us in case of anything. But even though, you cannot attend all educational trainings since others are being conducted while you have your plans to do other things out of the City. Sometimes there are social issues around the street like funeral issues something you cannot ignore in anyhow (FGD, B3, 30.07. 2016).

It is evident from this account that most communities were not involved effectively in selecting community education programs as per their preferences. That is why the necessity of involving communities in selecting their educational programs as per their needs should be taken into consideration. Therefore, planning for educational programs with less turn up from communities due to less involvement of communities is wastage of resources and time. It is, therefore, a call upon for all providers of community education programs to involve communities in selecting their educational programs as per their needs to reduce educational challenges in their production activities.

From figure 4.2 it shows that invitation or announcement through media is another means which was declared to be used in involving communities. It is obvious that 22% of communities were being informed about the available training through invitation letters or by hearing from the radio or televisions. It is another sign that communities' involvement in selecting community education programs was less considered. By inviting communities to participate in community education programs is quite different from involving in the selection of those educational programs. This

means that communities had less chance to select those educational programs as per their needs. One farmer, during the focus group discussions, said:

Almost every member of our group has attended training. Most of the trainings are being done by City councils experts but sometimes by NGOs experts. The last training which I attended, we got a letter explaining the training we were supposed to attend. The letter described even the nature of training to be done. Therefore, as a group, we had to share that information. I attended that training and it was good. You find that what they are teaching are good things to the extent that when you apply such knowledge you could have a good advantage in farming activities. But some of the issues you find that they need a lot of money when you want to follow them as advised. Therefore, we do at our level best what we can manage (FGD, A4, 16.09.2016).

From the extract, one can learn that it is really true that communities were being informed on available training opportunities than being involved in the selection of community education programs they preferred. Despite the fact that communities were just being invited or informed on the respective training, still, the quote indicates that some trainings were useful to their socio-economic activities. Although it is true that some trainings were still good even if the approach was a top-down, but it could be better if the trainees could have selected educational programs as per their needs. Thus, they could seriously and effectively apply since that is their challenging issue in their production activities.

Findings from figure 4.2 indicate that meetings with experts of community education programs and requests from community groups are other means in which communities were being involved in selecting educational programs. These two approaches have a weight of 11% each. Meetings with experts of community education programs mean that those experts were visiting the community groups or representatives to hear their concerns regarding training. Community groups had to agree on what really needs an educational approach to solving their existing production challenges. On the view of the requests from communities, this denotes that communities were submitting their concerns to experts for assistance. This was confirmed by one of the farmers who affirmed:

When we find that there is a problem, and no one in our group could help us, we just meet as group members and discuss the problem that needs advice or training. After the discussion, we can come up with a single say and call upon for the expert from the Municipal council. Municipal experts always come to help up us, and sometimes if we



find that they delay, we used to follow them in the office. If we find that it is so important to teach all of us, we can do any arrangement to ensure that they come. For example, we can arrange the transport for them to ensure that they come and assist us (FGD, A1, 06.05.2016).

Another entrepreneur in responding to the same question during the focus group discussions, among others, declared:

Yes, it is true that we are being involved in selecting educational programs that we want. For example, last time we received questionnaires from Small Industry Development Organization (SIDO) which needed us to choose what we want to be taught. There were several topics to select, we were told to select just one topic. As a group we had to select what we wish to be taught as per our preferences. It was somehow difficult to agree because even in our group we had two different opinions. But at the end of the day, we agreed on what we found to be better for all us as a group (FGD, C4, 23.09.2016).

The excerpts confirm that communities were being involved in selecting educational programs as per their preferences. These two approaches realized the extent to which communities were being involved and the way their concerns were being taken for planning and implementation. Generally, these two approaches are commendable for effective planning for educational training and implementation by the trainees of community education. This is commendable since learners will learn exactly what their needs for application in their daily activities are. Consequently, their challenges in production activities will be reduced, with the hope of better outcomes since the adoption is likely to be of a great percent.

#### **4. 3 Coordination of Community Education Programs**

In this research sub-question, the researcher was interested to find out how community education programs were coordinated. The assumption of the researcher on this regard was that, if there is a proper channel of coordination from higher levels to lower levels, means that its implementation, monitoring, and evaluation as per objectives would be smoothly accomplished. The information in regard to this question was gathered through interviews and focus group discussions. Interviews were conducted with Ministry experts, City council experts, NGOs experts as well as experts from CBOs. Focus groups discussions were conducted with different community groups including farmers, livestock keepers, entrepreneurs as well as fisheries.

Findings from interviews revealed that coordination of community education programs had some complexities due to its structure and operation. This is due to the fact that several respondents had different responses in regard to this question. However, it was realized that all community education programs which were initiated by higher authorities were coordinated by Ministry experts. Its coordination was in collaboration with City council experts as well as ward leaders as per available hierarchy or in collaboration with NGOs.

It was further revealed that some educational programs like vocational education had good coordination from higher levels to lower levels. These programs were coordinated by Vocational Education and Training Authority (VETA). This authority has the power to coordinate, promote and assess the qualification of graduates at different levels. As well, VETA has responsibilities including; ensuring that the vocational education and training system meets the needs of the nation, to develop policies for the training system, and supervise their implementation. VETA also gives due weight to equality issues particularly in relation to females and disadvantaged groups. But for non-vocational educational programs for communities were coordinated by different authorities but not a single organ as for vocational education programs.

Also, the findings indicate that some programs which were initiated and conducted at City council level without informing the higher authority at the Ministry level. This denotes that those programs were initiated, implemented and evaluated at City Council level using their own evaluation criteria. The problem with this approach is that the Ministry experts who are policy-makers, and who are supposed to know how the policy is being implemented were slightly left behind. They just receive or not receive a report, thus being difficult to know how exactly community education programs are being offered, financed and evaluated. This problem is due to the present gap of coordination for some programs. All in all, the findings reveal that 46.3% of the community education programs were coordinated by the government departments as summarized in table 4.3 below:

**Table 4. 3: Summary of Coordination of CEPs by Interviews (N= 41)**

S/ N	Coordination (By grouped data)	1	2	3	4	5	6	7	8	TOTAL ΣF	%
1	Ministry /City council experts	3	3	-	-	4	2	3	4	19	46.3
2	Government experts in collaboration with NGOs/CBOs experts	2	2	1	1	1	3	1	1	12	29.3
3	NGOs/CBOs experts	1	-	3	2	1	1	1	1	10	24.4

Table 4.3 indicates that 29.3% of respondents confirmed that the government, NGOs, and CBOs collaborate in providing community education programs. Its collaboration depends upon the program and the initiator of the respective program. This is a good sign that different stakeholders take initiatives to support communities in terms of the educational facet. Thus, NGOs could collaborate through the respective Ministry or City council department depending upon the nature of the educational program to be offered. Accordingly, when NGOs or CBOs wish to educate communities on some issues, they need to communicate with the responsible Ministry or government department for effective provision and support where necessary. During the interview, one expert from one Ministry declared:

As a Ministry, we usually work on policy issues and ensure implementation of policies by lower government authorities. But we also work with Non-Governmental Organizations to ensure that we fight for, and attain the expected objectives. In this aspect, NGOs are supposed to contact us before starting implementation of any educational program. Some of them do the needful, but some of them operate on their own without any consultation. We just wonder to find them in the reports from City council experts about the number of NGOs working in different regions, municipalities and districts. They are doing fine to help communities, and they assist the government to do its duties, though they are supposed to follow procedures before their operations (INT. E, 26.04.2016).

When the same question was asked to one Agricultural City officer whose age was 50+ years old, with work experience of 27 years, the officer affirmed:

Coordination of community education programs depends upon the program by itself and the initiator of the program. For educational programs that have been planned by the Ministry, mostly, the Ministry experts assign us to do as planned. But they do coordinate and make follow upon implementation. For those educational programs which are planned by our office, we implement and coordinate ourselves. Those educational

programs which are initiated by NGOs, its coordination depends, some organizations communicate with us for collaboration like Tanzania Horticulture Association (TAHA). But, there are small NGOs that go on their own without communicating with us. They are very small organizations, thus they are there for establishing their names (INT. A2, 15.07.2016).

Likewise, in responding to the same question during the interview, one expert from one NGO had the following to comment:

It should be noted that our organization deals with two core activities, giving education in different communities especially those in groups, as well as supporting them financially by giving them loans at a very low interest rate. Therefore, in such a way we have to do everything on our own. Although for the issues of educational provision we collaborate with City council experts. But still, coordination of all activities is being done by our office. We do so to ensure that our customers get the required knowledge and skills so that they do better in their businesses and manage to repay the loans (INT. NGO1, 18.05.2016).

The extracts realize a number of issues in respect of coordination of community education programs. One of the issues is a declaration from government experts both at Ministry level and City council level that there is collaboration between the government and Non Governmental Organizations. Good enough is that the same has been confirmed by NGO experts about the presence of collaboration among stakeholders in the provision of community education programs. It is so interesting to hear from the Ministry officer who appreciates the role of NGOs in supporting the government in serving the communities by offering community education programs. However, it should be noted that sometimes NGOs are offering and coordinating community education programs to ensure that their two objectives of giving knowledge and enabling communities to repay the loans are met simultaneously.

It is obvious from the afore-cited extracts that there is a communication gap that consequently leads to coordination gap. This is the indicator that the government sometimes does not know what is being offered by some NGOs to his people. If there is such a gap, means that even the policy or guidelines for offering community education programs those NGOs do not have. Elsewhere, it was clarified that some NGOs are very small, to the extent that they are going direct to communities for the sake of establishing their names. Still, this is another bad indicator that, if they are very small and are not engaging even City council experts who are experienced, how do

they do in the actual implementation of educational programs?.Therefore, from that point of view, their operation and provision of community education programs are questionable!

The findings from table 4.3 point out that NGOs and CBOs coordinate community education programs on their own. This entails that at some points NGOs and CBOs operate on their own in providing community education programs. It is well and good to see that NGOs and CBOs as well are realizing the problems and challenges which are facing communities and that need educational interventions. This cooperation will help communities to acquire new knowledge and skills for better production, hence improve their livelihoods. During the interview, one expert from one CBO explained:

Actually, all community education programs which are offered by our organization are coordinated by us. Though sometimes we used to invite experts for opening of the programs or teaching some programs which we think that we do not have experts in that area. For example, we used to invite some experts from a regional office or from City council office. I do remember we did so last time when we had agricultural programs, in which we used City agricultural experts to assist us in providing agricultural education. We had to pay them some allowances for assistance since we know that they were supposed to work somewhere else. Therefore, those allowances were just for showing appreciation for their support towards the accomplishment of our plans and objectives to assist communities (INT. CBO4, 27.09.2016).

The extract illustrates that NGOs and CBOs had good plans and objectives towards serving communities by offering them education. Also, it shows that NGOs and CBOs were offering community education using their own human resources or inviting external experts. This is a good idea that they could evaluate and realize that to meet the community demands and available needs they should find the competent and specialized person to that area. By doing so, this indicates that NGOs and CBOs have good intention to help communities to offer quality community education that will enable them to solve existing challenges for sustainable development.

During data collection, the researcher was concerned to know the views of trainees regarding the coordination of community education programs. Focus group discussions were used to gather this information. During the discussions, it was disclosed that majority of community education programs were coordinated by City council experts in collaboration with ward leaders. The

findings reveal that 88.5% of the programs were coordinated by government experts. The summary of responses from each category can be seen in table 4.4 below:

**Table 4. 4: Summary of Coordination of CEPs by FGDs (N= 59)-88% responded to this question**

S/ No	Coordination	Farmers	Livestock keepers	Entrepre neurs	Fisheries	<b>TOTAL ΣF</b>	<b>%</b>
1	City council/Ward experts	16	16	12	2	<b>46</b>	<b>88.5</b>
2	NGOs / CBOs experts	-	-	4	2	<b>6</b>	<b>11.5</b>

Data from table 4.4 indicates that at least every category responded that City council experts in collaboration with ward leaders were coordinating community education programs. However, it is interesting that communities proved that NGOs and CBOs were as well involved in the provision and coordination of community education programs although at the very low percent of 11.5%. It is obvious that NGOs and CBOs were evaluated at such low percent due to the fact that some community groups which were faced have never been taught by NGOs or CBOs. Also, some programs which have been conducted were in collaboration with City council experts. Still, the good thing is that NGOs and CBOs seem to be working with communities in order to improve their living standards by providing and coordinating educational programs in different sectors of the economy.

#### **4. 3. 1 Framework/Guidelines for the provision of community education programs**

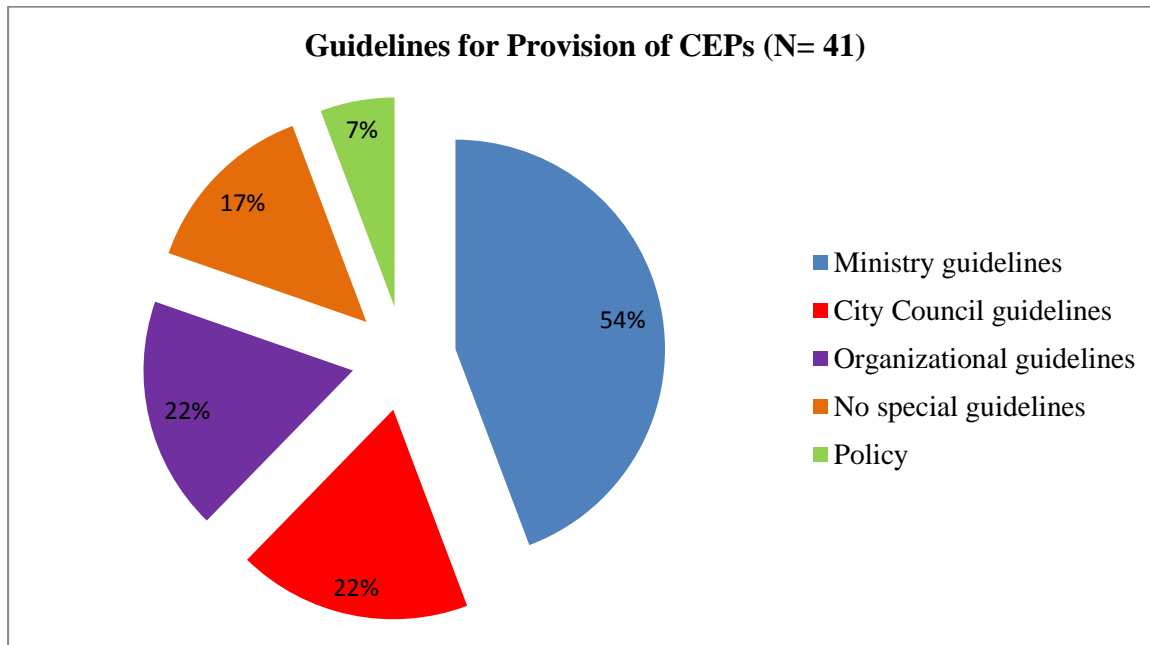
The researcher was concerned to know the Framework/Guidelines which were being used for the provision of community education programs. The information was collected through two main methods, namely interviews and documentary review. Interview method was used to collect information from different experts at Ministry level, City council as well as NGOs and CBOs experts. The documentary review was done to all related documents as found to the Ministries, City councils and other Non-Governmental Organizations providing community education programs.

During the interview with Ministry experts, it was found that there was no framework for providing community education programs in Tanzania. However, one expert from one Ministry confirmed that the framework namely “Tanzania Lifelong Learning Qualifications Framework” was under preparation at the final stage. It was insisted that though the final draft was out, it was not yet authorized/published to be used. Since it was not yet authorized for implementation means it lacked the credentials to be reviewed. In this regard, the officer from the Ministry had the following to comment:

Lifelong Learning Qualifications Framework is in progress. It comprises several descriptions of the learning activities that occur in Informal and Non-Formal settings as offered in different educational programs. These educational programs include all programs offered by both public institutions and private providers including civil society organizations. The reason behind for this new draft is due to the fact that we have National Qualifications Framework that has both issues related to Formal and Non-Formal Education but not integrated. Therefore, the Ministry through Adult and Non-Formal Education department with the support from UNESCO drafted the action plan to harmonize Non-Formal Education as a complement to the National Qualifications Framework which focused more on Formal Education. As that the case, for now, we use the available guidelines for establishment and provision of Non-Formal Education (INT. E, 26.04.2016).

The quote realizes that the government of Tanzania has taken initiatives to prepare Lifelong Learning Qualifications Framework to complement and harmonize with the present National Qualification Framework that basically focus on the formal system. Though the framework was not ready to be used, still it shows that the government has seen the necessity of having such framework. The quote as well describes that by that time the Non-Formal education programs were being offered using the guidelines. Guidelines refer to instructions that show or advice on how something should be done. Therefore, the guidelines were prepared to guide the provision of Non-Formal education including community education programs.

Moreover, based on figure 4.3 below, the data revealed that most of the guidelines which were used in providing community education programs were from the Ministry level. This is evident and confirmed by 22 responses out of 41 responses equal to 54%. Other findings on guidelines which were used for the provision of community education programs are summarized as shown in figure 4.3:



**Figure 4. 3: Summary of Types of Guidelines for Provision of CEPs by Interviews (*More than one answer was possible*)**

Figure 4.3 designates that other guidelines that were used for the provision of community education programs were prepared within the City council with the respective department as well as NGOs or CBOs. The figure validates that the two types of guidelines carry equal weight of 22% each. This illustrates that regardless the guidelines from the Ministry level, still, the City council departments, NGOs, and CBOs had a chance to prepare their own guidelines depending upon the environment and needs. During the interview one Ministry officer responded:

Generally, we cannot operate without guidelines; we have guidelines for long and short courses for every crop. These guidelines are national guidelines, thus need to be used by all government organizations at different levels. Even though, there are other guidelines that are being prepared by the Ministry according to the special program to be implemented. Despite the fact that we have Ministry guidelines, still, districts can have their own guidelines. It depends upon their plans, and sometimes they modify what we give them in order to fit their environments. Also, we have our partners whom we work with. These partners have their own guidelines depending upon their plans and programs. Therefore, I can say that we have guidelines that help us in providing educational programs (INT. A, 02. 05. 2016).

In responding to the same questions one expert from one NGO commented:



I can say that we have our guidelines as an organization. The guidelines we have serves as a directory on how to go about in providing community education programs. We ensure that before planning any educational program, we look at the guidelines to lead us on the further arrangement. But sometimes when we have our plans, we can share with City council experts. We always share the educational programs which we think that we can cooperate, and there are experts who are good in some areas of our concern. Therefore, cooperation with City council experts depends upon the program which we are planning to run but not all the programs (INT. NGO1, 18.05.2016).

The extracts verify that there are guidelines at the Ministry level for general education programs and for specific programs. Some programs become special due to the plans by some donors for specific needs. The extracts as well confirm that despite the presence of national guidelines, still City councils and other organizations can prepare their own guidelines for providing community education programs. This realizes the flexibility which exists upon the providers of community education in preparation and provision of community education.

Much more, the extracts confirm the truth that private organizations had their own guidelines and sometimes they were cooperating with City council experts for some educational programs. This is a good indicator that in implementation of community education programs, the experts can prepare the guidelines according to the variations of the environment to which they operate. The variations could be due to the nature of the program by itself or the nature of the trainees. Some organizations can as well prepare the guidelines according to their constitution, objectives as well as contract or agreement with the government.

The findings also reveal that policy is something crucial that guides providers of community education programs in their operations. Policy refers to set of ideas or plans that are used as the basis for making decisions by an organization or by a government. However, the response for this aspect was given a small weight of 7%. Despite its small weight, but it shows that in preparation of guidelines some experts could first consider what has been stated in the policy. By considering the policy before preparing the guidelines it could also put providers in a specific direction during the preparation of guidelines at different levels.

Figure 4.3 goes further by suggesting that there were no special guidelines for providing community education programs. This brings about the notion that the guidelines were prepared

when needed, thus, there was no need of preparing it in advance. In another way, this justifies that there were other experts who were just preparing notes from different sources for teaching communities without specific guidelines. During the interview with different experts of community education programs, different views on this were captured. One City agricultural officer had the following to remark:

It is obvious that guidelines are important for guiding experts in providing community education programs. Even though, guidelines differ and change time to time. You can find that the government comes with different priorities for implementation. Thus, you find that other guidelines are purely for a specific program for a given implementation of the respective program. A good example is District Agriculture Development Projects (DADPs), National Agriculture Extension Program (NAEP) I & II that advocates on training and visitation. Therefore, these guidelines change time to time and sometimes depend upon the donor (INT. A1, 12.04.2016).

This view was supported by another City trade officer who replied:

In regard to guidelines for the provision of community education, I can say that there is no special guideline but it depends upon the needs of the people. Even in our office, you cannot find the so-called guidelines for the provision of education to communities. What I do is to know the needs of the communities, thus I prepare my notes according to their needs ready for delivery. Because I am expert on entrepreneurship, I do not face difficulties in doing so, and days go on. Although I do not mean that guidelines are not important, I tell you the reality for now (INT. C2, 27.06.2016).

The quotations confirm the reality that there were no special guidelines for the provision of community education to some departments. This is due to the fact that as time goes on, things are changing and the needs are changing too; as a result, the guidelines cannot be the same. The quotations also add that sometimes special programs were being prepared for the specific time and specific communities, hence came with specific guidelines. Much more, the donor can influence the plans for specific programs, thus come up with its guidelines for implementation.

Further, the issue of changing of the guidelines due to time, specific program or donor influence; the second quotation presents something unusual that there were no guidelines at all for the provision of community education programs to some departments. This means that experts were using their experience to plan and provide community education in different communities

according to their needs. However, the good thing is, the officer supports and sees the importance of guidelines in planning and providing community education programs.

During the documentary review, several things were noted. It was noted that at the Ministry level there were several guidelines found for different Ministries. Indeed, what was said by Ministry experts during interview sessions were realized during the documentary review. Some experts from the Ministry mentioned even the page number where some issues have been clarified. Additionally, at the Ministry level, several donors with their guidelines for specific programs were noted. Though, the implementation of the programs was done in collaboration with the government. These programs were established as a result of research as per nature of the organization particularly United Nations organizations like UNESCO and other International organizations like JICA (Japan International Cooperation Agency).

Much more, during documentary review at City council and organization level, it was found that some guidelines which were found at Ministry level were not at City council level even at organizations like NGOs or CBOs. It was as well noted that the same department at different Cities had different guidelines. This could be due to variations in terms of environments thus different needs. Some organizations were found to have constitution and teaching manuals or handouts but not guidelines. It was realized that some experts had no guidelines at all to the extent that it was difficult to show the guidelines so that the researcher could review. But others were able to show different guidelines and policies for the provision of community education programs as well as different manuals, handouts, and brochures.

#### **4. 3. 2 Guidelines /Policies and its reality/implementation of the provision of CEPs**

This research sub-question was directed to find out the reality of the available guidelines/policies and its implementation in the actual environment. The related information was gathered through interviews and documentary review. Interviews were conducted with various experts at Ministry level, City councils as well as different NGOs and CBOs. The information gathered through interviews was compared to what was exactly stated in different guidelines and other related documents. The confirmation and comparison of what was found in the documents, and what was perceived by different experts on implementation are explicitly done in this sub-section.

Through interviews with different experts, it was revealed that guidelines/policies had no problems, but the problem was the implementation of those guidelines/policies. In percent wise this finding was disclosed by the majority, which is 17 responses out of 41 equal to 41.5%. Most of the experts declared that there were two main problems which imposed difficulties in implementation of those guidelines/policies. The main problem was poor financial support particularly for government institutions to ensure that directives were taken into consideration accordingly. The second problem which was claimed by the majority was lack of facilities as a necessary input for implementation of some educational programs. During the interviews, one Adult Education Officer lamented:

Actually, we have a guideline from the Ministry that guides us on how to go about. The guideline is very nice and what has been stated is what actually supposed to be done as per nature of Non-formal education programs. For example, the guideline has some issues that are very easy to read but very difficult to implement as advised. For example, they suggest conducting a needs assessment before training, but without money, it is not easy as they think. Although in actual fact, it is supposed to be so, but they direct us to do so without facilitation on conducting the exercise that needs a lot of money. That is why I say that the guideline as it is, has no problem, but the problem is how to do as what has been stipulated in the guideline itself (INT. E3, 19.08.2016).

When the same question was asked to another City council officer dealing with Livestock, as well added:

We have guidelines from the Ministry that we used to prepare our guidelines too. Much more, we have a policy that also helps us in dealing with all issues relating to livestock keeping and livestock keepers. The current policy is so good but the problem is the implementation of that policy. For example, the issue of artificial insemination, you just find that livestock keepers need such service, but as a City council, we do not have facilities for artificial insemination till in Arusha. Therefore, how do you help those people? In addition to that, experts for artificial insemination are very few that leads to some more complications in implementation. That is why sometimes we face challenges even in teaching. Because you teach some important things to the extent that livestock keepers accept and show their readiness, but when they need such services we find ourselves in a hard time (INT. B4, 21.09.2016).

The extracts confirm that in the City councils there were guidelines from the Ministry that were being used for the provision of community education. It is also realized in the extracts that not only guidelines were being used to guide the provision of community education, but also policy.

Wonderful indeed, the extracts substantiate that both guidelines and policies had no problems, but both had difficulties in implementation as per directories and advice. Both confirm that implementation difficulties were due to financial constraints for accomplishment as stipulated in the guidelines and in the policy. As well the difficulties were clearly seen as obstacles for effective provision of educational programs and other services to communities. The summary of the findings as per this sub-section is as shown in table 4. 5:

**Table 4. 5: Summary of Guidelines/ policies and its Implementation of CEPs (N= 41) (*More than one answer was possible*)**

S/ N	Implementation (By grouped data)	1	2	3	4	5	6	7	8	TOTAL ΣF	%
1	No problems on guidelines/ policies but its implementation	6	-	2	2	6	1	-	-	17	41.5
2	Guidelines do not reflect environmental diversity	3	1	-	1	4	-	4	2	15	36.6
3	Guidelines are not updated	-	2	-	-	-	1	3	2	8	19.5
4	No problem / not sure / no idea	-	1	1	4	-	3	4	3	16	39

Table 4.5 illustrates that various guidelines which were prepared did not reflect the environmental diversity. This is due to the fact that most of the centralized guidelines were prepared for national purposes; therefore it was not easy to be in favor of all communities in Tanzania. This made most of the experts to face difficulties in using the available guidelines particularly the guidelines from the Ministry level. The difficulties arise when the guidelines direct to do some of the things in a particular way while the environmental experiences were not in favor of. Despite this controversial, one City Agricultural officer raised another related concern to why guidelines were not relevant to the actual environment. The argument was:

It is true that we have guidelines in our City especially our department. The guidelines we have are from the Ministry. But we as experts at lower levels are the one who suffer in implementing something that you do not have the idea on what to begin with, and how to do it. The main problem is that most of the programs and their guidelines are being planned without involving stakeholders at lower levels. Therefore, they lack inputs and ideas from experts at lower levels who know the reality and actually are the

implementers of the educational programs. Good examples are programs like “Kilimo Kwanza” (Agriculture First), “National Strategy for Growth and Poverty Reduction” (NSGPR) as well as “Big Results Now” (BRN). These programs had so many shortfalls, hence difficulties in implementation. That is why you find that they were not sustainable and even the intended objectives were not attained as expected (INT. A1, 12.04.2016).

The quote shows that most of guidelines and policies that were of top-down approach lacked some inputs from stakeholders at lower levels where the problems of communities exist. Thus, implementers who work with communities at daily basis were not effectively getting a chance to contribute their ideas for the new guidelines that would accommodate their concerns. By so doing, means that the guidelines become difficult to implement since some issues do not correlate with actual environmental concerns. Consequently, experts at lower levels failed to implement accordingly due to contradiction with the real experience in their respective environment.

The findings reveal as well that most of the available guidelines were not updated. This finding was responded by few experts at 19.5%. Their concern was on the validity of the guidelines since some of them were planned for so many years ago. Although updating guidelines was not seen as the major concern for implementation, but it was just the matter of worry that the current emerging issues might be missing since things are changing. In responding to this aspect one expert from one Ministry stated:

We have a nice guideline as we developed it after tracer study thus realized the needs of our customers. But on the issue of shortfalls of the present guideline, I cannot say anything with real evidence. What I can say is that it needs to be updated since things are changing now and then. For instance, we have the guideline of 2002, until today 2016 is about 14 years. Improvement must be there but I cannot specify as it needs concentration to go through thoroughly (INT. D, 07.05.2016).

Table 4.5 shows that other experts found that the guidelines had no problem, others were not sure on what they could comment on the present guidelines. Others had no idea on what they think should be done on the present guidelines for effective implementation. These responses were due to the fact that some experts did not internalize what was exactly found in the guidelines to the extent that they were not in a good position to respond accordingly. Also, this could be due to the reason that they were feeling guilty to give the researcher wrong information which they were not sure of it. The researcher had to appreciate too, as otherwise they could mislead the researcher and find controversial during the documentary review.

During the documentary review, there were several issues which were found especially relating to the nature of guidelines and policy stipulation. One of the findings from experts on guidelines with its implementation was that guidelines had no problem but the problem was implementation. One of their concerns was that guidelines direct to conduct needs assessment prior to the planning of any educational program without considering the budget for facilitation. During the documentary review, it was realized that the guidelines tally with what has been said by experts during interview sessions. For example, URT (2006) Guidelines for the Establishment and Management of Adult and Non-Formal Education Programs asserts:

Planning of Adult Education or Non-Formal Education begins with the situational analysis, followed by needs assessment in order to identify the target groups and their needs. Once the target groups and their needs are identified, the next step is curriculum development. The third step is advocacy, sensitization of the communities as well as their leaders and marketing the courses. One of the first steps in the implementation of the Adult Education or Non-Formal Education program is to sensitize stakeholders (including district experts, ward or village/mtaa leaders as the case may be) on the importance and need for Adult Education or Non-Formal Education Programs (p. 36).

Another concern which was raised on the problems of implementation of guidelines was financial constraints. Experts claimed that guidelines had several directives but the problem laid on the needs for facilitation. During the documentary review, the researcher was interested to know what were the guidelines or policy statement on the aspect of funds for the implementation process. ‘The National Agriculture and Livestock Extension Policy and Implementation Guidelines’ on Policy No 8: “Funding for Extension” stipulates:

The Ministry of Agriculture and Livestock Development will ensure that adequate funds are provided to rehabilitate and sustain an effective extension service for crop and livestock producers. Sustainability of donor-supported extension projects will be carefully scrutinized during project preparation (URT, 1992: p. 4).

Therefore, the policy statement declares that the Ministry will ensure that adequate funds are available to ensure that different programs are implemented accordingly for attainment of objectives. This statement is differing with what has been claimed by experts in the same Ministry and respective departments in different City councils. Experts claimed that insufficient funds are a major constraint for implementation of different educational programs. In other way

round, the policy statement is very clear but its implementation is problematic as claimed by different experts at different levels.

Much more, during the documentary review, it was surprisingly found that there were some directives in guidelines but in the actual situation things did not exist. For example, in the livestock extension services implementation guidelines, there was one position (title) that was articulated with respective responsibilities. But in reality, there were no such officers at village level but officers of such nature were just found at ward levels. The guideline articulates that:

The Village Livestock Extension Officer (VLEO) or an equivalent independent advisor will report to the Ward Livestock Extension Officer (WLEO) and will have the principal role of promoting, supervising and supporting all livestock development activities in the village or cluster of villages. Key tasks will include: (i) Identifying, promoting, fostering and supporting group formation among farmers and communities; and professional, independent advisory service provision by suitable individuals or agencies in the locality; (ii).....(iii).....(URT, 2011: p. 25)

The evidence from documentary review confirms the realities as stipulated in the guidelines and policies. The foregoing extracts confirm the controversies that exist in the documents versus the actual situation. The responsible organs should ensure that the needs for implementation are in place for the effectiveness of the process. The responsible Ministry should make close follow up to ensure that what has been said in the policy is being implemented as articulated.

Less involvement of stakeholders in planning and preparation of guidelines is another concern which was raised to be the problem in implementing several guidelines and policies. The argument was that lower level experts were not well involved in the processes; as a result, the guidelines were missing some inputs from those experts who are implementers. This becomes problematic to the extent that what was prepared from higher authorities failed to capture the environmental diversity. But during the documentary review, it was noted that some documents clearly showed the intention of involving stakeholders in planning and preparation of those guidelines and other related services. A good example was “Livestock extension services implementation guidelines” that stresses that:



The Opportunity and Obstacles to Development (O & OD) approach to planning and the District Agricultural Development Plans (DADPs) planning guidelines of Agricultural Sector Development Programme (ASDP) have set forth the modalities of involving the target groups in planning and implementation of their development initiatives. It is expected that the implementation of livestock extension activities will follow these guidelines (URT, 2011: p. 1)

Further, in reviewing the documents, the researcher came across with different mission statements by different City councils. It was noted that some mission statements as well have declared the issue of involving stakeholders in planning and implementation of activities in respective City councils. For example, the mission statement of Mbeya City council states: *“Improving the living conditions of people with existing resources by involving all stakeholders in the design, planning, and implementation of development activities based on the principles of good governance”*

The excerpts show that the issue of involving stakeholders in different stages of planning programs to implementation process was taken into consideration. Eventually, even lower level authorities who are mostly implementers have made it in their mission statements. However, it was disturbing to hear that what was stipulated in the documents was not being implemented as stated. And that if they was being done, it was less compared to the way things were stressed in the documents.

The findings through interviews reveal that guidelines were not updated; something brings doubt to implementers if real current issues were incorporated. During the documentary review, it was noted that there were some of the guidelines which were of a long time and others were updated. One of the documents was the ‘The National Agriculture and Livestock Extension Policy and Implementation Guidelines’ which was written in 1992 about 24 years ago. However, the researcher managed to see the ‘Livestock extension services implementation guidelines’ of 2011 but the aspect of Agriculture was not seen. This means the component of Agriculture was still using the version of 1992 or if there was a new guideline means that experts who were interviewed did not have. Additionally, the researcher managed to review Education and Training Policy of 1995 and its current version of 2014. Therefore, the concern of updating guidelines can

be just a worry, but the situation is not too worse to affect the implementation processes as what has been claimed to other issues like financial constraints.

#### **4. 4 Relevance of Community Education for Poverty Reduction**

This research question intended to examine the relevance of community education for poverty reduction. Under this research question, there were sub-questions that brought about the total information regarding the relevance of community education for poverty reduction. The research sub-questions that have been presented and analyzed here include educational trainings and its relatedness to communities' socio-economic activities. Others are mechanisms to trace prosperity of learners after educational programs and outcomes of educational programs in relation to poverty reduction. The information regarding this research question was collected from different experts in government and private organizations as well as trainees. The information was collected through two main methods, namely interviews and focus group discussions respectively.

##### **4. 4. 1 Educational trainings and its relatedness to communities' socio-economic activities**

From this research sub-question, the researcher was interested to know how many times trainees participated in trainings, and how those trainings were related to their socio-economic activities. The information was collected from trainees of community education programs through focus group discussions.

During the focus group discussions with trainees who ever participated in community education training, it was revealed that 46% of trainees attended educational trainings once to three times for last two years. This realizes that at least respondents who were involved in focus group discussions have attended trainings, and the majority of them were found in this category. From this group, most of the trainees attended three times. This finding discloses that trainings for community education programs were being conducted, though not several times. The summary of the distribution of participation can be seen as shown in table 4. 6.

**Table 4. 6: Number of Trainings Attended by Trainees (N=59)**

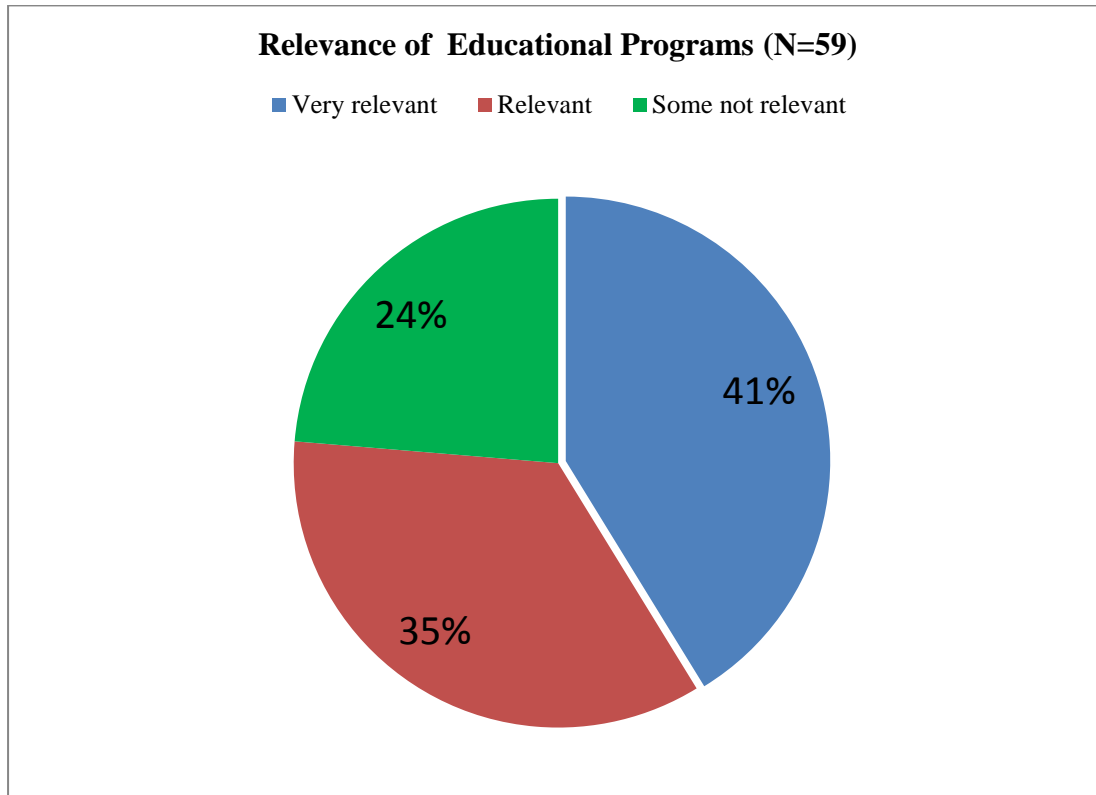
Categories	Number of Trainings attended			
	1 – 3	4 – 6	7 – 9	10 +
Farmers	7	5	3	2
Livestock keepers	9	8	-	1
Entrepreneurs	9	8	3	-
Fisheries	2	1	-	1
<b>TOTAL</b>	<b>27</b>	<b>22</b>	<b>6</b>	<b>4</b>
<b>Percentage</b>	<b>46%</b>	<b>37%</b>	<b>10%</b>	<b>7%</b>

From table 4.6 it is evident that 37% of respondents who participated in focus group discussions attended community education trainings ranging from four times to six times. From this category, the majority of trainees attended four times. By attending trainings between four to six times is a good indicator that different communities were participating in different trainings. Much more it realizes that different experts engaged in training of communities to ensure that they use such knowledge and skills for better production in their respective socio-economic activities.

The fact is that the large percentage of community members attended training at least once to six times and the majority being 3-4 times. However, there were some few special cases whereby the trainees attended seven to nine times and more than ten times by 10% and 7% respectively. This apprehends the gap between the communities in terms of participation in the training among themselves. Also, it indicates irrationality among the communities in participating in educational trainings. This implies that either there was no matrix to ensure that all communities get opportunities to participate in training at equal balance. And that, other community members had great efforts to seek for educational assistance, thus attended most of the trainings which were being advertised.

With regard to the relatedness of trainings attended by communities with their socio-economic activities, the findings disclose that the trainings were relevant to their socio-economic activities. The levels of relevance were two, the first level was very relevant and very useful, and the second level was relevant and useful. However, both levels of responses confirm that the trainings were

relevant to communities' socio-economic activities. But in percentage wise, the responses for very relevance were higher than relevance responses for 41% and 35% respectively as shown in figure 4.4 below:



**Figure 4. 4: Showing Relevance of Community Education Programs**

During focus group discussions with entrepreneurs, one of them responded as follows stating whether the training attended were relevant or not relevant to their socio-economic activities:

The trainings that I attended were very relevant and useful to my production activities. After participating in those trainings, I realized the changes when I came to apply that knowledge we were given. Even my colleagues could testify on this since after attending the training I taught my colleagues in our group, and we are all doing better. Therefore, what I am saying is the reality with evidence, if you could have time in future, try to visit every one of us in our projects at least you will witness how we are prospering (FGD. C2, 30.06.2016).

In responding to the same question one farmer from different City added:

We have attended several educational trainings; almost all trainings were relevant and useful for our production activities. They helped us a lot, for example, we had a challenge of wither/dry up of crops at some stages. We were taught how to handle the problem, though it is expensive to buy that box of medicine that cost about (TZS 7,000/=) but the problem is no more. That is why I confidently say that the trainings were relevant because the problem which was disturbing us several times and affecting our production is over, and nobody is complaining about that problem nowadays (FGD. A1, 06.05.2016).

The extracts confirm that trainees who ever participated in community education programs found that those trainings were relevant to their socio-economic activities. Since those programs were relevant, they helped communities in their production activities with better results. Good enough, the extracts evident that some group members used to attend training and come back to train other members of the community group. As a result, all members of the group realized the importance and value of the training as per outcomes after applying the related knowledge and skills.

Figure 4.4 indicates that 24% of trainees who ever participated in different educational training confirm that some of educational trainings were not relevant. This entails that trainees of community education found that some educational programs were not fitting to what they were doing, hence lack of credit. This could be due to the fact that what they were taught was not applicable to their socio-economic production. However, some of the educational programs could have been new for the sake of widening opportunities for participants. But they could have been judged as irrelevant since the intention of participants was to get something new that could be used immediately with positive consequences to their undertakings. In responding to this question one farmer remarked:

Although we have participated in several educational trainings, there are some educational programs which we attended were not related to our production activities. For example, we attended a certain training that was for food processing while our group is dealing with crop cultivation only. Therefore, we found ourselves like wasting our time, because we are not planning to engage ourselves in food processing. We were expecting to be taught on how to improve the crop cultivation and have more production to get more food and money as well. Anyway, probably they might be thinking that we should also engage in food processing but for really it is not our interest (FGD, A4, 16.09.2016)

Therefore, the finding confirms that despite several educational programs were taught in different communities with good intention, but some of them were not relevant to some participants. This is the indicator that sometimes participants were attending educational programs without knowing what was to be taught. Much more, this indicates that there was something wrong on the issue of involvement of communities in selecting educational programs to be taught. As a result participants thought that it was wastage of their time. This brings a message to providers of community education to consider the nature of community groups for tallying with their production activities for effective application, hence endowed development.

#### **4. 4. 2 Mechanisms to trace prosperity of trainees after educational programs**

This research sub-question explored the mechanisms that were in place by experts of community education to trace the prosperity of trainees after engaging in educational trainings. The information was collected through interviews with experts and focus group discussions with trainees in order to compare the gathered information.

The findings from interviews divulge that visitations of communities were one of the mechanisms used by different experts to trace the prosperity of trainees after educational programs. This finding was weighted at 34% as per total respondents on this question. Experts declared that when conducting visitations, they used to meet with community group members and individuals to observe the adoption of trainings offered. Much more, they used to receive all related production problems and challenges which needed further support including educational interventions. The summary of the findings as per this sub-question is as seen in table 4.7:

**Table 4. 7: Mechanisms to Trace Prosperity of Trainees after Educational Trainings (N=41)**  
(*More than one answer was possible*)

<b>Mechanisms (By grouped data)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL ΣF</b>	<b>%</b>
Visitation	1	2	-	2	3	-	4	2	<b>14</b>	<b>34</b>
Monitoring and Evaluation	2	2	-	-	1	3	-	3	<b>11</b>	<b>27</b>
Follow up by leaders at lower levels	1	1	4	1	-	-	2	1	<b>10</b>	<b>24</b>
Reports from community groups	1	-	-	2	-	-	-	1	<b>4</b>	<b>10</b>
It is a challenge	1	1	1	1	1	-	-	-	<b>5</b>	<b>12</b>

From table 4.7 it is shown that 27% of respondents unveiled that monitoring and evaluation is another mechanism which was used to trace the progress of trainees after participation in educational trainings. Monitoring and evaluation were done by experts from higher authority in collaboration with experts at lower levels to see the performance of communities. Through monitoring and evaluation, possible areas which needed further support and insistence on a better way of doing things in their production activities were identified. During the interviews, one expert from one CBO in responding to this question commented:

We usually conduct monitoring and evaluation to see what is going on after teaching our clients. Although we do this for few people in reachable areas where we make a visit, still there are other places which the government is making follow up by using experts at ward level. For example, we had an educational program on environmental conservation by making bee hives in Rungwe district, after the completion of the program, the district natural resource officer was assigned to monitor and evaluate the progress and find the markets for the products. Therefore, you may find that sometimes if we cannot monitor and evaluate on our own, we just collaborate with the government. Government experts keep monitoring and assisting community members after completion of our task of educating communities and establishment of projects in the communities (INT. CBO4, 27.09.2016).

In responding to the same question one expert from one NGO added:

Despite the fact that we teach different communities particularly entrepreneurs, but we also give loans to some individuals and community groups as per their business plans. Before giving those loans, we used to visit their business areas to see the possibility of making a profit as per their business plans. After evaluation of the business area and being satisfied with their business plans, then we forward their proposals to the responsible committee for final decisions and support. When doing such activities we also educate and advise them how to do better so that they realize good profit within a short period of time and being able to repay back their loans (INT. NGO4, 12.09.2016).

The excerpts confirm that monitoring and evaluation were being done collaboratively to see the progress of the trainees after participating in educational programs. It is a nice idea since community members belong to the government, thus the government should support the initiatives by private organizations for communities' development. Indeed, the excerpts appreciate that some providers of community education were not dealing with only providing educational programs but also supporting communities with loans as a startup capital. This marks

that; the communities would be in a better position of doing their things since they have both funds and knowledge on running their investments.

The finding as well reveals that the progress of communities after educational programs was tracked by experts at lower levels though in the trainings experts at higher levels were involved. Ward experts and other community leaders know better every community member with respective production activities, thus easy to make a close follow up on what was going on. This approach is fine since the communities can report their concerns easily to ward experts than City council or Ministry experts for immediate support when needed.

Report from the communities is another aspect mentioned by experts as among the ways used to know the progress of communities after educational trainings. As per experts, communities were submitting their reports to providers of community education programs about their progress. Some of them were going directly to the ward office or City council and share their progress and production challenges. For community groups, there were mainly two types of reports, namely monthly and quarterly reports. Through those reports, experts were informed about the progress and challenges which community groups were experiencing. However, this mechanism had been given the lowest weight of only 10% as per table 4.7.

Indeed, this mechanism is quite okay, but it should not be encouraged in comparison to other mechanisms as discussed previously. This is due to the fact that, the tendency of experts to waiting for the report in the office could not have great impact and immediate intervention than other mechanisms. Field visitation is of advantageous as communities could be assisted instantly to some issues related to their production activities.

The finding discloses that mechanisms of tracing communities' progress after educational programs were a bit challenging. It was a challenge due to various reasons that made the process possible but with difficulties. During the interviews with different experts, some incidences were revealed by City agricultural officer who articulated:



We often conduct monitoring and evaluation in order to see what went wrong in case of anything. Though, the cost seems to be a factor for some farmers not to apply the knowledge and skills they get from different trainings. For example, we can advise them on seed selection, but because they do not have money to buy those seeds they decide to use the seeds they kept after the previous harvest. Therefore, if you find the problem at very essential and initial process of selecting the best seeds, then what do you expect? Sometimes when you find that, even if you want to monitor and help them to apply the knowledge gained to put into practice, you become discouraged. Then you find that sometimes what they learned is useless and conducting monitoring and evaluation is wastage of resources though it is very crucial (INT. A2, 15.07.2016).

This is among the challenges that are met in the communities during monitoring and evaluation. But on the other side, in responding to the same question one expert from one NGO commented:

Tracing the progress of trainees after educational programs is really challenging. For our case, we manage to visit few of them regularly particularly those who are living in town. But this does not mean that we teach only those who are living in town no, we offer education even to rural people when we have funds to do so. Therefore, this comes round that even the issue of visitation is also being done to rural areas but not regularly as it is being done to those in town. Therefore, what makes this possible is the availability of funds for doing so; otherwise, even visitation for monitoring and evaluation purpose is not conducted as expected (INT. NGO4, 12.09.2016).

The quotations show that there were mechanisms in place to trace communities after educational programs. However, there were challenges that were discouraging the process by itself. One aspect was for trainees themselves. Trainees failed to implement what they were taught due to the incapability of following the principles and routines as advised due to financial problems. Trainees failed to buy reliable seeds as advised due to financial constraints, thus they opted to use the seeds from the previous harvests. This situation discouraged the experts to continue making follow up since the mistake has been made right from the first and crucial stage. The same applied to experts; they failed to conduct monitoring and evaluation due to financial constraints. Instead of serving both rural and urban communities, they were just serving urban communities regularly compared to rural dwellers. Sometimes the monitoring and evaluation process was not conducted at all. As result community members were suffering despite their participation in educational programs. To know the views from community members on this aspect, focus group discussions were as well carried out.

Focus group discussions were conducted to have the views from communities about the assistance which they used to get after attending educational programs. The findings from focus group discussions divulge that 81% of communities agreed that experts were conducting monitoring and evaluation after educational programs. Communities confirmed that experts at lower levels were visiting communities regularly than experts at higher levels. This entails that ward experts were visiting communities than City council experts and those at the Ministry level. However, this is obvious since experts at higher levels are serving a greater number of communities compared to those experts at lower levels who are closer to communities.

Conversely, 19% of communities revealed that experts of community education programs were not making follow up on the progress of community members after participating in educational programs. During focus group discussions one fishery when asked to respond on his aspect as a crucial process for them to keep doing better after being taught, replied:

City council experts are always with us. I cannot blame them at all on this. They visit us now and then but others no. Most of them after completion of educational training, they do not come back especially those who are conducting seminars. Otherwise, you have to follow them or call them if you have their contacts. It is very bad since you find that when we come back to our real sites we still face some difficulties on how to go further. That is why we used to remember who taught us on this, and how is it applicable? Thus, when City council experts get a chance to visit us is when at least we solve several problems but not others (FGD, F3, 21.08.2016).

The quote demarcates that some experts of community education programs after conducting educational programs were not going back to check how communities were applying the knowledge and skills gained in their real production environment. The quote goes further by making clear that those City council experts as government employees were visiting communities regularly compared to experts from other organizations. Much more, the quote shows that despite the fact that they were being taught, but still they were getting some problems and challenges during adoption processes. Those challenges needed more support from experts to the extent that City council experts were taking over the responsibilities that could be done by the respective organizations. This denotes that in the absence of City council experts, community members could suffer the most.

#### **4. 4. 3 Outcomes of community education programs in relation to poverty reduction**

This research sub-question intended to find out the outcomes of the provision of community education programs in relation to poverty reduction in Tanzania. The participants from this research sub-question were experts and trainees of community education programs. Interview method was used to collect information from experts of community education programs. Focus group discussions were used to collect information from trainees who ever participated in community education programs. The aim of consulting both experts and trainees was to confirm and compare the information for more authenticity of the data with regard to the role of community education programs to poverty reduction.

The findings from interviews reveal that the prominent outcomes of community education programs were increase in production and income. About 93% of the respondents confirmed that due to communities' participation in educational programs, there were good adoption of the knowledge and skills gained during educational trainings. The results of adoption in their production activities realized the increase in production and income for both individuals and community in general.

During the interviews, several examples were given by experts of community education confirming the truth of the situation in the communities. Community development officer from one City commented:

There is one group called Isanga dairy farmers, it is doing very fine in milk production. Small livestock keepers were organized themselves to build a kiosk for selling fresh milk, yogurt, and bans. We gave them education and assisted them fridges and cans. Currently, they have a kiosk at least to 36 wards. They are planning to buy a car to support them in the distribution of both fresh milk and yogurt. Much more, they have decided to pack some of their milk in modern packaging. They distribute to different shops and even to different offices (INT. D4, 22.09.2016).

Another one City council livestock officer, when asked this question, disclosed that:

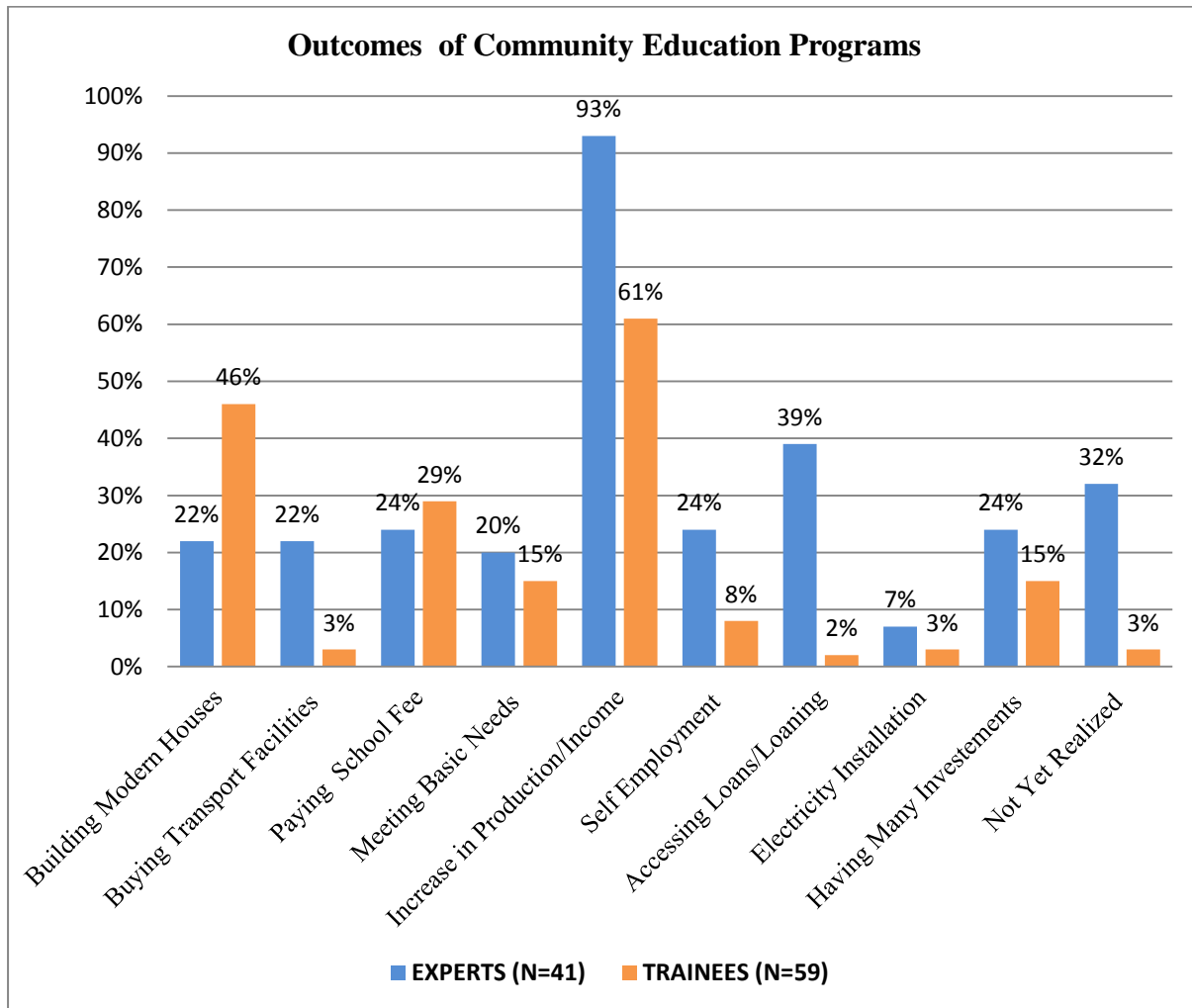
Few community members who are really serious about taking notes and applying what they are being taught, we see the changes in their production activities, thus automatically the increase in income. For example, there is one person who was getting 2-3 liters of milk in the morning and in the evening. But after attending several trainings and making follow up on what he/she was taught, he/she is currently getting 6 liters or

more in the morning and in the evening. This is the great changes in terms of production. These people are coming to our office to give testimonies and appreciate our educational support. Thus, it is our pleasure to hear such kind of feedback from our esteemed customers (INT. B4, 21.09.2016)

In responding to the same question, one expert from one Ministry also had relating response in regard to the outcomes of educational programs. The Ministry expert proudly commented:

Generally, there is good adoption of our farmers on different programs which are coordinated by our office. I cannot mention all precisely, but I can cite one example of the program which has shown the great success. We have the program namely TANRICE, after implementation of education provision to rice producers, we have good results that have been shown by our farmers. They are doing very fine to the extent that last year (2015/2016) we have been the second for rice production in Africa. This is a great achievement, without the adoption of our farmers on what we have been teaching them probably we could not have achieved to such extent. Therefore, proudly I confirm that there is an increase in production from our farmers due to different educational programs (INT. A, 02.05.2016).

The extracts confirm that trainees who were serious in adoption of knowledge and skills from community education programs were doing fine. Evidence was revealed through an increase in production and income. It was nice to note that those community groups which were doing fine were supported by the government. As far as some programs are concerned, the government has realized the necessity of those programs to the extent that Tanzania was ranked the second country in the production of rice in Africa. More findings on outcomes can be apprehended as seen in figure 4.5 below:



**Figure 4. 5 Responses on Outcomes of Community Education Programs (*More than one answer was possible*)**

The findings from figure 4.5 reveal that building of modern houses and buying transport facilities were other outcomes of participation of communities in educational programs. These two issues have been weighted equally at 22% by the respondents. Therefore, among others, community members reported that the educational programs they attended helped them to get more money that enabled them to build modern houses. Others managed to buy transport facilities like cars and motorcycles. One expert from NGO during interview stressed:

Since we started educating communities and providing them some loans by 2006, we have seen that some people have built their modern houses after producing more. This enabled them to build new and modern houses compared to the houses they had before. Some of them are showing us their different investments after getting enough funds, thus decided to establish other investments. Some of them are coming to our office with their

private cars contrary to a previous time when they used to come on foot after being dropped somewhere with public transport. Others are coming here with their testimonies about their progress, and how educational trainings have helped them to do better in their socio-economic production. Therefore, outcomes are many but differ from one another depending on the investment and production activities (INT. NGO1, 18.05.2016).

Another City council agricultural officer in responding to the same question confirmed:

There is evidence on the outcomes of community education programs which are being offered especially on farming activities and agriculture in general. We have realized that some of the community members had houses covered with grasses but now they have covered with iron sheets. This is the progress, and without enough money, you cannot manage to do that. Others have bought their cars and motorcycles. Due to the effective application of what we are teaching them, currently, nobody is facing hunger in his/her family (INT. A3, 22.08. 2016).

The quotations confirm that experts of community education programs had evidence on the outcomes of communities' participation in community education programs. More importantly is that, the outcomes differ due to variations in investments and nature of production activities. It has been noted that the changes took a long time as one expert from NGO traced back the changes since 2006 when the respective NGO started to operate.

Figure 4.5 accounts that paying school fee, self-employment, and possession of more than one investment are other outcomes of participation of communities in community education programs. All these three components have been weighted at 24% as per responses as seen from figure 4.5. In verifying the said findings, during interviews with different experts, it was revealed that previously paying school fee to English medium schools or Universities for some community members was a great problem but now it is no more a problem. On the issue of employment, it was found that some people were self-employed; others decided to quit government employment and others have been well established to the extent of employing others for assistance. Some of these findings were evidenced by one of NGO experts who disclosed that:

Last year we conducted monitoring and evaluation to our customers to see the extent of adoption of what we have been teaching and advising our customers. We found that adoption was 51% - 60% as per our criteria for evaluation. We also found that there were some people who have decided to quit from government employment after realizing that agricultural activities are enabling them to earn more income than the

salary they used to get at the end of every month. You can find them doing very fine in agriculture and nowadays they are very rich (INT. NGO2, 13.06.2016).

As well livestock officer from one City council supported:

There is one group which is dealing with making leather shoes, namely TAUMA (Taaluma Uchumi na Mafunzo). The founder of the group previously had only two machines; currently, he has more than six machines. We assisted him to buy some machines through Livestock Development Funds. He sells all types of leather shoes. He has currently employed 10 youths who are supporting him. Those youths are getting income from the group to support their families too. The group has grown, stabilized and its income has increased at great percent (INT. B3, 29.07.2016).

Another City council agricultural officer added:

Outcomes of farmers in participating in community education programs are so many. It is quite true that their participation has helped them much to increase income for their families. You may find that most of the farmers, who had problems in getting school fee for their children, are not facing such problem anymore. They manage to pay the fee from primary schools to higher levels. Some of them, their children are in Universities. They are managing to support them because of the income from agricultural activities (INT. A3, 22.08. 2016).

The excerpts substantiate the findings from both government and NGOs experts on the outcomes of communities' participation in educational programs. Generally, the increase in income after application of knowledge and skills to various production activities helped communities to solve several problems. The increase of income also helped the trainees to pay school fee, and establishing other investments due to the availability of funds as a result of increased production.

Specifically, with reference to the group dealing with making leather shoes (TAUMA), the researcher made a visit to a particular group office to learn more and confirm what has been said by the Livestock officer about the group. The researcher found a number of people working at a particular place, everyone dealing with respective responsibilities. During the conversation with the group founder, it was revealed that the name of the group (TAUMA) is the abbreviation of Swahili words that is "Taaluma, Uchumi na Mafunzo" meaning "profession, economy, and training". The group founder declared that the name of the group was given as an appreciation of knowledge and skills that were acquired by attending different educational trainings. Thus, by

attending educational trainings helped the group members to do better in making leather shoes (improved professionally) and increased their income, hence the present outstanding economy.

Accessing loans and loaning was another finding from this research sub-question. Different experts argued that, one of the evidence of outcomes of communities' participation in educational programs was the ability to be accepted in seeking for loans. This is due to the stability of their socio-economic activities. This means that one of the criteria for getting a loan from banks, and to other financiers was the status of the individual loaner or community group.

Much more, community development officers who were managing loans funds for women and youth from the local government confirmed that most of people were getting loans, and were paying back on time without problems. This indicates that communities were getting and using the loans funds wisely and making a profit as they were trained before loans disbursement. Some of the community groups were organized themselves to the extent that their group income grown well to the extent of giving loans to other individuals and small community groups. One City development officer identified:

There is one group, namely Maporomoko group, members of the group started to loan each other among themselves. Thereafter, the City council identified that group and assisted them by giving them education, loans and registered the group. They started to sell milk but currently, they are doing very fine. They are in the process to register their group as NGO as they are also giving loans to other individuals and community groups. Also, there is another youth group, they started to loan each other as well, but as we speak today they have their own SACCoS (Savings and Credit Cooperative Societies) namely Mbeya City Youth SACCoS (INT. D4, 22.09.2016).

Figure 4.5 unveils that one of the outcomes of communities' participation in community education programs is meeting their basic needs and improvement of their standards of living. Although the basic needs differ, generally the basic needs which are being referred here are food, shelter, and clothes. Others include basic social services like health, education, and water. Therefore, it was confirmed that after engaging in educational programs most of the communities were doing fine in their production activities. This resulted to get surplus, hence sold their products to cater the needs of their families to improve their standards of living.



Notably, despite the fact that about 90% confirmed that participation of communities in educational programs had positive outcomes, but it should be noted that 10% realized that some of individuals were not yet achieved positive outcomes as expected. This entails that, despite participation in educational programs, still some individuals were in poverty state and have not shown up. This is due to the fact that adoption and application of knowledge and skills differ upon individuals. Likewise, in order to apply the knowledge and skills gained from different trainings, still, some community members failed to meet some necessary needs and requirements. Among others, these needs include capital, and agricultural inputs to mention the few for effective implementation. In responding to this question, an agricultural officer from one City council commented:

For those who are serious in adoption, they are doing very fine. We can advise them to use fertilizers, and when you go to visit them, you find that there is a good response in buying subsidized fertilizers to the extent that some of them used to miss. However, adoption of educational programs depends upon an individual person. You may find that we advise them on several issues for their benefits, but some of them do adopt, but others do not. We cannot guarantee them as they are adults. But we play our part (INT. A3, 22.08. 2016).

In responding to the same question, one City council development officer disclosed:

Not all community members have reduced their poverty after participation in community education programs. For example, there are some people who have loans from two or more organizations like BRAC, FINCA and that of City council. Therefore, they face difficulties in paying back their loans to the extent that they become frustrated. The reason to why they receive many loans at a time is that the loan that they get, does not meet their needs. Thus, they opt to get a loan to different organizations so that they accumulate enough money to meet their plans. For example in our case we need a group to be with 20 members. And we loan them TZS 1,000,000/= per group. Therefore, you find that every member get at least TZS 50,000/= which in a real sense is very little money. Therefore you find them marking time without realistic development (INT. D4, 22.09.2016).

The extracts show that there are two types of community members, those who were serious and those who were not serious. Those who were serious in adoption and application of knowledge and skills were doing very fine. But those who were not serious, still they have not enthused about where they were, despite attending community education programs. Therefore, by not

being serious means it is negligence, as they do not value the education as one of the keys to their success.

Indeed, the extracts confirm that community members need capital to establish their enterprises and production activities. One of the solutions to get such startup capital is getting a loan. But, by doing so community members were facing difficulties to get the exactly amount of funds as per their needs. Thus, they opted to get from more than one source, hence end up with frustrations when start repaying. It should be noted that every organization has regulations on how to repay the loan. Some need repayment on monthly bases and others on weekly bases. Thus, community members found themselves instead of developing they were marking time if not diminishing.

Through focus group discussions with trainees, it was unveiled that increase in production and income were the major outcomes of their participation in educational programs. Community members confirmed that after participation in community education programs, they acquired a lot of knowledge and skills. After application of that knowledge and skills, they realized the difference in terms of increase in production, hence increased income. Among other findings, this aspect is leading since 61% of responses confirmed that. On this aspect, there was evidence from the trainees. One entrepreneur who was 51 years old by 2016 declared:

I started with the vegetable production and selling wood charcoal after being married. After sometimes I got a capital of TZS 16,000/= then I started making all types of soap (bar, laundry, bath and powdered) as well as lotion. Thereafter, I got a good capital that helped me to establish poultry project. After some years I managed to buy two half cast cows. My capital increased to the extent that I thought to establish other more projects after attending training conducted by SIDO on batik making and food processing. After some moment I became expert, thus I started training other entrepreneurs who had to pay me some amount of money per participant. Up to the moment I am doing all those entrepreneurial activities, livestock keeping and I am possessing two shops. Currently, I have a capital of not less than TZS 15,000,000/= I am planning to build a college for teaching various entrepreneurial programs for entrepreneurs as there are many people who are seeking for my help. This is possible for me as I have 3 plots at Tunduma. I believe God will help me one day (FGD, C4, 23.09.2016).

In responding to the same question one livestock keeper added:

At the beginning, it was not like nowadays. At first, we were just selling fresh milk. Then, after buying some facilities we decided to start preparing yogurt. However, the process of preparing yogurt was not so good. We were then taught how to prepare it by using steam/vapor. We realized that customers were very much interested, and our products were being sold indeed. Also at the beginning, we were getting loss sometimes or getting very little profit. But nowadays we are just making a profit at increasing rate (FGD, B3, 30.07. 2016).

Another farmer supported:

Before educational training my income was very little. For example, in the same farm I was getting 8 sacks, but currently, I am getting more than 15 sacks on the same farm. You can imagine that the production has increased at least twice as much. But this improvement is not just on my own but even my colleagues in our group. Up to the moment in our group, after participating to different trainings and bringing feedback to the group, we have assisted each other and we are doing fine economically (FGD, A4, 16.09. 2016).

The quotations confirm that community members have realized positive changes after attending educational programs and applying the knowledge and skills in their production activities. The contexts have been drawn from entrepreneurs, livestock keepers and farmers. Despite the fact that all have witnessed the changes, but still one can find that their participation in educational programs differs; this is evident by different rates of income generation and level of development among themselves.

The building of modern houses is another finding from different communities proving that building modern houses was due to increased production and income as outcomes of participation in educational trainings. This finding is weighted at 46% as the second after increased production and income. During the focus group discussions, it was realized that majority of community members were living in their modern houses. Some of them were at final stage while others were at the mid-stage of construction, and others were at early stages. Some community members have bought the second plots while few of them on the aspect of building modern houses had nothing to comment.

During the data collection, the researcher visited several houses (old ones, modern and that in progress) for some community members. The researcher was able to see some of the houses

which some family members were living in. Some of them were really good but some of them were of risk for some family members to stay in. Those who were living in good houses confirmed that without their participation in different educational trainings they could not have reached that stage.

Indeed, those who were living in small houses (huts), their houses (huts) were dangerous as they were lacking some qualities like light due to the nature of the windows. Also, they were not secured enough as sheets had small holes around the base that can allow snake entry to the house even if the door is closed. Some bushes were around to the extent that snakes and other dangerous animals could be attracted to stay. However, with confidence, these community members were able to show the modern houses which were in progress. The researcher was able to visit some of the modern houses and found that those houses were good with strong foundations. Some of them were made of blocks that were strong enough, with big windows to allow light and air ventilation. Community members declared that if the trend of production could be consistent or increased, they could accomplish their plans of finishing their houses within a short time.

Paying school fee for their children at different levels is another finding that communities were proud of, as a result of their participation in community education programs. They declared that, their participation in educational programs helped them to get new knowledge and skills that helped them in production activities. Application of that knowledge and skills led them to produce more and earn more money that helped them to pay school fee for their children. Some of the communities were proud since they managed to send their children to private international schools which are more expensive compared to government schools. Others were proud of their children who prospered academically to University level. During focus group discussions one entrepreneur confidently said:

On my side, participation in community education programs has already paid me back. Since I started engaging in those programs, I have seen the great changes in terms of production. What is supposed to be done is just to be serious about what we are being taught. Personally, most of my problems which were facing me because of financial constraints have been solved. I am living a good life; I know the situation which I had before. Just imagine, I have seven children but all of them are schooling without a problem (FGD. C3, 17. 08. 2016).

Another farmer who is also dealing with livestock keeping in responding to this question added:

We should be frank, educational trainings have helped us a lot as farmers. Most of us can realize this. For example on my side, I have built my house as result of an increase in agricultural production. I have sent my children to school and I have bought a tractor in order to assist me in farm preparation timely and within a short time. I have ten cows that help me to get milk for my family use, business, and manure for crop production instead of using artificial fertilizers. Initially, I had only one cow that was donated by Holland people who had to educate us before giving us a cow to among members of the group. Generally, I am very far compared to the time I was dealing with agricultural activities without educational training. Special thanks to ward agriculture officer, livestock officer, and our group leader, because all these could be impossible without their educational support and guidance (FGD. A2, 07.07. 2016).

Both quotations show that educational trainings helped communities to do better. Among others, they have managed to send their children to school and paying school fee without problems. The extracts show that communities are getting courage to invest on related projects that save one another like farming and livestock keeping ensuring that products are of cycling. Good enough is that community members appreciate the role played by their experts and leaders for their support. This entails that those experts of community education programs are part of the evidenced outcomes.

From figure 4.5 it shows that meeting of basic needs/improved standards of living and having more than one investment are the outcomes of their participation in educational trainings. These findings are both weighted at 15% as per responses. Most of the community members confidently declared that they were meeting all the basic needs and their life has been improved as a result of better production. The results are due to the application of knowledge and skills gained during community educational programs. Much more, community members disclosed that due to an increase in production and income, they managed to have the capital to establish other projects in order to have more than one source of income.

The researcher made some visits to some community members to see their entrepreneurial activities. The researcher managed to meet with one entrepreneur who showed the stages she underwent with various investments/production activities like making soap with respective qualities. Much more, the researcher was able to see how batik was being prepared from normal

piece of cloth to decorated one. Different products were being made by the entrepreneur including different skin jelly, and lotion with respective stickers. As well the researcher was able to see some biscuits and soft drinks being sold in the same office. This realizes that the entrepreneur was trying her best to ensure that she has more than one investment for effective cash flow at daily basis.

Self-employment is another finding that was the result of communities' participation in community education programs. This outcome occurred after some community members' realization that non-employable activities were paying better than employed collar jobs. Therefore, some community members decided to leave their employment in the government institutions and decided to deal with other activities like entrepreneurship or farming activities.

During focus group discussions in Arusha City, the researcher managed to meet with one of the entrepreneurs who had a diploma in education (teacher by profession). But he decided to leave teaching profession and engaged himself in entrepreneurial activities. Also in Mwanza City, the researcher met one fishery who was a graduate from the Sokoine University of Agriculture, instead of looking for government employment; he decided to join with his colleagues to deal with fish keeping. When he was asked about the aspect of their participation in community education programs and related outcomes, he had the following to comment:

If an individual person is serious in attending educational programs and applying that knowledge, he/she must take off economically. For example, I have my wife and children; I manage to feed them as well as other family members. I can see that we are prospering well. Back to our group, we have bought another site for establishing fish keeping project as the area we have currently is not enough. We have bought a machine for preparing food for fish. We have set up electricity and we are serving even our neighbors. We have created employment of 7 youths who were jobless in the streets. Generally, we are doing very fine though challenges are unavoidable in life (FGD, F3, 21.08.2016).

Buying of transport facilities and installation of electricity are other findings from this research sub-question. However, these findings are weighted at a low percent of 3%. But they have been mentioned as among the outcomes of their participation to community education programs that led to increasing production and income. The increase in income helped communities to think

about buying transport facilities for the family use, and installation of electricity and solar power in their houses.

Having the private car helps the family members to solve some immediate problems like rushing the sick person to the hospital, and also going to the church together as a family. Likewise, set up of electricity in the house serve a number of issues in the house like cooking, lighting, keeping food in the fridge, and running other activities in the house that need power. Currently, most of the communities are installing solar power since it is a bit cheaper to run compared to normal electricity as installed from different sources and controlled by the government.

Despite all those positive outcomes, still, there were other community members who disclosed that they were not yet realized as expected. The responses on this aspect were only 3%. They had different opinions on this aspect as to why they have not yet realized despite their participation in community education programs. During the focus group discussions with one group of livestock keepers, all group members agreed, and lamented:

We have been taught a lot of things, some of them have helped us. For example, the issue of pests and diseases has been solved. But despite being taught several times, still, we have a big problem whereby our cows are not of the productive breed. Though we follow all instructions and we invest a lot on that, but still, we do not get enough milk as others. We just get the maximum of 3 liters contrary to others who are getting up to 6 liters and above per either session in the morning or in the evening. Therefore, we find that the Municipal office gave us the breed that was not good, that is why we are all suffocating. We have reported this case to Municipal experts, they promised to help us but we are still waiting (FGD, B1, 22.04. 2016).

The quote proves that educational programs were being offered to this community group, but some of their concerns were not solved. Indeed, the persisting problem seems to be for all community group members. It is quite possible since they used to give a calf to each other in the group as regulation of support of the government to several community groups. If it could be other problems related to improper feeding, some of them could have done better and experienced the difference. Therefore, since they were eager to keep cows, and get milk for their family and business, at this juncture their concern is valid, thus need a practical solution like changing the breed in general.

All in all, about 97% of trainees confirmed that their participation in educational programs helped them to acquire knowledge and skills that were useful to their socio-economic production. Application of those skills helped them to produce more, and increased their income and hence poverty reduction among themselves. Although the poverty reduction could not be as expected, but most of them declared that poverty among individuals and communities have been reduced. This is due to their engagement in educational trainings by different experts of community education programs.

***i) Attainment of objectives in educational participation***

Before knowing the extent to which experts and trainees attained objectives, the researcher was interested to know objectives in place for provision and participation in educational programs. It was found that objectives for provision and participation in educational programs include supporting communities to improve their production and increase of income. Others are poverty reduction, change communities' livelihood, and bring about individual and community development.

During interviews with experts on the extent to which their objectives on training communities were attained, it was revealed by 42% of respondents that the attainment of objectives ranged from 50% - 59%. This denotes that the attainments of the majority were at least achieved at almost a half. The follow-up question was to justify why such kind of achievement. One City development officer replied:

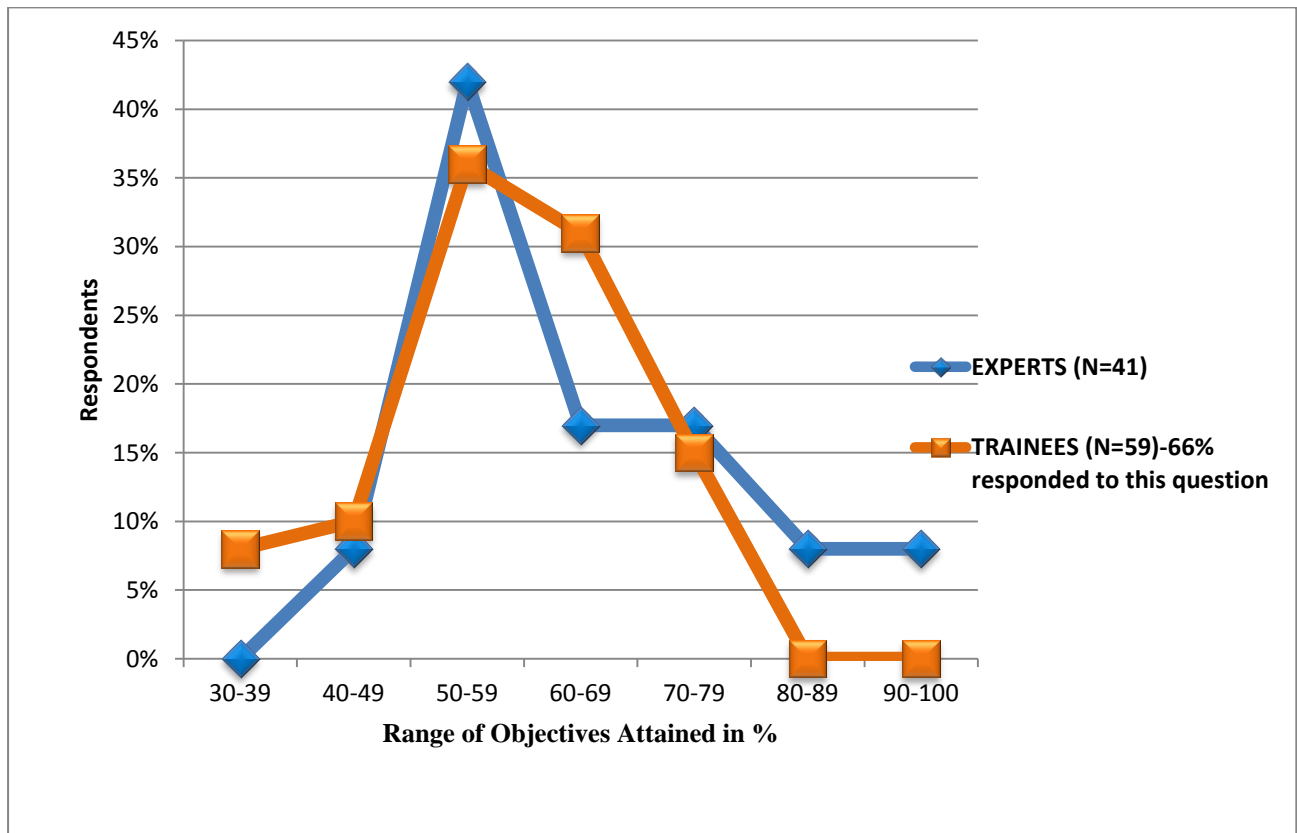
There are so many reasons to why I say that at least our objectives attainment is around 50%. First of all, we have visited various community groups several times to see the reality. We have managed to offer educational trainings to community groups before giving them loans. Even here in our office, we offer a lot of informal education. Also, there are many projects to the extent that we are being involved in educating communities. Lastly, we have ward community development officers who have a role to support communities now and then including education. Therefore, as per our plan and what we have been doing, our achievement is between 50% - 60% (INT. D3, 27.07.2016).

In responding to the same question, Adult education officer from one City council responded in different perspectives that:



Our achievement is about 50% due to various reasons. The first one is financial problems and other challenges that limit us to achieve as expected. We fail to reach all individuals and community groups due to this great financial problem. Also due to this problem we fail to conduct monitoring and evaluation effectively. Without funds for transport, even to pay other facilitators from other departments for some educational programs out of our department is very difficult. Thus, it is difficult to attain the objectives as planned (INT. E1, 02. 05. 2016).

The quotations show that experts had reasons to justify why they could confidently state the objectives achieved, and why they have not attained as expected. Therefore, this implies that despite the fact that they have achieved some objectives; still there were problems and challenges that prohibited them to attain their objectives at 100%. Thus, for more achievement, the existing problems and challenges need to be solved for effective implementation of their plans. More details on objective attainment are as shown in figure 4.6:



**Figure 4. 6 Responses to Objectives Attained in Educational Programs**

With regard to the attainment of objectives, another group of experts disclosed that their attainment ranged from 60 - 69%. Others argued that objectives attainment ranged at 70 - 79%. Both of the two ranges were weighted and ranked by 17% of respondents respectively. One of City community development officer when asked to state the achievement of objectives enlightened:

We have attained at least 70% as communities have been able to identify available opportunities and worked on them. Others have changed their mindset on not depending on the Government for everything. Thus, they have joined the community groups which support each other to the extent that others are managing to get a loan of TZS 40,000,000/= Much more, community members have realized that what is found in their communities like schools are communities' properties, and thus, they have responsibility to contribute to it either financially or manpower for communities' development (INT. D2, 04.07.2016).

The excerpt illustrates that the official ranked the achievement of objectives according to the outcomes from the communities themselves with regard to what they taught. Thus, the performance of the communities justifies the expected outcomes after participation in community education programs. Therefore, those outcomes confirm the attainment of objectives by experts of community education programs.

With exception from figure 4.6 it was found that there are experts of community education programs who achieved less ( 40% - 49%), and those who achieved very high (80% and above). It was found that those who achieved less commented on the challenges facing communities and experts in implementing community education programs. Therefore, those challenges seemed to be setbacks in achieving the objectives as expected. For those who achieved very high commented on what they have done. For example, one expert from NGO remarked:

Since our establishment in 2006 up to June 2015, we have reached 3.12 million people. We have micro-finance borrowers about 128,091 people. We have disbursed about USD 28.8 million for loans to different individuals and community groups. We have trained 388 community agriculture promoters. We have trained 590 community livestock and poultry promoters. About 189 artificial insemination service providers have been trained. We have trained 146,981 farmers and 26, 695 poultry and livestock keepers. Additionally, we have girls' education challenge project to support marginalized adolescent girls, we are doing very well. Therefore, we have good success for real (INT. NGO1, 18.05.2016).

From the quote, it shows that the NGO had good records of what was being done since its establishment. Its performance has a good record in both training and supporting communities in terms of loans provisions. This approach of giving education and supporting them with finance for startup capital has more benefits since communities will be having no excuse. However, conditions for accessing the loan will be somehow limiting factor in one way or another. But otherwise, this is the recommendable approach for sustainable communities' development.

During focus group discussions with different communities, it was revealed that most of the trainees attained their objectives in the range of 50% - 59%. This range was revealed by 36% of respondents. Attainment of objectives ranges from 60% - 69% was revealed by 31% of respondents. This denotes that communities' participation in educational trainings had good impacts to the communities. Although the attainment was not 100%, the data show that the total attainment of 50% -69% was revealed by the majority by a total of 67% as per figure 4.6. This achievement is big enough to justify that participation of communities in educational programs is valuable since the attainment was achieved at 50% and above.

Data from figure 4.6 show that 15% of trainees disclosed that attainment of their objectives ranges from 70% - 79%. This is the highest range of attainment since there was nobody who declared that the attainment was above this range. This denotes that there was no community member who attained his/her objectives at 80% and above. This depends upon the objectives which were set by communities when they were planning to engage in community education programs. The reasons for not attaining objectives as expected were due to various challenges that were surrounding communities.

Despite those achievements of above 50%, still, there were other community members who attained their objective below 50%. This group was revealed by 18% of respondents as they declared that attainment of their objectives ranged from 30% - 49%. As per this information, this means that there was no individual person whose attainment of his/her objectives was less than 30%. Even though, by showing some positive attainment, this justifies that participation in community educational programs is one of the necessary tools for community development.

#### **4. 5 Availability of Resources for Community Education Programs**

This research question explored the available resources for implementation of community education programs. These resources include human, financial and physical resources. The information in regard to this research question was collected from both experts and trainees of community education programs. All related information was collected through interviews, focus group discussions, and documentary review.

##### **4. 5. 1 Budget for community education programs**

During interviews with experts, it was revealed by 71% of respondents that their organizations/departments had a budget for educational training. Likewise, 29% of respondents argued that they had a budget for educational training but just in papers. They added that they used to plan their budget for educational training but the problem was disbursement of such funds for implementation as requested. That is why they agreed that there was a budget that was just found in writings, but in actual fact, they did not have such funds to accomplish their plans including educational training.

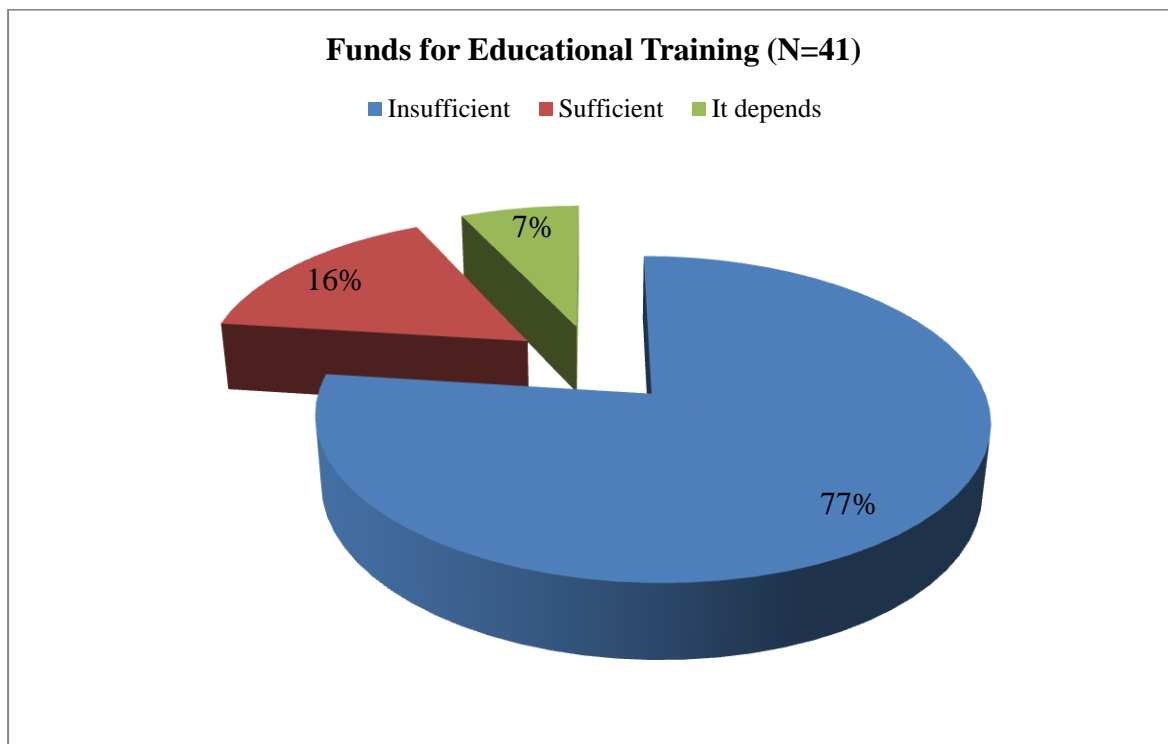
The researcher paid attention to know the extent to which the available funds were sufficient to carry out their activities in their organizations or departments. The finding from this aspect was disclosed by 77% of respondents that the funds which were being disbursed were insufficient. Different experts argued that they used to request a lot of money according to their plans, but what they were receiving were totally contrary to their expectations. During an interview with one Adult education officer from a certain City council blamed:

Funds for educational training are not enough. For example, we plan our budget at early stages, but what we receive is quite different with what we used to plan. And sometimes from different categories of our needs, we get an aspect that is not of our priority. For example, we requested funds for training, facilities, fuel, and allowance. But we were given funds for fuel and allowance, while the main activity and facilities were not considered. How can you use that allowance without going to train people? What allowance should be for? It does not make sense! (INT. E4, 08.09.2016)

In supporting the same idea, one City agricultural officer added:

We always get less than what has been planned (budgeted). For example, we plan for TZS 700,000,000/= but we get TZS 200,000,000/= Worse indeed, sometimes even that TZS 200,000,000/= you cannot get it but you get only TZS 100,000,000/=. Being the case, how can you manage to adjust that budget from TZS 700,000,000/= to TZS 100,000,000/= and accomplish your plans? You may wonder, for instance, last budgetary year we did not get anything from the central government. What do you expect we can do in order to reach all communities and train them as planned? (INT. A1, 12.04.2016).

The excerpts confirm that budgets were being planned by experts of community education programs as per their needs. However, what was being disbursed was not relating to what was being requested. The findings reveal that sometimes the funds were totally not disbursed from some sources of funds to serve the purpose as requested. This disturbed the equilibrium and plans of experts to serve communities in terms of educational support, hence poor community development. The summary of the findings can be seen in figure 4.7 below:



**Figure 4. 7 Responses of Experts on Availability of Funds for Educational Training**

The findings show that 16% of respondents confidently affirmed that funds for educational training were enough to cater their needs and plans. It was noted that most of the experts who

declared that the funds were enough to serve their purposes, the majority were from NGOs. They affirmed that the budget was enough since it was prepared by them. They added that, when it was not enough, they announced participation fee for every participant to cover some important needs for effective training and accomplishment of their objectives.

Never the less, the findings from figure 4.7 reveal that 7% of respondents declared that the budget to be sufficient or insufficient depends upon several factors. This denotes that they had experience of both situations, thus failed to conclude and being biased. They added that the budget was enough and sometimes not enough depending on the program and the situation of the organization. One expert from a certain NGO when asked this question replied:

In our case the issue of the budget for educational programs, I cannot say exactly whether it is sufficient or not since our funds for this purpose depends upon the acceptance of the proposal. Our task is not to find funds for educational programs, but rather to train entrepreneurs in both urban and rural areas. What we used to do is to write our proposal to the regional office about our plan with a respective budget. Therefore, sometimes the proposal is accepted and sometimes not accepted. If it is accepted well and good but when rejected or cut down it is where we experience the painful (INT. NGO4, 12.09.2016).

In responding to the same question another City livestock officer supported:

The budget for community education programs is enough, though it depends on the present leadership with his/her priorities. Some of our bosses have their priorities; therefore, if your request for the time being is in line with the priority of the boss, obviously expect to get funds as requested. Otherwise, you have to wait till you postpone some programs even if they are in your action plans for a particular financial year. But for projects funds when we request for, we get them as planned. For example, we requested some funds for developing skin products; we were given by District Agriculture Development Project (DADPs). Therefore, projects funds have no problems but funds from own source is really a headache (INT. B2, 13. 07.2016).

From the quotations, it shows that the budgets for educational programs were being planned but its disbursement depended upon the acceptance of the proposals which were being submitted to the funder for consideration. Sometimes the present leadership determined the release of funds depending upon the extent to which the budget requested tally with the organizational priorities. But good enough is that project funds were easily disbursed provided that the activity to be done

related to the objectives of the project. These objectives could be as well relating to its priorities for implementation.

*i) Sources of funds for community education programs*

This research subsequent question was directed to find out the sources of funds for community education programs. Interview method was used to collect information from experts while focus group discussions were used to collect information from trainees of the community education programs. Through interviews with experts, it was disclosed that there were several sources of funds for community education programs, but the major source of funds was own source revenue.

It was revealed by 71% of respondents that most of the funds which were used for the provision of community education programs were from respective City councils, NGOs, and CBOs. All these organizations had different sources of collecting revenues, thus some amount of funds were budgeted for educational programs. Table 4.8 below summarizes the sources of funds for community education programs.

**Table 4. 8: Responses on Sources of Funds for CEPs by Interviews (N=41) and FGDs (N=59)-85% responded to this question**

S/ N	Source of Funds (By grouped data)	INTERVIEWS											FGDs					
		1	2	3	4	5	6	7	8	TOT AL	%		1	2	3	4	TOT AL	%
1	Central Government	-	4	2	3	3	-	2	4	18	44		1	-	-	-	1	3.3
2	Own Source	5	5	5	1	5	-	4	4	29	71		4	4	5	-	13	43.3
3	Donors	3	2	3	4	2	1	1	2	18	44		1	3	2	1	7	23.3
4	Projects	-	2	-	-	-	1	-	-	3	7		-	2	-	1	3	10
5	Participants Contributions	2	-	-	1	-	4	-	-	5	12		2	-	3	1	6	20

The findings reveal that other than own source as a major source of funds for community education programs, the central government as well supported City councils to ensure that community education programs were effectively implemented. About 44% of respondents

confirmed that the central government was also showing the cooperation on the exercise. However, some City council experts commented that despite the fact that the central government was trying its best to support City councils on the exercise, but its effectiveness in funds disbursement was discouraging. This discouragement was due to the fact that there was no guarantee to get money from the Central government. Sometimes very little funds were disbursed but sometimes not at all. One City trade officer when asked about this declared:

Generally, most of the funds which are supporting us in providing community education programs are from own source (local government revenue). Though sometimes we are getting support from the central government, but very minimal about TZS 1,000,000/= per month, still sometimes it is not disbursed. Indeed, if you want to quarrel with people just start asking about that money (INT. C2, 27.06.2016).

The quote shows that the central government sometimes was supporting City councils with some amount of funds for community education programs. But the amount being supported was very little, and worse indeed is that sometimes they were not disbursed at all. The quote raises another doubt on the issue of making follow up on such funds, that once you make follow up by asking the leaders at higher authority means you are getting in trouble and creating unnecessarily quarrel. This can raise a number of questions that its answers cannot be found easily.

From table 4.8 the findings realize that despite the support of the central and local government in funding educational programs, still there was a support of donors as confirmed by 44% of respondents. These donors are categorized into two, namely internal and external donors. According to the findings, there were other internal donors who were offering community education and were sponsoring educational programs as well. These internal donors among others include Tanzania Bureau of Standards (TBS), Tanzania Food and Drugs Authority (TFDA), Energy and Water Utilities Regulatory Authority (EWURA), National Housing, Twaweza, Child Support, CRDB Bank and Vodacom.

External donors also are divided into two categories, namely bilateral donors and multilateral donors. Bilateral donors are those countries that support directly to a particular country like Japan through Japan International Cooperation Agency (JICA), United States of America through USAID, Canada through- Canadian International Development Agency (CIDA), United Kingdom through Department for International Development (DfID) and Denmark through



Danish International Development Agency (DANIDA). Other countries mentioned on bilateral donors include Germany, Switzerland, Holland, Norway, and Australia. Multilateral donors include the support of many countries through one agency including World Bank, TACAIDS, UNICEF, UNESCO, Red Cross and World Vision. All these donors were supporting educational programs in different areas of their interest.

The findings also clearly show that other sources of funds were from projects and contribution from individuals/community groups as rated at 7% and 12% respectively. These different projects which were supporting educational programs were established at the local government or central government. These projects include District Agriculture Development Projects (DADPs), Agriculture Sector Development Program (ASDP), and National Multi-Sectoral Strategic Fund (NMSF). Others include Tanzania Forest Fund, District Irrigation Development Fund (DIDF) and Tanzania Social Action Fund (TASAF).

Meanwhile, the aspect of contribution from participants/community groups was mentioned as another source of funds. This was purposely set to complement some issues for attainment of objectives by the organizers. Experts argued that, when their expected funds were not disbursed as expected, they were requesting participants to top up to cover the budget deficit. Others went beyond by arguing that, sometimes by paying a participation fee, trainees become serious in taking notes for application in their production activities. The researcher sought to hear from trainees as well about sources of funds for community education programs.

Through focus group discussions with trainees, it was divulged that the major source funds for community education programs were own source from different City councils, NGOs, and CBOs. These findings were revealed when the researcher wanted to know from trainees of community education programs the one who was financing their educational training. The great percent (43.3%) of respondents replied by mentioning their City councils, NGOs, and CBOs. However, it was difficult for them to know who supports those organizations, but they were aware that the one who was supporting them in educational matters was the one who incurred the cost. At the same time, 3.3% of respondents at least mentioned that the central government was financing

their educational trainings. This could be due to the information they were given about some trainings with respective financial support.

Donors are other findings that were disclosed by trainees that were financing their educational programs. The aspect of donors was the second as ranked at 23.3% after own source. Different communities mentioned different internal and external donors with respective educational programs which were supported. For example, most of the livestock keepers mentioned the initiatives made by Holland in supporting communities in terms of giving them different breeds of cows. Also, Holland financed initial education before distributing those cows to different community groups. Other financiers were supporting different educational programs in different communities with regard to their socio-economic activities.

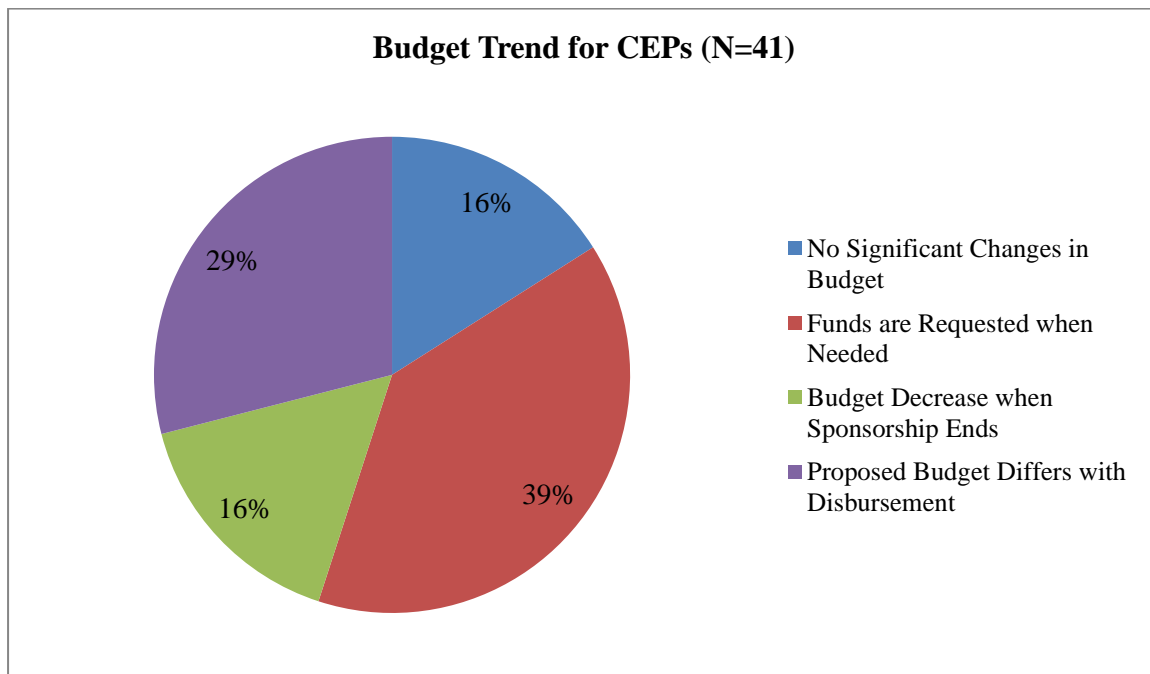
Different projects are other sources of funds for community education programs according to trainees of community education programs. The project which was at least mentioned by the majority was Tanzania Social Action Fund (TASAF). This is due to the fact that this project is operating to every District council and City councils. The main objective of this project is to enable poor households to increase income and opportunities around communities for enhancement of their livelihoods. Some projects of this nature have support from different donors through the central government to ensure that the plans to support poor households are effectively implemented.

Table 4.8 shows that trainees were contributing some amount of money for participation in educational programs. On this regard, trainees confirmed that there were educational programs which were announced, and every participant had to pay the participation fee. But there were educational trainings which participants incurred the cost of travel fare and lunch, but other issues were covered by the sponsor. Sometimes the organizer of educational training needed only two representatives from each community group so that after training those representatives could go back to their groups to teach their colleagues. On this aspect, the group could decide who should represent them, and thus in case of any cost to be incurred, was covered by the community group. However, the issue of contribution was perceived differently by community members, and was seen to be an obstacle for some people to participate in educational training.

#### 4. 5. 2 Budget trend for community education programs

The researcher investigated the budget trend for community education programs for five years. The related information was collected from experts of community education programs through interviews as well as documentary review. During interviews with experts of community education programs, it was revealed that funds for community education programs were requested only when needed. This kind of response was mainly responded by experts of community education from private organizations like NGOs and CBOs.

About 39% of respondents confirmed that they did not have a planned budget, but there was a general annual budget for various services including monitoring and evaluation. Therefore, when it comes to the issue of training, they were submitting the request for the required funds for the respective exercise. They added that sometimes they were not conducting educational trainings if there were no funds, thus they conducted training based on the availability of funds. Figure 4.8 summarizes other responses regarding the budget trend for community education programs.



**Figure 4. 8: Responses of Experts on Budget Trend for Community Education Programs.**

The findings as per figure 4.8 reveal that proposed budget differs with what was being disbursed as responded by 29% of respondents. Different experts of community education programs

particularly for government departments lamented that they used to prepare their budget according to their needs and priorities. However, most of the time, their requests were not taken into consideration to the extent that they used to get very little funds comparing to what they requested. They clarified that they were facing difficulties since disbursement of funds depended upon the availability of funds at the City council. The trend led to experts of community education programs to suffer in terms of implementation of educational programs. During an interview with one expert from one Ministry, it was confirmed that:

We always plan and submit our budget for all detailed activities to be done in the coming financial year. But after submission, we wait for responses as per our requests. As per my experience of being here for five years, generally what is being proposed differs with what is being disbursed. For example, you can submit your budget, but you just get 43%, 50% or whatever, but not more than 70% of the total budget requested. You must experience a hard time when you have to choose what should be implemented and what should be postponed until another financial year. It is the point where we face difficulties in decision making since you find that everything that was included in your proposed budget is very important to be implemented. But at the end of the day you have no option, you have to cancel some of the things whether you like or not (INT. A, 02. 05. 2016).

The findings also divulge that 16% of respondents argued that there were no significant changes in their budgets which they used to submit. This is due to the fact that sometimes they were given what is called syringe. This syringe guides all departments with the amount they should budget without exceeding the set up limit as per respective department. This means that the higher authority set those limitations without bothering the needs that were arising time to time and that needed funds to be addressed including educational training. One City agriculture officer who had 27 years of work experience, when asked this question replied:

We used to plan our budget, but I can say that there is nothing new as the budget trend is almost the same since we refer to previous year financial budget. Since we have different sources, it is approximately TZS 56,000,000/= from own source and TZS 8, 300, 000/= from central government. Worse enough is that the funds from the central government generally are not disbursed despite the fact that they are budgeted (INT. A2, 15.07.2016).

In responding to the same question one Adult education officer supported:

Budgets are being planned according to our strategic and actions plans from time to time. But the issue of trend sometimes becomes difficult to answer exactly though in actual fact it is the same or we can increase the very small amount from the previous budget. Sometimes the previous financial year budget can be taken as it is. For example, the financial budget for 2015/16 we were not given even a chance to plan for. They copied and pasted the last year financial budget. They pasted funds for fuel but the funds for facilities were canceled. Just imagine, therefore our new concerns for the last year were not taken into consideration anymore (INT. E4, 08.09.2016).

The quotations confirm that most of the experts were planning budgets for community education programs and other related matters as per their needs but with difficulties. The budgets were planned with limitations by reflecting the previous financial budget without considering the needs of the respective department. The quotations indicate that sometimes funds from some sources were not disbursed. Sometimes experts from departments were not given even a chance to prepare their budget as per their plans. This signifies that sometimes top leaders were not bothering the concerns of their subordinates. The budgets were capturing the new needs and forgetting the waved out programs in the previous financial year. This is very dangerous since the plans and its implementation would be worthless.

The findings disclose that funds for community education programs were increasing or decreasing depending upon the availability of sponsorship. It is obvious that when there were projects or donors, the budget became stable but after the end of sponsorship, the budget decreased. To confirm this one Adult education officer explained:

In previous years, adult education had its account as well as its sponsor who was UNESCO. By that time things were so good since we were assured with the availability of funds for implementation of our programs. But now, after the end of sponsorship, it has remained a story. The education budget is really a problem as we depend on the primary education budget. At least from 2012 - 2014 we had education officer who was a product of Adult education. At least when we were presenting our concerns about Adult education programs to be implemented; we were listened and assisted financially. It was a bit a better moment for us (INT. E3, 19.08.2016).

The excerpt realizes that during the presence of donors on several programs, its implementation became very easy due to the availability of funds. The same was explained by other experts on the decrease of the budget as the impact of the collapse of some projects like District Agriculture Development Projects (DADPs). This confirms that sometimes the budget requested was being

approved easily due to the fact there were funds for such purposes. Additionally, the quote shows that sometimes knowledge of some experts on some issues was a factor for the support of some programs to be implemented, hence financial support as well. The vice versa is true that the one who was not familiar with some programs with its importance; there was a possibility of disapproving some components in the submitted budget.

During the documentary review, several things were revealed including the positive trend in the increase of the planned budget for different financial years. Also, it was observed that the approved budget in most cases was less than the planned budget. Indeed the disbursed funds were very little compared to what was planned and approved respectively. More details can be seen to one of the budgets for agriculture department from one City council as presented in table 4.9 below:

**Table 4. 9 Budget Trend for Training (Agriculture Department) in TZS**

S/No	Financial Year	Budgeted	Approved	Disbursed	% of Disbursed
1	2011/2012	20,440,000.00	20,440,000.00	3,120,000.00	15.3%
2	2012/2013	48,000,000.00	18,000,000.00	2,900,000.00	6%
3	2013/2014	65,000,000.00	27,000,000.00	6,000,000.00	9.2%
4	2014/2015	76,000,000.00	25,000,000.00	5,000,000.00	6.6%
5	2015/2016	92,000,000.00	45, 000,000.00	10,000,000.00	10.9%

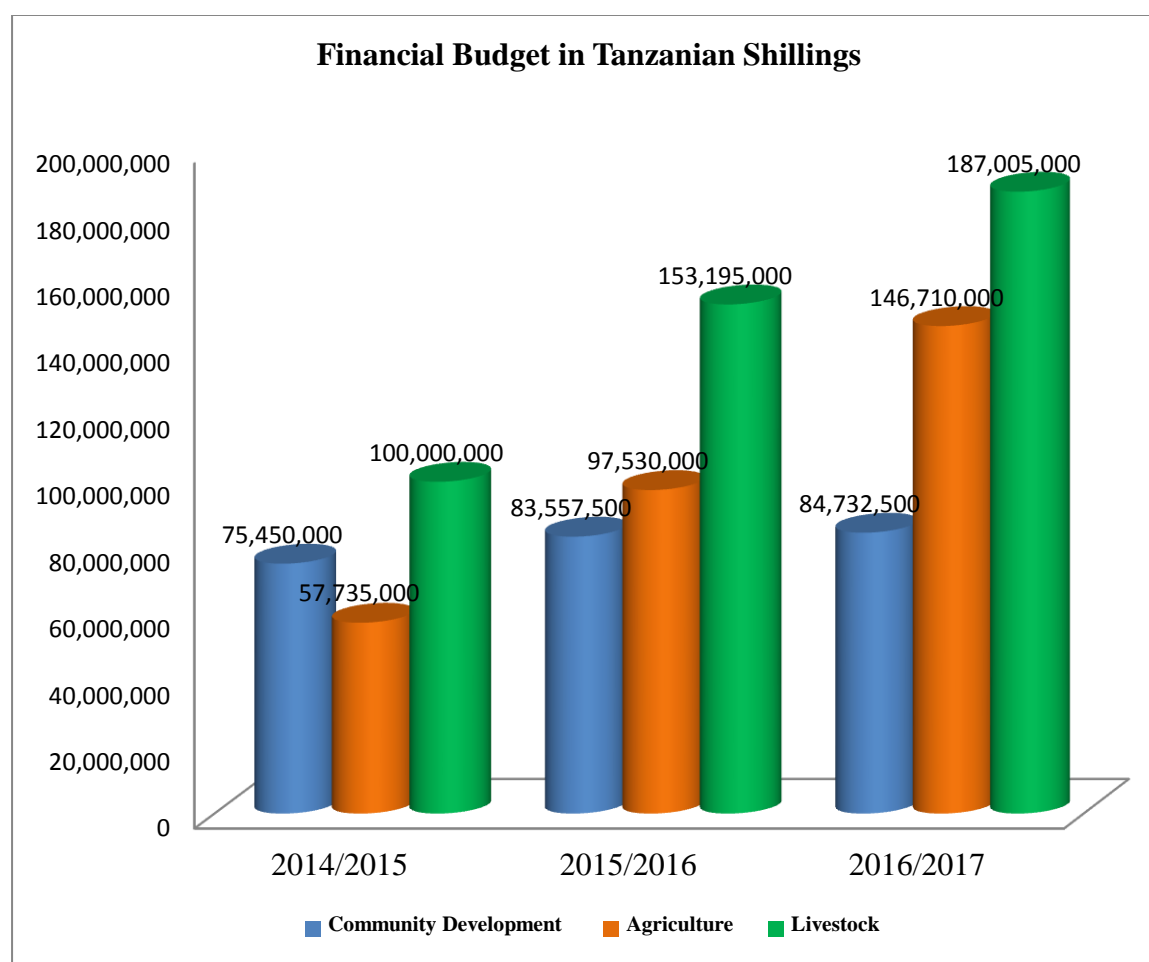
**Source:** Kinondoni Municipal Council (Dar es Salaam)

The table shows that the funds budgeted for financial year 2011/2012 to 2015/2016 for educational training in agriculture were increasing time to time. But the amount of funds that were being approved were either increasing or decreasing hence no specific trend. This is due to the fact that in some years it was increasing and in some years it was decreasing. From table 4.9 one can find that in the financial year 2012/2013 and 2014/2015 the amount of funds approved decreased in comparison to other approved budgets for other financial years.

Indeed, the findings in the column of disbursed funds confirm that the funds which were being disbursed were very little in comparison to the budgeted one. The disbursements of funds

sometimes were increasing and sometimes were decreasing. Worse indeed, the percentage of the amount of funds which were disbursed was very low. One can find that the disbursement of funds ranges from 6% of the total planned budget to 15.3% of the total planned budget. This range is very small when comparing to the amount of funds which were planned by experts to accomplish their planned activities. This aspect indicates that experts of community education programs were facing difficulties in implementing their planned activities due to financial constraints. Thus, even attainment of objectives by the respective department in their plans is doubtful.

During the review of general budget allocation for the department of community development, agriculture, and livestock of Mbeya City council for three consecutive years, it was revealed that the budget allocation was increasing to all three departments. The details can be seen in figure 4.9 below:



**Figure 4. 9 Budget Trend for three Departments in Mbeya City Council**

The details from figure 4.9 show that the trend of budget allocation was increasing to all departments, though the rate of increase for the department of community development was very small compared to other departments. Much more, the information from the given data shows that the department of livestock was allocated more funds followed by the department of agriculture. The data show that in the financial year 2016/2017 the department of agriculture was allocated a lot of funds at a high increasing rate compared to other departments, this could be due to planned activities to be conducted to the respective financial year.

During the documentary review of budgetary allocation to the education sector by education levels from 2004/2005 to 2016/2017 it was disclosed that primary education, Non-formal education, and support services had the largest share ranging from 50.8% to 69.3%. Technical and higher education was the second with a range of 16.7% to 27.3%. The third one was secondary education with a share of 6.2% to 20.4% while the Teacher education had the lowest budgetary share of 1.0% to 2.7%. More details can be seen in table 4.10 below:



**Table 4. 10: Budgetary Allocation to Education Sector by Education Levels 2004/05 - 2016/17 (in Mil.TZS.)**

		Education Sub-Sectors							
Financial Year	Total Education Sector	Primary, Formal, Education Institutions Supporting Services	Non-Other and	Secondary Education		Teacher Education		Technical & Higher Education	
		Total	% Share	Total	% Share	Total	% Share	Total	% Share
2004/05	504,745	322,196	63.8	92,045	18.2	6,189	1.2	84,315	16.7
2005/06	669,537	418,455	62.5	104,483	15.6	8,540	1.3	138,059	20.6
2006/07	958,819	618,534	64.5	119,987	12.5	10,439	1.1	209,859	21.9
2007/08	1,100,188	618,828	56.2	174,227	15.8	19,257	1.8	287,876	26.2
2008/09	1,430,372	966,633	67.6	133,058	9.3	25,250	1.8	305,431	21.4
2009/10	1,743,900	1,211,332	69.5	108,323	6.2	47,586	2.7	376,659	21.6
2010/11	2,045,400	1,272,584	62.2	201,147	9.8	28,895	1.4	542,774	26.5
2011/12	2,283,000	1,159,526	50.8	465,979	20.4	35,892	1.6	621,603	27.2
2012/13	2,890,149	1,613,346	55.8	509,783	17.6	47,172	1.6	719,848	24.9
2013/14	3,171,631	1,758,840	55.5	491,753	15.5	55,303	1.7	865,735	27.3
2014/15	3,465,101	1,989,490	57.4	570,976	16.5	63,522	1.8	841,113	24.3
2015/16	3,870,178	2,251,275	58.2	650,467	16.8	37,239	1.0	931,198	24.1
2016/17	4,768,358	3,020,191	63.3	708,500	14.9	52,518	1.1	987,149	20.7

**Source:** Basic Education Statistics in Tanzania (2017)

It should be noted that the general budget for the education sector and that of primary, Non-formal, other education institutions and supporting services was increasing except in the financial year 2011/12 whereby the budget for basic education decreased. Further, it was disclosed that the budget for Adult and Non-formal education was very low. During the interview with Ministry experts, and review of guidelines for the establishment and management of Adult and Non-formal education programs, it was revealed that only 3% of the total budget for basic education was located to Adult and Non-formal education. The stipulation in the guidelines is as follows:

The Ministry of Education and Vocational Training is responsible for instituting financial regulations to be used for Adult Education / Non-Formal Education activities. The Ministry of Education and Vocational Training shall set aside 3% of the Basic Education budget for Adult Education / Non-Formal Education activities. The permanent secretary of the Ministry of Education and Vocational Training shall provide overall strategic leadership for funds set for implementation and development of Adult Education / Non-Formal Education (URT. 2006, p. 61)

The passage implies that, despite the fact that Basic Education had a big share compared to other education sub-sectors, still the Adult and Non-Formal education was getting very little amount of funds of 3% of the total budget for basic education. The rest 97% was mainly allocated to primary education and other educational institutions and supporting services. This amount of funds is very little to accommodate the implementation of the provision of adult and Non-formal education in which community education programs belong. This indicates that the role of adult and Non-formal education including community education have not been taken into serious consideration. This implication is based on its little share from the funds budgeted for basic education.

Likewise, during a documentary of review of the recurrent budget for the Ministry of Community Development, Gender, Elders, and Children, from the financial year 2010/11 to 2014/2015, it was revealed that the total recurrent budget was in progressive trend. It was further noticed that from the financial year 2013/14 to 2014/15 the estimates were very high compared to other financial years. Much more, in the financial year 2014/15, there were only estimates without actual funds allocated to the Ministry to serve the purpose. Table 4.11 have more details regarding the financial allocation for the Ministry as shown below:

**Table 4. 11 RECURRENT BUDGETS FOR MoHCDGEC 2010/11 - 2014/15 (In TZS)**

	2010/11		2011/12		2012/13		2013/14		2014/15
	ESTIMATES	ACTUALS	ESTIMATES	ACTUALS	ESTIMATES	ACTUALS	ESTIMATES	ACTUALS	ESTIMATES
PE	2,656,622,485	2,656,622,485	2,918,351,000	2,904,089,907	8,074,062,400	4,728,656,534	4,449,251,000	4,449,251,000	8,074,062,400
OC	1,113,241,571	684,509,732	961,387,000	527,071,509	1,904,978,000	1,026,535,714	1,554,888,200	1,554,888,200	1,904,978,000
TOTAL	3,769,864,056	3,341,132,217	3,879,738,000	3,431,161,416	5,161,586,000	5,755,192,248	6,004,139,200	6,004,139,200	9,979,040,400

PE – Personal Emoluments
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OC – Other Charges
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**Source:** The Ministry of Health, Community Development, Gender, Elders, and Children

During the interview with the Ministry expert, it was disclosed that funds for educational training were allocated to Other Charges (OC) component. When one looks critically on that aspect can realize that OC component was allocated very little amount of funds compared to Personal Emoluments (PE) component. However, both components had a lot of funds at the estimates and little amount of funds at the actual amount of funds allocated to each component.

Surprisingly, in the financial year 2012/13 the OC component has a few funds at estimates component, but a lot of funds at the actual component. This could have happened after emerging of some urgent matters after submission of the planned budget. Thus extra funds could have been disbursed for the emerged urgent matters. Good enough is that in the financial year 2013/14, it was noticed that the amount of funds at estimates component is the same as that of actual component. This denotes that the amount estimated was disbursed as requested without further changes. Hopefully the implementation of planned activities by the Ministry by that year was of efficiency and effective. This is due to the fact that the key requirements (funds) for implementation was allocated as requested. This is recommendable!

### 4. 5. 3 Human resources for community education programs

This research sub-question sought to examine the availability of human resources for community education programs at different levels. The related information was mainly collected from experts of community education through interviews. The findings divulge that human resources for community education were inadequate at 24%. This is for different experts mainly from government departments. The detailed information as per respective department can be seen in table 4.12 below:

**Table 4. 12 Availability of Human Resources for CEPs**

CATEGORY	HEADQUARTER		WARD		TOTAL		% OF NEEDS
	Present	Needs	Present	Needs	Present	Needs	
Ministry	13	12	-	-	13	12	48%
Agriculture Dept	29	-	63	24	92	24	21%
Livestock Dept	36	-	47	28	83	28	25%
Trade Dept	21	-	38	18	59	18	23%
Community Dev.	29	-	94	19	123	19	13%
Adult Education	20	8	48	1	68	9	12%
NGOs	4 *	-	-	-	4*	-	-*
CBOs	22	-	-	-	22	-	0%
<b>GRAND TOTAL</b>	<b>174</b>	<b>20</b>	<b>290</b>	<b>90</b>	<b>464</b>	<b>110</b>	<b>24%</b>

**Source:** Field data 2016

The findings show that there was a great demand for human resources at ward level than at headquarters to almost all categories. Generally, experts at ward level are closer to communities and are those who assist community members at least for some small cases that need immediate assistance. As per this finding, the implication is that communities were suffering from several problems that needed immediate assistance. Even some implementations as directed from higher levels were uncertain to some extents due to the scarcity of human resources at ward level. Much more, community members were involved in traveling some distances to meet different experts.

There is no doubt that community members were incurring even some cost to follow some services from experts like communication, travel fare and other related cost.

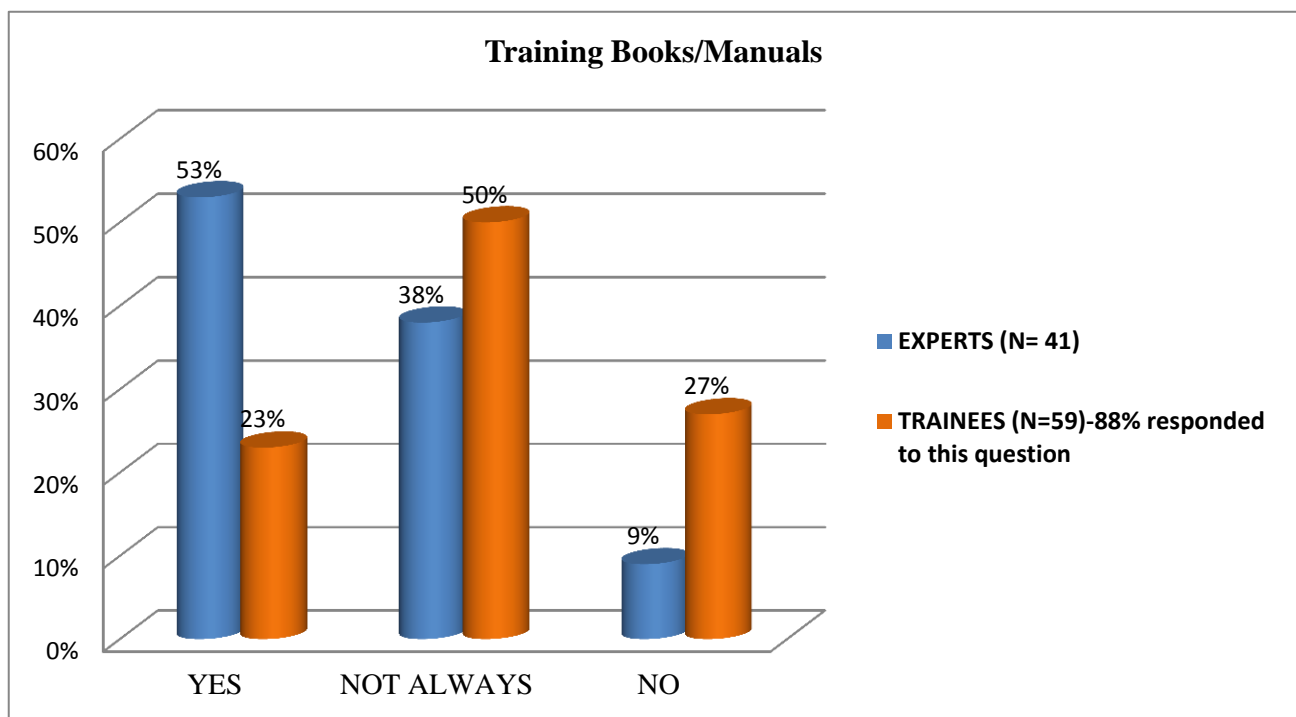
The findings show that there was high demand of experts at the Ministry level at 48% followed by livestock department (25%), trade (23%), and agriculture (21%) at City council level. However, the departments of community development and adult education at least had a low demand of experts at both headquarter and ward level. The department of adult education had the lowest demand of experts at ward level. This is due to the fact that, the education sector used to assign ward education coordinator to every ward, and sometimes experienced teachers are appointed to such position. The ward education coordinator handles all education related matters at ward level. That is why one can find that adult education department had the lowest demand of experts at ward level compared to other departments.

The findings on human resources to different NGOs and CBOs were somehow complex. Experts from NGOs had different responses; others argued that, there were so many employees and almost everyone was an expert to one aspect as per nature of the NGO itself. Others declared that one employee could work in more than one region; therefore to know exactly the number of experts dealing with educational provision was a bit difficult. Meanwhile, CBOs appeared to have adequate human resources since each CBO had at least five or four leaders as well as an executive committee. However, during interviews with experts from different CBOs, it was disclosed that most of CBOs were using experts from their City councils. But sometimes they were using experts from the executive committee. Thus, the need for human resources to CBOs was not realized as to other providers of community education like government departments.

#### **4. 5. 4 Training books/manuals for community education programs**

With regard to this research sub-question, the intention of the researcher was to check if the providers of community education programs had different training books/manuals for community education programs. Much more, the researcher sought to know if the training books/manuals were offered to trainees for further references for their production activities. The related information was collected from experts and trainees of community education through interviews and focus group discussions respectively.

During an interview with different experts of community education programs, it was disclosed that 53% of respondents agreed to have training books/manuals for community education programs. Much more, when experts were asked about the tendency of giving copies of their training manuals to trainees for references; they agreed that they used to do so. This entails that experts of community education programs realize the importance of supporting community members by giving them some learning materials for further reference. Other responses regarding this research sub-question are as seen in figure 4. 10 below:



**Figure 4. 10 Responses on Having and Support of Training Books/Manuals**

The findings show that 38% of respondents replied that the aspect of having training books/manuals, and giving copies to the trainees depended upon several factors including the financial position of the organization. It was revealed that all organizations that were financially good used to give handouts to different communities but others did not. Much more, it was noted that even some programs which had donors like HIV/AIDS, giving learning materials like handouts were very normal, and it was being done to all participants. During the interview, one expert from one NGO remarked:

Giving trainees some learning materials depends upon the farmers and their needs. For example, some of the farmers cannot read and write. Thus, they do not need handouts at all. Therefore, for this kind of farmers, we used to be very close at every stage and leave them with readymade facilities for spacing and other things. For seminars, we usually prepare handouts and brochures. Also, we have community-based facilitators; these are farmers who have succeeded in agricultural activities. We give them those handouts for helping other farmers closely. We also give them bicycles and some allowances though not a big deal (INT. NGO2, 13.06. 2016).

In supporting this argument, another City agriculture officer added:

We have a lot of learning materials, but giving them to our farmers depends upon the program. There are some programs we used to give them things like brochures and handouts depending upon the availability of financial resources. If we have enough funds to make copies we usually do so, but if we do not have funds they just write in their notebooks or for those who need copies they can make copies at their own cost. However, for trainings that we offer to ward agricultural officers and other experts at ward level, we always give them materials. We do so since we know that they have to use those materials when helping farmers in their wards (INT. A2, 15.07.2016).

The excerpts show that trainees were wishing to support communities by giving them learning materials, but the nature of the trainees in terms of ability to read and write determined whether to give them or not. This entails that, those participants who could not read and write were on the side of disadvantaged ones when there was the possibility of supporting them with learning materials. Thus, for those who were not able to read and write were being supported with readymade materials depending upon the nature of the training. Otherwise, they were supposed to be in touch with their colleagues who could read and write for closer assistance when needs arose.

Much more, the quotation discloses that financial status as well determined the supply of learning materials to the communities. If the organizers had enough funds to make copies for all participants they did so. However, if they had no fund means that, individuals who needed those materials had to incur their cost to make copies on their own. Indeed, for experts at lower level particularly at ward level, they were given copies for assisting communities in their wards.

From figure 4.10 it is evident that 9% of the respondents declared that they had no training books/manuals for some programs. They declared that some programs had no training books/manuals thus; they did not give their trainees those materials. They argued that they encouraged those trainees to write notes/summary in their notebooks since they used to advise trainees to come with notebooks. Sometimes the organizers prepared notebooks and pens for trainees. During the interview, one adult education officer declared that:

The issue of teaching and learning materials is somehow complex; in actual fact for Complementary Basic Education and Training (COBET) we have books. These books are used national wise for all COBET classes. But for the case of Integrated Community Basic Adult Education (ICBAE) we do not have books for those programs. For Open and Distance Learning (ODL) we have those books of secondary school syllabus that have been prepared by the Tanzania Institute of Education (TIE). Generally, we have such situation; we lack some specific books for some programs (INT. E2, 14.06.2016).

The quote affirms that, although the aspect of teaching and learning materials for community education programs is crucial, still experts did not have some specific books for some programs. During further exploration on how they were conducting educational programs like ICBAE, it was revealed that they were preparing notes from other sources like internet. This is a good option since what matters is relevant teaching and learning materials for specific learners' needs.

The researcher was interested to know the views of the trainees on the aspect of learning materials whether they were being provided for further references or not. During the focus group discussions with trainees, it was disclosed by 50% of the respondents that they were being given learning material though not always. They declared that there were some educational programs which they were given handouts or brochures when they participated in educational trainings. But there were some programs whereby trainees did not get those handouts and brochures. Much more, they declared that there were some organizations which prepared those learning materials in advance for trainees but other organizations did not.

From figure 4.10 the findings reveal that 27% of respondents disclosed that they were not supplied with learning materials after participating in different educational trainings. They argued that experts of community education programs were teaching them using their handouts, but



trainees were given nothing for further reading and references. During the focus group discussions, one of the community members declared:

Learning materials are very important for us since sometimes you cannot manage to write everything when the facilitator is teaching. But when you get handouts it is easy to read (revise) and apply what you have been taught effectively. But since we are not given those handouts, we sometimes buy those handouts depending upon the training itself. If the experts of educational trainings have no handouts for selling, we used to make copies if you find its necessity. But you cannot manage to do so for all trainings you are participating, that is why everyone does according to his/her interest (FGD. B4, 21. 09. 2016).

The extract justifies that experts of community education programs were giving trainees learning materials for further reference. Much more, the trainees appreciate that learning materials are crucial for making references in the application in their production activities. Its necessity has been shown due to the fact that trainees used to buy handouts when they thought that they were important for their undertakings. And that sometimes they used to make copies to ensure that they get those materials for future use. This implies that the trainees value the knowledge and skills being offered with a serious note and intention for adoption.

Really, the findings as well divulge that communities were being given learning materials for free from their experts of community education programs. This was revealed by 23% of respondents during the focus group discussions. Trainees confirmed that there were some experts who were giving trainees learning materials particularly Non Governmental Organizations. Others argued that even from government organizations there were some educational programs which the organizers were giving trainees some learning materials particularly seminars.

Therefore, this confirms that trainees were being given learning materials although the responses were rated at very small percentage compared to other responses on this aspect. Notably, the aspect of financial standing was the crucial determinant for making decisions on preparing the copies of learning materials for trainees or not. All in all, both experts and trainees have shown the compliance on the importance of the support of learning materials for trainees for making references during application of knowledge and skills in their production activities. The aspect of challenges in provision of community education programs was also explored.

#### **4. 6 Challenges in Provision of Community Education Programs**

This research question sought to find out the challenges in the provision of community education programs. Interview method was used to collect information from experts of community education programs while focus group discussions were used to collect information from trainees. Through interviews with different experts of community education programs, it was disclosed that insufficient funds was the most challenging issue among others. This problem was aired out by at least every expert who was interviewed, hence having the highest percentage of 66% of the total responses.

Most of the experts of community education programs claimed that financial problem was affecting the implementation of community education programs for communities. In terms of organization of educational programs, experts argued that funds were needed for reaching communities to identify community educational needs, buying teaching and learning materials, allowance for experts and trainees as well. They added that sometimes after educational training, they had to conduct monitoring and evaluation to know the extent of adoption by community members, and attainment of their planned objectives. All those activities needed money to ensure that things run smoothly. Thus, insufficient funds affected indeed their plans, hence ineffective provision of community education programs. During the interview, one City trade officer remarked:

The biggest challenge is an insufficient budget for implementation of the provision of community education programs. Sometimes we face this challenge due to the fact that we do not know the priorities of the Municipal Council on how to use own source revenue. You find that we plan our budget and being approved, but you come across with another issue from the higher authority that needs fast action like building laboratories for secondary schools. These things sometimes do emerge without being in plans. But we end up being informed on what has been directed from higher authority, thus leaders at City council level have no option, they have to implement as directed whether they like or not. Therefore, our things with all our plans die automatically (INT. C1, 28.04. 2016).

One City Adult education officer, when asked the same question, responded:

Generally the foremost of all challenges is financial constraints. We used to plan our budget but at the end of the year, you find that nothing has been implemented. Even in other cases, it is not easy to make follow up after educational training, no monitoring and evaluation. Sometimes we use volunteers in teaching some adult education programs, but they become tired, hence they quit. We even use primary education teachers who are employed by the government, but they also become tired as they are being overloaded. Therefore, we face difficulties as the main source of all these troubles is financial constraints (INT. E3, 19.08.2016).

One City agricultural officer supported:

There are many challenges which we face as agricultural officers; one of them is insufficient funds. We sometimes get very little but other time we do not get it at all. Although we used to budget, but until at the end of the season we get nothing. For example the last financial year 2015/16 we have not received funds for implementation of our planned programs. Bad indeed, we planned to prepare demonstration fields for drip irrigation but we have postponed. We do not know when we will implement it again (INT. A3, 22.08. 2016).

The extracts confirm that the issue of financial constraints was indeed embarrassing challenge in the implementation of community education programs. It was embarrassing since the experts used to plan their activities with the respective budget, but its implementation became problematic due to financial constraints. The extracts as well realize that a key issue of providing education programs was really a problem. Even when they managed to do so, still monitoring and evaluation was somehow difficult. These difficulties were due to interruption by plans from higher authority and sometimes lack of funds in general that led to the postponement of the implementation of several programs in different communities. This leads to persistence of challenges in production activities in the community, and poverty among communities. Table 4.13 summarizes the responses of experts on challenges in the provision of community education programs.

**Table 4. 13: Summary of Challenges in Provision of CEPs (N=41) (*More than one answer was possible*)**

S/N o	Challenges (By grouped data)	1	2	3	4	5	6	7	8	TOTAL ΣF	%
1	Insufficient funds	3	4	3	4	2	3	4	4	27	66
2	Lack of transport	1	4	1	-	-	3	1	3	13	32
3	Delay in fund disbursement	-	1	-	1	-	-	1	1	4	10
4	Few human resources	1	2	1	-	1	-	-	1	6	15
5	Poor motivation	-	-	1	1	-	-	3	2	7	17
6	Low understanding on ACE	-	1	2	-	-	-	1	2	6	15
7	High rates of loans repayment	2	-	-	-	-	1	-	-	3	7
8	Poor collaboration-organizations	-	-	2	-	1	2	1	-	6	15
9	Poor adoption of communities	1	2	-	2	3	4	3	-	15	37
10	Demand of allowances -trainees	1	-	-	1	-	-	3	-	5	12
11	Impact of politics	1	-	-	-	-	1	3	-	5	12
12	No refresher courses	-	-	-	1	-	-	1	-	2	5
13	Fake agricultural inputs	-	-	-	-	1	1	-	-	2	5
14	Lack of capital - trainees	-	-	-	-	2	1	-	-	3	7
15	Too dependency - communities	1	-	-	-	3	-	1	-	5	12

Other than financial constraints, the findings reveal that delay in fund disbursement was another challenge faced experts of community education programs. It should be noted that before the provision of community education programs, experts plan the budget for all activities related to the provision of educational programs. Their plans reflect all necessary activities to be done in respective seasons. But it was claimed by experts that most of the time, the budgeted funds for different activities were delaying to reach them, hence affecting the implementation of the planned activities.

It was further argued that because of the financial delay, most of the programs were being completed in late moments or being postponed. The delay of funds disbursement was affecting the performance of teachers who were supposed to be paid allowances for teaching adult education classes. As a result, this led to the refrain of those teachers in teaching adult education classes. During the interview sessions on the delay of funds disbursement, one community development officer claimed:

We usually prepare our budget on time with expectations of getting money for planned activities. But you may wonder that funds are sometimes not released. In case they release, it is too little and bad enough it delays. Therefore, we face challenges and difficulties on what we should do with the amount of funds we have received. This is due to the fact that we used to receive too little and disbursed very late. That is why most of our planned activities are not implemented accordingly and timely. We can implement very few of them while others are left out. At least funds for HIV-AIDS we really receive them as they're from donors (INT. D4, 22.09.2016).

The findings as well unveil that poor adoption of communities on what they were being taught is another challenge that was demoralizing experts of community education programs. Experts of community education argued that community members were taught several times, but to change their mindset took a time. They are not aggressive to change and apply what they were taught, though not all of them. Other experts went far by saying that some community members had low readiness to learn, as they were not turning up accordingly when educational programs were prepared for them. Among the reasons for not attending educational training was that they were busy finding money particularly entrepreneurs. Thus, after attending educational training their commitment to take things into action was not impressing. One expert from one CBO, when asked this question, responded:

Communities are being taught but the problem is their negligence. One day I got some money from Japan International Cooperation Agency (JICA), I went to Kombe Island. I made them kitchens for drying small fishes. They made a great business as those fishes were of good quality. But after a time the kitchens were destroyed to the extent that they were supposed to be repaired. When I made a visit, I found that all kitchens have been destroyed and none of them have been repaired. Wonderful indeed, nobody cared about that. I found them drying their fishes on the ground as they were doing previously. I failed to understand why didn't they repair kitchens as they were getting a lot of money? I came to realize that they know, but just negligence. For example, you can find that the small fishes for family use are being dried on the sack but for businesses are being dried on the sand. What is it if not negligence! (INT. CBO3, 05. 08.2016).

The quote shows that community members were being assisted to the extent that they were realizing the benefits, but they failed to make their things to be sustainable. Accordingly, it needs more efforts to educate them on the aspect of being responsible for their projects that are being established in their communities. There is a dire need of seeing the necessity of education in their production activities for better production and increase in income, hence sustainable development.

Table 4.13 shows that 32% of experts claimed that lack of transport was one of the challenges that hindered experts to reach community members in different communities. This entails that lack of transport became a problem when different experts wanted to go to communities who were scattered to provide educational training. Much more, even after educational training, experts faced difficulties to reach communities for monitoring and evaluation. Other government experts went beyond by saying that, sometimes the car was available but no fuel. One agricultural officer disclosed that:

The government should disburse the funds that reflect the facilitation needs like transport. For example, as a department, we have only one car that is also not reliable. You can plan to go somewhere as a normal program that has been planned, but you find that the car has been assigned other activities like revenue collection, examinations or routes for political leaders. We have our assistants at ward level as ward agricultural officers, but as well they fail to reach all communities when they are needed. They don't have even motorcycles to reach them all, hence failure to assist farmers accordingly and timely (INT. A2, 15.07.2016).

The preceding excerpt illustrates how the transport problem had been the challenge for the effective performance of different experts in fulfilling their responsibilities. Bad indeed, even those experts at lower levels who should assist communities at daily basis failed to do so since they were not able to reach all communities due to the transport problem. This denotes that communities were suffering due to the fact that even those who were expected to assist them closely by giving them several services including educational matters were not reaching them. This realizes that lack of transport was affecting their will to support different communities as expected, hence persistence of production problems in different communities.

The findings reveal that poor motivation to experts of community education and other people was one of the challenges that were hindering these people to perform their duties accordingly. Most of the experts declared that they were doing a nice job to ensure that the City councils were getting enough funds by collecting revenue, but facilitation, motivation, and appreciation to these people was poor, hence discouragement. Further, it was revealed that even salaries for government workers were low to the extent that most of them were complaining. Indeed, to assist communities need the commitment of experts in order to ensure that communities are served accordingly for better production.

During an interview with experts of community education programs, several things were disclosed regarding motivation aspect. It was noted that the issue of poor motivation was not only facing experts, but rather even other people who were working to serve communities. One adult education officer aired out:

We have the committee for adult education that needs to do their responsibilities as stipulated. Although they are doing fine, still there is a problem of motivation to these people so that they perform their duties in a better way. For example, they need to conduct several meetings to discuss all matters related to adult education, but they are not doing so. Those meetings need allowances for committee members. Therefore, without allowances, they do not meet and work as they were supposed to do. This means that no meetings, no any discussion about the status of adult and community education, hence nothing is going on (INT. E4, 08.09.2016).

Another City community development officer on this aspect of poor motivation lamented:

The office does not have facilities like pens, notebooks, and others. Much more even if you try your best to use your own money still no motivation. Just imagine the ink for the printer is finished even for more than a month but nobody cares. But at the end of the day, the bosses need a report from us. What do you expect, how do you do then? Means that you have to print to your colleague or find out the stationery outside, but whom to incur that cost? Therefore we find out that our department is stigmatized! (INT. D4, 22.09.2016).

The quotations justify that the aspect of poor motivation was a bit disturbing experts with respective committees to perform their duties accordingly. The situation of having a committee, then not budgeting for allowances, shows the lack of seriousness. This results in some people or

departments to feel inferior or not valued. Facilitation and appreciation of workers are very important so that they work at heartedly to ensure that their objectives are attained as planned.

Table 4.13 shows that few human resources, low understanding of people at higher authority on adult and community education, as well as poor collaboration among departments/organizations were other challenges that were all weighted at 15%. Different experts failed to provide community education due to the fact that they were few to meet the demands by communities. This denotes that by being few means that they faced difficulties to accomplish their duties. As that the case, they became tired or they did not serve other people on time and accordingly as expected.

The aspect of low understanding of higher authority on adult and community education has the implication that requests by experts for the provision of adult and community education become difficult to be understood by some people at higher authority. Adult education officers disclosed that some officers had the bad perception that adult education is all about reading, writing, and numeracy. Thus, any plan related to the respective department becomes difficult by some officers to support the department with their plans including educational training. It is therefore obvious that, experts who really knew the role of adult and community education for community development provided good support to the plans on conducting educational trainings in different communities.

The finding related to poor collaboration among departments/organization emerged as a challenge in the provision of community education programs. This challenge was disclosed by Ministry experts as well as experts at lower levels. This challenge emerged as a challenge since there were many experts who were working internationally, nationally and even at community level. The problems aroused when these organizations were not communicating and cooperating with one another, and sometimes competing with each other while serving the same community. This led to unnecessary conflict and sometimes unnecessary duplication of educational trainings. On this aspect one Ministry expert explained:



As a Ministry, we know that we have our development partners who are also providing community education. We appreciate their support on this. But the problem is the implementation of these programs by some NGOs and other practitioners without consultation of the responsible Ministry. Tanzania Education Network is the one who registers NGOs as private partners. We just receive the report from lower levels that there is a certain NGO which is working with us including the provision of education. Sometimes we just meet with their representatives during some meetings, but we do not know exactly their criteria for registration and what exactly are they dealing with (INT. E, 26.04.2016).

The quote realizes that there were other NGOs that were providing community education. The Ministry experts appreciated that they were complementing some activities that could have been done by the government Institutions. However, the problem and doubt emerge when these organizations operate in respective department or Ministry without prior consultation to know what they were expecting to do in the community. It was further disclosed that, there was a weak link and different priorities between district, region and the Ministry, thus the implementation of programs became difficult since everyone wanted to implement as planned.

From table 4.13 the findings display that demand of allowances by trainees, the impact of politics, and too much dependency of communities were other challenges weighted at 12% each. It was found that during provision of community education programs most of participants/trainees needed allowances for their participation. They needed an allowance to compensate their travel fare, lunch and the time they used in learning than engaging themselves in production activities. Therefore, different trainees thought that since they were not involved in production activities for that day, organizers should support them with some allowance to compensate the day and the time they lost to find their daily bread. This becomes another hindrance factor for some experts to organize educational trainings as they as well suffered to find funds for facilitation of those educational trainings. One CBO expert when responding to this question grieved:

Despite the fact that we are doing our best, but community members are sometimes discouraging us. Different communities value money than knowledge and skills that we are offering them. They put an allowance in front than knowledge itself. Without allowance, they do not come for training. Bad indeed, they have identified organizations that offer training plus allowance package. Once those organizations announce for educational training they all turn up. Therefore, at last, you find that very few do catch

up and apply that knowledge in their production activities. Communities should not dare to say that they have not given education (INT. CBO3, 05. 08.2016).

Another community development officer in responding to this question supported:

Community members demand allowance for participation in educational programs. In case we deny, they think that it was budgeted for, but we do not like to give them. When we come at this moment we raise unnecessary misunderstanding. Other time when we go back to them they never come. But for those who are understandable and never supported their colleagues as they value knowledge, you find a good turn up. Therefore, this habit is discouraging us since we are educating them for their benefits at a good heart (INT. D2, 04.07.2016).

The quotations confirm that community members seem to be a challenge in the provision of community education due to the tendency of demanding participation allowance. The quotations add more that sometimes they were raising unnecessary conflicts with experts. Worse indeed, these community members have identified some organizations that offer educational trainings with allowance package. Community members showed good turn up to organizations that offer both education and allowance compared to those organizations that do not give allowance to participants. This demoralized experts of community education programs to the extent that they thought that community members value money rather than knowledge.

On the aspect of the impact of politics in the implementation of educational programs in different communities, experts confirmed that it was happening among political leaders. It was disclosed that political leaders were using their positions to mislead communities instead of saying the reality. This situation sometimes led to City council experts to be hated by community members while the reality was not exposed particularly issues related to funds for women and youths. Additionally, it was exposed that even the issue of budget sometimes was being supportive depending upon the leading political party to a particular City council. During the interview, one of the development officers illustrated:

Politics has a great impact on the implementation of some of the issues to the communities. For example, when a leader of a certain political party calls up for a community meeting, other people from another political party do not turn up. Or when a particular project to be implemented is of benefit, the political leaders call upon for only members of such political party. Therefore, the conflicts emerge to such nature to the

extent that our office is automatically involved. Instead of establishing several community projects then we are involved in solving problems that are being created by political leaders. Political leaders are misleading people by exaggerating things instead of saying the reality for the sake of gaining cheap popularity (INT. D3, 27.07.2016).

On the same aspect another City agricultural officer added:

Sometimes we plan to help our farmers, but you find that there are other political plans which were not planned from the beginning like laboratory construction for secondary schools, preparation of desks and others. Therefore, you find that our Municipal leaders change their priorities since the agenda is from the higher authority. At this juncture, you cannot dare to say anything to the Municipal leaders since they fear to be demoted if those orders from higher authority will not be implemented (INT. A3, 22.08. 2016).

The excerpts illustrate how politics were affecting implementation of several programs in the communities. Likewise, sometimes conflicts went beyond by involving City council experts that brought bad image to experts unnecessarily. All these were happening for personal gains. The excerpts as well realize that some political decisions from higher authorities were affecting plans at lower levels since those decisions from higher authority seem to be order, thus in anyhow, they needed to be implemented.

Too much dependency of communities is another challenge that has been unveiled during an interview with different experts of community education programs. It was disclosed that after the establishment of some projects in the communities, those community members kept waiting for further support without taking their initiatives to ensure sustainability of those projects. It was added that the government of Tanzania was emphasizing on the formulation of community groups for easy support among themselves. But after formulation of their groups, communities kept waiting for financial assistance from the government. This was explained by several experts of community education. For example, one expert from one CBO clarified:

Community members keep waiting for assistance at everything. When you advise them to open a bank account, after opening it, they need the support of money to deposit as a starting capital. How possible is this? When we advise them to have a bank account as a group in order to keep their money for security purpose in general, they used to think otherwise. Not only that but also, if there is one project to support them, in case the project ends, they also stop simply because no one is assisting them. They cannot stand on their own feet (INT. CBO3, 05. 08.2016).

The very related idea was supported by another NGO expert who explained:

There is the poor notion of farmers that our association has a lot of money, thus after educational training, they need to be assisted some facilities for those activities. Surprisingly, some of them quit the association after not being assisted as expected. We have vivid examples, there are some farmers who were given agricultural facilities at half price, after the end of the project, those farmers decided to leave aside farming activities too. This is just because the support which they were getting diminished, but it is not fair, this is too dependency (INT. NGO2, 13.06. 2016).

The extracts substantiate that community members were depending a lot to be supported at everything after educational programs. This is due to the poor notion that providers of community education programs had a lot of funds, thus they could assist them. Another thing from the extracts is that there were some organizations that were doing both educational support plus facilitation in terms of facilities at half price. Something very nice, but still communities failed to prosper on their own when the support from the respective organizations stopped. This tendency of community members failing to sustain their projects were discouraging providers to keep supporting them since they were not appreciating the supporters' efforts. However, despite this chaos, still, it was disclosed that there were community members who were understandable and were doing fine.

Table 4.13 shows that high interest rates of loans repayment and lack of capital are other challenges unveiled by experts weighted at 7% by respondents. Community members were accessing the loans from different banks or credit schemes in order to get startup capital to run their enterprises. But by accessing those loans, different community members were facing difficulties to repay those loans as the interest rates were very high. This problem brought another challenge in which experts were training communities, but they were being unable to implement as advised due to lack of funds. In responding to this question one expert from NGO explained:

Generally, we are doing our best to ensure that we teach communities several educational programs so that they reduce poverty among themselves. But during monitoring and evaluation, we find that some of them are not doing as advised with the claim that they did not manage to buy inputs or facilities for their production activities. For example, we taught them on the new technology of using drip irrigation. To buy those facilities need at least TZS 2,000,000/= for one acre, but you find that very few

managed to buy it. Therefore, we keep helping those few while we taught a good number of them (INT. NGO1, 18.05.2016).

Another City agricultural officer supported:

Although we as agricultural officers have played our part, still the problem remains to our clients. Most of them do not have enough capital to afford agricultural inputs. Agricultural inputs are so expensive for normal farmers to afford. Though we advise them to use fertilizers and other inputs like medicines for killing weeds, sometimes our advice becomes useless (INT. A3, 22.08. 2016).

In light of these quotations, experts were playing their part but the implementation and adoption of community members became the challenge. The challenges emerged due to the fact that trainees differ in terms of capital. This was pulling back the efforts of different organizations to keep educating different communities on several matters. Although the option of getting a loan was another advice for communities, still the problem of high interest rates of loan repayment was as well troubling them. Some of them were worried about the possibility of repaying at those high interest rates. Thus, to be on safe side, they dared not.

Fake agricultural inputs are other challenges that have been raised by experts of community education programs. These fake agricultural inputs were being sold by people who were not trustful using the loop-hole of expensive genuine agricultural inputs. Since the genuine agricultural inputs were expensive, the businessmen and women were looking for fake inputs and selling them at a cheaper price that was affordable for both low and medium income earners. By using those fake agricultural inputs, farmers and livestock keepers were creating other problems or not solving their problems as expected. One City agricultural officer when asked on this commented:

Fake agricultural inputs are other problems which are disturbing us with our clients. We used to advise farmers accordingly on how to solve several problems on their own by using various agricultural inputs. But when they come to apply that knowledge they come across with fake inputs. When things went wrong they come back to blame us while we advised them at good heart. As a result, this reduces the rate of being trusted when advising them particularly on using some medicines and even some seeds for their crop production (INT. A2, 15.07.2016).

The quote justifies that the problem of fake agricultural inputs was existing and had a bad impact to both experts and trainees. Indeed, experts were advising farmers to use those agricultural inputs for the sake of solving their problems and increasing their production. But unwise people were using the loop-hole of poverty of some farmers to sell them fake inputs at a low price for their personal gains. When the results were not as expected, the farmers were blaming experts as if they were wrongly advised, hence reduction of the level of trustfulness. This has bad implication since farmers will lose the trust to seek advises from their experts. Otherwise, they will apply the local inputs that cannot help them to yield accordingly, and help them to reduce poverty.

Lack of refresher course is another challenge that was disclosed during an interview with experts of community education. It was claimed that things were changing and some graduates were engaged in entrepreneurship education to the extent that some experts were facing challenges when training them. One trade officer when asked about this challenge disclosed:

We as officers and other experts at our City council, we are not given seminars or refresher courses for the effective performance of our responsibilities. There are so many things that are changing during this digital world. You cannot cheat anybody since youths nowadays access things in the internet. You find that one official graduated more than ten years ago, what do you expect if we are not brushed at all? Things are changing as per changes in technology. Without updating experts, we will end up with shame in the streets when teaching youths (INT. C4, 22.09.2016).

The extract realizes that experts were not given opportunities to attend seminars to be brushed so that they become confident when conducting educational training. It is true that the world is changing and has become as one village due to technology. Therefore, updating human resources help them to assist communities in an advanced way in different undertakings. This will help communities to produce in an advanced way resulting to more production, increase in income, hence poverty reduction.

The researcher was as well interested to know the challenges that were facing community members in participating in educational programs and production in general. The information from the trainees was gathered through focus group discussions. The findings divulge that lack of markets for their production was the greatest challenge among others. This was disclosed by 23%

of the respondents during the focus group discussions. This denotes that community members were participating in educational programs to the extents that they were producing well. But due to increase in production, the market problem was emerging as another challenge. Most of the community members claimed that there was no reliable market for their products, thus affected their plans in production. During focus group discussions with farmers, one of them had the following to say:

We are trying our best to produce as advised by our experts, but we do not have assured markets for our products. Even the price is fluctuating from nowhere, this affects our plans since one may be encouraged to produce one type of crop this year because of the good price but next time you find the quite different price. For example in May this year 2016 we sold one sack of potatoes for TZS 80,000/= but this September 2016 it is sold at TZS 38,000/= It seems that there are some brokers in between as it is not normal (FGD, A4, 16.09.2016).

Another entrepreneur supported by arguing that:

Despite the efforts we are putting in conducting our entrepreneurial activities, still, we face the challenge of markets and price of our products. There are some people who plan the price for our products while as entrepreneurs we have our own price. We usually plan our price after calculating the capital we invested and the profit to be gained. But you find that the customers need that product at a particular price. Therefore, we end up helping each other at very little profit; otherwise, you will lose your customers due to the available competition (FGD. C3, 17. 08. 2016).

The quotations confirm that community members were getting troubles in selling their products. This realizes that there was a competition of producers in the market; those producers at the end of the day suffered. Due to that circumstance producers engaged themselves in negotiation as a result; they were getting a little profit contrary to their expectations. Some livestock keepers confirmed that during the rainy season, milk production was very high, but instead of getting good income due to high production they had to reduce the price so that their products are sold out. Therefore, the impact and outcomes of high production were not realized.

From the quotations, it seems that there were middlemen between the producers and the buyers who were controlling the price from the producers. Those middlemen were buying products at low price from the producers and selling at a better price to the buyers. This affected the

producers contrary to when they could have sold directly to the buyers. As a result, the producers were not benefiting from their endowed efforts as expected. The summary of the findings from focus group discussions are as seen in table 4.14 below:

**Table 4. 14: Summary of Challenges by Trainees of CEPs (N=59)-81% responded to this question**

S/N	Challenges (By grouped data)	1	2	3	4	TOTAL ΣF	%
1	Difficulties in access to loans and repayment	3	-	2	1	6	13
2	Fake agricultural inputs	3	2	-	-	5	10
3	Lack of capital	2	1	1	-	4	8
4	Lack of market	3	5	3	-	11	23
5	Expensive inputs/facilities	2	3	3	-	8	17
6	Few educational trainings	-	1	-	1	2	4
7	Financial contribution (participation fee)	-	-	2	-	2	4
8	Lack of allowance	-	-	2	-	2	4
9	Impact of climate change	1	1	-	-	2	4
10	Lack of areas for investments	-	2	1	1	4	8
11	Poor adoption	1	-	-	1	2	4

Expensive agricultural inputs are other findings that were revealed during the focus group discussions with community members as a challenge. This was weighted at 17% by respondents during focus group discussions. Community members declared that most of agricultural inputs like fertilizers, seeds and medicines were so expensive for normal community members to afford. Other community members argued that even facilities for the establishment of various projects were also so expensive, and the price was increasing now and then. Facilities for processing and packaging, establishments of projects like poultry project, green-house farming, and others were among the facilities which were mentioned.

Worse enough is that those inputs were needed either at the beginning or at the mid of the project to the extent that some communities were wishing to pay after their harvests something became



very difficult. Thus, implementation of communities on what they were being taught became difficult as well. To confirm this, one of the farmers when responding to this aspect of expensive agricultural inputs had the following to comment:

Agricultural inputs are very expensive to the extent that what we are being taught seems to be useless since we are being advised on what to do, but we fail to do that. For example, we are being given education on how to use fertilizers, but we are not applying that knowledge. It is very bad as our City council has no subsidy for agricultural inputs like other districts. If agricultural inputs could be subsidized we could at least manage, but otherwise, we do as per our capacity (FGD. A3, 18. 08. 2016).

The findings divulge that communities were facing difficulties in accessing and repaying the loans as reflected by 13% of responses as per table 4.14. It was disclosed that the conditions for accessing the loans for an individual person were very hard to be met. This led to some community members not to dare to seek for loans though they were in need. One of the conditions to get a loan from the bank was having a title deed for possessing a house. But most of the community members were having their houses which were not registered, thus they did not have title deeds. Others were just living in the rented houses, thus it was impossible to have title deeds.

Although the government of Tanzania was trying to emphasize community members to formulate groups in order to be loaned, it was disclosed that the amount of funds that were being given for the group was not enough. For example, the group comprises 20 members, therefore the amount of loan which was being given to the group was TZS 1,000,000/= thus to divide such amount of money to 20 people at the end of the day it was not enough at all. Additionally, even if the group needed the loan of TZS 10,000,000/= at least to help them, but they were getting only TZS 1,000,000/= thus even the group could do nothing as per their plans. Despite the fact that formulation of community groups aimed at creating the environment for communities to be loaned, but during the focus group discussions with entrepreneurs, the issue of dishonest among group members was disclosed:

Although we have formulated the community groups in order to be loaned, still there are other challenges. People are not giving factual information when joining the group, as a result, he/she get a loan of a lot of money then he/she fails to pay back. When he/she fails to pay back the loan, he/she runs away to the extent that the group has to be

answerable. This is very disturbing and affecting the progress of group members as rates for repayment are so high especially for banks (FGD. C2, 30. 06. 2016).

The quote confirms that the policy of community group formulation for accessing loans had challenges as well. It is clear that there were other members of the group who were not trustful to the extent that they were chaos to other group members for accessing the loan and failing to pay back. By doing so means that the rest group members had to take the trouble to pay for it since the group was acting as a bond. Much more is that the rate for loan repayment was very high for normal community members to repay accordingly. Otherwise, community members were getting those loans but were repaying with hardships particularly loans from different banks.

The findings unveil that counterfeit agricultural inputs are another challenges that faced community members. These fake inputs include seeds and medicines for treating pests and diseases for both crops and animals. Community members were buying medicines for solving the problem but at the end of the day, the problem persisted. This is due to the fact that some medicines were not genuine or expired to the extent that they could not kill pests or treat diseases anymore. The problem was particularly caused by those businessmen and women who were not faithful. One farmer during the focus group discussion lamented:

It is true and you cannot imagine that some people dare to sell us fake seeds. This is happening as there are some businessmen and women who are not faithful to the extent that they sell us fake seeds. Just imagine you use a lot of money to buy seeds as recommended by experts in educational training, but the seeds do not germinate. What can you do, who has to compensate the loss while the planting season is not in our favor. It is really embarrassing (FGD. A3, 18. 08. 2016).

Likewise, other community members aired out that there were other related problems of being given the breed of cow that was not for milk production contrary to the plan of the group. That group of farmers declared that they were given those cows from the Municipal Council with the intention of getting milk for family use and business. However, despite the efforts those community group members were investing, their milk production was poor and discouraging.

From table 4.14 it is clear that lack of capital and lack of areas for investment are other challenges that were revealed ranked at 8% each. Lack of capital is the challenge that was said to

be a problem for community members to do their things in a wonderful way. It was disclosed that there were good things that communities were being taught, but the problem aroused when they wanted to do as advised. Farmers claimed to love green-house agriculture, as they were taught due to a good number of advantages, but the capital was the bottleneck to establish such kind of projects since it needs a lot of money. Even entrepreneur declared that they wished to do more and more entrepreneurial activities, but the capital was the obstacle for them to conduct such activities. Therefore, lack of capital for most of the communities was the problem to implement what they gained from various educational trainings.

Lack of areas for investment is another challenge that was unveiled by community members during focus group discussions. It was disclosed that most of the areas in town were prone to the extent that to get a plot for investment was very difficult or very expensive. Therefore, the few areas which were being found were there for scrambling. Even livestock keepers claimed the same that they had no places to establish their huts for their cows or fish ponds. Much more, in town, there was a limited number of cows to be kept, thus once the number of cows was increasing was a challenge as well. All in all, some community members declared that they needed another plot as a group since their production has increased. But to get such kind of a plot was very challenging. Therefore, lack of areas for investment was a challenge that was inhibiting the progressive performance of communities in expansion and establishment of new projects.

The findings reveal that lack of allowances for trainees is another challenge that made some community members not to attend educational training. This challenge emerged as community members thought that when the government or other organizations were sending experts for training communities, there was a budget for allowances as well. This was controversial particularly for trainings that were being organized by government departments. This was built in the mind of community members since they found that private organizations were conducting educational trainings with allowance package at the same time. Therefore, community members preferred to attend educational trainings organized by private organizations than government departments. This was confirmed during focus group discussions with entrepreneurs. The need to be compensated some allowances was justified as follows:

We are entrepreneurs and we have to make money every day for our family. But we face challenges in deciding whether to participate in training while our offices are closed. This entails that if the office is closed means that you do not make money even a single cent for that day. But remember that, you close the office while at the same time you have to pay back some money (loan) that is on daily basis. Therefore, if the training has no allowance we used to be in dilemma. That is why sometimes we fail to go for educational training so that we get some money to pay for our groups as agreed. Also being faithful to your colleagues or Institution where you borrowed some money under such nature of agreement (FGD. C1, 21.04.2016).

Few educational training for community members is another challenge that was raised by different communities. Community members claimed that educational trainings are very important but they were very few. This denotes that educational trainings were being conducted, but still many people were not accessing those trainings. Sometimes they were being conducted but rarely to the extent that community members needed to have more trainings of such nature. Others went beyond by specifying which kind of training was really scarce. They mentioned particularly seminars which people learn to the real site like Tengeru Livestock College in Arusha region. This implies that even the nature of some educational training was being inspired by community members. It is the matter of organizers to conduct more training to reach more communities as well to recheck the nature of the training with the respective delivery approach.

The findings show that financial contribution for community members to different educational trainings were really problematic for effective participation for some community members. It should be noted that there were some community education programs which were being conducted for free but others needed participation fee from trainees. It was disclosed that sometimes organizers were announcing for educational training, whereby participants had to contribute to complement the deficit of the budget. But this trend was seen to be an obstacle for some community members to participate in that kind of training. One entrepreneur on this aspect explained:

There are other trainings that need our contribution as a participation fee. But trainings that need participation fee sometimes are problematic as we used to be informed closer to the date of training. Therefore, you find that it is a nice training as announced with the topics to be taught but the time for finding such amount of money is not enough. Thus, for those who had information earlier and have planned for, is quite ok. But if you did

not plan and you do not have enough money you just let it go despite its importance (FGD. C4, 23.09.2016).

The extract confirms that financial contribution from community members as participation fee for various trainings was a problem for some community members. This problem affected some community members not to participate in those educational trainings. However, the extract shows that community members were wishing to contribute to those educational trainings, but the problem was the time the information reached the communities. Additionally, it seems that some community members failed to pay for some training since the participation fee was high compared to their normal income. Thus, those in a good financial position were benefiting while the majority were limited.

Climatic change is another challenge that affects the trend of production among communities. Communities unveiled a lot of challenges that were facing them due to climatic changes in their production activities. Farmers disclosed that due to climatic changes, the trend of production was changing and unpredictable contrary to previous years. They added that the way they experienced in the agricultural production was no longer to rely on that experience since things were changing and unpredictable. This trend affected their way of production and even affecting the crops that were already grown. They added that currently, they were planting with caution like having different plots of crops so that in case of anything one crop could be saved.

Additionally, both farmers and livestock keepers claimed about the problem they were facing during the summer season. They confirmed to face the problem of water in the summer season that affected their rate of production in agriculture as well as milk production due to the scarcity of fodders for their livestock. Due to the absence of water, agriculturalist faced difficulties in terms of watering their crops that led them not to produce throughout the year, hence decrease in production and their income. The same applied to livestock keepers, due to the absence of fodder in the summer season, milk production decreased and even suffocation of livestock due to drought. This led to decrease in income among livestock keepers and agriculturalists in general.

The findings reveal that there are community members who were not doing as they were instructed. This information was disclosed by community members themselves since they were

sometimes taught as a group, but when it came to implementation others were doing vice versa. One the farmer declared:

We should be honest; we are being taught and advised several times by our experts. But the problem is that there are some members of the group who are not doing as we are being taught due to their negligence. At this point, we should not blame our experts but we should re-assess ourselves to what extent are we doing as what we are being taught. We know each of us in our group but we differ when comes a point of implementation. I can say that this is happening deliberately not otherwise. We are not serious when we are being taught, only that (FGD. A4, 16.09.2016).

Despite the fact that there are hindrances in doing better for some community members, but the quote confirms that even communities themselves have got their own individual problems. The quote confirms that educational training were sometimes being done in the formulated community groups. But still, some community group members were doing contrary to what they were being taught due to either negligence or lack of seriousness during the training. This variation was confirmed during the implementation of the community group while being taught together as a group. This confirms that experts were playing their part, thus community members should as well play their part for effective implementation, hence effective production and poverty reduction in the community.

#### **4. 6. 1 Encountering of challenges in the provision of community education programs**

This research sub-question aimed at exploring how challenges were encountered to ensure that the planned objectives were implemented and attained by both experts and trainees of community education programs. The information from experts of community education was gathered through interviews while the related information from trainees was collected through focus group discussions. Findings from interviews with different experts of community education programs divulge that the aspect of transport problem was being encountered by looking for alternative means of transport to reach communities.

About 32% of respondents declared that despite the fact that the transport problem was one of the main challenges that were facing experts to reach communities; however, they had different options to ensure that they serve communities as possible as they could. The options which were declared include the use of public transport, private cars or the use of a car from other

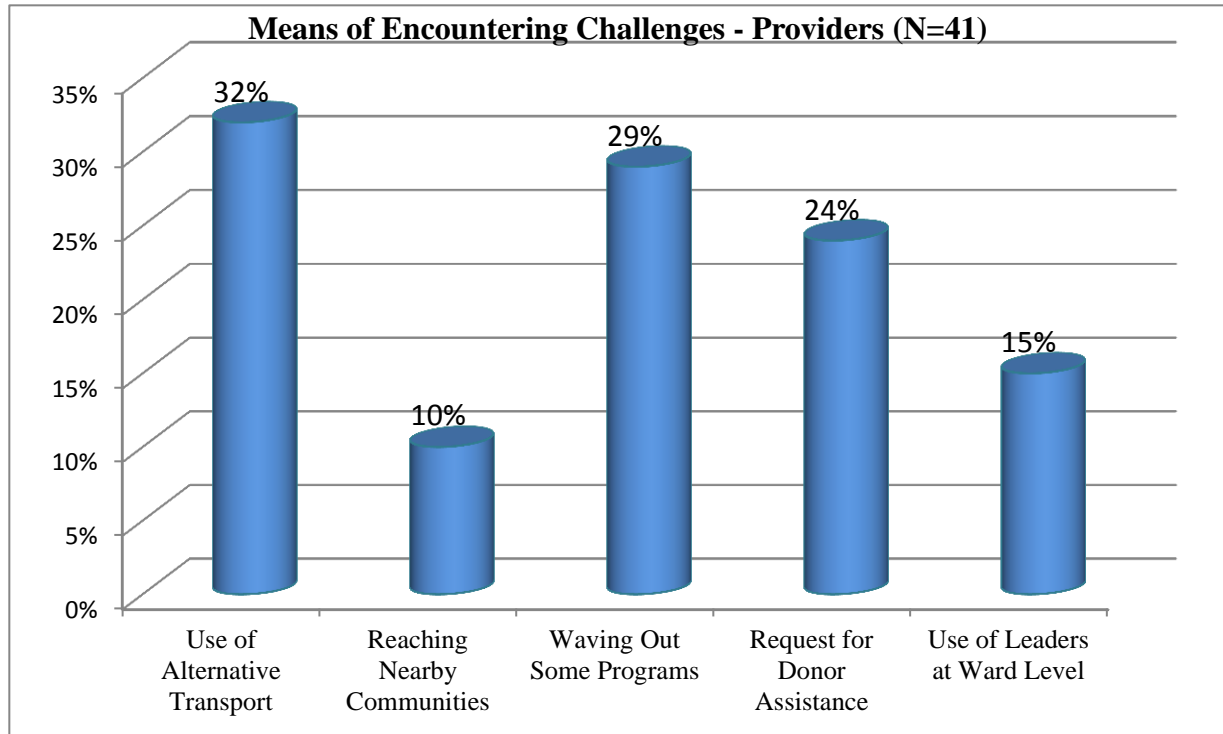
departments provided that they were not in use, and had fuel for the intended route. One of the livestock officers during interview claimed that:

For the transport problem, we sometimes volunteer to use our private cars, or hiring a taxi or using a motorcycle to reach communities. Though sometimes we use public transport and volunteer the travel fare from our own pockets, the public transport does not help us to reach exactly point where we wish to go. That is why we sometimes decide to use our private cars or hire taxi and motorcycle to reach communities. Although, volunteering is good and needs people who really wish to help communities heartily, but sometimes we become tired. For example for 9 months I have been given travel fare just once to reach livestock keepers, just imagine! (INT. B4, 21.09.2016).

Another Agricultural officer from another City supported that:

Surely the transport problem is really disturbing us in terms of reaching communities. When we find that our car is in use for other responsibilities, we usually use public transport even for serious official activities like distribution of agricultural inputs to our farmers. But the problem with public transport is that you need to walk some distances to reach community members, something not fair. In case you do not reach others you will be blamed and even being reported to the boss (INT. A2, 15.07.2016).

The quotations show that in solving the transport problem, alternatively, experts were using public transport. Nevertheless, it seems that the use of public transport was chaos to experts since they were not reaching experts to respective places as they intended due to the remoteness of those places. Though the aspect of hiring taxi and motorcycle seems to be the best option, still, it is more expensive. The quotations show that sometimes experts used their own cars with their own fuel or had to walk for some distances which they found that they were not fairly treated as long as they were serving communities. Much more, it seems that community members did not understand the reality of the transport problem to the extent that when they were not reached, they blamed experts unnecessarily. Therefore, experts found themselves that community members were reporting the cases to the higher authority without knowing the root cause of not being visited. More findings on how experts of community education were encountering challenges can be seen in figure 4.11 below:



**Figure 4. 11 Means of Encountering Challenges by Experts of CEPs (*More than one answer was possible*)**

The findings reveal that due to transport problems, sometimes experts of community education programs faced difficulties to the extent that they just decided to serve those nearby communities. Those nearby communities were easily served due to the fact experts could just have a walk to reach them for the purpose of offering education or monitoring and evaluation. The decision of reaching nearby communities is very easy and less expensive since even hiring a taxi is cheaper and affordable by the majority. This was a nice option, though those community members who were living far from City council offices or NGOs/CBOs offices were suffering and were not served effectively. Still, this option has been weighted at only 10% realizing that by taking this option it is not realistic. Much more, this option is not a commendable solution on serving communities since very few were being served contrary to the majority as expected.

With regard to financial constraints, experts declared that the best option was to wave out the implementation of some programs as responded by 29% of respondents. They explicitly argued that since the funds became insufficient, they just looked for priorities and implemented only



possible programs as per available funds. This means that all other programs that were planned had to stop till the funds were available for implementation. Further, when other funds were not disbursed means that there was no way for those pending programs to be implemented. Thus, the postponed programs were given the first priority in the next year financial budget or otherwise. During the interview, one Ministry expert declared:

It is true that the Ministry faces a lot of challenges particularly financially. What we do as a Ministry when we face such situation, we just rely on the available scarce resources and implement whatever possible. You cannot force things to happen as the availability of resources is everything for implementation of several programs from the higher level to lower levels. With money everything is possible. But without money, you cannot do anything. That is why you can find that we have a couple of programs planned some years ago but until today not yet implemented (INT. A, 02. 05. 2016).

The same question when asked to City Adult education officer responded:

Challenges are normal in life and are unavoidable in anyhow. When we face the challenge of financial budget particularly when a little amount of money is disbursed, we just implement whatever possible as per available budget. I cannot say we do not get anything, but we get very little to the extent that what we have planned is not possible to implement them all. Therefore, we look for urgent issues and programs that must be implemented. If there is no money to implement other issues, we just let it go, for example, last financial year (2015/2016) we did not conduct any educational training (INT. E3, 19.08.2016).

The excerpts confirm that to encounter financial challenges that were being faced by experts was to wave out the implementation of some programs by spending a few funds to prioritized programs. The excerpts confirm that some programs were being postponed for a couple of years without being implemented due scarcity of financial resources. Additionally, when the funds delayed means that even implementation was done at late hours. If there were no alternative ways of getting other funds for implementation, things were left out without being implemented for the respective financial year. Definitely, the aspect of waving out some programs should be the last resort since by not implementing those programs means that communities' development are hampered.

Figure 4.11 shows that 24% of respondents realize that one way of encountering financial problems by experts was requesting for donor assistance. This was being done by experts in order

to cater the needs of the planned programs when the disbursed funds were insufficient as per planned budget. Experts assert that in order to attain their planned objectives they used to write proposals to different donors in order to be assisted some funds to implement some programs. However, they confirmed that sometimes their requests and proposals were either accepted or rejected depending upon the donor and the nature of request submitted. Thus, for those requests which were being accepted, experts declared that those funds from donors reduced the sharpness of the financial problem at great percent. To confirm this, one of the City trade officers said:

It is obvious that the funds which we receive for implementation of several programs are insufficient. What we do is to find other sources of funds. We have our partners who assist us when we are at the critical moment, for example, NGOs like SIDO. Others include DANIDA but with conditions, Banks also sometimes support us but depending on the project as they are so selective. Other organizations like Coca-cola instead of helping us directly, they support entrepreneurs by giving them facilities like fridges for soft drinks. What they do for us, is facilitation in the educational provision to entrepreneurs. Therefore, you find that we are being assisted in such a way, and we appreciate their support (INT. C1, 28.04. 2016).

The use of leaders at ward level is another option used to encounter some challenges in the provision of community education programs, monitoring, and evaluation of the progress of communities in their production activities. Even the process of identifying the community educational needs was done by leaders at ward level when experts from City council could not go. Though, it was realized that for some issues City council experts were going to the communities to serve different purposes. This rationalizes that some critical issues that could not be handled by leaders at ward level, experts from City council or higher level were obliged to go to communities on their own. During interviews, one Adult education officer argued:

We cannot handle everything in the communities, what we sometimes do is to use ward education coordinators to handle some issues like supervising adult education committees to ensure that things are being done. But sometimes we use ward development council to sensitize communities on different matters relating to adult education. You find that this is helpful than waiting for facilitation of City council experts to reach different communities even for issues that can be handled by available leaders at ward level. Therefore, we find that delegation of power for some issues is possible, what matters is to implement as planned (INT. E4, 08.09.2016)

The quote justifies that experts at City councils were using leaders at ward level to do some activities on behalf for some activities that could be handled by ward leaders as per their capability. This was being done to ensure that nothing was being deprived, and communities were being served accordingly. Community members were as well traced to see the means they used in encountering challenges.

During focus group discussions with community members, it was exposed that crop rotation and vaccination were among approaches of encountering the challenge of pests and diseases. About 11% of responses from farmers asserted that in order to encounter the challenge of pests and diseases, they conducted crop rotation system on their farms. Crop rotation refers to the system of growing one crop after another in a given plot/farm in different seasons. By so doing, the pests that existed in a particular field cannot tolerate the new situation after growing another type of crop in a given field/farm. Thus, pests can either die or cannot affect the new crop since their survival is not favorable by the current type of crop. Therefore, this technique helped the farmers to encounter the challenge of pests and diseases on their farms.

Meanwhile, for community members who were dealing with poultry projects declared that the main challenge that was facing them was the death of chicken at large number. Therefore, to encounter this challenge was to vaccinate their chicken at an early stage and at the interval of three months. This has been found to be cost-effective than treating chicken after being affected by diseases. Although vaccination seems to be a good approach, still the process by itself is somehow expensive as it needs experts (veterinary) and medicines as well. Further details on how communities encountered challenges can be seen in table 4.15 below:

**Table 4. 15: Means of Encountering Challenges by Trainees of CEPs (N=59)-64% responded to this question**

S/ N	Alternative	Farmers	L/Keepers	Entrepreneurs	Fisheries	Σf	%
1	Crop rotation	4	-	-	-	4	11%
2	Use of local medicine	2	-	-	-	2	5%
3	Growing of drought tolerant crops	4	-	-	-	4	11%
4	Seeking for loans	2	2	4	2	10	26%
5	Sending representatives to trainings	1	2	2	1	6	16%
6	Conducting alternative production activities	1	1	1	-	3	8%
7	Selling of products on non cash	2	2	-	1	5	13%
8	Vaccination	-	2	-	-	2	5%
9	Growing short term crops	2	-	-	-	2	5%

From table 4.15, it shows that seeking for loans was one of the alternatives to deal with the challenge of capital by community members. It should be noted that one of the biggest problems that hindered the development of community members including implementation of what they were taught was lack of capital. Therefore, what was being done by different community members was to seek for the loans. This has been weighted at 26% of responses. However, it was further disclosed that trainees preferred to get loans from the City council, Saving Credit and Cooperative Societies (SACCoS) or individual persons than accessing loans to Banks due to high interest rates of loan repayment.

Despite the fact that the loans from City councils or SACCoS had a low interest rate of repayments, but still, it was claimed that those loans were not satisfactory. This is due to the fact that community groups had many members to the extent everyone was getting the very little amount of money that could not solve problems as expected. Surprisingly, trainees declared that if what they were taught needed a good capital for the establishment, and in case there was no alternative of getting such funds, they conducted other production activities rather than what they were taught.

Table 4.15 realizes that the use of local medicine is another approach to encounter challenges of expensive medicines and fake medicines. Community members claimed that since the use of medicine was unavoidable, and that artificial medicines were expensive. Also other fake medicines were being sold without treating pests and diseases, thus community members were deciding to use local medicines. Additionally, by using local medicine, two things were being saved simultaneously, that was saving the cost of buying expensive medicines and avoiding fake medicines that could not treat pests and diseases.

Sending representatives to different educational training is another means of encountering challenges mentioned by 16% of participants. This approach was used by community groups to encounter the problem of participation fee as an obstacle for communities' participation in educational programs. Community groups were using this technique to ensure that they lose nothing as the one who attended the training came back to the community group to teach others. Good enough is that sometimes community groups had to send two representatives so that the two could manage to take note of what was taught. This is very impressive due to the fact that two persons would give substantial feedback, as during the teaching of their colleagues nothing could be left out.

The findings reveal that growing of drought-tolerant crops and short-term crops were means of encountering water problems during summer and drought season. The option of growing resistant crops was to ensure that during weather changes and drought season; still farmers could not suffer from hunger in anyhow. Therefore, drought tolerant crops like millet, wheat, sorghum, and cassava were among crops that could save farmers in areas where rainfall was not reliable. Another alternative used by farmers to ensure that they were not affected by unreliable rainfall was to grow crops that can be harvested within a short period of time. This means that farmers had to be active to plant the appropriate crops timely during the beginning of rainfall. Those types of crops had to grow within the short time and being harvested before being affected by the drought season.

Despite the two options that were presented on encountering unreliable rainfall, during the data collection, the researcher found another technique that was used by farmers as emergence to

solve the water problem. It was found that some community groups had to collect water in big water tanks in order to use such water during the drought season, and when seasonal rivers dried up. One of the community groups opted that technique was Muungano group in Dar es Salaam. The farmers confirmed that the technique was very useful since it helped them to grow horticultural crops almost throughout the year. The group had as well a motorcycle for fetching water from a distance in case of need of water, hence collecting to the water tanks. The water tanks differed in terms of capacity to serve different purposes.

The findings divulge that selling on non-cash is another strategy that was used to reduce the strange of their products due to lack of markets. It should be noted that there is a point whereby community members produce a lot to the extent that the market of their products becomes problematic. Therefore, in order to save their products not to diminish in the farms or get the loss in general, they were selling on non-cash so that they should be paid later. At least this approach was tenable than getting the loss. Since the demand determines the supply, once things go round that the supply is greater than demand, the community members decided to reduce the price at least to get minimum profit. Though the approach did not help the community members as expected, nevertheless at least their startup capital was maintained. Despite the techniques discussed on how experts and trainees were encountering challenges in the undertakings, a couple of issues were suggested for better performance.

#### **4. 6. 2 Suggestions for effective provision of community education programs**

This research sub-question sought to find out the opinion and suggestions from both experts and trainees on what should be done for effective provision of community education programs. Interviews and focus group discussions were used to collect information from experts and trainees of community education programs respectively. Through interviews with different experts of community education programs, it was revealed that consideration of financial budget is the most and crucial thing to be taken into account. In this regard, experts of community education suggested on this aspect entailed to about 51% among other suggestions.

Suggestions made by experts of community education programs based on three major aspects. The first aspect is that the government should respect the planned budget by different

departments and approve as it is, for effective implementation of planned activities by respective departments. This denotes that, most of the departments were proposing budget according to their planned activities. Therefore, in case the proposed budget was not approved and disbursed as planned this means there was poor implementation of the planned activities. In another way round, without approving and disbursing the funds as requested, automatically other programs were not implemented for the respective financial year due to the budget deficit.

The second aspect is that the government should disburse the approved funds on time without delay in order to implement the planned programs effectively and in an efficient way. The problem of delay in funds disbursement is that, the implementation of planned programs also has to be done at the late moment or totally not implemented. Its impact is that there are some of the programs that need to be implemented as per respective season. Therefore, if funds are lately disbursed, means that the timing of implementation of some programs will be worthless to community members. And its impact will be less contrary to when the implementation could have been done on time, for example, planting season.

Thirdly, the majority of experts of community education suggested that there is a dire need for increasing the budget for community education programs. This suggestion emerged due to the fact that experts need to reach communities in order to conduct a situational educational needs assessment, provision of community education and conducting monitoring and evaluation. All these activities are very important for the effective provision of community education and community development. If one of the activities is not well-done means that the rest could not be well implemented since these activities depend on each other. For example, without conducting situational educational needs, the facilitators could not offer educational programs that are real needs of the communities. As that the case the relevance of those educational programs will be questionable. During the interview, one Adult education officer requested:

The president of the United Republic of Tanzania should make it clear on the utilization of funds. For example, the sponsor allocates funds, but the bosses argue that the president has prohibited allowance. But the sponsor has disbursed funds for the sake of running the program. A good example is refresher course which was planned for teachers who were supposed to run our programs as others were newly recruited. But we did not conduct that course because of funds. Therefore, people are using that statement

of the president for their own sake while programs are hanging out (INT. E2, 14.06.2016).

The quote entails that sometimes departments were having their funds from different sources including donors, but the authorities (City council level) were denying the funds disbursement in excuse of statements from top authorities (presidential office). Though top leaders could have goodwill and meaning, but it seems that some departments were suffering unnecessarily because of misinterpreting the top leaders' statements for their own sake. Ultimately, communities were not getting their rights to education which could help them in improving their production activities, hence poverty reduction. More details of responses on this research sub-question are as shown in table 4.16 below:

**Table 4. 16: Suggestions by Experts for Effective Provision of CEPs (N=41) (*More than one answer was possible*)**

S/N	Suggestions (By grouped data)	1	2	3	4	5	6	7	8	TOTAL ΣF	%
1	Budget consideration	1	4	2	3	1	3	4	3	21	51
2	Reliable Transport	-	1	-	1	-	1	-	4	7	17
3	Subsidy on Agricultural inputs	-	3	-	1	1	-	-	2	7	17
4	Increase of Human Resources	-	-	-	1	1	1	-	2	5	12
5	Seriousness in adoption	2	-	2	-	2	-	1	2	9	22
6	Motivation for experts	1	1	-	-	-	2	2	1	7	17
7	Measures for finding markets	-	-	1	-	1	-	-	1	3	7
8	More investment in ADE and C E	3	-	-	3	-	2	4	-	12	32
9	Banks -rethink on low income earners	1	-	2	-	-	1	-	-	4	10
10	Implementation of policy	1	-	1	1	2	1	-	1	7	17
11	Make Horticulture as sub-sector	-	1	-	-	1	-	-	-	2	5
12	Control of Agricultural inputs	-	-	1	1	1	-	-	-	3	7
13	Involvement of stakeholders	-	2	-	-	-	-	-	-	2	5
14	Consideration of Irrigation sector	-	1	1	-	-	-	-	-	2	5
15	Cooperation- Government and NGOs	-	-	-	-	2	1	-	-	3	7



Investment in Adult and community education is another suggestion made by experts of community education. About 32% of respondents suggested that Adult and community education should be prioritized due to its role in community development. It was declared that most of the community members who participated in educational programs shown good performance in their production activities to the extent that poverty among them has been reduced. Thus, recommended that Adult and community education should be the agenda from lower levels to higher levels. Adult and community education should be real awakened as it was in the 1970s under the late President Mwalimu J. K. Nyerere whereby its consequences were realized by everybody. On this aspect of prioritizing Adult and community education, many departments suggested the same, for example, one trade officer said:

The government should invest in community education to ensure that businessmen and women are doing much better to increase their income, thus automatically the government revenue will also increase. Entrepreneurs should look for education opportunities wherever to increase their networking with other entrepreneurs and suppliers. Thus, the government should disburse funds as requested to ensure that we perform our responsibilities with efficiency to support these community members to ensure community and national development (INT. C4, 22.09.2016).

Another suggestion on the department of Adult education was that it should have its own account so that it manages the account and implement their programs accordingly. Currently, Adult education is treated as a unit under the umbrella of Primary education. Therefore, everything is being controlled by Primary education officer to the extent that the unit of Adult education has to request funds from the basket of Primary education. Adult education officers claimed that they were facing difficulties to get such funds to the extent that they were implementing their programs with hardships. The reason behind is that primary education was being prioritized more than Adult education; hence financial support to Adult and community education programs was not promising.

Involvement of stakeholders is another suggestion that has been seen to be important for the effective provision of community education programs. The idea emerged as the fact that for effective implementation of the educational programs, beneficiaries need to be involved in selecting the programs that are of their needy. By planning educational programs without their desires lead to the unsuccessful implementation of those educational programs. Much more,

when communities are trained as per their needs, means that communities will be able to apply the respective knowledge and skills in their production activities. The proposed suggestion reflects on the relevance of educational programs aiming at increasing production, hence poverty reduction in different communities.

Additionally, the aspect of involving stakeholders is being advocated in order to maintain peace during the establishment of projects. If stakeholders are not involved at the planning stage, some communities refuse the establishment of some projects till they are assured about the project and its importance to the community members. Without compromising, conflicts emerge between the investors and communities. As that the case, the government and other organizations should avoid top-down approach in planning and implementing some programs to avoid such circumstances. Also, by involving stakeholders, there is an increase of power, value, and ownership of implemented project or program.

Cooperation between the government and other development partners was suggested by 7% of respondents to be important for the provision of community education, and improvement of communities' livelihoods. The suggestion holds water since in Tanzania and elsewhere; there are different development partners who play different roles in serving communities. Since the government is the one who owns the citizens and has the responsibility to serve the nation and its people, there is a point whereby it needs support. Therefore, there is no effective support if there is poor cooperation and link between the government and other development partners like NGOs.

In another way round, experts of community education programs suggested that there should be good cooperation between departments within the City council. Every department has its role to accomplish for community development to the extent that some of them can be shared among the departments. Therefore, there is the necessity of departments to communicate and share their plans, and where possible merge the plans and activities for effective implementation. By so doing even the aspect of a shortage of human resources could be reduced and the objectives in place could be easily attained.

Table 4.16 shows that experts of community education suggested that trainees should be more serious in the adoption of what they are being taught. The suggestion emerged after realizing that there were some trainees who were taught and advised on several matters regarding their production activities, but their adoption was poor. Thus, experts thought that those community members were not serious and they did not recognize the value of education in their production activities. That is why one expert from one NGO commented:

Community members should value the knowledge and skills which we are giving them so that they apply for their benefits to increase their production and family income. Those who lack capital for establishing projects or buying facilities should seek for loans. There should be no excuse as we are teaching and advising them for their benefits and their families. We should play our role but they should motivate us to keep assisting them by being serious in adopting what we are teaching them (INT. NGO1, 18.05.2016).

Another CBO expert supported that:

Despite the fact there are some people who are not serious in the adoption of what they are being taught; on our side, we will keep teaching them, maybe one day they will change as education has no end. Probably if we want them to be serious, maybe they should pay participation fee so that they see the value of education as they have paid for it. And that, the government should support those who have shown efforts, but stuck to prosper (INT. CBO3, 05. 08.2016)

Excerpts show that experts were not happy with the situation of lack of seriousness by community members in applying what they were being taught. It seems that the habit discourages experts of community education to keep educating those people. Much more, it seems that experts know some excuses by those community members like lack of capital, hence suggested to seek for loans in order to adopt what they are being taught as it is for their benefits. In controversy, the excerpt suggests that probably if participants will be paying a participation fee, they will recognize the value of education by feeling the pinch of what they have paid for.

The findings reveal that reliable transport is one of the crucial suggestions to be considered for effective implementation of educational programs. The necessity of reliable transport is for facilitation of experts to reach all community members in their working places for educational provision, monitoring and evaluation. Due to the remoteness of some places, experts were facing problems to reach their people and serve them accordingly. That is why they suggest for reliable

transport and other facilities to be one of the important aspects to ensure their smooth working environment. One ward livestock officer when asked on this requested:

The Municipal office should consider us at lower levels as we are the one who are dealing with livestock keepers on daily basis. We really need transport facilities as some of us are dealing with two wards, how can we manage to reach all the livestock keepers and provide a precise report? These things existed in previous years, but nowadays they are no more. We are trying our best but sometimes we become tired as we are human beings (INT. B2, 13. 07.2016).

The quote shows the experts at a lower level are more likely to deal with communities than experts at City council and other higher levels. As that the case, they are the one to advise community members and monitoring the communities closely to ensure that they are implementing as they have been taught. Indeed, it is true that the report that is being sent to higher levels is basically initiated at very lower level. Something important is that experts declared that there is a need for transport to facilitate their movements and produce a precise report as others were dealing with more than one ward. Consequently, it should be taken in mind that at absence and shortage of human resources, transport is not only important but also necessary for effective implementation of experts' responsibilities in their working places.

Subsidy of agricultural inputs is another suggestion which was aired out by experts of community education programs. It was claimed that most of the agricultural inputs like fertilizers, seeds, and agro-chemicals were very expensive to the extent that most of the farmers with normal income could not afford. By subsidizing means that the government has to pay some percentage of the value of the product and farmers have to pay some amount at the reduced price. When agricultural inputs will be subsidized, the majority of farmers will be able to buy those inputs and use as advised by experts. One City agricultural officer when asked on this commented:

The government should rethink on reducing the cost of a subsidy. Though the price is subsidized, still, it is too high for low-income farmers to afford for better performance in their agricultural activities. For example, Fertilizer costs TZS 76,000/= thus, the farmers contribute TZS 45, 850/= per one sack of 50 kg. This is so expensive to be met by small-scale farmers who are many. That is why you can find that a farmer just manages to buy one sack while his needs are 3 or 4 sacks. Therefore, one sack is nothing. Though we advise them, sometimes we cannot blame them at 100% since we know their real-life situations and income (INT. A2, 15.07.2016).

The quotation realizes that the government has done its best to subsidy agricultural inputs; however, the price is still steady to the extent that normal income earners cannot afford the subsidized price. Therefore, the best option is to reduce more so that farmers could be in a good position to buy a good number of agricultural inputs as per their needs. By so doing, most of the communities will be in a good position to apply the knowledge on the importance of using agro-inputs for better production. This means that sometimes communities are being blamed on poor adoption while the bottlenecks on some issues need to be addressed by the government for the betterment of farmers' livelihoods.

Likewise, the government is advised to ensure that it conducts a regular inspection in determining the counterfeit agricultural inputs including agro-chemicals, seeds, and other related inputs. This process will help to identify sellers who are not trustful and punish them according to the laws and regulations abiding their business. The responsible organs should play its role to ensure that only genuine agricultural inputs are found in the shops. Much more, those inputs like seeds should be researched to understand its quality and uniqueness before letting it into the market. By so doing all farmers will use the genuine agricultural inputs that will result in better production, income and community development in general.

Table 4.16 shows that 17% of respondents suggest that there is a need to motivate experts of community education programs. Motivation is very important to be considered for facilitators so that they work effectively in accomplishing their responsibilities. This has been raised due to the fact that some experts were using a lot of money from their own pockets to fulfill the government activities. Due to that situation, experts suggested to have allowances or whatever the name to reduce the sharpness of challenges they are solving at their own cost. In this regard, one City livestock officer lamented:

Actually, salaries for government workers are very low compared to private organizations. You find that we are doing our job in a diverse environment. This is not good since instead of thinking about the best way you can help livestock keepers in their production activities, you start thinking how to diverse the source of income to improve your family life. Therefore, the government should rethink on increasing our salaries so that we gain morale of work (INT. B3, 29.07.2016).

Another community development officer supported:

We have a lot of concerns that our government should look at, a good example is promotion. For financial year 2016/2017 we have not been promoted in our salary scales, therefore it is discouraging since life is becoming tougher. In such a way, as workers, we cannot work at good heart to serve our clients who are found in different communities. The government should value our presence and our work as we are sometimes treated differently when comparing with our colleagues from the health department. At least those people have some opportunities of getting extra money as they have good donors like USAID and TACAIDS (INT. D4, 22.09.2016).

Extracts show that government workers had more claims compared to workers from private organizations in terms of salaries. It was claimed that government workers had low salaries compared to those in private organizations. Much more the extracts realize that for 2016/2017 financial year, government workers were not promoted due to a number of reasons. These two situations demoralize government workers in fulfilling their daily responsibilities. From the second extract, it seems that health department had a good number of donors to the extent of being admired by other workers from other departments. Thus, workers saw that they were not fairly and equally treated when it comes to extra earnings, thus demoralizing others.

The findings revealed that increase of human resources is another aspect the government needs to take into consideration for effective implementation of community education programs. Human resources are essential input in implementing any development program due to the vital role of human resources in ensuring that things are done. In serving the communities in whatever aspect, human resource is very important in planning, organizing, implementing, controlling, monitoring and evaluating the progress of the program. It is the human resource that can determine the attainment of the objectives and plan for better performance.

As far as the findings are concerned, experts suggest that the government should employ more human resources in different sectors and respective departments. This came as the fact of shortage of human resources to serve the communities to the extent that the present one suffers a lot in ensuring that programs are implemented in an effective way. Employing other human resources means that there will be a good number of experts in different levels to serve the communities closely. By being served closely means that communities will be guided well in their production activities, hence better production and poverty reduction.

The findings divulge that measures for finding a market for communities' products are other suggestions made by experts to the government. This suggestion came after different experts realizing that they were doing a good job of teaching communities who were trying their best to apply the knowledge and skills in their production activities. After application of such knowledge and skills, and producing more, most of the community members were failing to find good markets for selling their products. As a result, they were selling at very low price, hence very low profit. This is among the reasons to why communities are not prospering despite being taught good things for better production. That is why experts advise the government to find better internal and external markets for different products from different communities. One NGO expert went beyond by suggesting that:

Farmers should make sure that they revive their associations for better assistance, and to have one say as farmers. Previously, they had their associations like VIHA (Victoria Horticulture Association). By reviving these associations, they will be able to find markets for farmers' products at a realistic price. Additionally, if small-scale farmers are bringing competition in the market, the association will buy those products from small-scale farmers and create demand to the market. The association will be the one to negotiate and sell farmers' products at reasonable price. Farmers will never get the loss but rather they will be making a good profit (INT. NGO3, 27.07.2016).

The excerpt suggests that for better decision making on the price of communities' products, there should be associations for different communities. The essence of having those associations is to have one say on the realistic price of their products. By having an association, means that the association will be responsible to find out the situation of the price of their products at the market and decide on the price of their products. Eventually, the association will be responsible even to find markets outside the country as it could have collected a lot of products from different communities (producers).

With regard to Banks, experts of community education programs came up with two major suggestions. The first idea was for Banks to consider low-income earners when setting loan repayment rates. The second suggestion was to set a condition for community members to attend seminars before giving them loans. The aspect of rethinking on loans repayments for low-income earners was to put conducive environment for low-income earners to access the loan easily and

repay without much trouble. This could help these people to conduct their production activities and attain their objectives including increasing their income and poverty reduction.

The aspect of setting the condition for all community members to attend seminars before getting the loan has advantages to both sides (the Banks and communities). By attending educational training, communities will be exposed to different opportunities available in their surroundings. They will be advised on how to use the loan wisely and how to conduct profitable business. As well the Banks will be able to get profit since communities will be able to conduct good business or projects, thus being able to repay the loan timely and effectively. By so doing, prosperity of communities will be realized, hence sustainable development.

Table 4.16 illustrates that 17% of responses from experts of community education programs suggested on seriousness in the implementation of policies for effective community development. In actual fact, there are several policies and regulations that have been set to guide implementation of several development programs including the provision of community education. However, implementation of those policies and regulations are questionable. Lack of seriousness in implementing those policies affects the performance of some experts and communities as far as their expectations are concern. During the interview, one community development officer had the following to say:

In principle, the local government is supposed to budget 10% of the total own source revenue for women and youths' loans. Whereby 5% is for women and 5% is for youths. But in reality, this is another thing that is a headache. Communities do not understand us when we say that our office has no money for loans while they are informed about this regulation. This regulation is known by our bosses and even political leaders. But its implementation is really problematic. Those people in authority are not serious in implementing policies and regulations in place (INT. D4, 22.09.2016).

The quotation confirms that the government has a good policy on assisting women and youth by giving loans from own source revenue from local government. The aim of setting 5% for both women and youth is to reduce the problem of startup capital for most of the communities in running their enterprises and projects. The quotation realizes that lack of seriousness in implementing such policies raises misunderstandings between government experts and communities since those policies and regulations are known to communities. Therefore, to



apprehend the goodwill of the government is to assist communities in accessing the loans for better performance in their production activities. Further, those in authority should abide by available policies and regulations.

The findings reveal that horticultural production and irrigation sector have been recommended to be highly considered if the country needs to develop its communities. Horticulture has been recommended due to the fact that communities can engage in production for several times in a year compared to other crop production. Farmers need to know the trend of production and see the available opportunities that can help them to prosper fast compared to non-horticultural production. Principally, if horticultural production can be done not less than thrice as much in a year, means that the farmers can harvest several times and have more money. Another advantage of producing horticultural products is that its establishment can be done even to a small piece of land. Thus, it is advantageous to urban dwellers as well. In insisting this, one NGO expert cemented:

Farmers need to be serious and consider education we are giving them that has a great role in their agricultural production and their development in general. But as well, the government should make horticultural as a subsector of priority not only production for food security like maize production as the current situation in our country. In fact, income per unit area for horticulture is bigger than that of maize. For example, one acre of tomato is equaled to about TZS 10,000,000/= or more if well managed. This will never happen for maize to get such amount of money per one acre. Additionally, horticultural production can be done up to fourth times per year, contrary to maize. Therefore, why can't the government make it as the subsector of priority in order to help both rural and urban farmers? (INT. NGO2, 13.06.2016).

In connection with the horticultural production, irrigation sector seems to be very crucial if the government needs its farmers to produce throughout the year. By producing throughout the year means that farmers' production will increase, ultimately leading to economic growth and national development. Indeed, experts proposed that the government should invest in irrigation schemes to ensure its sustainability. Communities need to be educated on the importance of such irrigation scheme for their production activities. It can, therefore, be concluded that, by prioritizing horticultural production as subsector and establishment of irrigation schemes in different communities, poverty will be just a history within a short period of time.

The researcher was interested to know the opinion from trainees on what should be done to ensure that provision of community education is helpful in their livelihoods. The findings from focus group discussions disclose that 33% of respondents suggested that loans are important to solve the problem of startup capital. It should be noted that community members claimed that despite the role of education in their development, still, the aspect of financial as startup capital is very important for their development. Since it is very difficult to have cash on hand for their planned activities, they suggested that all Banks and other financiers should rethink on the criteria for accessing the loans. They declared that the criteria for accessing the loans were too hard to be met by normal community members, thus should be slackened.

Secondly, community members suggested that Banks and other financiers should reduce loans repayment rates so that majority of community members could access the loans. This came round after realizing that most of the community members preferred to seek for loans, but they were facing difficulties during loans repayments. Bad indeed is that sometimes community members were requested to start repaying the loan within a very short time. Therefore, high interest rates of loans repayments and interval of start repaying the loans were disturbing the plans of communities. As a result, they failed to keep improving their production activities. In responding to this question one entrepreneur said:

Conditions for accessing a loan are so difficult. For example, they need a house with title deed and business license. But some of us have houses without title deed. Therefore, we fail to access the loan. Still, the rates for loan repayment are very high. The government should support SACCoS financially as they have low interest rates for loans repayment. Much more, when you have a loan to the SACCoS at least you can negotiate with them when you face problems but not the bank. Also, SACCoS has a profit of a loan for a specific time, that is immediately and a loan for development that is 3 times your share. Banks are fighting with SACCoS so that SACCoS should collapse in order for the banks to have more customers. This is not fair. SACCoS are there to serve lower income earners; therefore they should be promoted (FGD. C1, 21.04.2016).

The quote confirms that the conditions and criteria for accessing the loans were too difficult to be met by normal community members. This means that only a few among many could afford and meet the criteria. Though the SACCoS was the best option for majority due to friendly repayment rate, and in case of any problem it was negotiable, but the SACCoS did not have enough money to serve all community members. That is why it was suggested that the Government should

empower these SACCoS so that they serve communities effectively. More details on responses in regard to this question can be seen in table 4.17 below:

**Table 4. 17: Summary of Suggestions by Communities through FGDs (N=59)-83% responded to this question. (Percentages were rounded up to nearest ten)**

S/ N	Suggestions	Farmers	Livestock keepers	Entrepre neurs	Fisheries	TOTAL ΣF	%
1	Loans consideration	2	2	11	1	16	33
2	Exploration of markets	4	-	1	1	6	12
3	Teaching by demonstration	1	2	-	2	5	10
4	Construction- Irrigation schemes	5	-	-	-	5	10
5	Increase of human resources	2	2	-	-	4	8
6	Support of basic facilities	-	3	4	-	7	14
7	Subsidy of agricultural inputs	3	3	-	-	6	12

From table 4.17, it shows that 12% of respondents suggested that for a better performance after attending educational training, responsible authorities should explore markets for communities' products. It is clear from their views that they were doing better after attending different educational trainings, but the problem was the market to sell their products. Increase in production lead to increase in competition due to a decrease in demand particularly for relating products. Therefore, lack of reliable market for their products was demoralizing communities to keep attending educational trainings since their expected outcomes were not realized. That is why one farmer requested that:

The government should identify the market for us and advise us what to grow, at what time. For example, there are some of the hotels that need vegetables that have not been grown by artificial fertilizers, therefore by knowing that, will help us to know what we should grow, how and for whom so that we do not get the loss. But to keep educating us and producing a lot of things without knowing the market of our product does not help us anymore (FGD, A1, 06.05.2016).

Other community members suggested that the government should make its best to identify various community groups with respective production. Thus, it will be easy to know the quantity of production and then advise communities to produce such product at a certain level of quality to

ensure that their products are all sold out at a specific market. It was claimed that since community members had no direction and were not assured about the market of their product, brokers were going directly to the farm to buy that product at the very low price. Thereafter, they were getting super profit after searching the market secretly. Therefore, the producers were not enjoying at its best.

The increase of human resources is another suggestion made by different communities. The suggestion emerged after realizing that most of the communities were not served accordingly due to the scarcity of experts. Because of that trend, even provision of community education was not conducted smoothly since the available ones were much occupied as they were needed by many people or groups at a time. It is due to this reason; other community members claimed that when experts were needed, they were not active to attend communities' problems.

Due to the scarcity of experts, even the process of monitoring communities after attending educational training became ineffective. Consequently, the performance of communities in their production activities was less successful. Much more, communities suggested having more and regular seminars in order to guide and help them effectively. As that the case, to solve this problem and assist communities accordingly, the increase of human resources particularly at lower levels for close supervision and support of communities is inevitable.

In connection to increase of human resources, community members recommended the teaching approach to be more practical than theoretical. Farmers asserted that demonstration in the fields is the best approach for them since what is being done during the demonstration; need to be done in their actual farms. Therefore, they suggested that there should be demonstration fields where all activities from the beginning to the end are guided by experts. Majority of community members declared that demonstration brings a meaningful learning for effective adoption. The researcher made a visit to one of the demonstration farms by NGO (RIJK ZWAAN) and realized the way the farm was shining with different crops grown in different small plots. The researcher was able to see some people listening to the expert in a particular demonstration farm as teaching and learning processes were in progress.

Construction of irrigation schemes is another aspect suggested by farming communities to be very crucial for them to reduce poverty among themselves. Farmers were suffering during summer season whereby seasonal rivers were drying up and rainfall became unreliable. This trend was affecting farmers in their way of production and sometimes they got the loss when their crops dried off. It is obvious that when farmers invest in crop production, they use a lot of money to buy seeds, fertilizers, and other agricultural inputs. Thus, when they fail to harvest due to changes in weather conditions, they really get a loss and lose their hope in farming activities.

It is due to that situation farmers requested the government to construct irrigation schemes so that they cater the problem of water in farming activities. By setting up irrigation schemes, farmers will be in a better position to conduct agricultural activities throughout the year. This will help farmers to plant whatever they want and harvest accordingly since crops will suffer no more. Much more, by engaging themselves in agricultural activities throughout the year, this means that they will increase their production. Thus, automatically they will increase their income, hence poverty reduction.

The findings disclose that despite all other essentialities, community members requested for support of basic facilities. These facilities are for both community members and experts who are serving different communities. Community members suggested that ward experts should be provided with basic facilities like medicines so that they serve communities easily and immediately in case of any problem. It was claimed that sometimes when experts were needed, they responded to different calls but without having facilities for helping communities. Also, transport is another aspect which was suggested to be considered for both ward and City council experts. Therefore, by having those facilities in place, it will be easy to assist communities accordingly without delay.

In regard to facilities, it was suggested that the government should have the tendency of visiting community groups to see the challenges that are being faced, and look for alternatives for better assistance. They declared that without modern facilities, they face difficulties in doing their production activities. One entrepreneur from a certain community group stated:

The government should help us to buy our own machine so that we do not mill or grind more than one thing to one machine as we reduce the quality. By so doing we expel our customers. Just look, we have this local and manual machine for grinding groundnuts, we use a lot of time and energy to process the product. The government should help us an electrical machine for grinding groundnut instead of using the one we have. It is really tiresome as we take a long time to prepare groundnuts while we have many customers. Just envision a person needs 1kg and he/she has to wait for half an hour, it is boring (FGD. C3, 17. 08. 2016).

The findings reveal that 12% of farmers and livestock keepers commented a couple of issues with regard to agricultural inputs. First and foremost, they requested the government to subsidize all agricultural inputs. Currently, only fertilizers are subsidized. Other agricultural inputs like medicines and seeds are not subsidized. Thus, without subsidizing, community members cannot afford the price for agricultural inputs. Their request was for inputs to be subsidized so that at least every community member could afford different agricultural inputs for effective production.

The final note is that, TFDA (Tanzania Food and Drugs Authority) was requested to conduct an inspection to different stores and sellers to determine fake agricultural inputs. These counterfeit inputs were affecting the communities' production since some of the inputs like medicine were either expired or not genuine to the extent that they could not treat pests. Sometimes even some of the seeds were not genuine as a result when they were sown, they did not germinate. In turn, community members had to buy again other seeds something impacting on cost and even delay in planting season. Thus, when TFDA will play its role accordingly, communities will be served accordingly, hence realizing their achievements including poverty reduction. The next chapter presents the discussion of research findings.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5. 1 Introduction**

This chapter discusses the research findings on organization and management of community education programs as a strategy for poverty reduction in Tanzania. The purpose of the discussion is to integrate the research objectives, questions, study findings and reviewed literature in order to arrive at plausible conclusions. Likewise, by arriving at credible conclusions, the researcher is at a good position to make realistic recommendations.

#### **5. 2 Initiation of Community Education Programs**

The first research objective was to investigate how community education programs were initiated and coordinated in different communities. This objective had two research sub-questions, namely initiation of community education program, and coordination of community education programs. Findings from both experts and trainees revealed that challenges and problems that were facing communities in their production activities were the key factors for initiation of community education programs. The challenges and problems are those which were encountered by communities in their doings in their daily activities. Therefore, to solve or to reduce those challenges, community members and experts were planning for educational training as among possible practical solutions.

Importantly, the provision of knowledge and skills to communities is to equip communities so that they solve the problems and challenges inhibiting their prosperities in their undertakings. That is the factual for communities and experts of community education to scrutinize on alternatives to solve those problems. Consequently, provision of community education has been seen to be one of the important strategies to solve communities' problems and challenges, hence organization of educational training. Provision of community education has been seen as more practical and long-term strategy since trainees has to use such knowledge and skills sustainably to develop themselves as individuals and community at large. Automatically, prospering of communities after solving the problems in production activities through educational provision is likely to reduce poverty among the community members.

It was interesting to find out that different departments and organizations with respective experts considered community needs as a factor for initiating community education programs. As per its nature, community education should be community oriented, since what is prevailing in the community is something to be addressed. Though community needs are diverse, and somehow complex to meet them all, it is advised to take into consideration of those needs for effective implementation of community education programs for sustainable development. This finding is in line with the study done by Mensah (2014) who found that educational programs which were offered in Botswana based on the needs of various communities and were offered into acceptable values and norms of the society. As a result, those educational programs helped different communities to reduce their production challenges effectively.

Since the communities are many and have different needs, it is therefore arguable that these complexities need to be handled with care for better and equal provision of educational programs. This is recommendable so that the communities' needs are thoughtfully captured to serve the purpose and attainment of objectives in place. It is, however, obvious that things are changing in the communities due to various reasons that enhance the complexity of communities' needs. Still, the organizers and planners should keep in taking account the communities' needs in initiating community education programs as they used to do so, as per this finding. What was being done by different experts tally with the suggestion given by Hoppers (2006) and Olinga & Lubyayi (2002). It was suggested that the system and community education programs should be adaptability and sufficiently flexible to accommodate the learner's objectives and needs to ensure their prosperity.

The research findings by City council experts disclose that policy and plans from higher authority were as well among the factors for initiating community education programs. This means that the approach for implementation of educational programs was a top-down approach. It is well and good that policy constitutes the legitimate decision making in various aspects of resources, guidelines, and organization of the educational system. However, this finding is in doubt in terms of implementation despite the goodwill of policy formulation to serve the purpose. The doubt emanate from the extent to which the policy formulation has gone through the requisite steps of policy formulation including involvement of stakeholders to cater the needs of the society.



Additionally, the policy is an important aspect of any nation for its operation. To have a policy in hand, it helps leaders and other experts on how to go about in performing their responsibilities. The policy works if there is a conducive environment for its implementation. The use of policy in initiating community education programs seems to be controversial as per study findings by Onuoha & Nwosu (2013) who found the troubling inefficiencies and problems in planning and implementing policies despite commendable work done by the Nigerian government on formulating different policies. In connection with this finding, Mosha (1995) as well found that central policy decisions fail to incorporate the beneficiaries' needs and aspirations. Therefore, despite the fact that experts were using policies as a ground to initiate educational programs, it is suspect that implementation of those educational programs is questionable particularly on its relevance to the end users. The doubt rests on the extent to which the policy formulation procedures were capable to capture the communities' needs, as well as strategies for effective implementation.

It was worth noting through focus group discussions that lack of knowledge/expertise was another factor for initiating community education programs. This realizes that communities know the power and value of knowledge in development processes. It is believed that education is the key to success. Under such base, communities have shown the way and strengthen the sayings on the role of education to individual, community and national development. That is why when they realized that they had no knowledge or skills on how to go about on some matters; they sought for educational advice from experts so that they pave the way for better performance.

This finding is notably the sign that regardless of communities going through some formal educational systems, still they could not apply what they learned in the formal school system in all aspects of life. Therefore, it confirms to some extent that there was a knowledge gap existing that was needed to be filled or complemented by non - formal education and community education in particular. Lack of knowledge in performing different development activities by communities is something crucial for taking deliberate measures to serve the communities and a nation at large. This finding is consistent with the finding by Goddard (2010) and Sarkar (2015) who unveiled that after the collapse of industries based on natural resources, communities were not able to do their businesses as they had no skills needed to participate in their modern

knowledge-based economy. Therefore, this realizes the necessity of knowledge and skills in coping with the new situation as per nature of the environment.

Seeking for more opportunities and production was another finding of this study as a factor for initiating community education programs. This finding was revealed through focus group discussions conducted by different groups of farmers, livestock keepers as well as entrepreneurs. It showed that communities needed to improve their livelihood by having more means of generating income, and having means of doing better in their daily activities, hence improved production. The finding approves that communities have seen that one of the tools for attaining their determinations among others include participation in educational programs.

Indeed, participation in educational programs increases the capacity of communities to gain new knowledge, skills, and competence that help them to apply in their production activities. This is possible since communities use new and modern ways of production that automatically lead to better and improved production. Much more, by participating in educational programs, communities open new doors to see other opportunities around their surroundings. Ultimately, communities try possible engagement in available possibilities to increase their income and improve their living standards. This finding correlates with the finding by Olinga & Lubyayi (2002) who assessed the causes for poor farmers in Uganda. The finding indicates that lack of education and skills was ranked the second greatest cause of their poverty. This justifies that along with other factors, education is a crucial tool for reducing poverty among participating communities in educational trainings.

Badu-Nyarko & Zumapkeh (2014) argue that currently non-formal education is considered as a panacea for all socio-economic problems. Likewise, Akande (2007) emphasizes that community education should be the immediate way of coping with the problems inhibiting community development. These literature correspond with the findings of this study as both experts and trainees of community education programs declared that existing production challenges and problems in the communities was the major factor for initiating community education programs. This entails that, experts from the Ministry level, City councils, NGOs, and CBOs should consider education as a possible solution to reduce challenges and problems facing different

communities in their production activities. It is interesting to apprehend that even communities thought positively about education as a way to solve their problems, hence initiating educational programs. That is why, as far as the finding is a concern, URT (2015) suggested that education system should be restructured and transformed by promoting creativity and problem-solving.

It is therefore arguable that the presence of challenges and problems of production in different communities is unavoidable. But their presence should be the sign to see that there is something wrong somewhere that need to be resolved. To solve that problem, it is better to look for educational means which would realize the causal agent as well as the long-term solution. It is through community education in which communities learn, and apply that knowledge in reducing those challenges and problems since they are emanated from the communities. Definitely, the knowledge and skills that are to be offered should have the direct link with the respective communities, hence reduce challenges and promote sustainable development.

Change in technology was another finding that was mentioned as factors for initiating community education programs. This factor was revealed with both experts and trainees of community education programs. Realistically, new technology with its innovations is inevitable in this globalized world. The emergence of new technology can be either pros or cons when it comes to its application. This depends upon an individual person with its capability of copying and applying the introduced technology in socio-economic activities.

All in all, this finding was disclosed due to its essentiality in production and economic growth in general. It should be noted that experts initiated the educational program due to new innovation of technology that they thought was new and important to communities. As well, communities looked for the educational program when facing difficulties in coping with the introduced new technology in production activities. Despite different grounds for initiating the educational program between the two, but both were aiming at increasing production.

This finding has a direct connection with the suggestion by Sarkar (2015) who after realizing the poor performance of Toto agricultural community, suggested that the development of that community was only possible if they could have been taught different and modern techniques of

agricultural production. Suresh (2001) as well insisted that our economic environment is changing, thus we can no longer apply old techniques and expect new results. As well the finding is in line with Ranis (2011) who recommended that to become more efficient, there is a need to innovate traditional way of doing things through either diversification of using existing skills or adopting new technologies and practices in our socio-economic activities. It is, therefore, agreeable that technology is crucial for individual, community and national development if there is a dire need to change communities' livelihoods.

### **5. 2. 1 Community education programs offered aiming at poverty reduction**

This research sub-question aimed at identifying the community education programs that were being taught for the sake of reducing poverty in different communities. It was fundamental to find that marketing was one of the educational programs which were offered to communities. Marketing is an essential component to all categories of communities since it involves all producers, processors, businessmen, and women as well as final consumers. When marketing is not in its order, among the participants, one can get the loss in one way or another. For example, when producers have produced a lot but having no place to send their products automatically they are likely to get the loss.

The same applied that without good production from producers, the group of processors who depend on producers ought to be at a hard time. Additionally, if both producers and processors are encountering problems, then the business people and final consumers are in trouble as well. Since the survival and livelihood of the entire community depend on each other, the diminishing of one category determines the total suffocation of the community in terms of development. This finding is consistent with the finding by Olinga & Lubyayi (2002) who found that farmers in Uganda were poor due to lack of access to markets. This entails that farmers were producing a lot, but they had no place to sell their products. As the consequence, they became poor despite being able to produce a lot of agricultural products. Thus, to pave the way, the aspect of the market is something sensitive to producers for personal and community development.

Furthermore, the aspect of marketing knowledge is crucial since it gives an opportunity for producers, food/product processors, wholesalers and retailers to think on what to produce, when to produce, at what quantity and for whom. This helps them even to determine the amount of

money to be invested in a particular project or enterprise. This assumption of teaching marketing has a correlation with the study by Moorman & Rust (1999) who found that the subject of marketing develops knowledge and skills in connecting the products to customers and financial accountability. It is therefore agreed that the marketing knowledge help the trainees on marketing planning, price management, product management, marketing research and communication management from the producers to the final consumers. This ensures the survival, innovations and sustainable development of different communities.

Civic education is another educational program that was offered in different communities. Purposively, the aspect was seen as crucial for communities in order to realize that political endeavors have its influence on individuals, community and national development. Communities have to place themselves accordingly as far as their rights and responsibilities as citizens. By engaging in civic education, communities open up their mind to bureaucratic procedures in different development facet. Indeed, politics and politicians have the power to influence several decisions in both developed and developing countries. This is due to the fact that, the policy is all about politics, and politics is all about power and control.

Therefore, communities have to realize their potentials in participating to different endeavors for community development. The advantage of civic education to communities has been revealed as well with Mensah (2011) as stated in previous literature section that participation of communities in civic education increased the participation of community members in community development issues. Also, some community members took a part in community leadership and represented communities in different political issues and decision making for communities. Therefore, their participation in political matters could have saved for best decisions towards community development in general.

In regard to financial management and record keeping as one of the educational programs which were offered to communities, there are several assumptions towards the importance of this affair. Financial management is very crucial for every person to ensure that the available scarce resources are used optimally as planned to attain the expected objectives. It is obvious that it takes a time to find money, but it takes no time to use that money if there is no proper

management of funds expenditure. Since experts of community education programs had a motive to ensure prosperity, and poverty reduction in different communities, they found the necessity of educating them on the wise financial management to attain their goals.

The fact is that funds are essential inputs in implementation and operations of various community activities. Due to its essentiality, it needs good financial decision making on its collection, management, and expenditure. Good financial management plays a role in prosperity and growth of enterprises. The results of prosperity and growth lead to economic growth and increase of income of individuals, hence poverty reduction in the communities. The necessity of offering financial management programs has a direct connection with the findings by Jindrichovska (2013) who found that the poor financial management is the main cause underlying the problems of small and medium scale enterprises, hence appalling development.

Therefore, when problems exist in the family, instead thinking on innovations for better outcomes and development means that the great efforts are placed at solving the existing problems. Sometimes an individual person has to use the available little amount of money in solving problems which were just created by poor financial management. That is why; it is advised to have plans in advance and spend as per available plans. Finally, have a review of actual achievement of your budget and targets to take corrective action immediately to rescue the situation. If financial management will be taken into considerations, community members are likely to stabilize their capital for the future and sustainable investment and development respectively.

It was interesting to find out that to every community group, there was special key program undertaken for the respective group. Those educational programs included principles of agriculture, good animal husbandry, business planning as well as good fishing gears for sustainable fishing. Those programs were specifically addressed to each community group for better improvement in their production activities. Specifically, special programs and key principles for better undertakings for every community group were to ensure that diversification of production activities was captured by diversifying educational programs. This enabled

different communities to be effective in producing their products as per specific community group.

However, as far as this finding is a concern, there are two study findings that are controversial to some extents to each other. The study finding by Sarkar (2015) supports the idea that the development of economic conditions of agriculturalists is possible by providing them agricultural programs and teaching them modern techniques of cultivation with supplies of agricultural inputs. However, the study finding by Knight et al. (2007) in rural China discloses that non-farm sector pays much better than does the farm sector both on average and at the margin.

Even though, it can be concluded that despite the fact that non-farm sector pays much better than farm sector; still when the farm sector is supported by educational programs and supply of agricultural inputs the production situation is likely to improve. What is important is that those agricultural programs should be geared to the needs of the farmers with respective agricultural production activities. If those educational programs will be taught in respect of modern techniques with a supply of affordable inputs and facilities, surely the livelihood of farmers is expected to change if well adopted and implemented.

It was praiseworthy to find that HIV-AIDS was among the educational programs which were offered to communities. Good enough is that this issue was being offered to all categories of community groups. Though HIV-AIDS education has no direct impact on production activities in terms of adding knowledge and skills to communities for production, its indirect impact is highly convincing. HIV-AIDS is a global health problem which is affecting the workforce in every country. The aim of experts of community education programs to include this component in their trainings was not just for immediate advantage but rather of long-term implication and sustainable development.

It should be noted that one of the key capital of an individual person to participate in production activities is being in good health. Since HIV-AIDS has no cure but rather prevention, the intention of teaching this subject to communities is health by itself. When the workforce is weakened because of HIV-AIDS, this denotes that the production activities automatically

deteriorate. This finding is so related with the studies by Lanjouw et al. (2001) & Verner (2004) who insisted that the main asset of the poor is labor. Thus, education and good health are critical to preserving and enhancing the quality of this asset. Further, education and health are key factors for breaking viscous circle of the poor.

Notably, ICBAE is another educational program which was offered by community education experts, particularly from Adult Education unit. The purpose of offering this program was to ensure that trainees get knowledge and skills compatible with their goals in production activities as well as the acquisition of literacy skills. One may find this program having two goals in one objective. By offering socio-economic related knowledge and skills; at the same time, those adults who had never gone to school had added advantage to be taught literacy skills. By so doing, communities were helped to manage and comply with the changing world. Therefore, the goals of poverty reduction, as well as literacy skills, were attained simultaneously.

Illiteracy is one of the hindering factors of one's development. It is the hindering factor since some matters that need normal understanding and using literacy skills are likely to be impossible. For example, even in simple agricultural activities, business activities, lack of reading and counting skills could be a problem in implementing issues like spacing, reading directions on how to use pesticides in agriculture and livestock keeping. For businessmen and women, by lacking counting skills, they fail to understand how much the change should be back, as well as calculating profit and loss in their businesses. All in all, being unable to write, means that the issue of record keeping to their doings is totally difficult. As a result, their prosperity is somehow difficult due to those limiting factors.

The necessity of provision of ICBAE as from this study is consistent with the findings by Badu-Nyarko & Zumapkeh (2014) and Hoppers (2006) who found that illiteracy and marginalization of women had a direct correlation with their poverty. Thus, advised offering educational programs that aim at raising the level of socio-economic of those who never acquired literacy. Indeed, the attribute of ICBAE is realistic as both objectives of poverty reduction and acquiring literacy skills are attained when participants are seriously involved in both sessions. By so doing, the community development is realized to the majority of community members.



### **5. 2. 2 Involvement of communities in selecting educational programs**

This research sub-question examined the extent to which communities were involved in selecting educational programs. It was really plausible to find out that both experts and trainees declared that meetings were one of the approaches for involvement in selecting community education programs. This means that truth subsist on this aspect since the confirmation by both experts and trainees as per figure 4.2 is 41% and 11% respectively.

This entails that experts and trainees of community education programs used to meet and discuss the concerns and training needs of communities before planning for educational programs. Though, one can find that there is a great discrepancy in this response as the percentage of experts is bigger about thrice as much as that of trainees. This indicates that the aspect of the meeting was less disclosed by trainees than proudly presented by experts of community education programs. Even though, it is obvious that those educational programs that were being prepared was the kind of approach that had a better impact since educational programs originated from the trainees themselves.

Indeed, when programs are initiated by communities, its implementation becomes not only easy but also with great implication to communities. This is due to the fact that, communities were facing challenges in their production activities that needed educational approach as a solution to pave the way for their development. Therefore, its implementation intended to help communities as expected. Its adoption became of great honor since what was offered was really the concern of the communities. It is expectably that the aims and objectives of trainees and experts of community education were attained since situational analysis, agreement and implementation were of consultation. This finding is concomitant with the findings by Kotze (2012), and Hanachor & Olumati (2012) who recommended that, for effective and relevant community development, there should be continuously involvement of practitioners in addressing realities and challenges of poor communities. Thus, educational activities should be relevant to communities' needs.

OECD (2015) adds that bottom-up and early involvement approaches are likely to enhance the credibility of the decision-making process and make a vital contribution to the attainment of

objectives. This statement resembles principally with the reasons for effective participation of stakeholders in planning, implementing, monitoring and evaluation of what has been agreed to be implemented. They sought that educational training is the solution, thus the experts have a great courage to go to communities to evaluate the practice as per what they taught them. Consequently, it is likely that communities will be in a position to evaluate the impact of adoption of knowledge and skills gained as requested. Also, experts of community education will be as well in a position to evaluate their expectations after training. All in all, the involvement of communities in selecting their educational needs will be of greater impact due to the application of knowledge and skills in their socio-economic activities.

It was disturbing to find out that the issue of information by leaders at lower levels as another way of involving communities had two different impressions. The first impression by experts during interviews (52%) was to use leaders at lower levels in involving community members in selecting their educational needs. But on the side of trainees (56%), the observation was like leaders at lower levels were there as a channel to reach the information to the communities as assigned by higher authorities. Therefore, the point of involvement in selecting educational programs as per their preferences is controversial. This is due to the fact that instead of being involved in selection, communities were being informed about the available training contrary to their real educational needs.

There are several levels of stakeholders involvement like inform, consult, engage, collaborate and partnership (OECD, 2015). What was perceived by most of the experts of community educational programs was to inform communities on available and planned educational training. But in actual fact, informing as among level of involvement is for issues that do not need any input or views from stakeholders. Issues that do not need input or views of stakeholders among others include factual information to describe a policy or raising awareness. Since the community education is for serving community needs, the level of involvement that was supposed to be used was consultation, since this level allows communities to air out their preferences towards educational training.

The study finding associated with communities' involvement in selecting community education programs unveil that communities were submitting their requests to their leaders for training assistance. This realizes that communities' needs on educational matters were discussed at community or group level after seeing the challenging aspect that needs educational support. It was easy to implement since the idea of such educational training was initiated by communities themselves.

Although under normal circumstances, experts of community education declared that some of the educational needs that were submitted by communities were not implemented. This is due to the fact that it was possible for different community groups to have submitted different educational needs due to variations of production problems. Since the implementation of those educational programs could need some resources for effective implementation, experts could select imperative programs for implementation. Thus, other preferences by minority were left out. It is, however, advised in the literature that in decision making, one would select the alternative that maximizes the solution to each community member (Lunenburg, 2010).

Advertisement /invitation are other findings that were revealed as among the approaches to community involvement in selecting community education programs. This finding was revealed during interviews with experts as well as during focus group discussions with trainees. Although this approach was mentioned to be among the approaches for involving communities, still the rate of involvement in selecting educational programs is not significant. This is due to the verity that, what was being advertised had no logic of involvement by communities; rather communities were being informed or invited by those who made decisions. Therefore, communities had no point to situate their views and opinions.

However, this approach was a bit better for community members to make their decision to whether or not to attend prior to participation. It was easily possible since communities knew the nature of the programs or topics to be discussed, thus everyone was in a position to judge how the content or topics suits him /her as per nature of his/her production activities. Much more, the approach helped to disseminate information to a good number of people within a short time. It is,

however, advised to conduct a simple survey to see the extent of such educational needs by most of the communities to help them do better in their production activities.

The aspect of community involvement in selecting community education programs have both supporting literature and defy literature. Newzealand Qualification Authority (2005) elucidate that developing and applying appropriate processes to identify learners' needs and how to address them have a good possibility of meeting the learning objectives. Noguchi, Guevara & Yorozu (2015) as well comment that empowering local communities in learning enables local people to take direct and practical action to the problems and challenges facing them. By being involved in identifying educational needs means that the intention of experts and trainees of community education is the same towards respective goals.

Other literature went beyond by trying to compare the impact of community participation in decision making. Some of the positive impacts are like the sense of ownership, accountability and carrying out responsibility to the fullest. Indeed, there are negative impacts of not involving stakeholders in planning and decision making as divulged by Akande (2007) that community programs/projects that did not involve beneficiaries resulted into discontinuation during the implementation stage. Even though, OECD (2015) describes that stakeholders' involvement approaches should not be viewed as convenient tools for public relations.

All in all, the aspect of beneficiaries' involvement at an early stage of planning and decision making has a positive impact to both planners and beneficiaries. It should be noted that during planning, there are goals and objectives set to be achieved. By setting goals and objectives, automatically evaluation criteria are being set too. Therefore, if the planners set objectives on behalf of communities and expecting communities to implement effectively while their objectives are not matching, its implementation is done with difficulties. As a result of the evaluation, planners fail to meet their objectives. It is therefore argued that communities' needs in planning educational programs should be highly considered. The essence of consideration is to ensure that their objectives for participation in community education programs are met, including using new knowledge and skills for better production, hence poverty reduction.

### **5. 3 Coordination of Community Education Programs**

With regard to this research sub-question, the researcher was interested to investigate on how community education programs were coordinated. From the findings, it was commendable to find that there were some educational programs which were coordinated from the Ministry level down to City council as well as ward level. This realizes that there was a good support financially and materially. Indeed, it is obvious that since those programs were planned or having blessings from the Ministry, means that there was special coordination strategy. It is likely that all implementation, monitoring, and evaluation strategies were clear for every participating stakeholder. Since the Ministry experts were charging the whole process, there is no doubt that every implementer at lower levels did the needful accordingly as the report was submitted to the higher authorities.

The importance of proper coordination is that there is no deviation in terms of implementation of educational programs as directed. In addition, by having proper coordination means that there is close follow up to ensure that goals and objectives are attained as expected. Shaleyfu (2012) supports the idea by arguing that appropriate coordination mechanisms are crucial for effective performance of development activities. Thus, the problem and challenges that are existing during implementation process are likely to be tackled accordingly and homogenously. Through the emerged challenges, the policymakers have to take charge of checking the formulation and revision of existing policies for better implementation with effective outcomes in future. This finding is in line with the idea of Sallis (2002) who commented that implementation of a number of issues is effective if the driving force has to come from the top, since the coordination process has to be constantly nurtured and well reinforced.

It was remarkable to find out that the government realized the necessity of collaborating with NGOs and CBOs in providing community education programs in different communities. Generally, the government has a lot to do to ensure that its citizens are improving their livelihoods. However, due to a couple of responsibilities, collaboration with other organizations aiming at improving communities' livelihoods through the provision of community education is apparent. It was revealed that the initiator of the respective programs was responsible to coordinate the provision of those programs. This is a nice idea, since the provision of educational programs

would not be of duplication. The essence of collaboration between providers of community education programs, bring the sense of oneness in reducing challenges in different communities through educational support. Another interesting thing is that by collaboration means there is a point of sharing the experiences that enhance better performance.

In this regard, the collaboration between the government, NGOs, and CBOs is healthier as the stakeholders have time to meet together and share the available communities' needs. By discussing together, it is a good start to convene plans together on how to implement, evaluate and improve in future after completion of the programs. The aspect of collaboration and joint coordination for effective results are consonant with study findings by Bodilly, Augustine & Zakaras (2008) and Ogunande (2011) that revealed that coordination bodies often develop feedback loops and information flow that allow them to assess the progress towards goals and effectiveness of coordinated responses. And that coordination of relevant training agencies is required to maximize efficiency (Vanagas & Stankevici, 2014).

The findings from this section disclose that there were NGOs and CBOs which were involved in the provision of community education programs on their own without notifying the government authorities. Since those NGOs were registered for different responsibilities including saving the government to some areas which the government did not manage to fulfill, they were somehow right. The good thing is that they were not working for their own sake, rather filling the gaps that were left by the government. It should be noted that in most cases, the government is dealing with formal education provision while NGOs and CBOs are dealing with non-formal education at large percent. Nevertheless, both are aiming at equipping communities with knowledge and skills for better performance in their production activities.

Therefore, those who missed some skills in the formal system were assisted by NGOs to ensure that they get skills to help them in their daily life for development purposes. These people could be either dropouts or people from the vulnerable environment or just graduates at a certain level but still lacking some skills in the specialized economic activities. This finding relates with the studies by Ulleberg (2009) and Tagarirofa (2013) with the argument that as development actors, NGOs have become the main service providers in countries where the government is unable to

fulfill its traditional role. Indeed, these organizations are as well assisting the villagers with educational support to boost their production and increase agricultural outputs and income.

However, the operation of these NGOs and CBOs on their own in terms of planning, implementing, monitoring, evaluation and the whole process of coordination is not healthy. Though, their decision of doing so on their own might be due to a number of reasons including bureaucracy by the government. Despite the fact that their decisions could be due to a number of reasons, still, the gap which was being created between these organizations and the governments is not recommendable. This is due to the fact that the government who is the owner of the citizens was not able to know what was being taught, how and to whom. Consequently, the government could plan to do the same, something not fair as they could go to teach others who were as well in need instead of duplication.

Essentially, the government is obliged to know the real situation of its people in different communities. By knowing the reality, it is expected that the plans and strategies towards assisting those communities could be in hands of the government. Consequently, by sharing with other development partners like NGOs and CBOs it could be easy to work towards the existing challenges for the sake of reducing them if not solving them at all. This could be so helpful since the government and non- governmental organizations could share the strategies on how to tackle those challenges including educational provision. It is assumingly that guidelines for the provision of community education could be incorporated, and communities would be served accordingly. It is obvious that the cost would be saved and the majority could be reached without unnecessary duplication.

With regard to this section of coordination of community education programs, the findings as well divulge that there was the existence of a gap in terms of coordination. This is realized in two aspects, the first one is that existed between the programs that were not planned at the Ministry level, but rather City council level. Those programs that were planned at City council level were being done without prior information to higher authorities. Thus, the Ministry experts had no chance to track the delivery and implementation of those educational programs. The second aspect is the gap in coordination between the government versus NGOs and CBOs. These

organizations worked on their own without consultation with the government. They were providing educational programs in different communities and coordinated themselves without notification or involvement of the government at any level. This reduces the authenticity of their services for community development.

Generally, this kind of operation has several implication and impacts. The implication of provision of educational programs without proper coordination entails that the owner of the people (government) was somehow reluctant or was not exercising its power accordingly to ensure that its citizens were served with a quality education. The quality education whether being formal or non-formal is achieved through adhering to system and procedures. The impact of poor coordination is poor implementation of educational programs that lead to failures of projects or programs or poor attainment of objectives. These findings correspond to the study findings by Shaleyfu (2012) and URT (2015) that failure of educational programs in different communities in Namibia was due to lack of coordination, collaboration, and support of amongst providers. And that MKUKUTA in Tanzania failed because there were no mechanisms of coordination to ensure effective implementation in its operation as the development framework.

Therefore, it is argued that provision of community education programs for community development should initially involve community members to identify educational needs. Thereafter, there should be joint plan between stakeholders and agencies for effective delivery, monitoring and evaluation strategies. Consequently, to ensure that goals and objectives are to be met, there should be clear coordination mechanisms with a stronger partnership among participants to contribute to sustainable development in different communities.

### **5. 3. 1 Framework/Guidelines for the provision of community education programs**

The research sub-question examined the framework/guidelines in place for provision of community education programs. It was disturbing to find out that there was no guiding framework for the provision of community education programs or Non-Formal education in general. It was disturbing since the aspect of guiding framework for community education was in the plan to be among the documents to be reviewed. However, it was worth noting that the government of Tanzania through the Ministry of Education, Science and Technology realized the



necessity of having Lifelong Learning Qualifications Framework, thus tasked the department of Adult and Non-Formal education to draft a particular framework that was on progress.

The Ministry of Education, Science, and Technology through the Department of Adult and Non-Formal Education recognized the necessity of Lifelong Learning Qualifications Framework in order to harmonize and complement the present framework “National Qualifications Framework” that is basically focused on the formal education system. By having a new framework, it will help on establishment and provision of Non-Formal education programs that are currently less recognized. The harmonization of formal and Non-Formal education through new framework will help the participants to be valued and recognized. This finding on the necessity of having educational guiding framework is in line with the finding by Shaleyfu (2012) who found that the lack of frameworks weaken the linkages between formal and Non-Formal education, and multi-sector collaboration, and inhibits the incorporation of African perspectives into youth and Adult learning.

It is, however, remarkable to find that there were several guidelines that were being used for providing community education programs. Those guidelines were national guidelines which were prepared at the Ministry level. Other guidelines were prepared at City council as well as by private organizations like NGOs and CBOs. The findings revealed that most of the guidelines were those from the Ministries (National guidelines). National guidelines are good for guiding all providers of community education since they promote understanding; amplify salience of goals and objectives across providers of community education programs. As a result, all providers of community education programs are able to implement by being consistent, and having related evaluation criteria as per respective program with appropriate standards. The finding is concomitant with what has been stated by two different national guidelines from two Ministries; that the guidelines are intended to provide administrative and management guidance to all providers of community education. Further, the main objective of guidelines is to provide quality services that meet the needs of communities (URT, 2006; 2011).

The finding as well substantiates that despite the national guidelines, there were other guidelines which were being prepared at lower levels particularly at City council or by private organizations.

The decisions by City councils and other organizations to prepare their own guidelines were due to variations of the environment and community needs. The kind of decisions making show the flexibility of providers of community education to recheck the present guidelines versus the community needs. Thus, providers of community education prepare the guidelines that guide appropriate goal setting, planning; enhance capacity for monitoring the progress and increase mastery oriented feedback to optimize relevance, value, and authenticity. This finding is in agreement with what has been recommended by Cabezudo, Christidis, Silva, Demetriadou-Saltet, Halbartschlager & Mihai (2010) that education should be provided by considering commonalities and differences in order to respect diversity.

Another type of guidelines as per findings from this sub-section was policy. It was disclosed that policy was another guiding principle that was being used by different providers of community education programs. The finding aligns with the study finding by Owolabi (2005) who found that the practice of education becomes largely unsystematic when it is not guided by any policy, and that lack of awareness of policy by individuals leads to its failure. It has been added by Mkumbo (2017) that an educational policy is an important tool for guiding different stakeholders in the provision of educational programs. Both findings demonstrate the necessity of policy as basic principles to guide educational undertakings by the government or any other organization provided that it engages in educational delivery.

However, providers of community education programs should know the differences between the policy and guidelines. Generally, the policy is the basic principles by which a government is guided in decision making, while guidelines are instructions that show or advice on how something should be done. Generally, guidelines are statements which determine the course of actions or implementation. Therefore, it should be advised that providers of community education programs use the present policy to develop guidelines for the provision of community education. The reason behind is that the policy is too general, thus guidelines are expected to be well formulated from the policy by considering the implementation processes of community education provision in order to attain the expected objectives.

It was surprising to find out that some experts confirmed that there was no special guideline for providing community education, thus they did not have guidelines at all. Others declared that they had no special guidelines but they used to prepare the teaching materials as per diverse needs of learners. It is true that the environment to which communities live differ, and that the world is changing to the extent that even guidelines cannot be the same for a number of decades. But this should not be the justification for experts of community on not having guidelines. This finding is contrary to the idea by Cabezudo et al. (2010) who insisted that the guidelines should be regarded as an ongoing process of evolution, thus there should be regularly reviewed to meet the changing and diversity of needs. This idea conveys the message that experts of community education programs need to have guidelines at hand, but they should be flexible to modify by adding other inputs, ideas, and experiences for effective provision of community education programs.

### **5. 3. 2 Guidelines/ policies and its reality/implementation**

The set up of this sub-question was to compare and contrast the present guidelines with what has been stipulated in the guidelines, and the reality in the implementation processes. It is clear from the findings that stakeholders especially implementers of several guidelines did not find any problem with guidelines as they are, but the problem was its implementation. This denotes that the present guidelines are well stipulated with good guidance on the provision of community education programs. Actually, what has been written in the guidelines is very clear and ought to be in actual fact. But what is escalating as the problem with the present guidelines is all about its implementation.

The findings from different experts disclose that the problems and difficulties were due to poor financial support by the Government on the implementation of those guidelines. Another concern for the difficulties in implementation was due to scarcity experts and lack of facilities for enabling experts in the implementation processes. These two major concerns hindered the effectiveness of implementation of guidelines which were prepared for guiding the provision of community education programs. The findings are of compliance with the findings by Ejere (2011) and Mkumbo (2017) that the government of Nigeria has not been lacking in creating effective educational policies, programs, and initiatives, but in implanting and translating those

policies into actions. Besides, one of the pitfalls of the current education policy of Tanzania (2014) is that its statements seem to be on improving access to education rather than learning outcomes of the participants in different educational programs.

During the interviews with some experts, it was revealed that guidelines were directing experts at lower levels to establish needs assessment before planning for any educational program. The idea was accepted by different experts that it was really supposed to be. But the problem was that the directives came without means of facilitation particularly funds. This finding is in line with the study finding conducted by Onuoha & Nwosu (2013) who found that despite the initiatives by educational bodies; still there are troubling inefficiencies and problems in planning and implementation of policies. The main reason for problems in the implementation of guidelines and policies is inadequate financial allocation due to lack of political will on the part of government and corruption (Akande, 2007; Bolaji, Gray & Campbell-Evans, 2015; Okoroma, 2006).

It is obvious from the finding that less involvement of stakeholders in designing and planning of the programs lead to difficulties in implementation of respective programs. The nature of involvement depends upon the nature of stakeholders to be involved and level of involvement. Although the experts claimed that they were not well involved, the controversy emerges when the guidelines admit involving the stakeholders in all processes starting from the planning stage. This realizes that not every things found in papers are implemented exactly in the actual situation. The difficulties in implementation come when the communities are not well informed about the programs, thus not seeing the importance and value of the programs especially those which are planned at the Ministry level.

The implementation of programs without involving stakeholders has several impacts including discontinuity of the programs. Another impact could be the emergence of conflict during implementation stage since there might be a conflict of interest. For community education provision, communities could not adopt accordingly what was being taught since it could not be of communities' needs. These problems could affect the implementation processes; hence objectives could not be attained as expected. This finding has a direct link with the finding by

Kintz (2011) and Owolabi (2005) who declared that systematic experimentation and recorded experiences show that involving the people to be affected by a policy in the planning, implementation and evaluation processes will make the policy more acceptable and its implementation will be more successful.

The diversity of environment and needs is another hindrance to the implementation of guidelines pointed out by different experts during interviews. It should be noted that national guidelines narrate all matters related to the whole country or national wise matters. For example, for the issues of agriculture, there is rural and urban agriculture, cereal crop cultivation and horticulture. Thus, when the guideline has stated a number of issues in general view it is difficult to implement some issues that need to be clear and specific to the respective environment whether rural/urban areas or communities' needs. This finding is in agreement with previous literature that basic learning needs are complex and diverse, thus to meet those needs there should be multi-sector implementation strategies that are integral to overall development efforts.

Indeed, the presence of guidelines without implementation strategies is worthless. Likewise, the presence of implementable guidelines is vital to the community and national development. Therefore, authors of different guidelines for the provision of community education programs need to ensure that they involve all the key stakeholders in developing the guidelines so that they are implementable. It is the role of the government to ensure what has been authorized for guiding implementation of community education provision, is supported for effective implementation. The supports for effective implementation among others include financial resources, material, and human resources. The presence of implementable guidelines with all necessary supports for implementation, ultimately leads to sustainable community development.

#### **5. 4 Relevance of Community Education for Poverty Reduction**

This research objective aimed at exploring the relevance of community education programs for poverty reduction. Educational trainings and relatedness to socio-economic activities, mechanisms to trace prosperity of learners after educational programs, and outcomes of educational programs in relation to poverty reduction are discussed in this section.

#### **5. 4. 1 Educational trainings and its relatedness to communities' socio-economic activities**

This research sub-question sought to find out the relatedness of educational trainings and communities' socio-economic activities. The information was collected mainly from trainees of community education programs through focus group discussions. The findings realize that participation of community members in community education programs varies from one another. It was found that majority of community members who participated in the focus group discussions, at least attended 3-4 times in educational trainings for two past years.

Very few community members managed to attend educational trainings above 6 times. However, there were some community members who participated at 10 times. It should be noted that this variation depends upon several factors. Some of the factors include the position of an individual person; as some were community group leaders. These group leaders had more chances to attend training than other community group members since there were several trainings that were just set for group leaders so that they attend and go back to teach other group members. Other community members were dealing with more than one production activities like crop cultivation as well as livestock keeping. Therefore, these people could attend special training for farming activities and other training for livestock keeping. Therefore, the participation rates automatically differed among communities.

Additionally, some of the educational trainings had a participation fee to the extent that those who were financially good attended more educational trainings than those who were not good financially. Other community members did not attend some training due to several circumstances in the community like social issues including burial ceremonies. Certainly, the aspect of information was another reason for some community members to attend or not to attend much educational training. For example, community members with mobile phones were in a position to inform each other and attend training than those who had no mobile phones. Others were dealing with their production activities like farming most of the time. This indicates that some trainings were of short notice thus affected some community members to get information and attend training.

It was praiseworthy to find that 76% of community members who were involved in focus group discussions found that educational trainings they attended were related to their socio-economic activities. This indicates that their learning experiences were directly applicable to their aspirations and interests. Also, they were connected in some ways to real-world issues, problems, and production activities. This finding is in line with the study finding by Lanjouw et al. (2001) who found that any relevant education to poverty reduction must have intrinsic value in raising capabilities of individuals and contributing to higher incomes and reinforcing to each other. And that, the aim of any education is to meet the basic needs and drive growth in production and increasing efficiency gains (Haigh, 2010).

Therefore, community education programs need to be relevant to communities' needs in order to solve production problems and challenges that are facing community members. This idea as well aligns with the argument by Mwaikokesya and Mushi (2017) that most of the countries in the world are pressing their effort to create educational opportunities to ensure that their learning needs are met for effective engagement of learners in community undertakings. It was as well insisted by Rasmussen (2015) that relevant educational programs motivate learners to engage in learning activities for better performance. Thus, the participation of community members to educational trainings aims at reducing those problems by using education as a practical solution. Notably, community members attend educational programs for the sake of getting knowledge, skills, and competence so that they improve their production activities and improve their income, hence poverty reduction.

However, it was hard to believe that some educational programs that were learned by community members were not relevant to their production activities. The claim was raised by some community members with the argument that what they were taught was out of their production activities which they were dealing with. Despite the fact that, those educational programs were not related to their production activities, but the intention of experts of community education programs could have been for the goodwill. Sometimes experts of community education programs could think of widening up opportunities for communities, but since the program could be new to community members they could judge that it was not relevant.

Nevertheless, it is quite possible that the claim by community members could be genuine since there might be poor involvement of community members during the needs assessment, designing and planning for community education programs. As result, the programs were arranged without knowing the clients to be taught. Therefore, the community members found themselves stranded in the learning process as they found themselves wasting their time. That is why Shore (2008) advises that consultation with end users about the need must surely be matched with service professionals and other stakeholders to ensure that what is to be offered has to be useful for effective adoption and implementation.

#### **5. 4. 2 Mechanisms to trace prosperity of trainees after educational programs**

The researcher investigated the mechanisms which were being used by experts of community education to trace prosperity of learners after attending educational programs. It is commendable to find that visitations were being done by experts to the communities after educational training for the sake of monitoring and evaluation. Generally, monitoring and evaluation are being done in order to see the extent of achievement of objectives and progress of what is being implemented. Much more, monitoring and evaluation enable experts to know what is working well, and emerging challenges so that there should be further actions to be taken for intervention. These processes help trainees to do better in their socio-economic activities since there are close follow up of what they are doing with close assistance when facing challenges.

Monitoring and evaluation enable experts of community education programs to judge the merits and relevance of educational programs which were conducted and see the areas that need more improvement. Additionally, the process of monitoring and evaluation help the experts of community education programs to see the effectiveness of the programs for community development. These findings are in line with the study finding by Barrientos and Villa (2015) who found that monitoring and evaluation are crucial to facilitate improvements in government effectiveness. Monitoring and evaluation are essential tools used to track implementation of programs and see if the set objectives are being met in order to take corrective measures to rectify the problems in the implementation process (URT, 2006).



Therefore, for the real and remarkable community development, the aspect of monitoring and evaluation of implementation processes by communities is not only important but also very essential. Generally, community members are human beings and live in different environments with different challenges. Much more, socio-economic activities by community members differ as well. More importantly is that, the learning and knowledge acquisition capacity among community members vary. Therefore, the government and other providers of community education programs have to consider these factors. By so doing, they ought to see the necessity of visiting communities regularly for further assistance, hence improved production.

The research findings also disclose that experts of community education were receiving reports from leaders at lower levels on the progress and challenges of different communities. These leaders at lower levels had the tendency to visit communities regularly as their normal and daily responsibilities. By so doing the communities were using the chance to share with their leaders to express the reality after participating in the educational programs. Reports helped experts at higher authorities to analyze what was in the reports including those needed immediate support or arrangement for supplementing educational training.

Moreover, other reports are those which were being submitted by community groups or individuals about their progress after participation in the educational programs. The reports could have both positive and negative impacts. Sometimes the report could show the persisting problems that experts could think of alternative ways to solve the persisting problems and challenges in the communities. This finding on report submission to higher authorities is supported by Duggan, Smith, & Thomsen (2015) and Bodilly et al. (2008) who argued that impact of programs should be addressed after formal evaluation by requiring participants to report back on the progress of their undertakings. The provided information is essential for improvement efforts after assessing the achievements of goals/objectives and effectiveness of the coordinated educational programs.

However, the findings as well realize that despite the fact that there was a necessity of tracing the progress of communities after participation in educational programs, still, the process by itself was challenging. The existing challenges were identified and perceived in different ways. The

first aspect was for the trainees, and the second one was for the experts of community education programs themselves. With regard to trainees, it was observed that after attending and acquiring knowledge and skills, community members failed to implement some of the advice in their production activities. The reason behind is that; some of advice/principles needed funds to ensure that everything was in line as per directives. Some of the things that needed funds include buying agricultural inputs, startup capital, and others. This results to experts of educational programs to see that it was wastage of time and resources since communities were not implementing as they were taught.

On the second aspect, it was revealed that the process of monitoring and evaluation by itself needed funds for facilitation. Funds were needed for transport cost from different offices to the communities, lunch, communication airtime and another related cost. Therefore, in the absence of funds, experts of community education visited only accessible communities nearby City centre. Thus, those community members who were found in peripherals were not receiving attention and close assistance than urban communities. These findings are consistent with research findings by Ahmad and Batul (2013) who stress that supplementary of funds are important, but it is also essential that they are used most effectively and efficiently.

Therefore, the limitations facing community members and experts of community education programs is one aspect but the use of resources effectively and efficiently is another concern. In that the case, community members should try their best to ensure that they fight at their level best to apply the knowledge and skills gained during educational programs. And that the government and other funders should support experts of community education programs so that they perform their duties responsibly. Nevertheless, the aspect of using the funds effectively and efficiently should be taken into consideration for the optimal attainment of intended objectives from communities, funders, and providers of community education programs.

#### **5. 4. 3 Outcomes of community education programs in relation to poverty reduction**

This research sub-question examined the outcomes of community education programs in relation to poverty reduction. The related information was gathered through interviews with experts of community education as well as focus group discussions by trainees. It was worth noting that

increase in production and income was the main outcomes of participation of community members in community education programs. These findings as per figure 4.5 show that both experts and trainees of community education programs rated these two findings at the highest rank of 93% and 61% respectively. If these outcomes among others have been rated at the highest score from experts and trainees this justify that there were such kind of outcomes as evidenced from both sides. This as well validates the findings since practitioners have noted the outcomes in real life situation.

The findings reveal that after communities' participation in educational programs, they acquired new knowledge, skills, and competence that they applied in their socio-economic activities. Its application led to increase in production and income, hence poverty reduction among individuals and community respectively. These outcomes are due to the fact that communities applied those new ways and modern techniques in production activities that yielded better production and automatically increase in income. These findings are in line with the study findings by Verner (2004) and Becker (1994) who found that education and training are key in raising individuals and communities' productivity of the economy as more educated workforces produce a high value of output which contributes to growth in income and poverty reduction. And that for the nation to accumulate the wealth, there is a need for the respective nation to produce more by investing in productive labor (Smith, 2007).

This substantiates that knowledge and production skills are very important to transform the production style of communities. The acquired knowledge and skills help an individual to do the same job, but innovatively contrary to another person who has no such skills. That is why the literature confirms that the educated workforce differs with uneducated workforce when comes to production. This denotes that knowledge and skills help individuals to improve their production activities since the mode of production is in advanced and modern ways. Thus, the product as well will be of good quality that enhances the economic growth and hence reduction of poverty in the community.

The building of modern houses is another finding that was declared as among the outcomes of communities' participation in community education programs. This was ranked as the second by

trainees of community education programs during the focus group discussion as it was rated at 46%. But this was rated a bit less by experts of community education who rated it at 22%. This realizes that community members were able to air out what they have done as a result of an increase of income after engaging themselves in educational programs, than experts who could not be in a position to visit all individuals and communities' development in all aspects.

Community members were proud of having modern houses as it was among their wishes to possess such kind of houses. Although others were not yet living in their new houses, but they were eager to finish up their houses so that they could move in. However, their dreams could have reached only if the production trend could be of constant or increased. Their realization depends upon the production trend as a result of participation in educational programs.

The discrepancy in percentages between the experts and trainees of community education programs was due to the ability to reach each household. Thus, experts had such a bit little information because of visiting few community members hence rated the aspect of building modern houses at low percent than trainees themselves. Interestingly is that both confirmed that building of modern houses was one the outcomes of community participation in educational programs. And that participation in educational training enabled the communities to produce and earn more, resulting in increased income that made the building of modern houses feasible.

It is clear from the finding that accessing loans and loaning is another outcome of communities' outcomes after participating in educational programs. This aspect was rated as the second by the experts of community education at 39% while it was the least rated by community members at 2%. This entails that some providers of community education programs were as well involved in giving loans to the communities. Thus, they have seen the changes in terms of increase in the amount the loans requested by individuals or community groups. If the trend shows that the loans requested by the community members were at increasing rate, then this was used as justification by experts. Additionally, other community groups were growing to the extent of loaning other smaller groups as well as individuals.

With regard to this aspect, it was as well noted that experts of community education observed the rate of loans repayment to be more successful. This could be due to the fact that community members were using their loans wisely as per their initial plans. Also, the truth could be that community members were taught (before getting the loan) on how to use their loans wisely and ensure that the profit was being maximized for their prosperity. This finding is in correlation with the study finding that; despite the efforts to promote illiterate women by giving loans, their initial businesses failed. The rate of default was high that lead to the collapse of the revolving loan fund. The reason behind was poor records keeping and others were not aware of whether they are making profit or losses till after training on business management and bookkeeping (Olinga & Lubyayi, 2002).

It was credible to find that community members were able to meet their basic needs and improve their living standards after involving in community education programs. These basic needs were met after the acquisition of knowledge and skills that were applied in their production activities that resulted to increase in production and income. The increase in production helped communities to meet the basic needs and having a surplus. The surplus obtained helped the communities to pay for school fee for their children in government schools, international schools as well as Universities as per figure 4.5.

By meeting the basic needs means that as per definition of poverty, some communities were no longer considered as poor. The situation changed after engaging themselves in educational trainings that helped them to do better in their socio-economic production. After doing better, the increased production helped them to feed their families and selling out the surplus to cater another cost for shelter and clothes. By going beyond on these key three issues of food, shelter, and clothes, this means that the income has increased abundantly to the extent that communities managed to pay school fees and other requirements for better schooling.

Despite the fact that basic needs were met, greatly the surplus obtained helped the individuals and community groups to save some amount of money that helped them to establish more investments. This aspect of having more than one investment was revealed from both experts and trainees of community education at 24% and 15% respectively. Thus, without surplus that

was obtained after meeting the basic needs, there could be no further investments. Therefore, it should be delighted that the main source of these trends was the participation of community members in educational programs. This resulted to more production and increase in income, hence meeting basic needs, improving their standards of living as well as the establishment of other investments. This finding agrees with the study finding by Badu-Nyarko & Zumapkeh (2014) who found that effects of participation of communities in non-formal education programs marked improvements in respondents' economic and social activities among individuals and communities at a large.

Despite the positive findings of communities' participation in community education programs, notably, other experts and trainees of the programs disclosed that the outcomes were not yet realized. The findings on this aspect between the experts and trainees were 32% and 3% respectively. This denotes that experts of community education programs found that communities had not shown up as expected for 32% while the trainees found that they had realized the positive outcomes except at 3%. The reasons to why the outcomes of participation in educational programs were not yet realized as expected were differently elucidated.

Experts on this regard argued that trainees have not realized the outcomes of after participation in different community education programs due to their negligence in the adoption of what they were being taught. This negligence or lack of seriousness in adoption of such knowledge and skills led to community members to mark time in their socio-economic production activities. Another reason unveiled was that, incapability of community members to afford all necessary requirements like agricultural inputs or startup capital was the reason for not being able to apply all knowledge and skills offered.

On the side of trainees, it was noted that the nature of breeds, lack of capital, irrelevance of some educational programs, and other challenges were the main reasons for not realizing the outcomes of their participation in educational programs. All in all, the realization of the outcomes of community participation in educational programs is of a very great percent compared to the responses of non-realization. This is for both experts and trainees of community education programs. It is expectedly that if those inhibiting factors could be solved, the development of

communities could be realized since the capacity building on production has already been done. Therefore, responsible authorities, as well as communities, have to work to fight for limiting factors so that the poor should be detached from viscous circle of poverty.

*i) Attainment of objectives in educational participation*

The researcher wanted to confirm on the attainments of objectives as to complement the information on the acquired outcomes after participation in educational programs. It is clear from the findings that both experts and trainees of community education programs have attained their objectives differently. The findings reveal that 76% of experts of community education programs and 82% of trainees of community education programs confirmed that they have attained their objectives in the range of 50% - 79%. The number of respondents is big enough to realize that provision of educational programs has positive implication to the communities in general.

Notably, respondents had their reasons to support why such kind of achievement in general despite the prevailing challenges in their implementation processes. The findings are in line with the observation by Agodzo (2010) who did a study on non-formal education as a means to poverty reduction and community development: A comparative study of adult literacy, and found that 70% of respondents after participating in non formal education programs they were able to read, write, calculate, and they showed their improvements in different production activities like agriculture, hence increased income and poverty reduction at individual level and community at large.

It is clear from the finding that the attainment of objectives above 80% was a bit controversial since experts of community education programs argued that there was such achievement. About 16% of respondents (experts) confirmed that they have achieved at such extent while on the other side of trainees, none of them (0%) declared to have such achievement. This controversy could be due to the fact that experts have played their role to such extent, but adoption of trainees has been the problem to attain the same. Trainees could have played their part too, but they could have set their objectives very high thus what they have achieved could not have satisfied them. It is due to this situation thus, Sallis (2002) suggested that evaluation process of any undertaking should focus on the customer satisfaction and achieve its strategic mission and goals in three levels that

are immediate, short-term and long-term goals. Therefore, evaluation as per experts and trainees of community education, attainments of their objectives was impressive.

Regarding the low achievement of objectives (below 50%) as per figure 4.6, the findings indicate that only 8% of experts of community education programs confirmed such achievements while 18% of trainees of community education programs confirmed respectively. This entails that a bit large number of trainees of community education programs shown that they have achieved less than 50%. But in actual fact, they proved that at least they have achieved not less than 30%. In this context, this implies that both experts and trainees of community education programs faced some challenges that seem to be bottlenecks to their successful plans as expected. This finding match with the study finding by Haigh (2010) who remarked that there are barriers that exist in different undertakings that prevent community educators and learners to reach their goals, among others include ad-hoc nature of funding as well as lack of acknowledgment of the learner's needs.

All in all the results show that there is a good achievement on both sides of experts and trainees of community education programs. However, the persisting production challenges in real life situation affect the implementation and application of educational programs in different communities, hence less achievement to some extents as expected by few practitioners. Thus, the substitutes to deal with those challenges are crucial for better achievement and sustainable community development.

## **5. 5 Availability of Resources for Community Education Programs**

This research objective examined the availability of resources for community education programs. This research objective had three main sub-questions, namely financial matters, human resources, and teaching and learning materials for community education programs. The data collection methods used to capture the relevant information includes interviews, documentary review as well as focus group discussions.

### **5. 5. 1 Budget for community education programs**

This research sub-question aimed at examining the budget and allocation of funds for community education programs. The research findings disclose that funds for community education programs



were insufficient. Despite the different sources of funds for community education programs, but still, experts declared that the funds that were being allocated to serve the purpose were insufficient to fulfill the needs for effective provision of community education programs.

When the funds are insufficient this implies that even the performance in different sectors including community education provision is affected. Experts of community education programs fail to support communities accordingly, since funds are an essential input for facilitation of a couple of issues including transport to reach communities. Worse indeed, the effect mostly laid the burden and agony to the end users who are the community members. These communities suffer because they are not getting their rights to be educated and other related services that could have been facilitated due to the availability of funds. But it is obvious that the absence of funds denotes poor community education provision, poor communities' support leading to poor production by communities, hence persistence of poverty in different communities.

The findings go further by specifying the situation in a real and actual environment that the budget was being planned but was not disbursed as requested. Most of the time what was being disbursed was very little or sometimes was not disbursed at all from some sources particularly from the central government. These findings are concomitant with the study finding by Barrientos and Villa (2015) who did a study on antipoverty transfer programs in Latin America and Sub Saharan Africa and found that resources to address poverty were more limited and that the constraints were derived from the political and policy environment.

Much more, the decision on spending money for educational matters has been affected by the priorities of a given country with a respective form of education to be fully supported. Thus, other forms of education like non-formal education and community education, in particular, are being affected due to meager support. That is why Mwaikokesya and Mushi (2017) declare that the reluctance in supporting education for older adults is due to the fact the rationale for educational provision is based in the demands of the labor market to which older adults do not fit. Therefore, provision of community education for the sake of poverty reduction should be considered with respective financial support to attain the objectives in place. This is possible only if the intention of the developing country like Tanzania is to reduce poverty among its citizens.

Under such base, the government should allocate the funds according to the requests so that every sector and department performs its duties as planned. It should be comprehended that funds are the stem to the extent that every branch depends on it like lunch allowances, transport, teaching and learning facilities and others. Therefore, if there is goodwill to assist communities for the sake of reducing poverty among communities, the issue of budget and funds disbursement should be taken into serious thoughtfulness. This includes as well timely disbursement of those funds so that every program should be implemented effectively for the sake of improving the livelihoods of the communities in general.

However, the findings to some aspects show that funds for community education programs were sufficient. This was revealed by private organizations that were involved in providing community education programs including NGOs and CBOs. The argument with these private organizations was that the organization on its own prepared the budget for different purposes including educational training. Therefore, since they used to plan themselves means that they knew where to get such funds to serve the purpose. Though the findings add that sometimes to complement on these budgets, trainees were asked to contribute from their own pockets or from the community groups in order to attain the objectives as planned. Indeed, this aspect of communities' contribution either from their pockets was claimed by the trainees that it was hindering their participation in educational programs. Thus, the organizers have to rethink to ensure effective participation for the majority in educational programs.

The findings also unveil that the nature of leadership in a position determined the release of funds for community education programs. Both public and private organizations had one say on this ground. It was unveiled that respective departments/organizations used to submit their proposals and planned budget to the management for analysis and approval. It was further explained that after receiving those requests/planned budgets the management had to decide on what to be approved depending on their priorities. Therefore, the position of the management determined to whether the funds were sufficient or insufficient, hence disbursement of full funds, little or not at all. These findings are in agreement with the findings by Onuoha and Nwosu (2013) who did a study on planning and financing continuing and non formal education in Nigeria, and found that inadequate commitment to leadership on planning and financing as strategic objective and an

instrument for national development has been one of the major drawbacks of the efforts to pull itself out of poverty.

Additionally, with regard to sources of funds particularly from central and local government, the findings divulge that funds from central government were not effectively disbursed as those from local government (own source). Despite the fact that funds from the local government were little disbursed, but still, they were inconsistently disbursed. Regardless of being little, but those funds were helping much in implementing the provision as well as monitoring and evaluation of community education programs. It was further claimed that the problem with funds from central government was that they were either little disbursed or totally not disbursed. These findings are in line with the previously cited literature that inadequate financial allocation due to lack of political will on the part of the government has always been an underlying problem facing promotion of community education programs (Akande, 2007).

It was worthy to note that donors played a great role in financing community education programs. Both internal and external donors were mentioned to participate in supporting community education programs. Much more, for external donors, it was revealed that both multilateral and bilateral agencies were involved in financing community education programs in Tanzania. They aspire to finance community education among others include empowering the community by capacity building to ensure that they acquired new knowledge and skills that helped them to increase production, hence poverty reduction.

It was further revealed that funds from different projects and donors were disbursed to serve the purpose without unnecessary bureaucracy. Its disbursement was recommended by the experts of community education programs particularly at lower levels who in most cases were dealing with implementation processes. These findings align with the observation by Barrientos and Villa (2015) that donors engagement in financing educational programs is evidenced with regard to the role played by both multilateral and bilateral donors in poverty reduction in developing countries to ensure sustainability of community development.

As that the case, it is high time for the government to learn on why funds from donors and those funds for special projects were equally disbursed as approved without unnecessary bureaucratic procedures. Furthermore, why funds from donors were timely disbursed to the extent that even experts of community education appreciated their mutual support in facilitating the provision of community education programs? If this has been honored to help experts in serving the communities, the government has to rethink and reorganize itself to ensure that the provision of services to poor communities is no more pulled back by lack of funds. This is quite possible if there will be the political will to transform the lives of poor individuals and communities.

### **5. 5. 2 Budget trend for community education programs**

This research sub-question examined the budget trend for community education programs. The research findings disclose that most of NGOs and CBOs requested funds from their management when they had programs to be undertaken, contrary to government departments which planned their budget prior to implementation processes. Therefore, on the side of government departments, it was exposed that there were no significant changes in the budget trend since they referred to the previous financial budget when planning the new budget.

The aspect of referring to the previous financial budget is quite okay, though to some extents it is problematic. Things are changing now and then; even plans and activities are changing from time to time. Therefore, the planning of budget should reflect the plans and activities of the respective year than relying on the previous financial budget. It was disclosed that sometimes budget planners at City council level did not consult heads of departments to see their plans and activities for the particular financial year; rather they copied and pasted the previous financial budget. This could be one of the root causes for the affliction of experts of community education programs since their plans including the provision of community education were not taken into consideration right from the beginning.

Other experts added that sometimes there was slight addition of funds in their planned budget, but still that did not guarantee that the requested funds had to be disbursed as requested. Having slight addition of funds to the new financial year is the indicator that additional of plans and activities led to slight changes in the financial budget. But the aspect of not allocating the funds

as budgeted was a turning point for problems creation to implementers of planned activities. This means that instead of implementing and performing the planned activities, experts had to sit down to restructure their plans and re-budget according to the available funds. By so doing, it is obvious that some of the activities were not implemented, hence affecting the attainment of planned objectives.

It was claimed that sometimes when things became worse, experts of community education decided to set participation fee for every participant to complement the budget deficit. Alternatively, it was good for organizers, but it had negative implication to participants especially when the participation fee was high. The one who was directly affected by this decision was the poor community member who really wished to participate in such kind of educational training but having no money to pay for. Therefore, despite the fact that community members were obliged to contribute individually to complement the budget, the trend was found to be discouraging and affecting other community members to participate in educational programs.

It was disturbing to find out that the proposed budget differed with disbursed funds. This denotes that experts were requesting the funds according to their plans and needs. But what was being allocated was quite different, thus difficulties in implementation of several programs as planned. In general, during the budgetary reviews, it was noticed that the planned budget was at increasing rate. However, what was being disbursed was very little to the extent that it had nothing to do with the planned activities including provision of community education programs. This finding is in line with the study finding by Shaleyfu (2012) who found that generally there were always seem to be problems of insufficient funds for youth and adult education in Namibia that affected the implementation of programs. And that insufficient of funds for community education hampered the effective educational support in different communities (Mbughi, 2011).

The findings reveal that there was a tendency of decrease in the budget when the sponsorship ended. When some donors were in support of some programs, the budget for implementation of those programs was not an issue at all. But when the donor supports came to an end, it is where experts faced difficulties in getting funds for implementation of their planned programs. It was further revealed that sometimes some projects or programs were being established with full

support in terms of finance. When the contract of that project or program ended the implementation of educational programs with respective supports started to diminish hence deterioration of established projects and community programs including the provision of community education.

It was not worthy to find that there was a small percent of the budget which was allocated for education component. This was revealed during the review of different budgetary documents from different government departments. It was revealed that only 6% to 15.3% of funds were disbursed for educational training and only 3% of the total budget for basic education was allocated to adult and non-formal education as per table 4.9 and 4.10 respectively. This adversely affected the implementation of educational programs to the communities that led to poor means of production, hence persistence of poverty in different communities. These findings are in correlation with the findings by Jinna and Maikano (2014) who found that there was a low amount of budgetary resources devoted to adult education by African countries. Thus, reflected the low priority given to this education sub-system despite its inclusion in the global development initiatives adopted since 1990's.

Therefore, the priority for development is the first and foremost thing to be considered for developing countries like Tanzania. These priorities should reflect the developmental planned activities of different departments and organizations. For real, the plans of implementers need to be taken into consideration for effective implementation. Indeed, if the government wish to help its citizens and poor communities in particular, the aspect of increasing the budget for community education programs is inevitable.

### **5. 5. 3 Human resources for community education programs**

The research sub-question examined the available qualified human resources for provision and coordination of community education programs. It was alarming to find out that there was high demand of human resources at the Ministry level by 48% since at this level is where most of the decisions were being made as well as coordination of all implementations at lower levels. It should be noted as well that experts at the Ministry level were responsible as oversees of all activities that were being done in the country with respective departments. Thus, there were

several activities like monitoring and evaluation of several projects and programs that were supposed to be done by experts at Ministry level in collaboration with City council experts.

Definitely, inadequate of experts imply that accomplishment of some activities by these few experts was uncertain. This finding has a correlation with what has been stated in the education policy that despite the rapid expansion of education system in Tanzania, human resources remained seriously undeveloped, thus too few of the working population had adequate knowledge and skills needed to meet the demand of economic development (URT, 1995). In regard to this, it implies that despite the need of human resources to serve the government to some positions, the required personnel with specified eligibility were not found or were not yet to be employed to cater the needs.

It is evidenced from table 4.12 that nearly all government departments had a shortage of human resources for community education provision. The findings are clear that there was high demand for human resources at ward level than at headquarters. This is not healthy since experts at ward level are responsible for all services required by community members including educational services since they are closer to the communities than anybody else. This inadequacy may be due to a number of reasons including inconsistency on the outstanding recruitment of various experts to serve the communities at different posts. This situation affects the implementation of various activities and close support to communities. However, this finding brings a doubt to what has been stipulated by different policies including the national agriculture and livestock extension policy and implementation guidelines. It is stipulated that the Ministry of agriculture and livestock development will carefully manage human resources to ensure appropriate qualities of extension officers, provide extension services required by the farm families in the nation in an effective way (URT, 1992).

The doubt that is brought in is that, to what extent the few available human resources can manage all activities to ensure quality and effective extension services required by all farmers. If there was scarce of human resources at Ministry level and scarcer of human resources at ward level, definitely what has been stated in the policy was unfeasible. Since even the aspect of facilities and funds for implementation was problematic, thus, the aspect of quality and effective extension

services was unviable. Otherwise, there is a need to set mechanisms and facilitation requirements to use the scarce available resources to ensure that at least communities are served at some points.

It was encouraging to find out that the departments of adult education and community development at least had a low demand for human resources at ward level compared to other government departments. This entails that community members were getting at least reliable services ought to be provided by this department due to the fact that a big number of services experts were around to the communities. For education sector, the demand seems to be very low due to the reality that ward education coordinators were serving communities in all aspects relating to education sector including adult education at ward level. These experts were easily available since most of them were employed as teachers who have been promoted due to their level of education and work experience.

Findings from non- governmental organizations particularly CBOs show that there were adequate human resources, though in actual fact sometimes they used experts from City councils when there was a need. Indeed, according to their organizational structure, there were all experts in respective positions, but when it comes to educational provision sometimes they used experts from City councils or from the executive committee depending upon the nature of educational training. Cooperation among providers of community education is recommendable since most of the organizations are not well equipped with all human resources needed to the fullest.

Definitely, the idea of CBOs to use experts from the City councils and from the executive committee is impressive since the aspect of professionalism and expertise was being taken into consideration. This considerably increases the acceptance of these CBOs by community members in terms of their services being offered in different communities. This finding aligns with the education policy which declares that the government will prepare the conducive environment and ensure that education and training sector provide enough human resources to satisfy different sectors for national development (URT, 2014).

The statement in this policy confirms that the aspect of professionalism is crucial for effective performance in respective sectors. It is at this juncture the due respect is honored to different



organizations that saw the necessity of cooperation with government experts to ensure that the services offered by those organizations were of good quality. Also by cooperating in community education provision, means that the ideas of government experts are brought in with regard to the provision of community education programs for community development.

#### **5. 5. 4 Training books/manuals for community education programs**

The research sub-question examined the availability of training books/manuals for community education programs. It was worth to note that both experts and trainees of community education programs agreed that learning materials were being provided to trainees after educational training. Experts of community education declared that they had both teaching and learning materials for community education programs and they gave copies of handouts and brochures to different trainees.

Surprisingly in this aspect, there was a bit controversial in terms of percentage, as experts agreed at 50% while trainees accepted on receiving learning materials at only 23% as per figure 4.10. Experts at City council level confirmed that they used to give most of the trainees different handouts and training manuals to leaders at ward level. This is quite possible since they knew that ward leaders had to use those materials to teach different community members. However, trainees declared that they used to get learning materials when educational training was undertaken by Non-Governmental Organizations compared to educational programs that were being organized by government departments.

This controversy could be due to the fact that Non-Governmental Organizations were dealing with communities very rarely compared to governmental departments, thus their preparations differed. Much more, government departments could ignore to support the trainees with handouts and other learning materials with the hope that they had other experts at the ward level whose responsibility was to work closely to the communities and assist where the needs arise. All in all, good enough was that the aspect of supporting trainees with learning materials had been confirmed by both sides despite the discrepancy in terms of percentages. These findings are in line with the findings by Mikits (2009) who argued that overall, the literature shows that

handouts can be a very useful tool that enhances the learning process and that handouts cover more materials thus increasing the number of instructions for the learners.

It is clear from the findings that big percent of responses from both experts and trainees confirmed that provision of learning materials to the trainees was done but not always. The findings realize that 38% of experts of community education confirmed that they sometimes provide learning materials to the trainees. And that 53% of trainees confirmed that they used to receive learning materials from the organizers of educational programs though not all the time. This denotes that if the experts of community education programs sometimes were not supporting the trainees with the learning materials, automatically this implies that the trainees were not getting the learning materials all the time. The tendency of not giving the trainees the learning materials could be due to various reasons and depends on the providers and educational programs as well.

Indeed, experts of community education programs declared that one of the main reasons for not supporting trainees with the learning materials like handouts depended upon the financial status of the organization that organized the educational training. It seems that when experts had enough funds for producing handouts and brochures, they did so but if they had no such funds they did not supply those learning materials to the trainees. These findings are in line with some literature and are in controversy with other literature.

Lang (1994) argue that providers of community education programs should evaluate the cost and benefits of preparing the handouts for learners, and hence decide the nature of the handouts to be prepared with the respective organization to meet the desires of the clients. While, Mikits (2009) argue that note taking for learners, forces individuals to synthesize the information and place its context that is discernable and in a style that matches their thought patterns. Therefore, the decision upon either the support of learning materials or just letting learners take notes depends upon the nature of trainees and the nature of educational training itself. But for community education programs, provision of learning materials like handouts is very important since the aspect of note-taking needs some skills as some community members could not have such skills compared to other students in the formal education system.

The findings associated with the provision of learning materials to the trainees unveil that experts of community education programs did not support their trainees with learning materials. Although the responses from the experts are of a very small percent of 9% the responses from the trainees are of a great percent of 27%. At this juncture, it seems to be difficult to realize how the situation was regarding this affair. Though, in actual fact, both sides agreed that the provision of learning materials for trainees after training for references was not done. The reasons for not doing so could be as what has been explained previously in the preceding descriptions.

However, the importance of supporting trainees with handouts still remains crucial due to the nature of community members in terms of the capability and skills of note-taking contrary to other young/youth students. And that provision of handouts makes less likely errors in note-taking as learners are given a reliable reference for learning. Since it is advised to prepare handouts for trainees, Lang (1994) advice producing handouts that can be remedial in their own right, thus writers need to adopt a new orientation to their task and becoming familiar with a new body of knowledge and skills. This will help the community members to revise on their own and apply the knowledge and skills accordingly in their production activities to enhance more production.

## **5. 6 Challenges in Provision of Community Education Programs**

This research objective sought to find out the challenges in the provision of community education programs. It had two other research sub-questions, explicitly on how challenges were being encountered, and suggestions for effective provision of community education programs. Information related to this research objective was collected through interviews and focus group discussions. It was revealed that one of the challenges in providing community education programs was insufficient and delay of funds disbursement. Due to these two situations, the implementation of community education programs like provision, monitoring and evaluation became difficult to most of the experts of community education programs.

Much more, the planned educational trainings were affected; hence community members missed their rights to be educated for better performance in their production activities. However, the funds that were being disbursed for community education programs were insufficient due to

various reasons including scarce resources as per revenue collection and less donor support. Additionally, this was happening due to the fact that there were many plans by the government that needed financial support for its implementation. Thus, as per available funds, the government and other organizations failed to meet the available financial demands.

It was further noticed that there were different priorities between different authorities, thus the aspect of community education programs sometimes suffered by being allocated with little funds. Due to the aspect of priority, even funds disbursement delayed since the little amount collected was allocated to some activities as per priority by the responsible authority. Consequently, both insufficient and delay of funds disbursement affected the effective provision of community education programs. These findings are in line with the findings by Mbughi (2011) that financial constraints are a great obstacle to the provision of community education in Tanzania, and that the lack of political will on the provision of community education contributed much on the insufficient allocation of funds. Much more, the education policy as well declared that the education sector is still underfinanced and that relies heavily on government financing and donor support (URT, 1995).

It is obvious from the findings that accessing and repaying the loans was really challenging as evident from both experts and trainees. The challenge in accessing the loans was due to the fact that conditions for giving the loans particularly from the banks were difficult to be met. One of the conditions was having a title deed for owning the house. But in actual fact, most of the community members owned the house without title deed or were just renting the house to the extent that to use the title deed of the landlord or landlady was very difficult. As a result community member decided to seek the loans from the City councils as their conditions were slightly uncomplicated.

However, the loans that were being given from the City councils were given to community groups, not individuals. This is due to the reality that there was distrust among individuals. Therefore, in order for the City council not to get a loss, they formulated groups as the security for the loans repayments. This means that if one member of the community group fails to repay the loan, all group members have to contribute to repaying the particular loan. But group

members were feeling appalling why they should suffer because of somebody while at the same time they had to repay their loans as well. In this regard, to avoid all these chaos particularly on repaying the loan for somebody else, the process of group formulation need to be done with extra care. Group members should be familiar with one another so that they do not end up in such chaotic situation.

But again, the loans from the City councils were a challenge since the amount that was being loaned was not enough to satisfy the needs of all members of the respective community group. Thus, some group members had to look for another loan from other loaning Institutions to cater the needs at the time being. Though, this trend was disrupting the community members during loans repayments as others were ending up with frustrations. The situation was discouraging community members to seek for loans since they feared on how to repay the loan. Worse indeed, other financers needed to start repaying the loan after one month something difficult for some community members to have already made the profit. Other community members were wishing to repay after harvesting their products something became controversial as the financers needed those funds for loaning other people who were in need.

Indeed, the approach of group lending scheme was a challenge for some individuals since when one default failed to repay the loan, the rest members of the group had to pay for. However, the approach is good on the side of financers as the money will be paid back, but sore to the innocent community group members who suffer unnecessarily. These findings concur with the findings by Breza (no year) and Schwarz (2011) who argued that borrowing cost is passed to customers through the interest rates that affect the capital of poor individuals. Also, financial institutions perceive a huge distrust on borrowers as they think that they lack financial education. This implies that setting the high-interest rates is for compensation of borrowing cost and setting strict criteria for accessing the loan is due to distrust of community members, hence the challenges for community members.

It is evident from the findings that lack of reliable markets is one of the challenges that were facing communities. The issue of the market was problematic in various aspects. One of it was that during the rainy season livestock keepers got a lot of milk to the extent that they failed to sell

their products as expected. Even farmers declared that sometimes after attending educational programs they applied knowledge and skills gained in their educational training in their production activities. Due to such adoption, their productions increased to the extent that they failed to get the markets for their products.

The problem of the market could be due to several reasons including competition among producers on the same product. Other reason could be the problem of quality of products that were being produced /processed. Sometimes lack of business education and market networking towards their production could be another problem that increased the challenge of markets for communities' products. These findings are parallel with the study findings by Schwarz (2011) who found that smaller companies had no plan on how to improve their products/services in order to compete with producers/service providers and that they were not pro-active to attract new clients and keep permanent ones. It is added that both external and internal markets are so competitive due to globalized market and this is determined by the capability of producing the products at the acceptable quality and effective packaging (URT, 2004).

It was not worthy to find that politics were affecting implementation of several educational programs including financial allocation. The findings disclose that there were programs that were being planned for good, but those plans were intervened by politicians in different ways. Also, politicians were not realistic to communities to the extent that sometimes they lied or exaggerated things for their own benefits including gaining cheap popularity. Others were doing so purposely so that they are re-elected during the next tenure. For example, when the politicians were to propel the information from higher authority to lower authority that was of benefits to communities, they shared such information with only members of the same political party. Therefore, some community members were missing such kind of crucial information. This led to a misunderstanding between the communities and government experts at City council level unnecessarily.

With regard to the impact of politics in the implementation of educational programs, it was revealed that sometimes the plans at City council levels were affected by the decisions from higher authority. These decisions from higher authority affected even the budget allocated to

different departments since those political decisions were urgent and unplanned, hence not budgeted. These findings are in agreement with Mosha (2012) and Power & Maclean (2011) who argued that different policies and program decisions in education are politics based, do not reflect the reality on the ground and are uncoordinated, with lack of coherence. Thus, suggested that acting on sustainable development is not a mere question of education for sustainable development, it is rather an issue of political will.

The findings from both experts and trainees unveil that the aspect of payments (allowance for trainees) is another challenge that was impeding the implementation of community education programs. This aspect has two sides of the coin. One side of the coin is that of experts of community education programs argued that participants/trainees needed to be paid after participating in educational training. This was demoralizing experts of community education programs as they thought that what was being offered was for communities' benefits. Therefore, they were discouraged due to the fact that even their budget to reach communities for the provision of education, monitoring and evaluation were not enough. Thus, talking about allowance for participants was unfair to them. Conversely, trainees were defending themselves on this aspect with the argument that they needed allowance since to attend training, means that other production activities that were helping them on daily earnings had to stop. Therefore, by having allowance was like compensation as nothing would be disrupted in anyhow.

The other side of the coin is for the trainees who claimed that paying a participation fee for educational training was a great obstacle for their participation in educational training. Their arguments laid on two main contradictory concerns. The first concern is that they wanted to attend those trainings as they found to be very important for their production activities. The contradictory idea is that some of the educational trainings were too demanding as they needed a lot of money. Thus, as per their economic standing, they could not afford to pay that amount of money for educational purposes despite its importance. Another argument is that the information was reaching them at the latest to the extent that they failed to plan, budget and adjust themselves for attending those trainings.

However, trainees agreed that educational trainings were useful for their production activities. Also, they were ready to pay participation fee provided that they were affordable and information reached them earlier than it has been experienced. This is the point of congratulating community members that they value knowledge and skills. In that the case, they agreed that education is an investment, and to invest means you have to incur some cost. Therefore, experts should consider the claims by community members on setting the affordable participation fee for the normal communities for their effective participation.

It was alarming to find out that there was the poor adoption of community members in their production activities. These findings were found from both experts of community education programs as well as trainees themselves. However, on this aspect experts and trainees had different perspectives on why poor adoption? Experts claimed that trainees were not adopting what they were being taught due to their negligence as they were not serious when attending educational training. They added that others were too dependent to the extent that they wanted to be assisted on everything including financial support, something very difficult to be done for all individuals in different communities.

Meanwhile, trainees on their side claimed that they were not adopting well on what they were being taught as most of them did not have the capital to implement what they were being trained. The claim by trainees based on the reality that establishment of several projects needs a lot of money something difficult to normal community members. Other trainees added that, facilities for running production activities were so expensive to the extent that some of them failed to implement as advised by their experts during educational training. Thus, the aspect of capital was the problem for trainees to implement effectively what they were being taught. This finding aligns with what has been stated in the national policy on empowering citizens economically that communities are encountering challenges on access to capital for effective production activities (URT, 2004).

Despite the fact that agricultural inputs were too expensive to be afforded by community members, still, the findings confirm that counterfeit agricultural input is one of the challenges that were facing them in production activities. This was disclosed by both experts and trainees to



realize the extent of the problem to the communities in their production activities. These counterfeit agricultural inputs mainly include seeds and agro-chemicals or medicines for treating pests and diseases for both crops and livestock. This was happening due to the fact that some people were not trustful in their business, and regulating bodies were not effective to check those inputs before sending to the market and stores. Though the respective bodies like Tanzania Food and Drugs Authority (TFDA) and Tanzania Bureau of Standards (TBS) were responsible for checking and ensuring agro inputs are genuine, but they were sometimes overwhelmed.

Though some of the agro-inputs can be genuine, there is need to recheck them in the stores and business shops to reduce the effects in the communities. This problem seems to be not only in Tanzania but also in Uganda. It is clear that there was the introduction of the joint online platform to fight counterfeit agro-input. The introduction of the platform was to promote information sharing in order to increase access to available quality agro-input and decrease the prevalence of counterfeit in the Ugandan market (USAID, 2015). For the case of Tanzania, the findings by Elliot (2016) reveal that the application of customized and high performing inputs as opposed to commoditized products that have been in the market, was low due to unnecessary restrictive, length and costly process for registering and certifying new inputs and technologies for effective application by farmers.

Climate change is another challenge that was claimed to be affecting communities in their production activities particularly farmers and livestock keepers. It was confirmed that the production by farmers and livestock keepers were unpredictable since the changes of weather affected their production activities. Sometimes they planted on time but due to weather changes that were not guaranteed as per their experiences, their crops were affected due to drought. The absence of rainfall also affected the fodders for livestock; hence affected milk production and sometimes death of animals.

Therefore, the climate change affected much agricultural production among community members, hence deterioration in community development. This finding is consistent with Fakava (2012) who argued that due to climate change, agricultural production is affected due to increased temperature and change in rainfall pattern that affect crop growth, soil fertility and water supply

for irrigation and amount of feed for livestock. This problem affects the majority of farmers and livestock keepers since its occurrence is unpredictable.

Since the predictability of climatic changes is difficult to the majority of farmers and livestock keepers, it is advised that farmers should grow short time crops. These crops are being harvested within the short period of time before being affected by drought. Another option for farmers is to grow crops that tolerate drought. Likewise, livestock keepers should ensure that during the rainfall season, they harvest fodders and keep them for future use. The keeping of those fodders includes drying and storing in dry places or other processing and packaging to cater the needs during the dry season. Despite the challenges discussed, the researcher was interested to explore how the challenges were encountered to accomplish the planned objectives.

#### **5. 6. 1 Encountering of challenges in the provision of community education programs**

This research sub-question explored the ways which were used by experts as well as trainees to encounter the challenges that were facing them in relation to provision and participation in community education programs. It was fundamental to find that the transport problem was among the challenges which were facing experts and that several measures were being taken to solve the respective problem. Some of the measures which were being taken by those experts among others include using public transport, private cars, and used cars from other departments. Despite the fact that these options were good, still, they had their shortfalls for each one. For example the option of using public transport, it was revealed that they were unable to reach the experts in respective areas as intended. Most of them were having their final stop far from where most of the communities live and where the experts needed to go. Therefore, the experts had to look for other alternatives after arriving at the end station in which they had to hire a taxi or motorcycle at their own cost.

The use of cars from other departments was another option which was revealed. However, the challenge with those cars was that they were not reliable as well, and sometimes the issue of fuel was emerging at the time of planning for such option. Thus, the option of using private cars appeared to be better for both cases since the owner had to use it to reach the communities. This option had its challenges since the experts had to incur the cost of buying the fuel and even

risking their private cars, something not fair. Indeed, the aspect of hiring taxi or motorcycles could be better in comparison to other options. Though, its challenge was to have cash on hand for hiring the taxi or motorcycle to the extent that experts were being overloaded and overspending for the sake of helping the communities.

Indeed, the option of reaching the nearby communities was the last resort. The option was being taken by the experts in order to help nearby communities since the experts had the short and walking distance. Even if they decided to use their private cars, or hire taxi still they had to use the very little amount of money. However, that option had a great impact to other communities which were far from the City centers. This implies that those communities would not be assisted whether in terms of provision of community education or monitoring and evaluation processes. Therefore, by not reaching those communities means that they were not assisted in anyhow to fight against poverty that existed among them. Much more, they were much deprived to the extent that poverty reduction measures to those communities were of daydreams.

At that juncture, it can be argued that the aspect of transport is very crucial for experts to ensure that they reach communities for both provision of community education, monitoring and evaluation activities for communities' development. These findings are concomitant with the statement in URT (2011) that the extension services are constrained by weak collaboration amongst stakeholders, insufficient expertise, weak research and inadequate infrastructure and facilities. Thus, it is advised that the government should build and improve the feeder roads so that established rural business communities could bring goods and services into the communities with ease and facilitate general transport among communities for community development (Mensah, 2011).

It was not worthy to find that waving out some programs was one of the strategies to encounter the challenge of insufficient funds for implementation of some community education programs. This was used by several experts to encounter the financial constraints in implementation of their programs in the communities. The option was being taken after seeing that the planned programs with the respective disbursed funds do not tally. Therefore, the experts were waving out some programs by looking at priorities, hence spending the available resources for those prioritized

activities. This means that among all planned activities; only a few activities were being implemented as per available scarce resources.

However, it should be noted that all programs which were being planned and budgeted were crucial to respective department or organization. Therefore, the process of reviewing the planned activities and waving out some of them had a direct impact on target groups of the communities which were to benefit from those programs. Much more, by waving out those programs this means that those programs were to be implemented next financial year and sometimes were totally left out. This is possible since each financial year has its priorities at different levels, and others are mandatory to be implemented.

Therefore, the approach of waving out some programs was good to the situation where there was no alternative to implement the planned programs. But this strategy had a great impact on delaying the community development since the implementation of development programs to the communities delayed as well or totally not implemented to some communities. That is why Ahmad & Batul (2013) in preceding literature suggest that supplementary of funds for any crucial undertakings are very important. Also, they are essential to guarantee that the available funds are utilized effectively and efficiently to ensure that the planned programs are implemented to attain the objectives of community development and poverty reduction among communities.

It is clear from the findings that request for donor assistance and seeking for loans are other strategies which were used by experts to encounter the problem of financial constraints. The aspect of requesting for donor assistance was used by experts after realizing that the amount of funds disbursed was totally insufficient to cater the needs for implementation of several programs. This implies that different departments and organizations were planning different programs with the respective budget. But at the end of the day, the funds that were being released did not satisfy the needs and the planned activities. That is why due to the necessity of those programs; those experts had to look for alternatives to ensure that at least the planned activities were implemented as planned.

In order to implement those planned programs, experts had to request for donors assistance. These donors include internal and external, as well as bilateral and multilateral donors. It was found that without the support of donors, things could have been worse. Thus, donors played their mutual support in ensuring that most of the programs were implemented as planned including the provision of community education programs. This study finding is in line with the findings by Hoppers (2006) that the lack of resources combined with poor educational leadership in African context has caused Non-Formal Education development to remain very donor dependant. As a result, the initiation of the transformative form of Non-Formal Education, in particular, may have been much constrained.

On another hand with regard to trainees and communities in general, the aspect of financial constraints particularly startup capital was solved by seeking for loans. These community members were seeking loans from the banks, credit schemes, SACCoS, City council and from individual person. However, it was revealed that communities were facing difficulties in terms of accessing the loans to the banks. This was due to the strictness of conditions and criteria that were not favoring a good number of communities. Much more, communities were facing difficulties in repaying their loans, particularly to the Banks due to high interest rates of repayment. Although the banks were loaning a lot of money than other institutions, nevertheless those challenges in accessing and repaying the loans led communities to access loans to other loaning Institutions.

Despite the fact that other loaning Institutions were a friendly user in loaning communities of normal income, still, it was claimed that the amount of money that was being loaned was very little to cater the needs. This is particularly the funds from City councils which seemed to be a lot, but when divided for each community group member was nothing to outfit the needs. Even though, trainees declared that in spite of being little, but those funds have been helping them at least to establish and run some small enterprises, as something is better than nothing.

The findings suggest that the use of leaders at lower levels was another alternative to ensure that things were under control without waiting for experts from higher levels. This implies that sometimes experts from higher levels were unable to reach communities for the couple of reasons

including transport and financial problems. Therefore, to ensure that what was planned was being implemented as planned, the experts at higher levels delegated the power to leaders at lower levels to implement the plans. One of the key issues among others which were being implemented by leaders at the lower levels was monitoring and evaluation of the programs in different communities.

Remarkably, after provision of community education programs in different communities, the next step to be done by experts was to monitor the application and adoption by the trainees. Therefore, this process was supposed to be done by the experts of educational programs themselves. However, under some circumstances, experts could face difficulties to reach communities for the matter. That is why due to their intentions; they were opting to use leaders at the lower levels to conduct monitoring and evaluation on their behalf.

The use of leaders at lower levels is a good option after realizing the necessity of monitoring and evaluating the progress of different communities in their undertakings. Monitoring and evaluation help experts to realize the challenges which are being faced by communities, and hence find the way to assist them and ensure their prosperities. This finding is consistent with the findings by Barrientos & Villa (2015), and URT (2006) that monitoring and evaluation are crucial tools to track the implementation of programs, and that it can be done by different stakeholders such educational experts, NGOs, researchers and other practitioners to facilitate improvement in government effectiveness.

It was worth noting that the challenge of participation fee was encountered by sending representatives from the community groups. This was being done after realizing that individual person could not afford to pay the participation fee, despite the fact that educational trainings were very important for those community members. Therefore, to ensure that the community group members get the respective knowledge and skills, they were opting to contribute some money. Thereafter, they chose one member or two members as representatives to attend the training and come back to teach other community group members.

This strategy is very good since the objectives of attending educational training are being attained to some extents. This is due to the fact that by sending representatives has the implication that community groups value knowledge as a crucial instrument to foster their socio-economic development. Therefore, by sending representatives means that other community group members will as well get what was offered and apply in their production activities. This option is better than surrendering to attend the educational training due to lack of money for paying the participation fee. What matters is that representatives need to be smart in taking notes for effective feedback to their colleagues. This is recommendable since any educational training has goodwill to the participants to ensure that they get knowledge, skills, and competence for better production, hence poverty reduction.

It was credible to find out that community members were using different techniques and strategies to encounter the challenges related to pests and diseases. One of the strategies was crop rotation. Crop rotation is the act of growing different crops in succession in a given plot. This approach was being applied in different communities in order to control pests and diseases. Pests and diseases were being controlled due to the fact that each crop had different pests and diseases that were in favoring it. Therefore, after existing in a particular piece of land, farmers grew a different crop in the same field to the extent that the available pests could not harm the grown new crop. This is the cultural approach that has no cost to be incurred by farmers. Therefore, this is recommendable for farmers in order to control pests and diseases and save their money to be used unnecessarily.

Use of local medicine is another approach which was used in different communities in dealing with the problem of pests and diseases. It was noticed that communities were using local medicines after realizing that their crops were already invaded and affected. This approach was encountering two major challenges that were disturbing farmers. These challenges include the cost of buying pesticides from agro-medicines shops which were expensive. The second challenge is that some of the agro-medicines were not genuine (fake) to the extent that they could not help farmers in solving the problem of pests and diseases. Therefore, in order to solve the two challenges, they used local medicines to ensure that the problem of pests and diseases was solved at least at low cost or without incurring any cost.

However, in another way round farmers particularly those who were dealing with both crops cultivation and livestock keeping, had another alternative for their livestock. The finding revealed that vaccination was the strategy that was used to ensure that the livestock were not affected particularly chickens. It was found that chickens especially modern breeds were very sensitive and prone to diseases. Therefore, without vaccinating them means that the livestock keepers were in danger of their modern chickens to be invaded by diseases immediately comparing to local breeds of chickens. Although vaccination was expensive and needed experts, it was found to be helpful as to when chickens were invaded by a certain disease; they died at a great number at once. Once this happened, livestock keepers got a big loss if not totally being diminished.

Definitely, all the strategies which were being used by farmers in encountering either of the challenges relating to pests and diseases were worthy of farmers' prosperity and development. These findings are in correlation with the literature on pests and diseases control like that of Boa, Chernoh & Jackson (2015) who recommend using Integrated Pest Management (IPM). This approach consists of identification of problem like the sign of the pests/diseases, prevention including cultural approach like the use of disease-resistant varieties and using disease-free seeds. Much more, the literature suggests on an adaptation of good practices in the field like the removal of infected material that could carry the problem over the next crop and use of pesticides where the method is appropriate. Thus, once the farmers could be sensitive in monitoring their crops, they could be in a good position to use either of the approaches as others are costless.

Indeed, as per findings, growing of drought tolerant and short-term crops found to be the strategy to encounter the problem of drought among farmers. With regard to drought-tolerant crops, there are several crops that do not need a lot of water from the growing stage to harvesting stage. These crops can survive for a long period of time at the very little amount of water like cassava, millet, and wheat. The extent to which in areas where there is no reliable rainfall, those types of crops can grow without any problem. Thus, farmers need to see the trend of rainfall and even the season to which they wish to plant and grow different varieties of crops. The selection of crops could consider crops that either tolerate the drought or can be harvested within the short period of time before the end of rainfall season. This will enable farmers not to get loss unnecessarily and ensure that their families get crops for both food and commercial purposes.



Much more, the findings on this aspect revealed that some of the farmers had the tendency of harvesting water during rainfall and using it during the drought season for irrigation. This process of harvesting water depended upon the capacity of facilities for keeping such water. Some of them were using water tanks of different capacity to ensure that at absence of rainfall they could use it. Other than harvesting water during rainfall, another option was tapping some water from nearby rivers or community water taps/wells. These rivers were seasonal to the extent that during dry season they did not exist. Therefore, when the rivers showed the sign of decreasing in volume, farmers tapped water to their water collection facilities to use in the dry season.

It was further revealed that sometimes after finishing collected/harvested water, farmers were hiring the cars that were special for water distribution at some cost. Thus, those tanks were filled with water to the extent that they could serve for some days. However, it was expensive to conduct such business for normal farmers since the water was needed for domestic purposes as well. Alternatively, other farmers used to excavate local wells to serve the purpose. Even though, those wells depended upon the level of the water table at a given area. They could serve for a short period of time and dry as well in the dry season.

In this regard to drought adaptation, the findings are in line with the findings by Udmale, Ichikawa, Manandhar, Ishidaira & Kiem (2014) and Pandey, Bhandari, Ding, Prapertchob, Sharan, Naik, Taunk & Sastri (2006) who found that majority of farmers were dealing with drought problem by changing crop calendar (flexibility in crop choices). Others were using low water consuming crops, using improved irrigation practices, water harvesting and reducing wastage of water during drought. Therefore, when these mechanisms are employed can enable farmers to grow crops throughout the year for sustainable development.

The problem of markets is another finding that its encountering strategies were divulged from community members. The market problem was almost facing every individual person in the community with regard to their production activities. However, the problem for the majority was found to be seasonal. The market problem was being created when the demand was very low while the supply was very high. Therefore, when the supply was very high most of the communities had to find an alternative on how to sell their products. The main strategy which

was disclosed was selling on non-cash. This denotes that producers instead of selling their products on cash, they had to give products to their customers and record the products which were supplied versus the amount of money. This implies that those customers had to pay the said amount of money at any time after getting some money.

This strategy is good when, and only if there is no alternative. Its danger is that, for people who are not trustful, the producers will be getting a loss now and then. Additionally, the process of collecting such money is very difficult since the collection depends on the customers having some money. Another thing is that the producers cannot be able to plan their programs effectively since they are not sure when exactly they will get money from their customers. It is really discouraging, but for the sake of not getting a total loss, the option is slightly fine.

However, the market problems have been stipulated in the “National policy on empowering citizens economically” that generally both internal and external markets are being constrained by competitiveness as a result of globalization, and that most of the products are lacking markets because of being produced at small amount and low quality as per criteria set and acceptable internationally (URT, 2004). Therefore, without looking for alternatives on how to sell the products, the majority of normal community members are expected to get loss of their products, hence persistence of poverty.

## **5. 6. 2 Suggestions for effective provision of community education programs**

This research sub-question explored the suggestions from both experts and trainees on what should be done for effective provision of community education programs aiming at poverty reduction in Tanzania. The research findings suggest that for effective implementation of community education provision, the government should consider the crucial aspect of the budget that is being requested by experts for implementation. The findings from experts confirm that the budget was being planned but not respected during funds disbursement. Lack of respecting such budget was due to a number of reasons including insufficient funds, and different priorities with those in authority. Sometimes was due to interference with other urgent matters that needed money while not in plans. As the results, the funds that were being requested by different experts for implementing their plans were less disbursed and sometimes not disbursed at all.

The impact of not disbursing the funds as requested is that what was planned for implementation for the respective financial year were postponed or very few among many were implemented. This affects the general chain of performing different activities including provision of community education that in turn affect the performance of communities in their production activities. By affecting the communities performance means that they cannot increase their income, hence persistence of poverty in the communities. Therefore, it is very important for those in authority to see the necessity of considering the requested budget so that the planned programs are implemented without being interfered in anyhow for community development.

Another thing that was claimed by the majority of experts particularly government workers, was about the delay in disbursement of funds. The delay in funds disbursement affects the implementation of the planned activities within the time frame and action plans. This does not only affect the activities to be done within their schedule, but rather lead to postponement of some activities that are planned according to the seasonal calendar. This happens when there are activities which are being done in favor of the weather either summer or winter season. Therefore, in case the funds are disbursed while the favorite season has elapsed means that respective program has to be postponed. Thus, experts suggested that funds should be disbursed timely to avoid all those abnormalities.

Much more, experts of community education programs suggested that there is a need to invest more in Adult and community education by increasing its budget. This will help the experts to do their responsibilities in an effective way by providing educational training in different communities for better production and poverty reduction. These findings are consistent with the argument by Haigh (2010) that the aim of any education is to meet the basic needs that drive the growth of production and increasing efficiency gains. This idea is as well in line with Ahmad and Batul (2013) that sufficient investments in human capital are essential in order to break the viscous circle of poverty, and that the most valuable of all capital is that invested in human beings (Berker, 1975).

With respect to human resources, both experts and trainees of community education programs had a couple of suggestions on this aspect. One of the great opinions from both sides is all about the increase of human resources for the effective provision of services in the communities. Experts of community education declared that they were few compared to the areas and communities to be served. This led them to work in the hard situation when trying to fulfill their responsibilities to ensure that they attain their expected objectives. One of the hardships they were getting is that, some of the wards had no experts to serve communities; to the extent, one official had to serve more than one ward. Wonderful indeed, there were some wards that were too big to be served by a single official.

The same applied to trainees who as well confirmed by arguing that they were missing their rights to be served by experts when they were facing problems due to the scarcity of experts allocated in their wards. One of the troubles they faced because of the scarcity of human resources was lack of the services immediately when they needed experts particularly for urgent matters. Sometimes they lost their livestock because of delay and proper services they were supposed to get. Therefore, it is very important to recheck the situation in order for both experts and trainees to get relief by being served by experts timely for better livelihoods. It should be noted that human resource is a fundamental resource for every facet of life for survival and prosperity of communities.

More importantly in this aspect of human resources, is that majority of experts of community education programs requested their employers to remember them in the aspect of motivation. The suggestion emerged after realizing several factors to why motivation. It was claimed that salaries for government employees were very little to the extent they did not satisfy their needs to run their families for an enjoyable life. They were using a lot of pocket money for government activities. Thus, it is important for the government and other employers to motivate their workers so that they work with morale.

All the findings in regard to human resources particularly on increase of human resources, and their motivation correlate with the different literature like Neculai (2010) and Becker (1975) who suggested that development of infrastructures in rural areas lead to development of business that

in turn attract and absorb qualified personnel and skilled force as important vectors for development. Further, productivity of employees depends not only on their ability and the amount invested in them but also on their motivation.

Despite the claim on the increase of human resources by trainees for better services in their communities, it was as well suggested that demonstration as teaching approach is preferred more than theoretical. Its account was on the fact that applicability of what was taught by demonstration or practically was easy to apply than what was taught theoretically. This argument is in line with the ideas portrayed by Rasmussen (2015) as far as andragogy is concern that adult learners learn best by doing, and that they prefer to learn the subject that is of immediate use. Though this might be very true in principle, however, this finding is somehow in controversy with the argument by Wrenn and Wrenn (2009) who argue that educators want their students to appreciate the importance of both classroom and field education experiences and learn that there is nothing more practical than a good theory. This implies that practices are well and good only if the theoretical aspect was conducted effectively. Thus, both theory and practical should be given equal weight in the learning processes for effective application in real life situation. Therefore, the nature of the educational training itself should determine the approach to be used for delivery.

It is clear from the finding that support of basic facilities is another suggestion made by both experts and trainees of community education. Experts of community education suggested to be provided with reliable transport for the effective performance of their responsibilities. Transport seemed to be an issue to most of experts of community education to reach different communities. Reliable transport helps experts of community education to reach different places for educational training and for monitoring and evaluation processes. Different experts, particularly at City council level, declared that they had departmental cars that could serve the purpose. But, the problem was that, the same car was ordered to do other activities like examinations activities, thus unreliable.

However, for experts at ward level, the transport aspect was found to be more critical since they had no any kind of transport to help them in performing their daily activities. Though, it was claimed that previously they had at least motorcycles that are currently no more. Indeed, experts

at ward level are more likely to serve communities closely since their daily responsibilities are to deal with communities. Although it is their daily responsibilities to deal with communities, but the transport problem seemed to affect their performance. Despite their personal efforts to ensure that at least they attain some objectives, but they reached a point at which they worked with hardships. Much more, they incurred their own cost on hiring motorcycles or taxi without being refunded or being given whatever kind of allowance to reduce the sharpness of the problem. Since these people are very important even to make follow up on the application of what communities have been taught, the support of transport facilities is not only important, but also necessary to ensure that they serve communities accordingly.

Likewise, trainees on the issue of support of basic facilities requested the government and other experts of community education to think on basic facilities related to their trainings beyond education. They declared that for real, knowledge and skills are the first and foremost, but without supporting them with basic facilities to establish those projects and enterprises they could not do anything. Otherwise, they could go back to keep up with their previous activities in the same trend. It is at this point when experts come back to check implementation of what they taught communities, and come into mysterious and puzzled.

In actual fact, sometimes it is not an easy job to assist all trainees with basic facilities as per their needs. However, the request for basic facilities by trainees align with the observation by Sarkar (2015) who conducted a study in India and suggested that the development of Toto's economic condition as agriculturalists may be possible by providing agricultural programs and teaching them modern techniques of cultivation, and supply of other facilities like source of water, pesticides, fertilizers and hybrid seeds. Therefore this denotes that for such community to develop, provision of educational training on its own is not enough. But for development realization, there must be as well a support of basic agricultural facilities to boost them abundantly.

Agricultural inputs are other concerns from both experts and trainees of community education programs. In this regard, there are three major concerns raised. The first idea which was raised was that most of the agricultural inputs were too expensive to be met by normal farmers and

livestock keepers. This cost impeded other farmers and livestock keeper to use those agricultural inputs despite being one of the major concerns of experts to insist on their educational trainings for better production. This means that only a few farmers and livestock keepers who were capable of buying those agricultural inputs implemented as they were being advised by their experts. Therefore, it is suggested that the price for those agricultural inputs should be reduced so that majority of farmers who are low-income earners could as well get used of those inputs.

The second concern on agricultural inputs was a subsidy. It was requested that all agricultural inputs should be subsidized in order to be affordable by the majority of communities. It has come to mind that there are some of the agricultural inputs like fertilizer that was subsidized but other inputs like medicines and crop seeds were not subsidized. However, some experts declared that even though, for subsidized agricultural inputs like fertilizers its subsidized cost was still too high for the majority of farmers to afford. Therefore, two things could be done at once including subsidizing all other agricultural inputs and subsidizing at a reasonable price. This will enable the majority to buy those inputs and apply in their production activities for better production, hence increase in income and ultimately poverty reduction.

The third alarm is counterfeit of agricultural inputs that existed in the market place. This is another problem that was affecting most of the communities, and that need a practical solution. Fake agricultural inputs were being sold by business people either deliberately or just because they had been in the shop for a long time hence expired. The request from communities is for responsible authorities like TFDA (Tanzania Food and Drugs Authority) to conduct a regular inspection to control the situation. Otherwise, most of the farmers and livestock keepers were facing troubles when using these agricultural inputs in their production activities. They got loss unnecessarily by not treating pests and diseases appropriately. This means that they incurred the cost twice as much for the same problem without being successful.

This problem of counterfeit agricultural inputs was disturbing farmers and livestock keepers to the extent that they were being discouraged to use artificial agricultural inputs. However, if the responsible authorities will play its role to control the situation, it will help them to use those inputs seriously for agricultural development. The suggestion and requests from these

stakeholders are parallel with the suggestions by USAID (2015) and Elliot (2016) that introduction of web portal and registration of agricultural inputs will help farmers to interact, market their products, innovations, and research, thus being able to isolate players who sell fake inputs. And that by reducing bureaucracy and cost of registering agricultural inputs will help them to introduce new agricultural inputs that will significantly boost agricultural growth.

The findings revealed that loans issues are other matters that were commented by experts and trainees of community education programs. Trainees of community education programs had several suggestions in regard to loans. It should be in mind that loans related issues came after the major problem of capital to the majority of communities in their undertakings. Thus, in order to solve the problem of lack of capital to community members, the suggestions on loaning emerged. Indeed loaning found to be the solution for the problem, but there were several concerns in regard to loans and loaning.

Community members suggested that there should be user-friendly conditions and criteria for accessing the loans. The conditions and criteria by that time were hard to be met by the majority, to the extent that very few were managing to get loans, particularly from Banks. One of the conditions was to have title deeds for their houses. But one may find that most normal community members were living in rental houses or having very normal and local houses that had no title deeds. Since loans officers could not trust everybody, then giving loans to these people became very difficult. As result, communities continued troubling themselves in finding capital for establishing their new investments or investing more in their current production activities. Which in turn, when they failed to be assisted means even their production started diminishing, hence persistence of poverty.

Another suggestion from both experts of community education and trainees was a reduction of loans repayment rates as well as an increase of interval for start repaying the loan. It was found that banks had very high loans repayments rates compared to other financial institutions like credit schemes and SACCoS. But the problem with these financiers was that every one had its problem. For example, SACCoS had the lowest rates for loans repayment, but most of them had



the very little capital to loan the majority at once. Banks were trying to weaken the SACCoS instead of supporting them by giving loans to SACCoS for helping low-income earners.

Banks were weakening the SACCoS in order to create the chance for community members seek loans from banks and not from SACCoS. However, the conflict of interest was noted by the government, thus declared in its policy of empowering communities economically by supporting capital and leadership education to SACCoS' leaders and members. The plan is for better SACCoS and business management so that SACCoS could help low-income communities (URT, 2004). Despite this declaration and stipulation in the policy document, its implementation was not effective. As a result, communities were not well assisted as expected; however, this government plan is recommendable for community development.

One critical suggestion from experts of community education was that for effective and wise use of the loans. All lenders should ensure that they do not give a loan to an individual who has never attended educational training. This suggestion has a deal to both lender and borrower in order to make a profit to both sides. The profit is expected to be made in the sense that, if communities are trained on how to use their loan funds, and how to manage their businesses, it is likely that they will get profit and repay their loans accordingly. By so doing everyone will attain objectives and expectations, hence prosperity. But if there will be no education to communities before taking the loan, it is possible that communities will face difficulties in doing their businesses that automatically facing difficulties to repay the loans, hence dwindle of communities' and financiers' development.

It was not worth to find out that poor adoption among communities existed, thus needed to be addressed. This concern was raised by experts of community education. It was realized by those experts after teaching communities and conducting monitoring and evaluation. Due to this observation, there were two perspectives. The first perspective was that from experts that trainees were not serious in adopting what they were being taught by their experts. The reason for not being serious was due to the fact that communities did not value education with respective roles in community development. Less recognition of the value of education as a vital tool for effective

production, led to not being serious during learning processes, and as a result not applying in their production activities.

Since experts were conducting different educational trainings, thinking that communities will apply in their production activities, once they found otherwise they apprehended that it was negligence. The end result of the situation was that, the expected outcomes became imaginations. However, sometimes this was happening because experts were not monitoring communities immediately after educational training. If this could be happening immediately, experts could be in a position to recognize the situation and take actions immediately as well. This finding corresponds to the idea of Noguchi et al. (2015) and Verner (2004) who suggest that local communities hold the key to addressing their conceptual challenge. Greater acknowledgment of the contribution of education to communities will allow these communities to contribute more effectively to achieving sustainable development. Therefore, for this matter, there is a need to carry out better monitoring and evaluation of programs for community development.

Although lack of effective monitoring and evaluation could be the reason for trainees not doing as advised due to poor guidance, but trainees had their reasons for not adopting accordingly. Trainees argued that they value education in their life, and that is why they dared to attend several educational programs. But the problem that hindered them to do as they were being taught was lack of capital. Trainees were lacking capital for establishing their projects or enterprises. They were lacking capital for buying agricultural inputs for better performance in agricultural activities and others of alike. Therefore, these are two controversial issues that exist to the extent that nobody comprehends one another.

It is therefore arguable that, community members valued education, and that they were being taught even alternatives on how to get capital including access to loans. It is therefore, worthwhile that experts should conduct immediate follow up to communities and advice them accordingly before things become worse. Community development will be possible only if the trainees will be aggressive to apply what they are being taught, and experts conducting regular monitoring and evaluation for close assistance in case of any challenges.

The findings suggest that there should be an exploration of markets for communities' products. Sometimes communities were producing a lot to the extent that lack of markets for their products became the great problem. Lack of markets affected communities to sell their products at a reasonable price that led them to get very little profit. That is why both experts and trainees had suggestions with regard to markets. Trainees suggested that experts of community education should teach them to produce something that its market is already known. The request based on the fact that they were very humble to accept the advice, but after complying with what they were taught and producing a lot, they faced the market challenges.

Producing a lot was one of the expected outcomes of attending educational training. Much more, for producers was to get more income after investing their time, efforts and money in such production. When things became otherwise because of the market problem, was something very discouraging for producers. It is at this juncture that the request for the government to make efforts to find markets for their products becomes vital. By ensuring reliable markets, communities will be aggressive to produce more since the benefits will be realized. Therefore, availability of market will be a catalyst for community production, hence sustainable development.

In regard to the problem of the market, some experts of community education programs provided a piece of advice to communities like farmers to revive their associations so that those associations will be responsible to secure markets for their products. The association will be responsible to collect the products from the farmers by creating the demand and then determining the price for their products. Another advantage from this is to secure farmers from brokers who buy farmers' products at very low price direct from the farm but sell at a higher price just a short distance from the farm by maximizing their profit. By dealing with the association at least farmers will be assisted than the current situation in which their expectations are not yet realized.

However, the aspect of the market problem has been stipulated in some government policies that the source of the problem is quality of products that do not meet the international standards as well as quantity that do not satisfy the needs. Generally, the market problem is the global problem that needs an appropriate solution from different stakeholders. The foregoing findings

on market problem match with the argument by Geithner & Nankani (2002) that integration into global markets offers the potential for more rapid growth and poverty reduction. But markets barriers made developing countries harder for them to make full advantage of the opportunity. Thus, improving market access for developing countries' exports requires a comprehensive approach to liberalization.

The findings suggest that there should be the construction of irrigation schemes to improve production by farming communities. Due to unreliable rainfall and drought, farming communities were affected in their production activities. The major effect was that farmers failed to conduct agricultural activities throughout the year. This entails that most of farming communities were producing only during the rainy season and stopped farming activities during the summer. This trend affects the income of farming communities as a result farmers keep marking time instead of developing from one stage to a better stage.

In order to help these farmers, the option of construction of irrigation scheme is timely and realistic for the future farming communities' development. However, construction of irrigation schemes is not an easy task as it needs a lot of money. That is why both experts and trainees came out with the suggestion that the government has to take this initiative to help its people, if real, it needs development. This will ensure that nobody has an excuse on the matter of farming activities as the availability of water creates several opportunities for farming activities. By creating opportunities in farming activities will help communities to produce a lot, and reduce poverty in different communities.

Poverty reduction will be quite possible since farmers will be able to grow whatever kind of crops they wish, and all the time throughout the year. This will enable every individual person to increase its production to the extent that they will satisfy their families and get surplus for commercial purposes. By getting extra income it will create more opportunities to establish other investment for sustainable community development. These findings show compliance with findings by Pandey et al. (2006) and Udmale et al. (2014) that farmers deploy various drought coping mechanisms, when some mechanisms fail, the welfare consequences on poor farmers are substantial with a large number of people falling back to poverty during drought years. Thus,

only a few farmers having irrigation facilities in fewer water areas cope with the situation and sustain with farming activities for their development. Therefore, this confirms the necessity of construction of irrigation schemes for the survival and development of the majority of farming communities.

Cooperation with stakeholders for effective community education provision and poverty reduction is another suggestion that was raised by different experts of community education. The aspect of cooperation was mainly of two categories, namely experts and trainees of community education programs. In regard to trainees of community education programs, the cooperation that is needed is involvement in planning, implementation and evaluation processes. All programs that are being planned for communities like provision of community education, need to involve the communities who are the end users. Communities need to be involved in situational needs assessment to identify the educational needs of respective communities.

When experts of education identify educational needs in cooperation with communities themselves it is easy for them to know the real educational needs. This would help them to offer educational training that communities would be proud of. Also, they would apply such knowledge and skills in their production activities since it is their real concern. Since what is offered is the real and challenging need in the community, optimistically the trainees will value and apply it for better production hence poverty reduction. That is why it is argued that involving local communities lead to an in-depth understanding of problems in the community hence create more viable solution including the provision of community education (Kintz, 2011).

In regard to cooperation aspect with other providers of community education programs, the government is advised to cooperate and create a mutual link with other development partners in order to fill the gaps that have not been filled by the government. Although the role of the government is to offer the services in the community to its fullest, but sometimes it was not easy to accomplish all the responsibilities due to various problems. Thus, if there will be a good private partnership with other service providers like NGOs and CBOs the remaining gaps will be fulfilled by those private providers since the goals are the same. This finding is supported by Gudic (2012) who suggested that the solution for the complex problem as poverty needs the

participation of all actors in the society like the government, civil societies, NGOs and other private sectors to ensure that the problems are solved for community advancement.

However, the modality of providing the services needs establishment and maintenance of trust between the government and other development partners. Despite the roles to be played by private partners in providing community education programs, still, there is a need to agree in some terms like guidelines in place for the matter. Therefore, transparency and effective communication are necessary by coordinating bodies to avoid unnecessary duplication. As a result, all planned activities by different service providers are harmonized for effective service provision and attainment of expected objectives including poverty reduction in different communities.

It was disturbing to find out that implementation of policies and regulations are other aspects that different experts claimed to be not effective. Generally, policies and regulations are in place to guide implementation of various programs to be undertaken in the country. But it was not worth to find that policies were stated in papers but were not effectively implemented by responsible implementing organs. Ineffective implementations of policies led to ineffective attainments of objectives in respective aspects of poverty reduction. This is very dangerous and not healthy for developing countries like Tanzania to reach the medium economy.

One of the policies that were claimed to be in place but disappointingly implemented was 10% of total own-source revenue from local government to be set for women and youths loans. This denotes that 5% is supposed to be for women and other 5% is supposed to be for youths. If these funds could be well disbursed for loaning women and youths, it could have boosted much these people in stabilizing their businesses and enterprises. It should be noted that one of the major claims of community members was lack of capital to conduct their production activities and initiation of different projects in their communities.

Since the government has realized this problem and declared in the policy to assist people in order to solve the problem of capital among communities, it should be highly considered for implementation without obstructions. Though it was defended that the policy was sometimes not

well implemented because of urgent matters, still, it should be called upon to spend funds as per policy and abiding regulations. The foregoing findings on policy implementation show conformity with Owolabi (2005) and Bolaji et al. (2015) that the policy must be clear and implementable for administrators in charge of implementation, and that there should be no ambiguity or obstacles for effective implementation. The authors conclude by arguing that the effectiveness of policy implementation is largely determined by the efficiency of government. Therefore, for sustainable community development and poverty reduction, implementation of whatever stipulated in the policy is inevitable. The next chapter presents a summary of findings, conclusions, and recommendations.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **6. 1 Introduction**

This chapter presents the summary of the study, conclusions made from the research findings, implications, and recommendations which are presented in relation to practice, policy, and further research.

#### **6. 2 Summary of the Study**

The study investigated the organization and management of community education programs as a strategy for poverty reduction in different communities in Tanzania. The study was guided by four specific objectives which were:

1. To investigate how community education programs were initiated and coordinated in different communities.
2. To explore the relevance of community education programs to poverty reduction.
3. To examine the availability of human, financial and physical resources for community education programs.
4. To find out the challenges in provision of community education programs

The study was guided by modified CIPP model (Stufflebeam, 2003) whereby all components like Context, Input, Processes, and Products (Outcomes) were described. The formulation of a conceptual framework that guided data collection and analysis processes was guided by human capital theory with the assumption that education is the engine to increase productivity, growth, and the key to development in every community (Almendarez, 2011; Becker, 1994).

The study reviewed empirical literature from outside Africa, in Africa and in Tanzania as well. Five major issues were covered including the nature and scope of community education; organization of community education, and policy context on education and development. Others include management of community education as well and poverty issues.

The study was grounded in an interpretative paradigm which believes that reality is socially constructed based on its ontological and epistemological assumptions. The study employed



mainly qualitative research approach, and used multiple case study design to investigate the organization and management of community education programs as a strategy for poverty reduction in Tanzania.

The study was conducted in Dar es Salaam City (Kinondoni Municipality), Mbeya City, Arusha City and Mwanza City. The Cities were selected deliberately to capture the diversity of communities dealing with different socio-economic activities. Purposive and convenient sampling techniques were used to capture 100 respondents of whom 41 were experts from different Ministries, City councils, NGOs and CBOs, and 59 were trainees from different government departments, NGOs, and CBOs.

Information was collected through semi-structured interviews, Focus Group Discussions, and documentary reviews. The rationale for using multiple methods of data collection (triangulation) was to ensure consistency of the information and trustworthiness of data. The collected data were transcribed, translated, and then analyzed using MAXQDA software and manually according to the research questions and sub-questions.

There were four major research findings in this study about the organization and management of community education programs as a strategy of poverty reduction in Tanzania. The findings of this study were presented according to the research questions and sub-questions.

The first research question investigated on how community education programs were initiated and coordinated in different communities. It was divulged that communities' needs/requests were the major factors for initiation of community education programs. Other factors include policy/plans by experts as well as existing production challenges and problems in the communities, consequently, initiation of different educational programs for different categories including farmers, livestock keepers, entrepreneurs, and fisheries.

In respect of involvement of communities in selecting educational programs, it was disclosed in different perspectives. Experts of community education revealed that trainees were being involved through lower level leaders while trainees declared that they were being informed about

the available educational training rather than being involved in selecting those educational programs. However, the aspect of meetings as one of the strategies to involve community members was as well mentioned, but it was credited at very low weight by trainees than experts of community education who weighted it at great percent.

With regard to research sub-question on the coordination of community education programs, it was revealed that community education programs were coordinated by the initiator of the educational program. They were coordinated with respective hierarchy, and in collaboration between the government entities and private organizations like NGOs and CBOs. However, it was revealed that there were some shortfalls as other organizations like NGOs were sometimes conducting educational programs without neither collaborating nor informing the government. Thus, the government was unable to know what exactly was being done by those organizations.

In connection with coordination of community education programs, it was as well revealed that there was no framework for the provision of community education programs, rather it was in progress. And that, the available guidelines for the provision of community education programs differed as others were from the respective Ministry (national guidelines), City council departments and others belonged to private organizations like NGOs and CBOs. Despite the presence of different guidelines for the provision of community education programs, it was unveiled that guidelines and other plans had no problem, but the problem was its implementation. And some guidelines did not reflect the environmental diversity.

The second research question examined the relevance of community education in poverty reduction. The first research sub-question ought to find out the relatedness between educational training and communities' socio-economic activities. Most of the trainees declared that educational programs which were offered, were relevant to their socio-economic activities, except a few educational programs were not relevant. There were several mechanisms to trace prosperity of trainees after educational programs including visitation, monitoring, and evaluation. Those mechanisms helped the experts of community education programs to measure the outcomes of communities' participation in educational programs.

Indeed, outcomes of community education programs in relation to poverty reduction were as well examined. It was revealed that the increase in production and income were the main prominent outcomes, hence poverty reduction among community members. Other outcomes include the building of modern houses, having many investments, self-employment and meeting the basic needs including paying school fees for their children. All these were realized due to established mechanisms of tracing the prosperity of trainees after educational training.

The third research question examined the available resources for the effective provision of community education programs. The first research sub-question examined how the financial budget for community education was. It was revealed that the funds which were disbursed for community education programs were insufficient at a very great percent contrary to what were being requested. Very small percent, particularly from private organizations like NGOs, agreed that the funds for community education programs were sufficient depending upon the program itself. Additionally, it was revealed that those funds were mainly from own source, followed by donors, central government, and participants' contribution.

Further, it was revealed that the budget trend for community education programs was increasing in budgeting but there was no specific trend when it comes to funds disbursement. This is due to the fact that sometimes funds were requested when needed. Occasionally, there were no significant changes, and at times even the budget was decreasing when sponsorship ended.

In regard to human resources, it was unveiled that there was inadequate of human resources for community education programs, particularly at a lower level. Surprisingly, at a lower level is where implementation was being done like monitoring and evaluation to check the effective adoption of trainees after educational training. Meanwhile, on the aspect of training books/manuals, it was disclosed that experts of community education had those materials though not all. And that those training manuals were sometimes distributed to the trainees, but sometimes not depending upon the educational program and financial status of the organizer.

The fourth research question found out the challenges in the provision of community education programs in an attempt to reduce poverty in different communities. This aspect was of two sides

that are experts and trainees. Experts disclosed that the major challenges in providing community education programs were insufficient funds, lack of transport, poor adoption of communities and poor motivation. Others include few human resources, too much dependency of community members and impact of politics. While trainees revealed that the major challenges that were facing them include lack of markets, expensive inputs/facilities, difficulties in access to loans and repayments. Others include lack of capital, lack of areas for investment, few educational trainings and financial contribution (participation fee).

In connection to challenges, the means of encountering challenges by experts of community education programs were examined. It was revealed that use of alternative transport, waving out some programs and request for donor assistance were key means of encountering the persisting challenges. While trainees declared that seeking of loans, sending representatives to training and selling on non-cash were the major means of encountering challenges. Other means were crop rotation, growing of drought-tolerant crops and conducting alternative production activities.

All in all, suggestions for effective provision of community education programs for poverty reduction in different communities were explored from both experts and trainees. Experts suggested that there should be a budget consideration, more investment in Adult and community education, serious adoption by community members and motivation for experts. Other suggestions include reliable transport, subsidy on agricultural inputs, seriousness in implementing the policy and increase of human resources. Involvement of stakeholders in planning, and to make horticulture a sub-sector for community development was suggested as well. At the same time, trainees suggested that there should be loans consideration for low-income earners, support of basic facilities, consideration of facilities subsidy, and control of counterfeit agricultural inputs. Other suggestions by trainees include exploration of markets, teaching by demonstrations, construction of irrigation schemes and an increase of human resources for close support of community members for sustainable development.

### **6. 3 Conclusions**

In light of the key research questions, the following conclusions are drawn based on the study findings. Firstly, the initiation of community education programs based on communities'

needs/requests, policy/plans by experts as well as existing challenges and problems in production activities in the communities. However, the level of involvement of communities in selecting educational programs was not effective since the strategies of involvement were not highly observed. As a result, this affected the relevance of educational programs hence less attainment of expected objectives by community members.

Indeed, coordination of community education programs was done by the initiator of the program though; sometimes there was lack of communication between the government and some non-governmental organizations. Also, there was no framework for the provision of community education; it was on progress to the extent that the available guidelines from the government and non-governmental organizations lacked some coherence and consistency hence hampered the effective provision of community education programs.

Secondly, both theory and practices were methods and approaches used for delivery of community education programs, though most of the educational programs were offered theoretically to extent that trainees did not prefer such approach. However, most the educational programs which were offered were relevant, except a few. This helped the communities to realize the outcomes of community education in relation to poverty reduction. Some of the evidence of outcomes of community education programs includes an increase of production and income, the building of modern houses, having many investments, self-employment and meeting the basic needs of the family.

Thirdly, the funds which were disbursed for community education programs were insufficient at very great percent contrary to what were requested. Also, there were inadequate human resources for community education programs. Both two aspects lead to the detrimental and ineffective provision and monitoring of community education programs in different communities. Thus, the objectives of community participation in educational programs were not realized at its fullest.

Fourthly, in providing community education programs, experts were faced with different challenges like insufficient funds, lack of transport, poor adoption of communities, poor motivation, few human resources, and impact of politics. While trainees were faced with the

following challenges; lack of markets, expensive inputs/facilities, difficulties in access of loans and repayment, lack of capital, and financial contribution (participation fee). All these challenges affected the smooth provision of community education programs, effective participation, and realization of outcomes of educational programs for poverty reduction. Thus, it was suggested that the mentioned challenges should be mitigated for effective provision of community education, hence poverty reduction and sustainable development.

## **6. 4 Implications**

Based on the preceding conclusions, the following implications are made for practice, policy considerations and research.

### **6. 4. 1 Implications for practice**

First, the ineffective involvement of stakeholders in initiating community education programs lead to the provision of irrelevant community education programs. Its consequences are the poor attainment of the expected goals, hence persistence of poverty in different communities.

Second, appropriate teaching methods and approaches for delivery determine the effective application and adoption in the actual situation. Since most of the educational programs were offered theoretically something confirmed to be not suitable for effective adoption by the communities, thus demonstration is suitable for effective adoption and realization of outcomes of community education including poverty reduction in the communities.

Third, insufficient of human, fiscal and physical resources impede the implementation of community education programs as planned. Poor implementation of community education programs was due to the scarcity of resources. Certainly, the planned activities are underperformed to the extent that the target of the provision of community education programs including poverty reduction among community members are lesser attained.

Fourth, the persistence of a couple of challenges in production activities like lack of capital, market, and expensive inputs, impinge the adoption of knowledge and skills by community members. Consequently, the essence of the provision of community education in different

communities for poverty reduction is less valued since its impact to the poor will not be apprehended.

#### **6. 4. 2 Implications for policy**

The first implication is that the coordination policy of community education programs in Tanzania is fragile. The coordination processes are not highly considered in a single trait unless this is clearly addressed. Otherwise, the coordination of community education for effective provision of community education will be haphazardly conducted.

The second implication is that the presence of policy without implementation strategies is difficult to implement the policy as it becomes just a paper work. This implies that the evaluation of the policy implementation as well becomes difficult unless the strategies and necessary input are in place for effective policy implementation.

The third implication is that unrealistic policy on supporting the poor for poverty reduction is prevailing, hence persisting of viscous poverty circle. This implies that if the challenges that are facing the poor in their production activities, without policy measures for supporting the poor, we should not expect the miracles to transform the life of the poor as expected.

#### **6. 4. 3 Implications for research**

The study on organization and management of community education programs as a strategy for poverty reduction, spot the beginning of further research and related studies in the respective area for more speculation due to a number of confines of this study.

### **6. 5 Recommendations**

From the implications, the following are recommendations presented in regard to practice, policy, and further research.

#### **6. 5.1 Recommendations for practice**

Based on the study findings, discussions, conclusions and its implications, the following are recommended for practice:

- ❖ Planners and organizers of community education programs should involve intensively all the stakeholders like trainees in selecting educational programs for relevance of programs and attainment of objectives like poverty reduction in different communities
- ❖ Investment in both formal and non-formal education by budget consideration should be the crucial agenda if developing countries like Tanzania need to move out from the viscous shackle of the poverty circle. This is quite possible if the government has good intention and political will.
- ❖ There should be more educational trainings (practical oriented) with effective monitoring and evaluation after training for effective adoption and better outcomes as evidenced by this study. In connection to this, an increase of human resources, motivation, and working facilities are inevitable.
- ❖ Based on the fact that counterfeit input is one of the findings of this study that impinges the development of farming communities, it is recommended that the responsible authorities like TFDA conduct a regular inspection to ensure that tremendous farmers' efforts in reducing poverty among themselves are not hampered in anyhow.
- ❖ Since nearly 80% of Tanzanians are farmers, there should be extraordinary efforts to construct irrigation schemes in different communities for effective agricultural production throughout the year, hence increased production, income and ultimately poverty reduction.

#### **6. 5. 2 Recommendations for policy considerations**

In line with the study findings and conclusions on policy issues, the following recommendations are made for policy-makers:

- ❖ There should be a clear policy on coordination of community education programs to which every provider of community education programs should adhere to, for effective communication and consistency of educational programs to be offered.



- ❖ During policy planning, there should be as well pragmatic strategies and input in place for policy implementation, so that every policy should be timely implemented and without any diminutive excuse
- ❖ Since financial constraint was a major factor impeded implementation, policy aspect on initiatives for networking and collaboration with internal and external development partners is inevitable.
- ❖ There is a need to have clear and friendly policies on supporting the poor in different aspects like a subsidy, loans, inputs, and markets for better performance in production activities, hence poverty reduction and sustainable development.

### **6. 5. 3 Recommendations for further research**

- ❖ The study on organization and management of community education programs as a strategy for poverty reduction was confined to urban and sub-urban areas. Thus, only part of the reality has been revealed. It is therefore, recommended that a more comprehensive study is conducted in rural areas as well to capture the reality in both localities for comparison purpose.
- ❖ The study used the solely qualitative approach with a limited sample. Thus, the obtained data based on the participants' perceptions and experiences, hence limited in generalization. Therefore, it is recommended that a similar study should be done using the quantitative approach with increased sample size for statistical analysis for the worthiness of the study for generalization.
- ❖ Since this study was conducted to participants who participated in educational training for different educational trainings and at different times. There is dire need of conducting a longitudinal study to check the extent and the rate to which the long-term poverty is reduced through provision of community education programs to different trainees.

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## APPENDIX A

### INTERVIEW GUIDE FOR MINISTRY/CITY COUNCIL/ NGOs/CBOs EXPERTS

Name of the Ministry/City Council/Department/NGO/CBO: .....

Designation: .....

#### 1. Initiation and coordination of community education programs

- a) Which factors are determining initiation of community education programs?
- b) Which educational programs are being offered aiming at increasing productivity hence poverty reduction?
- c) How are community members being involved in selecting educational programs?
- d) How are community education programs coordinated by multi-national corporations at national/City council/departmental/organizational level?
- e) Which Framework /guideline is being used in providing community education programs?

#### 2. Relevance of community education programs for poverty reduction

- a) Which strategies are employed to identify educational needs in different communities?
- b) Which mechanisms are in place to trace the prosperity of trainees after educational programs?
- c) What are the Outcomes of educational programs in relation to poverty reduction?
- d) How are outcomes from educational programs measured?
- e) Do you think educational programs meet your objectives? Why do you think so?

#### 3. Availability of resources for community education programs

- a) Does the Ministry/department/organization have a budget for community education programs?
- b) How sufficient is the budget to ensure that your objectives are attained?
- c) What are the sources of funds for community education programs?
- d) What is the budget trend for community education programs for past 5 years (2011-2015)?
- e) How many qualified community educators/facilitators does the Ministry/department/organization have? To what extent do they cater the current needs?
- f) Does the Ministry/department/organization have different training manuals /books for community education programs?

#### 4. Challenges in the provision of community education programs?

- a) Which challenges do you face in the provision of community education?
- b) How do you encounter the challenges to ensure that your objectives are attained?
- c) What are your suggestions for effective provision of community education programs for poverty reduction?

**Thanks for your cooperation**

## **APPENDIX B**

### **FOCUS GROUP DISCUSSION GUIDE FOR TRAINEES OF COMMUNITY EDUCATION**

**Name of the City Council:** .....

**Name/Nature of the Group:** .....

#### **1. Initiation and coordination of community education programs**

- a) Which factors are determining initiation of community education programs?
- b) Which educational programs are being offered aiming at increasing productivity hence poverty reduction?
- c) How are you involved in selecting educational programs?
- d) Who is coordinating you in community education programs?

#### **2. Relevance of community education programs for poverty reduction**

- a) Which strategies do you use to identify educational needs in your community/group?
- b) How many times have you attended training for two last budgetary years?
- c) Does the training attended related to your socio-economic activities? If YES/NO why?
- d) What the outcomes of educational programs?
- e) How are outcomes from educational programs measured?
- f) Do you think participation in community education programs has influenced poverty reduction? Why do you think so?
- g) To what extent do community education programs meet your goals and objectives?
- h) Are you assisted in case you encounter problems in running your enterprise/economic activities after educational programs?

#### **3. Availability of resources for community education programs**

- a) Who finances your educational programs?
- b) Are any contributions from individual trainees? What are those contributions?
- c) Are there any contributions that affect your participation in educational programs? How do you overcome such challenge?
- d) Do the departments /organizations give you different training manuals /books for references?

#### **4. Challenges in the provision of community education programs?**

- a) Which challenges do you face in participating in community education programs?
- b) How do you encounter the challenges to ensure that you participate in educational programs?
- c) What are your suggestions for effective provision of community education programs for poverty reduction?

**Thanks for your cooperation**

## APPENDIX C

### DOCUMENTARY REVIEW GUIDE

Name of the Ministry / Department/ NGO/ CBO/:.....

#### **1. Initiation and coordination of community education programs**

- a) Program-related books, framework, guidelines, brochures, and mission/policy statements

These documents will help the researcher to gather information on:

- i. Nature of programs being offered
- ii. Teaching and learning materials for those programs
- iii. The directives for programs implementation.
- iv. Available framework/policy /guidelines

#### **2. Relevance of community education programs for poverty reduction**

- a) Program-related books, guidelines, brochures, mission, policy statements, and directives

These documents will help the researcher to gather information on:

- i. Relevance of community education programs
- ii. Methods/approaches for delivery

#### **3. Availability of resources for community education programs**

- a) Reports on financial issues, budgets, Program related books and manuals

The documents will help to collect information on:

- i. Budget allocation for community education programs
- ii. Sources of funds for community education programs
- iii. The budget trend for community education programs.
- iv. Availability of books /manuals for community education programs

**Thanks for your cooperation**



**APPENDIX D****A FORM FOR DEMOGRAPHIC INFORMATION OF PARTICIPANTS IN FOCUS  
GROUP DISCUSSIONS (FGDs)**

Name of the City Council: .....

Name of the Community Group: .....

Category of the Community Group: .....

**DEMOGRAPHIC INFORMATION FOR PARTICIPANTS  
(TAARIFA ZA WASHIRIKI)**

S/No	Name (Jina)	Sex (Jinsia)	Age (Umri)	Education (Elimu)	Economic Activities (Shughuli za Kiuchumi)
1					
2					
3					
4					
5					

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Ref. No: AB3/12(B)

Date: 22<sup>nd</sup> February 2016

Regional Administrative Secretary  
**Dar es Salaam Region**

**RE: REQUEST FOR RESEARCH CLEARANCE**

The purpose of this letter is to introduce to you **Mr. Benjamin Mbughi** who is a bonafide staff member of the University of Dar es Salaam and who is at the moment required to conduct research. Our staff members undertake research activities as part of their core functions.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4<sup>th</sup> July 1980, the Vice Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Mr. Mbughi**.

I therefore, kindly request you to grant him any help that may enable him achieve his research objectives. Specifically we request your permission for him to meet and talk to the leaders and other relevant stakeholders in your region in connection with his research.

The title of his research is **"Organization and Management of Community Education Programs as a Strategy for Poverty Reduction in Tanzania"**.

The period of his research is from **April to September 2016** and the research will cover **Dar es Salaam Region**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: [research@udsm.ac.tz](mailto:research@udsm.ac.tz).

Yours sincerely,

  
 Prof. Kwankaza S. Mwakandala  
**VICE CHANCELLOR**

VICE CHANCELLOR  
 UNIVERSITY OF DAR-ES-SALAAM  
 P.O. Box 35091  
 DAR-ES-SALAAM

# KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173  
Fax: 2172606



MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL COUNCIL  
P. O. BOX 31902  
2 MOROGORO ROAD  
14883 DAR ES SALAAM

In reply please quote:

Ref. KMC/R.18/1

Date:- 31/03/2016

Benjamin Mbughi,  
University Of Dar es salaam  
P.O. box  
**DAR ES SALAAM**

**RE: RESEARCH PERMIT**

Refer to the above heading.

I am pleased to inform you that your above request has been considered by the **April, 2016 up to September 2016**.

Upon receipt of this letter, please report to **Municipal Community Development Officer, Municipal agriculture and Irrigation Officer, municipal Livestock and fisheries Office and Municipal Trade Officer** for commencement of your research.

During the period of practical training you are required to obey the rules and regulation of the institute as they will be defined by the supervisor of the research.

Hoping to see you soon.

Kop. MKURUGENZI VIA MAMISRAM  
KINONDONI, DAR ES SALAAM  
(022) 260 3551

A.B. Tutuba

For: **THE MUNICIPAL DIRECTOR**  
**KINONDONI**

Copy:

District commissioner Office  
P.O. Box 9583,  
**Kinondoni**  
**DAR ES SALAAM**

THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

## ARUSHA REGION:

ADDRESS TEL. "REGCOM"

TEL: NO 254-5608/2502772/2502289

Fax No. 254-5739/254-4385

E-Mail: [rasarusha@gmail.com](mailto:rasarusha@gmail.com)E-Mail: [rasarusha@yahoo.com](mailto:rasarusha@yahoo.com)

In Reply Please Quote:



REGIONAL COMMISSIONER'S OFFICE

EDUCATION DEPARTMENT

P.O. BOX 3032

ARUSHA

Ref. No. RC/AR/ED/R. 20/VOL.II/189

7<sup>th</sup> JUNE, 2016

City Director,  
ARUSHA CITY.

## RE: INTRODUCTION TO MR BENJAMIN MBUGHI


Please refer to the above subject.

I would like to introduce to you MR Benjamin Mbughi who is a bonafide staff member of the University of Dar es Salaam. He wants to conduct research concerning. **"Organization and Management of Community Education Programs as Strategy for Poverty Reduction in Tanzania.** As part of his course in Master Education.

He will gather his research data within the months April to September 2016.

Kindly give him the necessary cooperation.

Thanks in advance.

  
E. Mahundo

For: REGIONAL EDUCATION OFFICER  
ARUSHA

REGIONAL EDUCATION OFFICER  
ARUSHA

Copy to: Mr Benjamin Mbughi.

THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

**MWANZA REGION:**

Telegraphic Address: "REGCOM"

Telephone No: 028-2501037

Fax: 028-2501057

In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,

P.O. BOX 119,

**MWANZA.**Ref. No. **DA. 277/333/01/69****25<sup>TH</sup> July, 2016**

City Director,  
P.O. BOX 133,  
**MWANZA.**

**RE: RESEARCH CLEARANCE FOR MR. BENJAMIN MBUGHI**

Refer the heading above in relation to your letter in our office dated 22/02/2016 with ref no. AB3/12 (B).

This is to inform you that the student above has been permitted a place in our organization in order to conduct his research clearance from July to Septemba, 2016. The research title is "**Organization and Management of Community education programs as a strategy for poverty reduction in Tanzania**" Mwanza region.

Your sincerely

Kitinga, S. R.

For: REGIONAL ADMINISTRATIVE SECRETARY

**MWANZA**

REGIONAL ADMINISTRATIVE SECRETARY

Copy: Vice Chancellor  
**UNIVERSITY OF DAR ES SALAAM**  
P.O BOX 35091  
**DAR ES SALAAM**

Mr. Benjamin Mbughi  
**UNIVERSITY OF DAR ES SALAAM- Student**



UNITED REPUBLIC OF TANZANIA  
PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION & LOCAL GOVERNMENTS  
**MBEYA CITY COUNCIL**

*All correspondences be addressed to:*

Phone: +255 25 2502372 (Direct Line)  
+255 25 2502563 (General Line)  
Facsimile: +255 25 2502488  
Website: <http://www.mbeyacc.go.tz>

CITY DIRECTOR  
P.O. BOX 149,  
MBEYA  
e-mail: [cd@mbeyacc.go.tz](mailto:cd@mbeyacc.go.tz)

*on reply please quote:*

Ref. No. MCC/R/50/1/VOL.VIII/49

DATE: 07/09/2016

UNIVERSITY OF DAR ES SALAAM,  
P.O. BOX 35091,  
DAR ES SALAAM

**RE: RESEARCH PERMIT FOR MR. BENJAMIN MBUGHI.**

Refer to the heading above.

I would like to inform you that we have granted **Mr. Benjamin Mbughi** from University of Dar es salaam. He is Pursuing PHD in Education. He will conduct Research on "**Organization and Management of Community Education Programs as a Strategy for Poverty Reduction in Tanzania**" in our Organization from **1st, September 2016 up to 30<sup>th</sup>, September 2016.**

The council will accommodate him when the time is due.

Thanks for your cooperation.

  
Emmanuel Daniel  
For: CITY DIRECTOR  
MBEYA CITY COUNCIL  
OR CITY DIRECTOR  
MBEYA CITY COUNCIL  
MBEYA

CC: CCDO,  
P.O. BOX 149,  
MBEYA.

Mr. Benjamin Mbughi.